

# SOCIALS 3-5: AGRICULTURE AND THE SHAPING OF BRITISH COLUMBIA

## DESCRIPTION OF LEARNING EXPERIENCE

- This learning experience was created to allow students to explore the important role of agriculture in the European settlement, and development of British Columbia. This experience also looks at the important role agriculture continues to play as an economic resource for the province, and how its role has changed over time. Though this experience looks at farming in the entirety of the province, it does concentrate on the Fraser Valley, and lower mainland, making it a great experience for students to learn about their local history.

## BC CURRICULUM TIE INS

<b>Big Ideas</b>	<p><b>Socials 3:</b> People from diverse cultures and societies share some common experiences and aspects of life</p> <p><b>Socials 4:</b> The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada.</p> <p><b>Socials 5:</b> Natural resources continue to shape the economy and identity of different regions of Canada.</p>
<b>Competencies</b>	<p><b>Socials 3, 4 and 5:</b> Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions.</p> <p><b>Socials 4 and 5:</b> Sequence objects, images or events, and determine continuities and changes between different time periods or places</p>
<b>Content</b>	<p><b>Socials 3:</b> Relationship between humans and their environment; reshaping the land for resource exploration and development/ domestication of animals/ organization and techniques for agriculture.</p> <p><b>Socials 4:</b> The history of the local community (visit a local museum); Physiographic features and natural resources of Canada</p> <p><b>Socials 5:</b> Resources and economic development in different regions of Canada.</p>

## PRE-VISIT ACTIVITY

### LEARNING INTENTION

For students to gain an understanding of the importance of agriculture in the European settlement of BC, and how agriculture affects community building, and set up.

### GUIDING QUESTIONS

- Why is agriculture important during settlement?
- What role did agriculture play in the European settlement of BC?

### ACTIVITY

#### DISCUSSION POINTS

- Introduce the topic of why people came to BC? What brought people here? (based on your students familiarity with the subject this could be a quick review, or lead into an inquiry, or questioning of what brought people here and when)
- Agriculture was a necessity to feed the people who came to BC to reap the benefits of its natural resources. Being so far away from other parts of the country, people*

*needed to grow their own food. Much of this early boom happened in the north of BC in towns like Prince George, Vanderhoof and Smithers, where people took advantage of BC's fertile farmland to feed BC's booming pioneer population.*

- Many people came to BC due to being offered land to farm. Different waves of immigrants from Europe and Asia settled in various communities across the province to work with the land.
- Have a discussion about First Nation's and their role in agriculture.
- *Farming was not entirely new to BC, and many Nations had been cultivating the land for hundred of years before... however, the great expanse in population, and limited connection to the East, made it so pioneer settlers had to farm for themselves, and to feed other people in the Province.*

**POSSIBLE ACTIVITIES:**

- Look into different immigration groups that came to BC to farm and what their experiences might have been.
- Compare the farming techniques and crops cultivated by European settlers in the early 1900s to those used by First Nations' peoples.
- Write a journal from the point of view of a young person working on a farm in BC in the early 1900s. What would that have been like for you? Why was your job important? Compare that to what students do now in school, and how they get their food today.

**SUGGESTED QUESTIONS FOR FURTHER THINKING**

- How was life different for farmers in the pioneer days?
- Is farming still important to BC?

**YOUR VISIT TO THE BC FARM MUSEUM**

**FOCUS OF YOUR VISIT**

The focus of your visit is to explore the importance of farming to BC's development of a province, and to see how difficult life on the farm was during this time.

**LEARNING INTENTION**

For students to connect the importance of farming to the settlement and expansion of BC, and to understand the hardship, and labor people faced in this process.

**GUIDING QUESTIONS**

- What was it like to farm in BC in the 1900s?
- What tools did people use to help them?

**WHAT TO EXPECT**

- The BC Farm Museum houses many agricultural, household and technology artifacts that show what life was like on a BC farm throughout the late 19<sup>th</sup> and early to mid 20<sup>th</sup> century. We have many interactive exhibits, and numerous displays showing how life has changed from the pioneer days, and the mid century.
- The museum is housed in two open buildings with lots of room to explore. Many of the displays include historic farm equipment

**ACTIVITY**

Start with a welcome to the BC Farm Museum

As a whole group we will talk about the following questions:

1. What is agriculture?
2. What kinds of agriculture do we have in BC?
3. Why do you think people went into agriculture in BC?

We are going to be looking at items, and things that show us how farms functioned in the past. Some things might be familiar and others may not be, so students will be asked to ask as many questions as they can come up with.

- The class will be placed into 5 groups and go to 5 different stations throughout the Museum.
- Each group will need an accompanying adult, and some of the stations may have BC Farm Museum volunteers to help you observe the function.
- Each station should take 10 minutes
- We suggest using a KWL Chart for students to take around the museum with them to remain engaged in all activities, and to give you some feedback into their engagement and learning outcome. (Please see attached KWL at the end of the document)

### **STATION 1- EGG GRADER**

At this station students will be shown a vintage egg grading machine, and how it sorts and cleans the eggs. On top of this machine are a Candler, scale, and polisher. The egg grader does the job of all 3 of these things.

