

LEARNING EXPERIENCE SIX

Guiding Question: What makes ways of life, the food system and the land sustainable?

This **Learning Source** and accompanying **Build Competencies** activities provide a discussion of some of the historical context of sustainability in Canadian agriculture, including changes in crop productivity and farming practices that resulted from the Depression as well as what sustainability can mean from a social perspective, including family farms, the rise of farmer cooperatives and the role of women.

This Learning Source provides starting points and information to investigate: • Exploring sustainability • Changes in agriculture • Increasing cooperation • The impact of food policy • Food guides as food policy Ask students to brainstorm what they think is involved in sustainability. Guide them to make connections between sustainability and changing ways of life (through technological change, urbanization, and challenges) as well as the land (changing attitudes towards the environment and land use). What has sustainability looked like at various periods of time in Canada's development?	Build Competencies: Evidence of Sustainability Students consult sources to assess changing roles and policies that affect the food system, make comparisons to current issues, explore evidence that sustainability affects communities, food supply and environments in the past and present. 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: • Change • Diversity • Cooperatives and cooperation • Policy • Changing roles For a formative assessment, look for evidence that students can make comparisons between agricultural identities in the past and those today.
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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.

The Canada 150: It's just the beginning video can be used to introduce this learning experience. The video was shot using modern high-tech agriculture technology. Find it at www.agr.gc.ca/eng/news-from-agriculture-and-agri-food-canada/scientific-achievements-in-agriculture/canada-150-its-just-the-beginning-video/?id=1478809922673. What message does this video share about diversity in agriculture and Canadian identities?

Canola Council provides a website that includes a number of stories added by Canadian canola farmers at www.canolacouncil.org/canola-history/.

The Canadian War Museum provides an article on Farming and Food in Canada and the First World War at www.warmuseum.ca/firstworldwar/history/life-at-home-during-the-war/the-war-economy/farming-and-food/.

Find teacher background information about the history of food policy in Canada on the York University website at <https://foodpolicyforcanada.info.yorku.ca/background/history/>.

The Canadian Grain Commission provides a brief overview of its history at www.grainscanada.gc.ca/en/about-us/org/history.html.

Canada's Food Guide has a history that goes back to food rationing during World War II. Find information and links to previous food guides on the Health Canada website at www.canada.ca/en/health-canada/services/canada-food-guide/about/history-food-guide.html.

> ACCOMMODATE AND/OR EXTEND LEARNING

Use the examples of stamps, postcards and other media found in the Learning Source to have students create a media collage or timeline collage that represents changes and identities in agriculture over time.

Some examples of stamps that featured agriculture can be found on the Canadian Museum of History at www.historymuseum.ca/cmc/exhibitions/cpm/labstamp/lsinc01e.html.

A search using key words such as "stamps agriculture Canada" can also provide links to some stamps that feature agricultural history. Encourage students to recreate the stamps they find or use images that are open source or public domain.

Students can also be encouraged to revisit the resources on the carousel slide HOW DID FOOD AND FARMING INFLUENCE THE GROWTH OF CANADA'S POPULATION OVER TIME? at www.projectagriculture.ca/topic-item/how-did-food-and-farming-influence-the-growth-of-canadas-population-over-time/.



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.

- Building diversity in the food system
- Changing roles and images of farmers
- Indigenous perspectives on agriculture today
- Food sustainability, past and present



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

Use this activity to have students explore the impact they think that agriculture has had over time on collective identities in Canada.

Encourage students to consider the extent to which the cooperation exhibited in the past is part of Canadian collective identities. In comparison, how has diversity played a role in agriculture and changing identities in Canada?



LEARNING EXPERIENCE SIX: LEARNING OUTCOMES AND COMPETENCY MAP

project AGRICULTURE Activity	GRADE 7 SOCIAL STUDIES	
	CONCEPTUAL KNOWLEDGE	PROCEDURAL KNOWLEDGE
LEARNING SOURCE What makes ways of life, the food system and the land sustainable? BUILD COMPETENCIES Evidence of Sustainability       	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: - determine the validity of information based on context, bias, source, objectivity, evidence and/or reliability to broaden understanding of a topic or an issue - 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 7.S.7 apply the research process: - draw conclusions based upon research and evidence - organize and synthesize researched information - integrate and synthesize concepts to provide an informed point of view on a research question or an issue - evaluate the relevance of electronically accessed information to a particular topic - 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