



BUILT on AGRICULTURE

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About Agriculture in the Classroom-Manitoba (AITC-M):

Agriculture in the Classroom-Manitoba Inc. (AITC-M) encourages Manitoba students to develop critical thinking skills related to agriculture, food, bioproducts and life sciences. Working with commodity and industry-related organizations, AITC-M's programming, events and services will further develop future decision makers and entrepreneurs. Click [here](#) for more information about our programs and resources!

Vision: AITC-M will lead in developing and distributing accurate, balanced and current information for education resources in school curriculum.

About Built on Agriculture:

"Built on Agriculture" is a four-part documentary series that pays tribute to the people who settled the plains of Manitoba and what they achieved. Part 1 - The Selkirk Settlers and Part 3 - The Farmers have both been recognized with Regional Emmy nominations.

Built on Agriculture Part 1 to Part 4 videos are available on YouTube. Just search ***Built on Agriculture*** in YouTube or click the linked videos below to access them.

 Built on Agriculture Part 1: The Selkirk Settlers

 Built on Agriculture Part 3: The Farmers

 Built on Agriculture Part 2: The Institutions

 Built on Agriculture Part 4: Feeding the World

Order Built on Agriculture DVDs for \$29.95

 By calling Prairie Public TV at 1-800-359-6900

 On Prairie Public's website, click [here](#)

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AITC-M would also like to recognize teachers and educators who choose to educate students and youth about Canadian agriculture. AITC-M knows you will bring this resource to life by showing students the connections between agriculture and Canada's past, present and future.



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OUTCOMES AT A GLANCE: Curriculum Connections

Built on Agriculture is a curriculum-linked teaching resource for Grades 10 and 11. The following chart shows the curriculum connections this resource meets for each video.

GRADE 11: History of Canada	PART 1: The Selkirk Settlers	PART 2: The Institutions
Enduring understandings		
First Nations, Métis and Inuit Peoples 4.	✓	
Identity, Diversity and Citizenship 1.	✓	✓
Identity, Diversity and Citizenship 3.	✓	✓
Governance and Economics 1.		✓
Essential Questions		
11.2.2	✓	
11.3.2		✓
11.3.4		✓
11.4.1		✓
11.4.2		✓

GRADE 10: Geographic Issues of the 21st Century	PART 3: The Farmers	PART 4: Feeding the World
S2-KE-043	✓	✓
S2-KE-044	✓	✓
S2-KE-045		✓
S2-KG-037		✓
S2-KG-038		✓
S2-KG-039		✓
S2-KH-034		✓
S2-KI-003	✓	
S2-KI-005	✓	✓
S2-KL-021	✓	
S2-S-400		✓
S2-VE-012	✓	✓
S2-VG-008		✓
S2-VL-007	✓	
S2-VP-010		✓



PART 1: The Selkirk Settlers

The Selkirk Settlers:

Lord Selkirk's compassion for the Scottish crofters helped seed the Canadian prairies with a population that helped retain the land for Canada. They faced many struggles surviving the early decades and becoming successful farmers. Because of their success the prairies were then settled by waves of immigrant farmers attracted by free land and fueled by the Canadian Government's support for the railroad.

CURRICULUM CONNECTIONS - GRADE 11: HISTORY OF CANADA

Core Concept of Citizenship

The study of the history of Canada contributes to active democratic citizenship by supporting the following:

1. Interest in and knowledge of the past and the ability to think historically

Enduring Understandings

First Nations Métis and Inuit Peoples

4. The relationship between First Nations, Métis, and Inuit peoples and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.

Identity, Diversity and Citizenship

1. Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources
3. Immigration has helped shape Canada's history and continues to shape Canadian society and identity.

Cluster 2: British North America (1763 -1867)

11.2.2 How did the fur trade, European settlement, and the rise of the Métis nation transform life for the peoples of the Northwest?



PART 2: The Institutions

The Institutions:

The Grain Exchange, grain pools, private grain companies and The Canadian Wheat Board all contributed to agriculture growth in Manitoba and western Canada. Women played a major role in establishing agriculture growth and a healthy farm family.

