

## LEARNING EXPERIENCE THREE

### Guiding Question: How can agriculture strengthen local economies?

|                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This <b>Learning Source</b> provides starting points and information to investigate:</p> <ul style="list-style-type: none"> <li>Economic food trends for buying local and organic</li> <li>Economic and social connections and identities involved in agriculture and family farms</li> <li>Impact of globalization on the food system</li> </ul> | <p><b>Build Competencies: Food identities</b></p> <p>Students explore the connection between local food production, land and identities, map food assets in local communities and investigate the global food supply.</p> <p>This handout includes activities that support competencies and literacy, and weblinks to online resources that can support student learning.</p>  | <div>  <b>Assess</b>   </div> <p>Look for evidence of understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>Collective and individual identities associated with consumer behaviours</li> <li>Values and relationship between land and people</li> <li>Economic implications of global food system and food security on global communities</li> </ul> <p>For a formative assessment, ask students to use a profile of a family farm, either local or in a global context, to identify opportunities and challenges/limitations for local or global food systems and quality of life. Use a <b>T-Chart</b> or <b>Bubble Map</b> to add examples and illustrations.</p> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



### Additional Research or Background Sources

Consult teacher or student background sources such as the examples that follow to further explore, enrich or expand activities for this guiding question. Student research sources are also provided in **Build Competencies** handouts.

The Government of Alberta's *Study of local food demand in Alberta: consumer study*, accessed at <https://open.alberta.ca/dataset/study-of-local-food-demand-in-alberta-consumer-study-report#summary>, provides reports and an infographic for a project that assessed the demand for local food available in Alberta through farmers' markets, farm retail and restaurants offering locally-sourced ingredients. The infographic is provided on the carousel slide for this guiding question. The Government of Alberta also provides reports on local food demand in the Edmonton and Calgary regions at [www.alberta.ca/resources-for-local-food-producers.aspx](http://www.alberta.ca/resources-for-local-food-producers.aspx).

The Canadian Agriculture and Food Museum provides a feature on family farms across Canada, with profiles on a variety of family farm types. This feature can be found at <https://ingeniumcanada.org/agriculture/canadas-family-farmers.php>.

The Vanier Institute of the Family provides a feature and infographic on Canada's Families on the Farm, accessed at <https://vanierinstitute.ca/infographic-canadas-families-farm/>.



Additional information and discussion questions are provided in the carousel slide for this guiding question in the **food DEMOCRACY** section of the **LEARN** webpage.

Click on the carousel slide to open and explore the following content.

-  **Perspectives from family farms in Alberta**, including:
  -  **A picture of family dairy farms and egg farming as a way of life** with infographic
  -  **Hatching egg farming is a family business** video and story
  -  **Values matter to Alberta chicken and turkey farmers** video and story



Find **Social Studies 9** and **Social Studies 10-1/10-2** learning outcomes supported by this learning experience on the following page.

Use this activity to reinforce the concept of quality of life and the influence of economic factors in the food system. Make the connection between these concepts and the ways of life and activities of farmers. Ask students to reflect on the economic and social importance of agriculture to daily life for all individuals, both locally and globally.

Students can also be encouraged to make connections between local and global contexts of agriculture. Grade 10 students can apply the food asset mapping activity to a global community. They can compare local farming in Alberta to stories they research and explore about global farming experiences.

After completing activities in this learning experience, have students reflect on the impact of local and global agriculture on economic and social quality of life in different communities.

Students may choose to take a more in-depth look at farming in indigenous communities in Alberta as well as indigenous food systems.

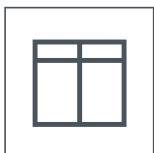
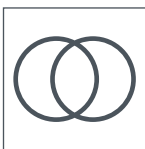
Statistics Canada provides information about Indigenous people involved in agricultural activities in Canada in their 2019 report, *Aboriginal peoples and agriculture in 2016: A portrait*, accessed at [www150.statcan.gc.ca/n1/en/pub/96-325-x/2019001/article/00001-eng.pdf?st=jcFcnz8-](http://www150.statcan.gc.ca/n1/en/pub/96-325-x/2019001/article/00001-eng.pdf?st=jcFcnz8-).

The Indigenous Food Systems Network website is designed to allow individuals and groups involved with Indigenous food related action, research, and policy reform to network and share relevant resources and information. The website includes a discussion of *Indigenous Land and Food Systems* and organizes resources around the medicine wheel. Find this information at [www.indigenousfoodsystems.org](http://www.indigenousfoodsystems.org).

### > EXTEND LEARNING

Have students work individually, with a partner or in a small group to select a story of an Alberta farm family and create a **one-to-two minute "TED" talk** that introduces the family, describes their farm and highlights one or more of the following:

- Economic decision-making
- Connections to consumers
- Identities



Students may also be asked to do a search for a U.S. farm family or a family farm in a global community. Use a **Venn** or **T-Chart** to compare the two farms. Find these graphic organizers in **food DEMOCRACY Project Tools**. What similarities and differences are there in the types of economic decision-making and identities?



