

## LEARNING EXPERIENCE TWO

### Guiding Question: How is food production shaped by traditional knowledge?

This **Learning Source** and accompanying **Build Competencies** activities focus on some examples of traditional food systems and the contributions that traditional knowledge make to food, the environment and ways of life. The learning source includes some information on the ancient histories of grains and crops that are prevalent throughout Canada's development. The learning source provides article excerpts and stories that encourage students to think critically about the foundations of agricultural practices used today, continuing to reinforce the connections that make histories relevant to present issues.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>This <b>Learning Source</b> provides starting points and information to investigate:</p> <ul style="list-style-type: none"> <li>• Traditional food systems</li> <li>• Traditional plants</li> <li>• Food identities</li> </ul> <p>Have students explore the information in the Learning Source, looking for examples of the connections between traditional knowledge from the past and how that knowledge is relevant and valuable today. Highlight connections to create a <b>Venn</b> that identifies examples of traditional agricultural and/or food practices from the past on one side and examples of modern agricultural and/or food knowledge or practices used today on the other. Have students write statements that describe the connections they see between traditional and modern in the intersection of the Venn.</p> | <p><b>Build Competencies: Sharing Knowledge and Practices</b></p> <p>Students focus on traditional foods and on current initiatives to revitalize Indigenous traditional food knowledge and practices.</p> <p>This handout includes activities that support competencies and weblinks to online resources that students can explore.</p>  |  <p>Assess </p> <p>Look for evidence of understanding of the following concepts:</p> <ul style="list-style-type: none"> <li>• Indigenous food production practices</li> <li>• Traditional foods</li> <li>• Identities</li> <li>• Contributions and cooperation</li> </ul> <p>For a formative assessment, look for evidence of students' ability to make connections between historical contexts and current initiatives for revitalizing Indigenous food and food production practices.</p> <p>Ask students to reflect on ways that traditional knowledge has been or is still endangered and actions that are being taken – or could be taken – to protect traditions and knowledge.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



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.

- Food identities
- Food has a past
- Traditional Indigenous foods



### 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.

A **Timeline of Alberta's Indigenous History**, from the ATA, can provide teacher background context for discussions about the food knowledge and agricultural practices. Access this at [www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16e%20-%20Timeline.pdf](http://www.teachers.ab.ca/SiteCollectionDocuments/ATA/For%20Members/ProfessionalDevelopment/Walking%20Together/PD-WT-16e%20-%20Timeline.pdf).

There are a multitude of additional resources provided on the Empowering the Spirit website, at [www.empoweringthespirit.ca](http://www.empoweringthespirit.ca).

The Indigenous Food Systems Network at [www.indigenousfoodsystems.org](http://www.indigenousfoodsystems.org) provides information, stories and legends, recipes and resources that can be previewed and used as background or with students.

The Moose and Marmalade website provides an interesting perspective on ways that diversity and traditions influence food. The **Food for Thought** presentation, accessed at <http://moosemeatandmarmalade.com/foodforthought/>, divided into four regions of Canada, can be explored with students. Go to the Central region at <http://moosemeatandmarmalade.com/foodforthought/central/> to find a brief historical summary, an overview of grains that are produced in Canada and a video.

- Access the video on grain production at the bottom of this scroll down webpage.
- Ask students to identify the opposing viewpoints shared in the video. How can a better understanding of the evolution of grain farming and technologies that developed over time help you to take a stance?

The Assembly of First Nations provides a slide presentation, **Shailesh-Shukla-Presentation**, that shares information about traditional foods and food preparation practices at [www.afn.ca/wp-content/uploads/2019/12/ShailleSh-Shukla-Presentation.pdf](http://www.afn.ca/wp-content/uploads/2019/12/ShailleSh-Shukla-Presentation.pdf). Preview and approach with sensitivity if you share any of the slides in this presentation with students.

The Walrus presents a comprehensive article entitled **The History of Food in Canada is the History of Colonialism**, at <https://thewalrus.ca/the-history-of-food-in-canada-is-the-history-of-colonialism/>. Some segments of this article can be shared and discussed with students to reinforce the impact of past practices, the impact of colonialism and actions on the viability of traditional food and environmental knowledge.