CURRICULUM CONNECTIONS - GRADE 11: HISTORY OF CANADA

Core Concept of Citizenship

The study of the history of Canada contributes to active democratic citizenship by supporting the following:

1. Interest in and knowledge of the past and the ability to think historically

Enduring Understandings

Identity, Diversity and Citizenship

1. Canada's history and identity have been shaped by its vast and diverse land, its northern location, and its abundant natural resources
3. Immigration has helped shape Canada's history and continues to shape Canadian society and identity.

Governance and Economics

1. Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.

Cluster 3: Becoming a Sovereign Nation (1867-1931)

11.3.2 How did territorial expansion, immigration, and industrialization change life for men and women in Canada?

11.3.4 How was Canada's identity as a nation shaped by the First World War and by its changing relationship to Great Britain and the world?

Cluster 4: Achievements and Challenges (1931-1982)

11.4.1 How did Canada seek to establish economic security and social justice from the period of the Depression to the patriation of the Constitution?

11.4.2 How did the establishment of national institutions contribute to defining Canadian identity?



CLASSROOM RESOURCES- GRADE 11: History of Canada

Part 1: The Selkirk Settlement

Activate:

Before viewing the [video](#), have students complete the “What do you know about” handout on page 7.

Acquire:

After or while viewing the video, have students complete the “What did you learn about” handout on page 8.



Apply:

Have students complete one of the questions from the handout on page 9.

Additional student resources needed for the students choosing question 2 or 4:

- 🌿 For question 2: Black Line Master 1 - Historical Significance Chart
- 🌿 For question 4: Black Line Master 2 - Analyze Secondary Sources Chart



Built on Agriculture PART 1: The Selkirk Settlement

Please answer the following questions:

1. What do you *know* about:

The Selkirk Settlement established in 1812:

The causes that led to the establishment of the Selkirk Settlement:

The consequences of the establishment of the Selkirk Settlement:



Built on Agriculture PART 1: The Selkirk Settlement

Watch Built on Agriculture Part 1: The Selkirk Settlement.

2. What did you *learn* about:

The Selkirk Settlement established in 1812:

The causes that led to the establishment of the Selkirk Settlement:

The consequences of the establishment of the Selkirk Settlement:

What other historical information in this video either surprised you or interested you?



Built on Agriculture - PART 1: The Selkirk Settlement

Complete **one** of the following:

1. The Selkirk Settlement is often thought of as a tipping point in the history of Canada, particularly Western Canada. Do you agree? Explain.
2. Complete a Historical Significance Chart, available from your teacher, on the historical significance of the Selkirk Settlement.
3. Choose **one** of the following and explain why they are historically significant to Canadians. Include a discussion of the consequences they set in motion and how these consequences touched many people over a long period of time.
 - a) Lord Selkirk
 - b) Chief Peguis
4. Use the Analyze Secondary Sources Chart, available from your teacher, to rate the Built on Agriculture Part 1 video as a secondary source of historical evidence.
5. Put yourself in the shoes of Selkirk Settler, Catherine McGillivray, and create three diary entries; one for each of the following:
 - a) McGillivray's account of the Selkirk Settlers' relationship with Chief Peguis
 - b) McGillivray's account of the Battle of Seven Oaks, June 1816
 - c) McGillivray's account of one other significant event in her life, (choose an event from the video to write about).
6. Create a timeline of notable events experienced by the Selkirk Settlers from 1812 to 1826.



PART 3: The Farmers

The Farmers:

Five Manitoba farmers are profiled to give insight into the hardships and variety of modern day farming. Noted experts comment on the concerns and the opportunities that are part of the modern farmer's world. Just what is the future of the family farm?

CURRICULUM CONNECTIONS - GEOGRAPHIC ISSUES OF THE 21ST CENTURY

Cluster 1: Geographic Literacy

S2.1.3 Place and Identity

S2-KI-003 Explain the relationship between place and identity.

Cluster 3: Food from the Land

S2.3.1 Areas and Conditions

S2-KL-021 Identify physical conditions required to produce major food crops.

Examples: topography, soil, climate, water, etc.

S2.3.2 Food Production

S2-KI-005 Identify human factors affecting the production and use of various types of food.

Examples: cultural, economic, political, marketing...

S2-KE-044 Identify the stages involved in food production and distribution.

Include: growing, processing, transportation, and marketing.

S2.3.4 Contemporary Issues Related to Food

S2-KE-043 Identify the changing nature of farming on the prairies and describe the social and economic implications for communities.