Look on the **VIEW** webpage for video interviews with Alberta farmers about local food production and family farms. As students watch the video, ask them to identify perspectives shared by farmers.



## LEARNING EXPERIENCE THREE: LEARNING OUTCOMES AND COMPETENCY MAP

| project<br>AGRICULTURE<br>Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | GRADE 9 SOCIAL STUDIES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 10-1 SOCIAL STUDIES<br>*Corresponding 10-2 outcomes also apply                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>CONCEPTUAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>CONCEPTUAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>LEARNING SOURCE</b><br><br>How can agriculture strengthen local economies?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 9.2.2 Appreciate the relationship between consumerism and quality of life (C, CC)<br><br>9.2.4 Compare and contrast the principles and practices of market and mixed economies by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>To what extent do consumer actions reflect individual and collective identity? (ER, I)</li> </ul> 9.2.5 Assess, critically, the relationship between consumerism and quality of life in Canada and the United States by exploring and reflecting upon the following questions and issues: <ul style="list-style-type: none"> <li>How does individual consumer behaviour impact quality of life (e.g., environmental issues)? (PADM, ER)</li> <li>How does marketing impact consumerism? (ER)</li> <li>How does consumerism provide opportunities for and limitations on impacting quality of life? (PADM, ER)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 1.3 Appreciate how identities and cultures shape, and are shaped by, globalization (I, CC, GC)<br><br>1.4 Explore ways in which individuals and collectives express identities (traditions, language, religion, spirituality, the arts, attire, relationship to land, ideological beliefs, role modelling) (I, CC, LPP)<br><br>3.1 Recognize and appreciate multiple perspectives that exist with respect to the relationships among politics, economics, the environment and globalization (GC, ER, PADM)<br><br>3.7 Explore multiple perspectives regarding the relationship among people, the land and globalization (spirituality, stewardship, sustainability, resource development) (LPP, CC, ER, GC)<br><br>3.9 Analyze multiple perspectives on sustainability and prosperity in a globalizing world (ER, LPP, GC)<br><br>4.1 Recognize and appreciate the impact of globalization on the quality of life of individuals and communities (GC, C, CC)<br><br>4.6 Analyze impacts of globalization on women (gender issues, labour issues, opportunities for entrepreneurship) (GC, C, PADM, ER, I)<br><br>4.8 Analyze how globalization affects individuals and communities (migration, technology, agricultural issues, pandemics, resource issues, contemporary issues) (GC, LPP)                                                                                                                                                                                                                                                                                                                                                               |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>PROCEDURAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>PROCEDURAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>BUILD COMPETENCIES</b><br><br>Food identities<br> <br> <br> <br>  | 9.S.1 Develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> <li>Evaluate, critically, ideas, information and positions from multiple perspectives</li> <li>Demonstrate the ability to analyze current affairs from multiple perspectives</li> </ul> 9.S.3 Develop skills of geographic thinking: <ul style="list-style-type: none"> <li>Interpret thematic maps to analyze economic and political issues</li> <li>Construct diagrams, charts, graphs and tables to analyze geographic information</li> </ul> 9.S.4. Demonstrate skills of decision making and problem solving: <ul style="list-style-type: none"> <li>Propose and apply strategies or options to solve problems and deal with issues</li> </ul> 9.S.7 Apply the research process: <ul style="list-style-type: none"> <li>Develop a position supported by information gathered during research</li> <li>Draw conclusions based upon research and evidence</li> <li>Determine how information serves a variety of purposes and that the accuracy or relevance may need verification organize and synthesize researched information</li> </ul> 9.S.8 Demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> <li>Elicit, clarify and respond appropriately to questions, ideas and diverse points of view presented in discussions</li> </ul> | S.1 Develop skills of critical thinking and creative thinking: <ul style="list-style-type: none"> <li>Evaluate ideas and information from multiple sources</li> <li>Determine relationships among multiple and varied sources of information</li> <li>Analyze current affairs from a variety of perspectives</li> </ul> S.3 Develop skills of geographic thinking: <ul style="list-style-type: none"> <li>Make inferences and draw conclusions from maps and other geographical sources</li> </ul> S.4 Demonstrate skills of decision making and problem solving: <ul style="list-style-type: none"> <li>Generate and apply new ideas and strategies to contribute to decision making and problem solving</li> </ul> S.7 Apply the research process: <ul style="list-style-type: none"> <li>Develop, express and defend an informed position on an issue</li> <li>Consult a wide variety of sources, including oral histories, that reflect varied perspectives on particular issues</li> <li>Integrate and synthesize argumentation and evidence to provide an informed opinion on a research question or an issue of inquiry</li> <li>Draw pertinent conclusions based on evidence derived from research</li> <li>Select and analyze relevant information when conducting research</li> </ul> S.8 Demonstrate skills of oral, written and visual literacy: <ul style="list-style-type: none"> <li>Use a variety of oral, written and visual sources to present informed positions on issues</li> <li>Apply information technologies for context (situation, audience and purpose) to extend and communicate understanding of complex issues</li> </ul> |