

History of the Family Farm

ENG 1PD, CHC 2PD, CGC 1PD, BTT 10

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Description: This is a cross curricular project focused on the history of local farms.

Expectations: See below

Resources: Students, local families/ farmers, local heritage societies, archives, sample projects

Assessment: Mark on a rubric – assess for participation

Lesson Steps:

(talk to local farm families before hand to make sure they are interested in participating)

- 1) Ask students to raise their hand if they live on a farm or know someone does.
- 2) Discuss what those people have on their farm. If there are no farmers/ friends that are farmers – what do people usually have on farms?
- 3) If possible look at local historical maps (topographic if available) and discuss land use for that period.
- 4) Look at local newer maps (topographic). Discuss the amount of land used for farming in the area now.
- 5) Introduce project – give handouts and discuss. If possible, assign students specific farm families. Have students conduct interviews to gather info. about farms.
- 6) Have students compile information into format (see sample).*
- 7) Students will present their farms to the class in any format they choose – poster, report, video, slideshow, etc

Expectations met by family farm assignment:

Grade 9 Geography:

Catholic:

SSV03B - identify and analyze patterns of spatial organization, including land use, population distribution, and ecozones

SSV05B - analyze factors that affect natural and human systems in Canada using local and regional examples

HEV01D - analyze the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions;

UMV01B - demonstrate an understanding of how natural and human systems change over time and from place to place;

UMV02B - synthesize information on changes in the geography of Canada, such as changes in land use, and urban patterns, as well as resource depletion, in order to plan for the future;

UMV03B - demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities

MIV01B - demonstrate an ability to collect, organize, and synthesize information from a variety of sources (e.g., atlases, photographs, hypermedia) to identify the characteristics of Canada's geography

MIV03D - select and use appropriate methods and technology to communicate the results of geographic inquiries, and present a variety of viewpoints on issues affecting Canadians

Public:

SSV.01B - demonstrate an understanding of spatial organization components (e.g., place, location, region, pattern)

SSV.03B - identify and analyze patterns of spatial organization, including land use, population distribution, and ecozones

SSV.05B - analyze factors that affect natural and human systems in Canada using local and regional examples.

HEV.01D - analyze the ways in which natural systems interact with human systems, then make predictions about the outcomes of these interactions

UMV.01B - demonstrate an understanding of how natural and human systems change over time and from place to place

UMV.03B - demonstrate an understanding of how global economic and environmental factors affect individual career and lifestyle opportunities

MIV.01B - demonstrate an ability to collect, organize, and synthesize information from a variety of sources (e.g., atlases, photographs, hypermedia) to identify the characteristics of Canada's geography

MIV.03D - select and use appropriate methods and technology to communicate the results of geographic inquiries, and present a variety of viewpoints on issues affecting Canadians

Grade 9 English:**Catholic:**

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work

WRV.04B - revise their written work, collaboratively and independently, with a focus on support for ideas, accuracy, clarity, and unity

WRV.05B - edit and proofread to produce final drafts, correctly using the grammar, spelling, and punctuation according to the conventions of standard Canadian English, specified for this course, with the support of print and electronic resources when appropriate

LGV.01P - use knowledge of vocabulary and language conventions to speak, write, and read clearly and correctly

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting, for specific purposes and audiences

Public:

WRV.03D - use a variety of organizational techniques to present ideas and supporting details logically and coherently in written work

WRV.04D - revise their written work, independently and collaboratively, with a focus on support for ideas and opinions, accuracy, clarity, and unity

WRV.05D - edit and proofread to produce final drafts, using correct grammar, spelling, and punctuation according to the conventions of standard Canadian English, with the support of print and electronic resources when appropriate

LGV.01D - use knowledge of vocabulary and language conventions to speak, write, and read competently using a level of language appropriate to the purpose and audience

LGV.02B - use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, such as storytelling, role-playing, and reporting/presenting, for specific purposes and audiences

Introduction to Information Technology in Business

Catholic:

SAV.01X - demonstrate the skills required to enter data by using appropriate keyboarding techniques

SAV.03X - produce documents that meet basic business standards and formats

ECV.01X - demonstrate an ability to use electronic software to create presentations

ECV.02X - use electronic tools to communicate effectively with others

Public:

IMV.04 - electronically manage personal data and computer files

SAV.01 - demonstrate the skills required to enter data by using appropriate keyboarding techniques

SAV.03 - produce documents that meet basic business standards and formats

ECV.01 - demonstrate an ability to use electronic software to create presentations

ECV.02 - use electronic tools to communicate effectively with others

Canadian History in the Twentieth Century

Catholic:

CCV.01 - demonstrate an understanding of the changing demographic patterns within Canada since 1900

CCV.02 - demonstrate an understanding of the impact of technological developments on Canadians

CHV.02 - demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity

SPV.01 - evaluate how and why changing economic conditions and patterns have affected Canadians

MIV.01 - ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history

MIV.02 - use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way

MIV.03 - analyze and evaluate information when researching historical topics or issues

MIV.04 - communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations

Public:

CGV.01 - demonstrate an understanding of the elements of Canadian identity

CCV.01 - demonstrate an understanding of the changing demographic patterns within Canada since 1900

CCV.02 - demonstrate an understanding of the impact of technological developments on Canadians

CHV.02 - demonstrate an understanding of how individual Canadians have contributed to the development of Canada and an emerging sense of Canadian identity

SPV.01 - evaluate how and why changing economic conditions and patterns have affected Canadians

MIV.01 - ask questions, identify problems, and effectively use historical research methods to investigate topics and issues in history

MIV.02 - use a variety of information sources effectively when researching historical topics or issues, accurately record relevant information, and then organize this information in a meaningful way

MIV.03 - analyze and evaluate information when researching historical topics or issues

MIV.04 - communicate effectively the results of research in presentations, and demonstrate an ability to apply insights from history to other situations

The History of the Family Farm

Family farms are an important part of Canadian culture. They all began somewhere and this project is to preserve the memory of those farms and celebrate our past and present. The information gathered in this project will be compiled and will be available to local historical societies and towns, so everyone can share in the history.

Your name: _____

How many people are currently living on the farm? _____

How many members of your family currently work on the farm? _____

How many non-family members currently work on the farm? _____
_____ full time _____ part time

What is the name of your farm? _____

Where did the farm name come from? _____

How long has the farm been in the family? _____

Where is the farm located? (lot, concession, township, county,) _____

Who were the original/previous owners of the farm? _____

What was their relationship to you?(if any) _____

How many generations has the farm been in your family? _____

What was the original size of the farm? _____

What is the current size of the farm? _____

When and where were the additions/ subtractions made? _____

What is the makeup of the land? Check all that apply.

_____ fields _____ forests _____ water _____ wetland _____ other (_____)

What commodities are farmed? Check all that apply.

_____ goats _____ pigs _____ dairy cows _____ beef cows _____ sheep

_____ forages (_____)

_____ corn _____ soybeans _____ berry farm

_____ vegetables (_____)

_____ cereal grains (_____)

_____ other (_____)

Have there been changes to what is farmed over the years? _____

If yes, what and when were those changes made? _____

How many buildings are on the property? _____

What are they? Check all that apply.

_____ house _____ barn _____ shed _____ silo _____ shop

_____ other (_____)

Of those buildings, how many, if any, are original to the farm? _____

What machinery is currently used on the farm? (ex. Milking machine, combine, etc...)

What machinery was used on the farm in the past? (ex. Horse plow, etc...)

Pictures of the buildings/ land available. _____ current _____ historical

Pictures of family members. _____ current _____ historical

Any other information you would like to include. (stories of how farm came to be, etc...)