#### **Questions to consider**

- BEFORE INTRODUCING THE MACHINE: What do you think this machine does?
- Why is it important to sort eggs for size? Has anyone ever noticed this happening somewhere?
- POINT OUT THE THREE OBJECTS ON TOP OF THE MACHINE? What do you think these each did? How are they different from the egg grader?
- Why does the egg grader help the farmer? Why couldn't the farmer just use the Candler, scale and polisher?
- Can you think of any other things we see in our lives that are like the Candler, polisher, and scale? Where do we use those? How are they different than these pioneer tools?

### **STATION 2- ROPE MAKING**

At this stations students will be shown how rope was made on a farm, using some simple tools.

#### **Demo:**

1. Ask for 3 volunteers to help with the demonstration: hook, paddle, and crank.
2. Have student at the **crank** to slowly turn the handle. Note how the hooks turn around. That motion will mimic braiding and twist the rope.
3. Have the student with the **paddles** to hold up the different types. Explain that these paddles will help form the shape of the rope. Depending on what the farmers needed the rope for, there 3, 4 and 5 strand paddles.
4. Have the student with the **hook** carefully hold it up for the others to see. This part is extremely important if farmers wanted to make a tight and sturdy rope. It is also good for measuring the length of rope needed.
5. Set up the ropes and proceed with the demonstration. \*There should be enough time to

do 2 demonstrations depending on the grade.

**Questions to consider (Pose these before, during, and after your demo)**

- What can be used to make rope?
- What would the farmers of BC, and pioneers have use the rope for?
- Who else would have used rope?
- How do we make rope now?
- FINISHING QUESTION: Can you imagine making rope without this machine? How long do you think that would take?

**STATION 3- WINDMILL**

This station allows students to see a windmill used for irrigation, and water pumping on a farm. This windmill is currently powered by electricity, as it is inside, but was not in its original state.

**Questions to consider**

- What would this windmill do on a farm?
- How would this windmill have been powered when being used on a farm?
- What other things did windmills do on the farm? Where were they commonly used?
- Why was it important for farmers to be able to pump water to different places on their farm? What did they do before they had the ability to do that?

**STATION 4- STEAM POWERED PUMP**

At this station students will view a giant working steam powered pump that could have been used for a variety of jobs in the early 20<sup>th</sup> century. It is no longer powered by steam, but still could do the jobs it was created for. You can also show students the other steam powered equipment around this area during this station.

**Questions to consider**

- Why did people use steam back in the pioneer days?
- Why don't we use steam anymore?
- What kind of jobs could this machine have done? Would it have been used only on a farm, or could it have been used in other important BC industries?
- What about this machine stands out to you? How have we improved on it?

**STATION 5- TOMATO GRADER**

At this station students will get to see a working Tomato Grader from the mid 1900s sort tomatoes. This machine was handmade by a farmer in the Netherlands.

**Questions to consider**

- BEFORE INTRODUCING THE MACHINE: What do you think this machine does?
- Why would this machine be helpful to farmers?
- Do you think machines like this are still used?
- It is easy to connect this idea to what students see and buy at the grocery store... when they are there are all the tomatoes that are priced the same are similar sizes.

**SCAVENGER HUNT**

For the remaining 30 minutes of your visit to us, we have created a Scavenger Hunt for the students to do that relates to the BC Curriculum.

- For this Scavenger Hunt students will be asked to find equipment that did specific jobs for farmers or pioneers.

- They will have to go throughout the museum, and to find things that met the needs of farmers.
- It is suggested that students continue doing this in their group, with an adult supervisor to help them. This also allows students to continue working with their KWL if you would like them to.
- (see attached scavenger hunt sheet)

## **POST-VISIT ACTIVITY**

### **LEARNING INTENTION**

For students to relate the lives of pioneer and mid-20<sup>th</sup> century farmers in BC, to their own lives, allowing them to notice change and development in every day life, and society.

### **GUIDING QUESTIONS**

- How were things different for people in the late 19<sup>th</sup>, early-mid 20<sup>th</sup> century?
- Were things harder?
- Were there things at the museum that you use at your home today, but simply older? How were they different than what you use today?
- How has farming changed in the last century? What role does it play in BC now?

### **ACTIVITY**

#### **DISCUSSION POINTS:**

- Changes in the role of agriculture from the days of the museum unit now. Farming is much less common now, and there are considerably less family, small-scale farms.

#### **POSSIBLE ACTIVITIES:**

- Write a journal as someone from the late 1800s, 1920s, 1950s, and present day, which lives on a farm. Look at how the province of BC, society, and technology have changed over time. How would the day in the life of a farmer, or a child on a farm be the same, and how would it be different?
- Study farming in BC as a present day industry. Give each student a different crop (wine grapes, salmon, tree fruit, corn, berries etc), and have them look at where and how those things are farmed today, and what role they play in BCs economy. The Ministry of Agriculture's website has some great resources for this.

# BC FARM MUSEUM SCAVENGER HUNT

Try and find a piece of equipment in the BC Farm Museum that does the same (or similar job) as modern equipment pictured. For the last 3 spaces find things that match the description in the box.

		
		
		
<p>SOMETHING THAT A CHILD WOULD USE FOR FUN</p>	<p>SOMETHING A PROFESSIONAL (E.G. DOCTOR, ENGINEER, ARCHITECT...) WOULD USE</p>	<p>SOMETHING THAT WOULD BE USED TO HELP AROUND THE HOUSE.</p>

**KNOW**

**WONDER**

**LEARN**

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