

BUILT ON AGRICULTURE



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ABOUT BUILT ON AGRICULTURE

Built on Agriculture is a four-part documentary series that was created to recognize the 2012 bicentenary of the Red River Selkirk Settlement and the role the settlement and the development of agriculture in Manitoba played in our history.

Part 1 - The Selkirk Settlers and **Part 3 - The Farmers** have both been recognized with *Regional Emmy nominations*.



Part 1 to Part 4 **videos** are available to view on our **Built on Agriculture** resource webpage [here](#).

CURRICULUM CONNECTIONS

Grade 10: Geographic Issues of the 21st Century					
Skills		Video			
S2-S-301	Consider the context of events, accounts, ideas, and interpretations.			●	●
S2-S-308	Evaluate information from a variety of sources to determine reliability, validity, authenticity, and perspective.			●	●
S2-S-400	Listen to others to understand their perspectives.			●	●
Cluster 1: Geographic Literacy					
S2-KI-003	Explain the relationship between place and identity.			●	
Cluster 3: Food from the Land					
S2-KL-021	Identify physical conditions required to produce major food crops. Examples: topography, soil, climate, water...			●	
S2-KI-005	Identify human factors affecting the production and use of various types of food. Examples: cultural, economic, political, environmental, 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-KG-037	Give examples of the potential impact of climate change on food production				●
S2-KG-038	Identify issues relating to scarcity and distribution of food.				●
S2-KE-043	Identify the changing nature of farming on the prairies and describe the social and economic implications for 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-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-VL-007	Be willing to consider the merits of living in rural, urban, and remote places.			●	
S2-VE-012	Appreciate the interdependence between urban centres and hinterlands.			●	●

CURRICULUM CONNECTIONS

Grade 11: History of Canada				
Core Concept of Citizenship		Video		
	The study of the history of Canada contributes to active democratic citizenship by supporting the following: Interest in and knowledge of the past and the ability to think historically.	●	●	
Enduring Understandings				
First Nations Métis and Inuit Peoples	The relationship between First Nations, Métis, and Inuit people and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.	●		
Identity, Diversity and Citizenship	The relationship between First Nations, Métis, and Inuit people and non-Aboriginal peoples moved from autonomous coexistence to colonialism to the present stage of renegotiation and renewal.	●	●	
	Immigration has helped shape Canada's history and continues to shape Canadian society and identity.	●	●	
Governance and Economics	Canada's history is shaped by economic factors such as natural resources, agricultural and industrial development, the environment, technology, and global economic interdependence.		●	
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 people of the Northwest?	●		
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?		●	

GRADE 11: HISTORY OF CANADA

Part 1: The Selkirk Settlers

Students will discover:

- How the economic, political, and societal factors in Britain and Canada in 1812 and the influence and character of one man, Lord Selkirk, led to the establishment of the Selkirk Settlement.
- The struggles the settlers faced and the relationships that developed between the settlers and First Nations, Métis and employees of the North West Company.
- How the eventual success of the Selkirk Settlement provided a turning point that led to the eventual settlement of Manitoba by immigrant settlers.

Teachers, please note — during the discussion of the battle in June of 1816 between men from the North West Company and the Selkirk settlers (15:48 – 16:10 in the video), Dr. Jack Bumstead uses a term to describe the men from the North West Company that, while commonly used in the past, is no longer acceptable. You may want to use this instance as a teachable moment and have a discussion with your students about how language evolves with greater cultural awareness and as part of the work of reconciliation or choose not to show this video.

Part 2: The Institutions

Students will discover:

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



GRADE 11: CLASSROOM RESOURCES

Lesson Plan for Part 1: The Selkirk Settlement Video



Activate:

Before viewing the video, have students complete the [Part 1: The Selkirk Settlers worksheet](#) on [page 6](#).

Acquire:

After or while viewing the video, have students complete page 2 of the [worksheet](#).

Apply:

Have students complete one of the questions from the handout on [page 8](#).

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](#)

[Black Line Masters 1 & 2](#) are available in Section IV: Historical Thinking Concepts of the Grade 11 History of Canada: A Foundation for Implementation Curriculum document [here](#).

[BLM 1](#) is on p.IV-9

[BLM 2](#) is on p.IV-19

PART 1: THE SELKIRK SETTLERS WORKSHEET

Fill in the worksheet below.

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:

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?

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.
 - Lord Selkirk
 - 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 **two** 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**.



GRADE 10: GEOGRAPHIC ISSUES OF THE 21ST CENTURY

Part 3: The Farmers

Students will learn about:

- The challenges and variety of modern-day farming and the future prospects for the family farm from five Manitoba farmers.
- Concerns and opportunities that are part of the modern farmer's world from agriculture industry professionals.



Part 4: Feeding The World

Students will learn about the many factors that will influence the future of the agriculture and food industry including: trends, consumer trends, technology, equipment, and climate science, business, and government.

The drive to produce better, healthier food in larger quantities to feed and improve the lifestyle of an increasing world population.



PART 3: THE FARMERS WORKSHEET

While you watch the video, take notes on the following:

What physical conditions important to agriculture are present in Manitoba?

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

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

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

List three things you learned from the video that you didn't know before.

PART 3: THE FARMERS ANSWER KEY

The following is the **answer key** for the student note taking sheet on **page 9**:

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 1960s. 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).



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AITC-M would also like to recognize teachers and educators who chose 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.