

Fertile Land and Agriculture in Canada

Name: _____

Content: Resources and economic development in different regions of Canada

Curricular Competency: Use Social Studies inquiry processes and skills to — ask questions, gather, interpret, and analyze ideas, and communicate findings and decisions

Curricular Competency: Develop a plan of action to address a selected problem or issue

Curricular Competency: Construct arguments defending the significance of individuals/groups, places, events, or developments (significance)

Curricular Competency: Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)

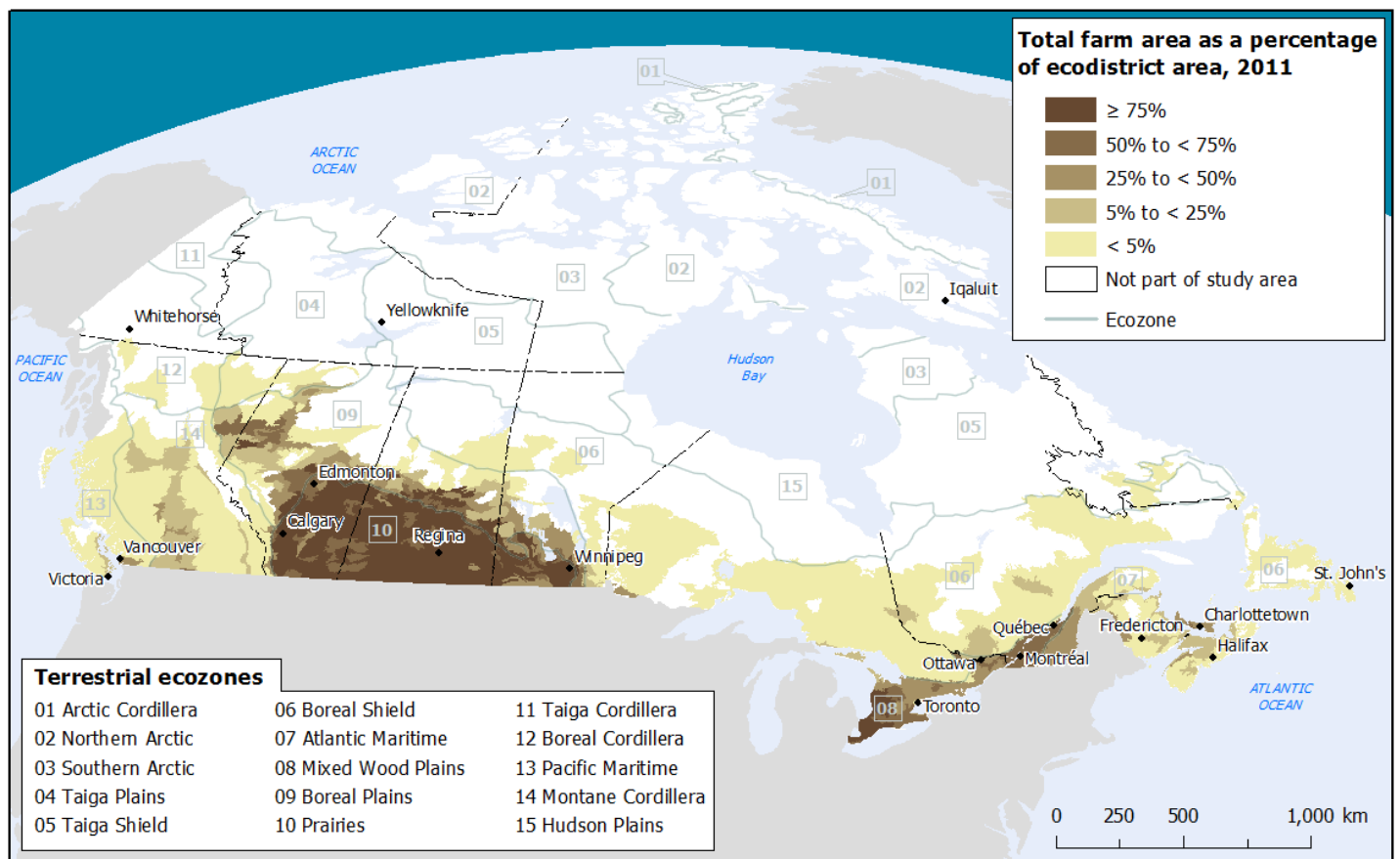
Curricular Competency: Sequence objects, images, or events, and recognize the positive and negative aspects of continuities and changes in the past and present (continuity and change)

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

Curricular Competency: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

First Peoples Principles of Learning: Learning is reflective



Canada's Fertile Land and Agriculture

Canada has a lot of **fertile land**, which means soil that is rich in nutrients and good for growing crops. Most of this farmland is found in the **Prairie Provinces** – Alberta, Saskatchewan, and Manitoba – as well as parts of Ontario, Quebec, and British Columbia.

