

## Build Competencies in agriculture HISTORIES

## farm innovations



**ONE** Listen to From Frontier to Farmland: A Little Dirt Goes a Long Way, found in the Provincial Archives of Alberta at <a href="https://provincialarchives.alberta">https://provincialarchives.alberta</a>. ca/how-to/explore-learning-education/voices-of-the-past-alberta-school-broadcasts. This audio broadcast was created in 1952 for elementary and junior high school students.

This broadcast discusses different periods of time in the history of crop farming, starting in the early 1900s, including the Depression of the 1930s.

what images of farming does it bring to mind when you listen to it? What examples of technology and innovation can you identify in the broadcast?	



Use HOW HAS INNOVATION SHAPED
THE FOOD SYSTEM? for these learning
tasks. Use the Learning Source and the
information for this guiding question in the
agriculture HISTORIES carousel on www.
projectagriculture.ca. Check out these
weblinks for additional information.

Find information on Climate and Change: Making Sense of the Dustbowl Years on the Canadian Prairie from the University of Saskatchewan, at http://climateandchange.usask.ca/index.html. Look for examples of change and innovation.

With a group, watch a film, Dustbowl Dividend, produced in 1967 for the School Broadcast section of the Saskatchewan Department of Eduction, that describes the invention of the Noble Blade and other farm innovations at www.youtube.com/watch?v=MtWPCUkfT08&t=1085s.

Explore an interactive timeline provided by Farm Credit Canada at www.fcc-fac.ca/en/knowledge/agrisuccess/timeline-of-canadian-agriculture.html.

You can also find examples of agricultural technology artifacts at https://ingeniumcanada.org/agriculture/collection-research/collection-highlights.

How does this radio broadcast define progress in agriculture? In what ways did farmers improve the practices they used to grow crops?	
What stereotypes or examples of discriminatory language can you identify in this broadcast? How do you think images and identities of farming and farmers has changed from the early 1900s to today?	
TWO Find out more about the innovations that developed in response to the conditions during the Depression.  Select one of the photos on this webpage.	Use HOW HAS INNOVATION SHAPED THE FOOD SYSTEM? for these learning tasks. Use this weblink for additional information.
<ul> <li>Describe the technology or innovation that is pictured in the photo.</li> <li>Describe the problem that the technology or innovation is trying to address.</li> <li>Explain why and how you think this photo represents innovation.</li> </ul>	Consult The Response in the Fields, from the University of Saskatchewan, at http://climateandchange.usask.ca/histories.html#the-response-in-the-fields.



Explore the interactive timelines and agricultural technology artifact websites provided as sources in this handout. Use the sources listed at the beginning of this handout, and consult the Learning Source and/or watch the videos provided in the **HOW HAS INNOVATION SHAPED THE FOOD SYSTEM?** carousel slide on the **project** AGRICULTURE website.

Select at least **four** different innovations from any of these sources. Identify the year and location of each innovation.

Organize your events into one or both of the following categories. Use the **Mind Map** graphic organizer to create your own mind map, based on these different categories of innovation.



- Physical manipulation (tilling, seeding, harvesting)
- Technological innovation (crop varieties, mechanized equipment, fertilizer, pesticide)
- Transportation of agricultural products (railways, highways, vehicles)

What do you think future innovations in agriculture might look like? Describe

or sketch one idea and explain why and how this innovation could occur.		