

LEARNING EXPERIENCE FOUR

Guiding Question: What does agriculture have to do with urbanization?

This **Learning Source** and accompanying **Build Competencies** activities touch on some of the events and factors connected to agriculture and farming that affected urbanization. It is not intended to explore these in depth; there are many other sources that deal with events and factors in more detail. Students examine the interconnectedness of the railway, grain elevators and the development of towns and cities. The student learning source is designed to encourage students to continue to think about the importance of agriculture as a driving force for change. This **Learning Source** and **Build Competencies** activity can also be used with **LEARNING EXPERIENCE THREE** on **pages 43 to 45** to explore connections between population growth and urbanization.

This Learning Source provides starting points and information to investigate: • Early connections between farmers and cities • Railways and urbanization • Signs of urbanization • From towns to cities • Grains, trains and towns • Changing identities Encourage students to make their own connections between the importance of agriculture during this time and the extent to which food and farming influences policy today. For example, ask questions like Why do you think we continue to do a Census of Agriculture every five years? What do you know about the Census of Agriculture? How do you think a Census of Agriculture can also provide insights into continuing urbanization?	Build Competencies: Farms and Cities – Cause and Effect Students assess relationship between population change and urbanization, create a mini-timeline, analyze photo and text sources for information. 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 change • Urbanization • Land use • Railways • Grain elevator technologies • Identities For a formative assessment, have students reflect on the extent to which they think the influence of past events are still evident today. Focus on cause and effect by having students identify factors and events related to increasing urbanization from the learning source. Using a cause-and-effect graphic organizer, describe these past factors and/or events in the “cause” section and describe ways of life and activities today that they think were influenced by these factors and/or events in the “effect” section.
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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.

Statistics Canada provides **The Changing Landscape of Canadian Metropolitan Areas** at www150.statcan.gc.ca/n1/pub/16-201-x/2016000/section_1-eng.htm, which can provide insights into the interrelatedness of past policy and the current status of Canada’s urban areas.

Find a perspective on urbanization and farming in **Preventing farmland from development comes with a price** in The Western Producer at www.producer.com/news/preventing-farmland-from-development-comes-with-a-price/.

The Atlas of Alberta Railways provides a comprehensive resource on the railway, including connections to land resources, soils and agriculture as well as some of the sources provided in the learning source. Find the contents page at <https://railways.library.ualberta.ca/ContentsHome/>.

An article that features the development of the Duhamel wooden trestle bridge, completed in 1910 over the Battle River, can be found at www.forthjunction.ca/gtp-railway.htm. The bridge was part of the Grand Trunk railway and was the longest and one of the largest wooden bridges ever built in the world.

Find background information on the historic importance of the grain elevators in **Paradise Valley** on the RETROactive: Exploring Alberta's Past website at <https://albertashistoricplaces.com/2011/05/12/paradise-valley-grain-elevator/>. Find additional background on the Paradise Valley grain elevators on Canada's Historic Places website at www.historicplaces.ca/en/rep-reg/place-lieu.aspx?id=10403.

On the RETROactive: Exploring Alberta's Past website, the article **Alberta's Wooden Country Grain Elevators** at <https://albertashistoricplaces.com/2018/04/04/albertas-wooden-country-grain-elevators-update/> provides statistics relating to the number of elevators over time. Students can be asked to graph these statistics to compare past and present.

The article **Wood Elevators** in *Imaginations: Journal of Cross-Cultural Image Studies*, provides interesting teacher background information that can be used to discuss the significance of grain elevators. Access this article at <http://imaginationsglendon.yorku.ca/?p=8757>. Another interesting article can be found on The Deep South blog in **Landmarks – The Midnapore Grain Elevator** at <http://thedeepsouth.ca/?p=195>.

The Canadian Grain Elevator Discovery Centre provides a number of resources dealing with the history of grain elevators at www.nantongrainelevators.com.

> ACCOMMODATE AND/OR EXTEND LEARNING

Have students use online sources and **Google maps** to select an urban area in Canada and analyze how urbanization has expanded its land use over time. **Mapping 40 years of Canadian urban expansion** from Canadian Geographic, at www.canadiangeographic.ca/article/mapping-40-years-canadian-urban-expansion, provides some examples of urban expansion in four of Canada's large cities, including Edmonton.

As a class, use **Timelapse** in **Google Earth** to search different locations. **Timelapse** can be accessed at <https://earthengine.google.com/timelapse/>.

Enter any city or location into the search bar and watch the sliding timeline, which goes back to 1984. Identify evidence of farmland around the urban areas.



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.

- Feeding an urban population
- Changing rural and urban populations
- Tracking the population
- From towns to cities



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

Use this activity to have students focus on the importance of agriculture to key events in the development of Canada, including the building and expansion of the railway and the relationship between the railway and the proliferation of grain elevators across the prairies. Encourage students to explore the connection between the growth of rural communities and urbanization.

Specific places on the map can be zoomed in by double clicking. Encourage students to compare the changes they see in the last 35 years on the Timelapse map with what changes might have looked like 150 years ago as urbanization took hold in the prairie west.



LEARNING EXPERIENCE FOUR: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 7 SOCIAL STUDIES	
	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
LEARNING SOURCE What did agriculture have to do with urbanization? BUILD COMPETENCIES Farms and Cities – Cause and Effect 	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) 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) 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: - What impact has increased urbanization had on rural communities in Canada? (LPP, CC)	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: - 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: - use geographic tools, such as geographical information system (GIS) software, to assist in preparing graphs and maps - interpret historical maps to broaden understanding of historical events 7.S.7 apply the research process: - draw conclusions based upon research and evidence - 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