Activity 10



What new things might I be able to order in a restaurant 50 years from STUDY QUESTION:

now?

THE ACTIVITY: Students imagine the future trends and developments in agriculture tech-

nology.

SOCIAL STUDIES **CURRICULUM FIT:**

Alberta, Past, Present, Future: Technology.

Canada: Industrial Development from Region to Region

- industry, standard of living, employment.

MAJOR CONCEPTS

Change vs. constancy.

LESSON CONCEPTS

Some things are constantly changing. Some things remain the same. Both of these may be related to

the same industry.

In agriculture, we have been producing essentially the same products for many years, however, the technology used in management and production is ever

changing.

AGRICULTURE CONCEPTS: Capital and Technology Intensive Nature of Agriculture

Diversity

Economic Importance

Importance of Soil and Water

PURPOSE: To learn how technology has changed man's activities

on the farm.

To speculate how agricultural technology may change in

the future.

MATERIALS REQUIRED: Supplied in this lesson.

TIME REQUIRED: 1 - 2 class periods.

BACKGROUND - For the Teacher

The concepts of change and constancy are opposite. How can both of these concepts be applied to the same industry?

Example: Heat is required for cooking. The requirement of heat is constant, while the source of the heat may vary greatly. We may not even know what some of the sources of heat will be in the future.

In this lesson, we will look at two ordinary food products that we are all familiar with and eat often. We will see how the technology used in the production of these foods has changed, and we will see if we can predict some of the changes in this technology in the future.

PROCEDURE

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Introduction

1. Review the concepts of change and constancy.

Part 2

Collecting Facts

- 2. The class may be divided in half. One group would investigate egg production, and the other, milk production.
- 3. Show the class the pictures of the old methods employed in each operation. Ask themto suggest things they know about egg and milk production 75 years ago.
- 4. Show the class the pictures of the modern technology used in both of these opera tions.. Discuss how things have changed.

Part 3

Making Predictions

- 5. Ask each group to imagine how these operations may change even more over the next 75 years. What might change for the farmer?
- 6. Have each individual or group draw a picture or make a model of a dairy or egg production operation of the future.

Part 4

Conclusion

7. Explain or demonstrate your technology of the future to the class.

FOR DISCUSSION

- 1. What sources of power will be used in the future?
- 2. How will the ratio of product to man hours change?
- 3. Will artificial substitutes ever be used in place of these two food items? Are substitutes used today?

RELATED ACTIVITIES

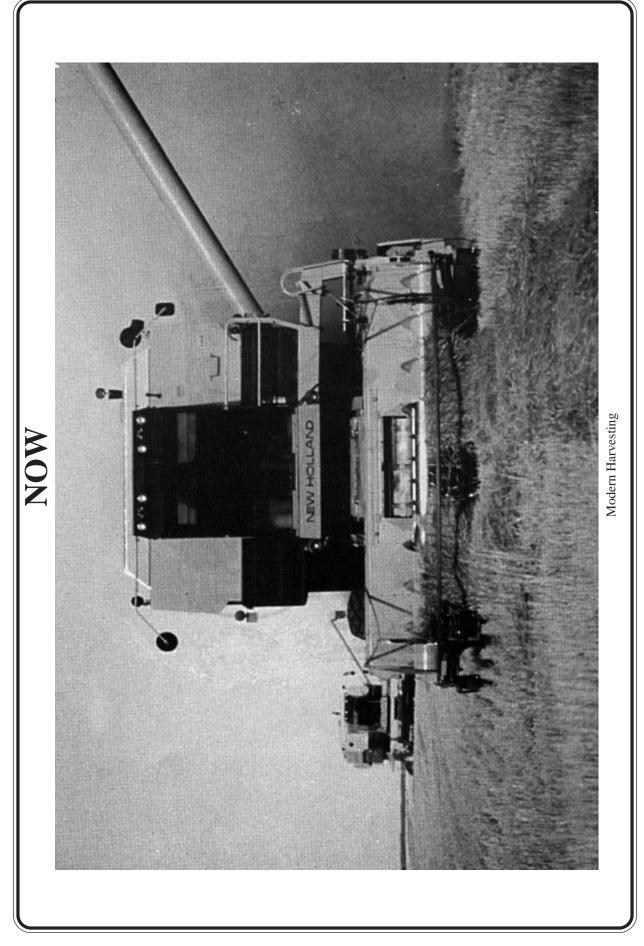
- 1. Choose another industry and find out how its technology has changed.
- 2. Compare the advances in agriculture technology to those in the auto industry.
- 3. Tour a modern dairy or poultry farm.
- 4. Do a taste test comparing milk to a milk substitute, and eggs to an egg substitute.