Cluster 5: Urban Places

S2.5.1 Rural, Urban, and Remote Places

S2-VL-007 Be willing to consider the merits of living in rural, urban, and remote places.

S2.5.3 Environmental and Economic Issues

S2-VE-012 Appreciate the interdependence between urban centres and hinterlands.



PART 4: Feeding the World

Feeding the World:

Industry trends, consumer trends, technology, equipment, and climate all will contribute to the future of agriculture in the next century. What has food science contributed? What are science, business and government working toward in the future to produce better, healthier food in larger quantities?

CURRICULUM CONNECTIONS - GEOGRAPHIC ISSUES OF THE 21ST CENTURY

Cluster 0: Social Studies Skills

S2-S-400 Listen to others to understand their perspectives.

Cluster 3: Food from the Land

S2.3.2 Food Production

S2-KI-005 Identify human factors affecting the production and use of various types of food. Examples: cultural, economic, political, marketing...

S2-KE-044 Identify the stages involved in food production and distribution.
Include: growing, processing, transportation, and marketing.

S2-KH-034 Give examples of ways in which food production has changed over time.
Examples: soil conservation strategies, technological change...

S2.3.3 Safeguarding Our Food Supply

S2-KG-037 Give examples of the potential impact of climate change on food production.

S2.3.4 Contemporary Issues Related to Food

S2-KG-038 Identify issues relating to scarcity and distribution of food.

S2-KE-043 Identify farming changes on the prairies and describe the social/economic effects on communities.

S2-KE-045 Identify issues related to genetic modification of plants and animals.

S2-VP-010 Be willing to consider the economic and political influence of their food choices.
Examples: food fashions, food aid, food shortages...

Cluster 4: Industry and Trade

S2.4.3 Globalization

S2-KG-039 Define the concept of globalization and identify related social issues.

S2-VG-008 Consider the social and environmental impacts of their consumer choices.

Cluster 5: Urban Places

S2.5.3 Environmental and Economic Issues

S2-VE-012 Appreciate the interdependence between urban centres and hinterlands.



Built on Agriculture PART 3: The Farmers

While you watch the [video](#), take notes on the following:

1. What physical conditions important to agriculture are present in Manitoba?
2. Identify ways that farming has and is changing on the prairies.
3. What human or consumer factors affect the use, development, production and sale of various types of food?
4. Identify characteristics that all of the farms/farmers have in common.
5. List three things you learned from the video that you didn't know before.



Built on Agriculture PART 3: The Farmers Answer Key

The following is the answer key for the student note taking sheet on page 12.

1. What physical conditions important to agriculture are present in Manitoba?

- Rich black soil deposited when Lake Agassiz retreated
- Sufficient though short 100 – 110 day growing season

2. What human or consumer factors affect the use, development, production and sale of various types of food?

- Consumer desire to eat healthy; use the kitchen cabinet rather than the medicine cabinet
- Safety
- Convenience, availability, variety
- Consumers choosing busy life styles that do not include time to cook from scratch
- Provides a market demand for prepared convenience food even if it is less nutritious than food made from scratch
- Agriculture is market driven and will produce crops, foods based on market demand

3. Identify ways that farming has and is changing on the prairies.

- Gone from the horse and plow to open cab tractors to auto-steer tractors
- Now uses modern machinery
- Now uses computer systems, smart phones, GPS systems to collect detailed data to use for detailed analysis often called precision agriculture
- Planting new crops including soybeans and corn
- Grain farming commodity prices were low in the 1960's. Prices are much better currently
- Less of a lifestyle more of a business
- Focus more on increasing production on current land instead of trying to grow the business by buying more land
- Agriculture land prices are currently very high in Manitoba

4. Identify characteristics that all of the farms/farmers have in common.

- All are family farms
- Farms have been in the family for generations
- Farmers have to be able to manage and live with risk
- The biggest risk for farmers is the weather
- All of the farmers see it as a business first and a lifestyle second
- Farmers have university educations
- Farmers are innovators and adapters constantly looking for ways to improve
- Farmers always work hard to be great stewards of the land and animals.
- Have passion and grit to get through poor financial times as well as good ones

5. List 3 things you learned from the video that you didn't know before (answers may vary).

