



Build Competencies in **agriculture** HISTORIES

# population perspectives



## MAKE IT PERSONAL

How do you think increases or decreases in population in your community would affect quality of life? Why do you think this?

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Do you think Canada is underpopulated or overpopulated? Why do you think this?

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## SEARCH AND INVESTIGATE

### Using Sources

Use the sources in this handout, on the website or that are provided by your teacher to complete the following activities.

**ONE** How do you think farming changed as populations moved further west?

Compare a farm with historical ties to Upper Canada to the first-person story about farming in the late 1800s in Alberta. What similarities and differences do you see in the sources?



Use **HOW DID FOOD AND FARMING INFLUENCE THE GROWTH OF CANADA'S POPULATION OVER TIME?** 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.

Use these sources for question ONE.

Explore the characteristics and ways of life on an early farm in Upper Canada on The Dalziel Barn website. Go to [www.dalzielbarn.com/pages/TheFarm/TheFarm.html](http://www.dalzielbarn.com/pages/TheFarm/TheFarm.html). Focus on growing grain at [www.dalzielbarn.com/pages/TheFarm/GrowGrain.html](http://www.dalzielbarn.com/pages/TheFarm/GrowGrain.html).

Then, read the primary source story of Grain Growing at East Beaver Lake at [www.collectionscanada.gc.ca/eppp-archive/100/200/301/ic/can\\_digital\\_collections/pasttopresent/rural\\_life/beaver\\_lake\\_good\\_year.html](http://www.collectionscanada.gc.ca/eppp-archive/100/200/301/ic/can_digital_collections/pasttopresent/rural_life/beaver_lake_good_year.html).

Start with this source for additional information for question TWO.

Find many advertising images in **The Last Best West: Advertising for Immigrants to Western Canada** from the Canadian Museum of History at [www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.html](http://www.historymuseum.ca/cmhc/exhibitions/hist/advertis/ads1-01e.html). Scroll through all the sections to find several different examples.

Use a **Triple T-Chart** organized like the example below to collect and compare your observations. Use the chart headings or develop your own ideas. Then, reflect on your learning with the question that follows.



	Similarities	Differences
Farming in Upper Canada		
Farming in the Prairie West		

What two changes can you identify from these similarities and differences?  
 What is one thing that has not changed?

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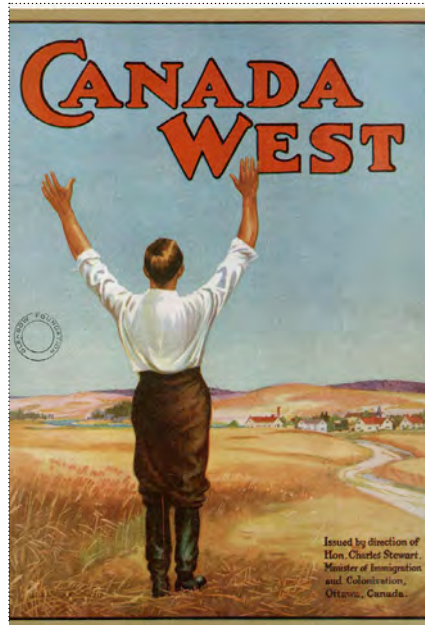
**TWO** The covers used in the **Canada West** magazine were the viewer’s first contact with the messages that the Canadian government wished to send. These messages were focused on farming and food production.

The Canadian government used different advertising techniques in the covers of **Canada West**. Which of these techniques can you identify in the covers on the following page?

- 🔥 Ideas and values – associating messages with values that immigrants might find important
- 🔥 Exaggeration
- 🔥 Scientific claims, backed by the testimony of experts
- 🔥 Creating a sense of community

Use the **Grid** on the next page to identify the advertising techniques that are used in each of the six posters.

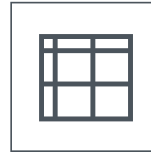
The **Canada West** covers were part of a booklet produced by the Department of the Interior. Immigration agents from Britain and the United States used it to encourage people to immigrate to Canada. The booklets included stories about the history of Canada and the features of the west, including each of the prairie provinces and territories.



Canada West Covers: Courtesy of Libraries and Cultural Resources Digital Collections, University of Calgary


The government also emphasized certain themes in their advertisements. Which of these themes can you identify and how are they represented? What messages are sent about each of these themes?

