

LEARNING EXPERIENCE THREE

Guiding Question: How did food and farming influence the growth of Canada's population over time?

This **Learning Source** and accompanying **Build Competencies** activities provide students with an overview of some of the agricultural factors that influenced population growth in Canada's west, including an exploration of some crops and why they were central to the food system at the time just before and after Confederation as well as the role of media and advertising. Students are encouraged to build understandings of the central role that a colonial view of agriculture and land had on the drive to expand Canada's boundaries and populate the west. Students may have learned about some of the events included in this learning source but can be encouraged to revisit them through the lens of agriculture. This **Learning Source** and **Build Competencies** activity can also be used with **LEARNING EXPERIENCE FOUR** on pages 46 to 48 to explore connections between population growth and urbanization.

This Learning Source provides starting points and information to investigate: • Food, farming and population growth • From the fur trade to farming in the west • Factors that increased population growth in the west • Images of farming • Expanding agriculture • Treaty land and agriculture Introduce students to this learning source by posing the following statement on a classroom or online bulletin board: <i>Agriculture was the most important influence on Canada's growth.</i> Work with them to create an evidence display. Have students work with a partner or in a small group to look for and identify examples that support this statement. Tell students that they can also use other sources that counter, or argue against, the statement. Have pairs or groups record their examples on the bulletin board. If students identify the same or similar examples, they can be asked to use checkmarks, stickers or another strategy to reinforce the example. Student pairs or groups can be assigned different sections of the Learning Source.	Build Competencies: Population Perspectives Students research and explore images of the Canadian west, farms and farmers, assess advertising techniques and accuracy of messaging, make conclusions about impact of agriculture on growth of population. This handout includes activities that support competencies, literacy and numeracy, and weblinks to online resources that can support student learning. 	 Assess Look for evidence of understanding of the following concepts: • Population growth • Agricultural activity • Government agricultural policy and Indigenous peoples • Treaty land • Advertising and media For a formative assessment, look for evidence that students can identify the extent to which any of the statements they add to their evidence display boards represent opinions and which are facts.
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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.

Manitoba Cooperator provides an overview of early agriculture in Canada, including First Nations and fur traders in Manitoba's earliest agriculture at www.manitobacooperator.ca/news-opinion/news/local/canada-150-manitobas-earliest-agriculture/.



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

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

- Factors that influenced population growth in the west
- Images of farming



Find **Social Studies 7** learning outcomes supported by this learning experience on the following page.

Use this activity to encourage students to make connections between the growth of Canada's population, the role that agriculture played and the changing images of farming and farmers.

After completing activities in this learning experience, have students write or discuss their thinking about ways that agriculture continues to influence population growth as well as the extent to which farmer's images continue to change.



Look on the **MEET A FARMER** webpage for video interviews focused on changing identities with Alberta farmers. As students watch the videos, ask them to identify perspectives shared by farmers.

Building Canada: A story map of a 150 years of immigration provides a geographic overview of immigration in Canada since Confederation and includes primary source photos and documents. It can be accessed at www.arcgis.com/apps/MapJournal/index.html?appid=16f0ee7e09254b8ab0a7e8d7381f481c.

Explore the interactive storymap with students and ask them to identify examples that can be connected to the influences of agriculture on immigration. The storymap includes some examples of advertising that can reinforce the examples provided in the **Learning Source** and **Build Competencies** activities. Ask students to use their prior learning to discuss what is excluded from this storymap.

This teacher background resource, **Canadian History: Post Confederation** from Open Text BC, provides interesting background on the railway and decisions about the route taken through southern Alberta and implications for the North West Territories, Alberta and Saskatchewan. Access it at <https://opentextbc.ca/postconfederation/chapter/2-9-the-railway/>.

Investigate the relationship between the railways and population growth further. Go to **Railways and Immigration in Canada** at www.learnalberta.ca/content/ssric/index.html?launch=true. Work with students to select two different dates on the slider. What changes in population do you see? What impact do you think this increased population had on farms and farmers?

This website includes interactive maps. Students can be challenged to select three years in sequence on the timeline and describe the changes they see on the map. How do they think the railway expansion in these years affected farmers and farm products?

Find additional teacher background information on treaties on the Empowering the Spirit website and in the **Stepping Stones: First Nations Treaties in Alberta** series, accessed at <https://empoweringthespirit.ca/starting-your-journey/>.

> ACCOMMODATE AND/OR EXTEND LEARNING

Have students compare media images and messages about agriculture today to those used to attract settlers to the Canadian west after Confederation. Work with students to conduct an image search around search terms such as "Alberta farmers today" or "images of Alberta farming" or "prairie farms in Canada."

Ask students to work with a small group to create a **comparative profile**, placing images of farming from the past with contrasting or comparable images of farming today.

The Glenbow Library and Archives at the University of Calgary provides an extensive collection of searchable historic photos at <https://digitalcollections.ucalgary.ca/Explore/Collection/Glenbow-Library-and-Archives#/>.



LEARNING EXPERIENCE THREE: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 7 SOCIAL STUDIES	
	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
LEARNING SOURCE How did food and farming influence the growth of Canada's population over time? BUILD COMPETENCIES Population Perspectives 	7.2 Following Confederation: Canadian Expansions 7.2.1 recognize the positive and negative aspects of immigration and migration (GC, LPP, C, I) 7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP) 7.2.5 evaluate the impact of Confederation and of subsequent immigration on Canada from 1867 to the First World War by exploring and reflecting upon the following questions and issues: - How did the National Policy determine the economic and demographic aspects of Canadian expansion? (TCC, ER, PADM, LPP) - In what ways did the building of the Canadian Pacific Railway affect the growth of Canada? (TCC, PADM, ER, LPP) - What strategies were used by the government to encourage immigration from Europe? (GC, LPP, TCC) - What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC) - To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER) - What were the underlying reasons for the negotiation of the numbered treaties? (C, I, LPP, TCC) 7.2.6 assess, critically, the impacts of social and political changes on individual and collective identities in Canada since 1918 by exploring and reflecting upon the following questions and issues: - What are the social and economic effects of the changing roles and images of women in Canadian society (i.e., right to vote, working conditions, changing family structures)? (ER, I) - What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)	Skills and Processes for Grade 7 7.S.1 develop skills of critical thinking and creative thinking: - evaluate, critically, ideas, information and positions from multiple perspectives 7.S.2 develop skills of historical thinking: - analyze historical issues to form or support an opinion - use historical and community resources to organize the sequence of historical events - explain the historical contexts of key events of a given time period - distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events 7.S.3 develop skills of geographic thinking: - construct and interpret maps to broaden understanding of issues, places and peoples of Canada (i.e., elevation, latitude and longitude, population density, waterways) 7.S.7 apply the research process: - develop a position that is supported by information gathered through research - draw conclusions based upon research and evidence - determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification - organize and synthesize researched information - plan and conduct a search, using a wide variety of electronic sources 7.S.8 demonstrate skills of oral, written and visual literacy: - listen to others in order to understand their perspectives 7.S.9 develop skills of media literacy: - detect bias on issues presented in the media - examine techniques used to enhance the authority and authenticity of media messages - examine the values, lifestyles and points of view represented in a media message