What Grows in Canada

Farmers in Canada grow many kinds of crops. Some of the most common ones are:

- **Wheat** – one of Canada's biggest crops. It's used to make bread, pasta, and cereal.
- **Canola** – a yellow-flowering plant used to make cooking oil.
- **Barley** and **oats** – used for animal feed and food products.
- **Corn** and **soybeans** – mostly grown in Ontario and Quebec.
- **Fruits and vegetables** – like apples, berries, potatoes, and carrots, mostly grown in British Columbia and Ontario.

When Do They Grow?

- **Spring (April–May):** Farmers plant seeds once the snow melts and the soil warms up.
- **Summer (June–August):** Crops grow tall in the warm sunshine and rain.
- **Fall (September–October):** Farmers **harvest** their crops before winter.
- **Winter (November–March):** The land rests under the snow.

How Important Is Agriculture?

Agriculture is a big part of Canada's economy. Canada grows **enough food to feed millions of people**, both in Canada and around the world.

- About **7% of Canada's land** is used for farming.
- Canada is one of the **top exporters of wheat and canola** in the world.
- The farming industry provides **jobs for hundreds of thousands of people**.



Agriculture is not a natural resource... but the fertile land that it uses, is.

Curricular Competency: Use Social Studies inquiry processes and skills to – **ask questions**, gather, interpret, and analyze ideas; and communicate findings and decisions

Write down 5 questions that you are wondering about agriculture in Canada:

1. _____
2. _____
3. _____
4. _____
5. _____

Curricular Competency: Take stakeholders' perspectives on issues, developments, or events by making inferences about their beliefs, values, and motivations (perspective)

What do you think the following people might believe about the **agricultural** industry? (large-scale oil and gas operations, to then sell the product)

A wheat grower in Saskatchewan	An environmentalist / conservationist in Saskatchewan
Why might they support/oppose the agricultural industry? _____ _____ _____ _____ _____ _____	Why might they support/oppose the agricultural industry? _____ _____ _____ _____ _____ _____
What might make them want to encourage / discourage MORE agricultural operations than there already are? _____ _____ _____ _____ _____ _____ _____	What might make them want to encourage / discourage MORE agricultural operations than there already are? _____ _____ _____ _____ _____ _____ _____

Curricular Competency: Construct arguments defending the **significance** of individuals/groups, places, events, or developments (significance)

Someone tells you that "agriculture isn't that big of a deal in Canada." What are your thoughts? Would you agree with them? Disagree with them? Is agriculture actually that significant of a thing in the Canadian economy, and in Canadian society? Explain your thinking.

Curricular Competency: Differentiate between short- and long-term causes, and intended and unintended consequences, of events, decisions, or developments (cause and consequence)

Curricular Competency: Make ethical judgments about events, decisions, or actions that consider the conditions of a particular time and place, and assess appropriate ways to respond (ethical judgment)

Agriculture in Canada: Causes and Consequences

Short-Term Causes (immediate reasons for development):

- Canada has large areas of **fertile soil** that are good for growing crops.
- People need **food** for homes, schools, and communities.
- Farming provides **jobs** and helps local and national **economies**.
- New **machines and technology** make farming faster and more efficient.

Long-Term Causes (built up over time):

- Farming has been part of life in Canada for **thousands of years**, beginning with Indigenous agriculture.
- **European settlers** brought new crops, animals, and farming tools.
- Over time, Canada developed strong **trade systems** to sell crops within the country and around the world.
- Governments supported farmers with **policies and programs** to protect food production.

Intended Consequences (what people hoped for):

- A steady, reliable **food supply** for everyone in Canada.
- **Economic growth** through selling farm products to other countries.
- **Job creation** in farming, food processing, and transportation.
- Use of **modern farming methods** to produce more food with less effort.

Unintended Consequences (what happened by accident):

- **Soil erosion** and loss of nutrients from over farming.
- Use of **pesticides and fertilizers** can pollute soil and water.
- **Loss of natural habitats** when forests and wetlands are cleared for farmland.
- **Climate change** affects weather patterns, leading to droughts or floods.
- Many small farms have disappeared as **large agribusinesses** take over.

Which of these short-term or long-term causes impacted agriculture the most? Why is that?

Which of these consequences is the most disastrous? Why is that?

Curricular Competency: Develop a plan of action to address a selected problem or issue

If you were in charge of agriculture in Canada, what would you do? What would be your course of action, in regards to agriculture in the future? Why is that?