- 🔥 The role of women
- 🔥 Modern conveniences
- 🔥 Family farms and children
- 🔥 Farm equipment



Collect your examples in a **Retrieval Chart** organized like the example below. Use at least three of the cover images.

	Theme used for this cover	How it is represented on the cover	Message sent about this theme
Cover image 1			
Cover image 2			
Cover image 3			

What omissions and misinformation did these advertisements present to potential farmer settlers? Describe **two** examples in the grid below.

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In what ways did these messages contribute to the **misappropriation** (take over) of Indigenous lands?

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What impact do you think this had on Indigenous food systems?

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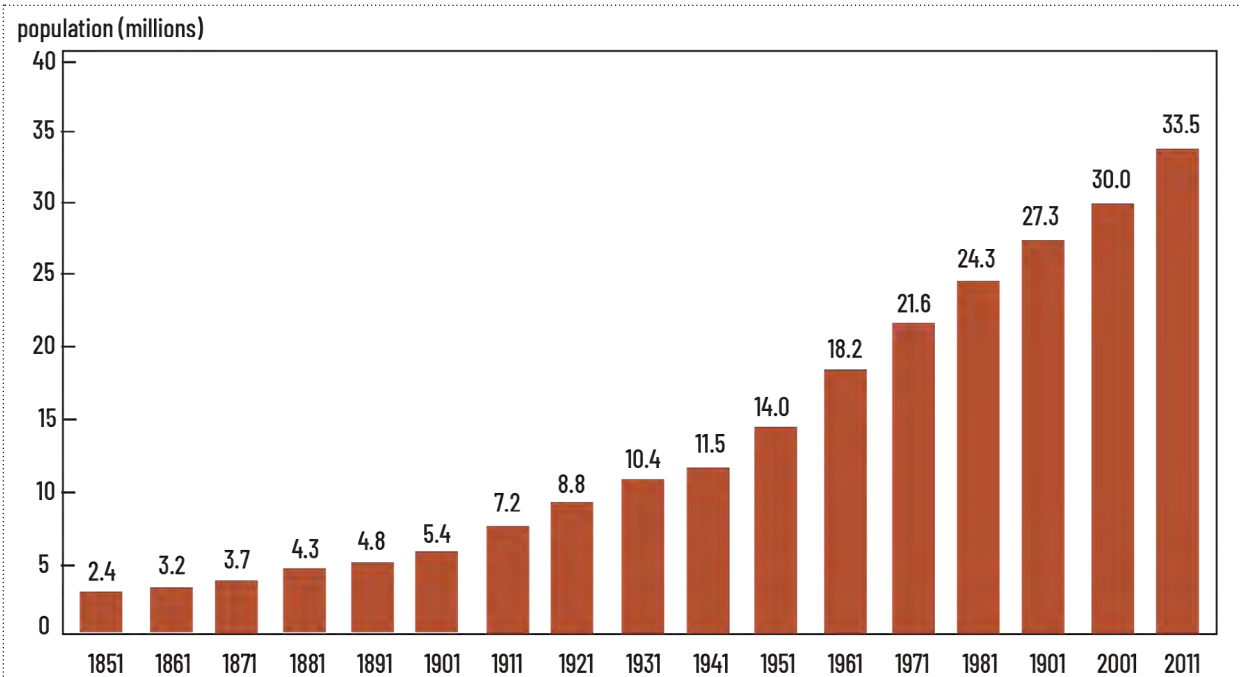
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EXPLORE

Consider this population graph that shows the change in population in the prairies between 1851 and 2011.



SOURCE: Statistics Canada, censuses of population, 1851 to 2011 Online: [www12.statcan.gc.ca/census-recensement/2011/as-sa/98-310-x/2011001/fig/fig2-eng.cfm](http://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-310-x/2011001/fig/fig2-eng.cfm)

In addition to the growth in population, the number of farms increased from about 55 000 in 1900 to 250 000 in 1911.

What 10-year period between 1851 and 1921 showed the greatest growth? Why do you think this growth happened?

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The number of farms increased dramatically between 1901 and 1911. How do you think this increase in farms affected the growth of Canada's population?

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What is one conclusion you could make about the relationship of agriculture to Canada's population growth?

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