Agriculture and Agri-Food Canada provides an article, **The Three Sisters: Optimizing the value and food potential of an ancestral indigenous crop system**, found at <https://agriculture.canada.ca/en/news-agriculture-and-agri-food-canada/scientific-achievements-agriculture/three-sisters-optimizing-value-and-food-potential-ancestral-indigenous-crop-system>.

New World Ideas provides a resource **The Three Sisters: Renewing the World**, with information on the three sisters and activity suggestions at <https://newworldideas.ca/wp-content/uploads/2017/10/2017-Three-Sisters-Final.pdf>.



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

Use this activity to have students focus on the concepts of change and challenges, addressing the displacement of traditional food systems as a result of colonization and the treaties. After completing activities in this learning experience, encourage students to reflect on current day contributions to agriculture and the food system.

#### > ACCOMMODATE AND/OR EXTEND LEARNING

Have students investigate traditional recipes to create a Jamboard or other **online bulletin board display** that represents the role of traditional foods and their impact on Canadian identities. Students can be asked to focus on what “traditional” means to them personally or on how traditional foods can represent different periods of time in Canada’s history as well as their relevance to food today. For example, students can focus on ways that Indigenous foods have influenced foods today; or how certain foods can be associated with some Canadian identities.

Students can do an online search with terms such as “Canadian traditional foods” and create a list of the foods that they find. Students may find results that include food items such as poutine, bannock, peameal bacon, maple syrup and Montreal-style bagels. Which regions of Canada are these foods associated with? Which Indigenous or newcomer groups have influenced foods that are now often considered ‘Canadian’?

Encourage students to reflect on and discuss the foundation that all of these foods have in agriculture, both past and present. What different types of agriculture are represented in these foods?



## LEARNING EXPERIENCE TWO: LEARNING OUTCOMES AND COMPETENCY MAP

| <b>project</b><br><b>AGRICULTURE</b><br><b>Activity</b>                                                                                                                                                                                                 | <b>GRADE 7 SOCIAL STUDIES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                         | <b>CONCEPTUAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>PROCEDURAL KNOWLEDGE</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>LEARNING SOURCE</b></p> <p>How is food production shaped by traditional knowledge?</p> <p><b>BUILD COMPETENCIES</b></p> <p>Sharing Knowledge and Practices</p>  | <p><b>7.2 Following Confederation: Canadian Expansions</b></p> <p>7.2.3 appreciate the challenges that individuals and communities face when confronted with rapid change (I, CC, LPP)</p> <p>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:</p> <ul style="list-style-type: none"> <li>What impact did immigration have on Aboriginal peoples and on communities in Canada? (GC, CC, I, TCC)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>What challenges and opportunities have emerged as a result of increases in the Aboriginal population in western Canada? (LPP, CC, C, I)</li> </ul> | <p><b>Skills and Processes for Grade 7</b></p> <p>7.S.1 develop skills of critical thinking and creative thinking:</p> <ul style="list-style-type: none"> <li>evaluate, critically, ideas, information and positions from multiple perspectives</li> <li>demonstrate the ability to analyze local and current affairs</li> </ul> <p>7.S.2 develop skills of historical thinking:</p> <ul style="list-style-type: none"> <li>distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations of events</li> <li>analyze historical issues to form or support an opinion</li> </ul> <p>7.S.7 apply the research process:</p> <ul style="list-style-type: none"> <li>make connections among related, organized data and assemble various pieces into a unified message</li> <li>integrate and synthesize concepts to provide an informed point of view on a research question or an issue</li> <li>evaluate the relevance of electronically accessed information to a particular topic</li> <li>make connections among related, organized data and assemble various pieces into a unified message</li> </ul> <p>7.S.8 demonstrate skills of oral, written and visual literacy:</p> <ul style="list-style-type: none"> <li>communicate information in a clear, persuasive and engaging manner, through written and oral means</li> <li>listen to others in order to understand their perspectives</li> </ul> |