

LEARNING EXPERIENCE ONE

Guiding Question: How have food systems changed over time?

This **Learning Source** and accompanying **Build Competencies** activities can set the stage for exploration of other guiding questions in this topic. Food systems are an essential part of all societies and have influenced events and decisions over the course of Canadian history.

This Learning Source provides starting points and information to investigate: • Food systems • Food systems across time • Crops in the food system • At the time of Confederation Introduce students to the concept of a food system, encouraging them to explore how stages in a food system remain constant over time, while human activities associated with each stage have changed. Ask them to think about how challenges involved in the different stages of the food system can be connected to – and motivate – change. For example, food production practices changed the land and environments and have resulted in agricultural innovations; transportation needs resulted in the push to expand the railway to the west.	Build Competencies: Comparing Food Systems Over Time Students compare elements of a food system from the past to elements in the present, survey areas of concern in the food system. This handout includes activities that support competencies and weblinks to online resources that students can explore. 	 Assess  Look for evidence of understanding of the following concepts: • Food systems • Food systems across time • Crops in the food system, past and present • Confederation For a formative assessment, use the comparative cycle diagrams students complete in the Build Competencies activity to assess their ability to identify and apply examples of change.
--	--	---



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.

Today's Modern Grain Farm: A Harvest Across Canada is a 20-minute video provided by the Grain Growers of Canada at www.youtube.com/watch?v=XxtIRvYI7g8.

Preview and select some segments to share with students as an overview of what grain farming today “looks like.” Note that this video can also be used with other learning sources in this topic, as there are references to technology/innovation and sustainability.

An interesting perspective on the history of farming in Alberta can be found on the RETROactive: Exploring Alberta's Past website, in the article **Plough your Furrows Deep: The Foundations of Agriculture in Alberta** at <https://albertashistoricplaces.com/2018/04/18/plough-your-furrows-deep-the-foundations-of-agriculture-in-alberta/>.



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.

- Crops in the food system
- Crops have a long history



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

Use this activity to introduce students to the connection between agriculture and events in Canada's development. Encourage them to build understandings of what the food system has looked like in various historical contexts.

After completing activities in this learning experience, have students write or discuss their thinking about the extent to which they think the food available to them has been influenced by history.

The Canola Council provides an interactive timeline on the development of canola at www.canolacouncil.org/canola-history/.

Alberta Pulse Growers provide a video titled **A Year in the Life of a Pulse** at www.youtube.com/watch?v=Ck0Tshjg04w. Encourage students to discuss how farming practices today use different tools and technologies than farming in the past.

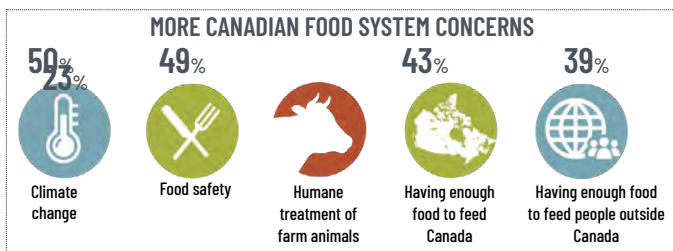
An academic article – suitable for teacher background – provides interesting connections between the political evolution of Canada and agriculture. Find this article “**Canada was ... just like a farmer**”: **Confederation from the perspective of colonial agrarian society** on the Active History website at <https://activehistory.ca/2016/07/canada-was-just-like-a-farmer-confederation-from-the-perspective-of-agrarian-society/>.

Another source suitable for teacher background that provides an overview of aspects of agricultural history from Indigenous perspectives can be found in **The History of Food in Canada is the History of Colonialism** on The Walrus online magazine at <https://thewalrus.ca/the-history-of-food-in-canada-is-the-history-of-colonialism/>.

The Canadian Centre for Food Integrity provides information and insights related to food, farming and agriculture in general through their public opinion research. Reports can be downloaded by providing contact information at www.foodintegrity.ca/research/.

> ACCOMMODATE AND/OR EXTEND LEARNING

Focus students on the information in the **Build Competencies** resource on the areas/issues of concern in the food system to consumers today. Challenge students to consider what an infographic such as the one provided might look like if it was created during a different time in Canada's history.



Select a time period that students have studied and have them work with a partner or in a small group to create an **infographic** that represents this time period. Ask students to justify the inclusion of any issues they include in their infographics. Discuss what their infographics illustrate about the concept of change.

- ◆ In what ways was the food system in this past time period as important to the people who lived then as it is to our society today?
- ◆ What can their infographics reflect about the connections between the past and the present?



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



LEARNING EXPERIENCE ONE: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 7 SOCIAL STUDIES	
	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
LEARNING SOURCE How have food systems changed over time? BUILD COMPETENCIES Comparing Food Systems Over Time 	7.2 Following Confederation: Canadian Expansions 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: - To what extent was agricultural activity a key factor in the population growth of western Canada? (TCC, LPP, ER) 7.2.7 assess, critically, the impact of urbanization and of technology on individual and collective identities in Canada by exploring and reflecting upon the following questions and issues: - In what ways did technological advances contribute to the development of Canada (e.g., aviation, farming equipment, radio transmissions, electronics, multimedia)? (ER, PADM)	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 - demonstrate the ability to analyze local and current affairs 7.S.2 develop skills of historical thinking: - distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events - identify patterns in organized information 7.S.7 apply the research process: - draw conclusions based upon research and evidence - organize and synthesize researched information - make connections among related, organized data and assemble various pieces into a unified message 7.S.8 demonstrate skills of oral, written and visual literacy: - listen to others in order to understand their perspectives