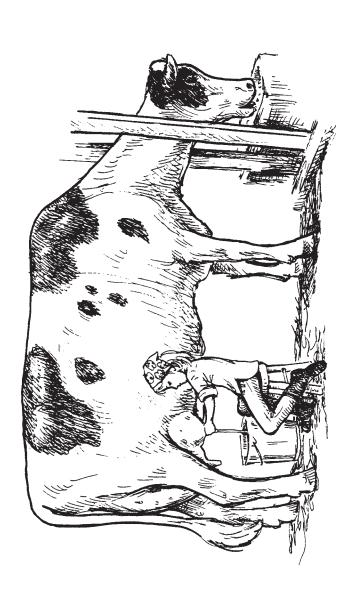






Cradle - Early Harvesting. 1906 A1615. Provincial Archives of Alberta



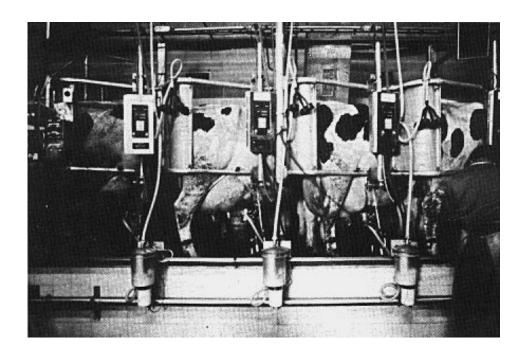


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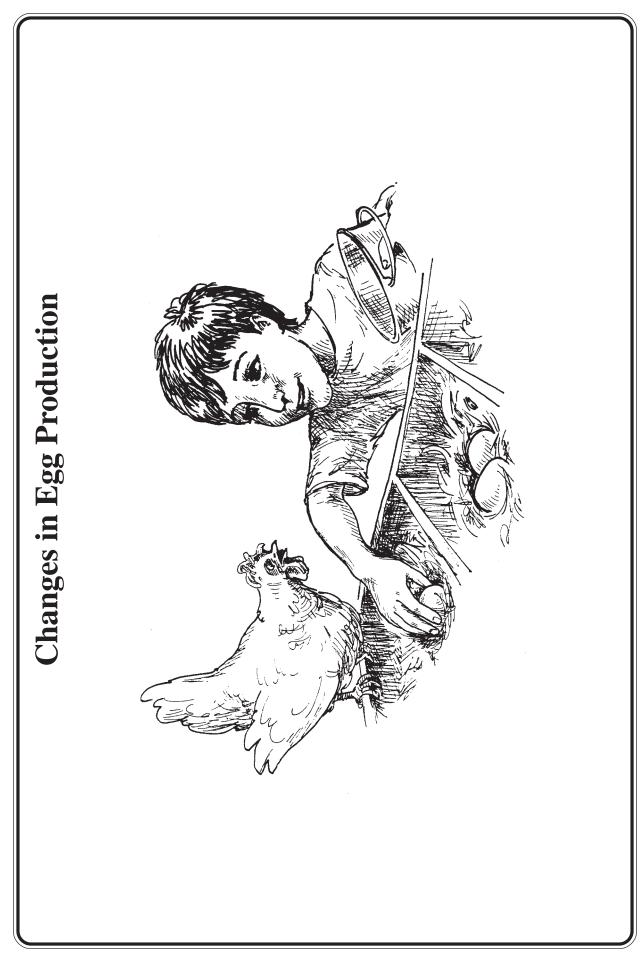


Hand milking

NOW



Modern Milking Parlour



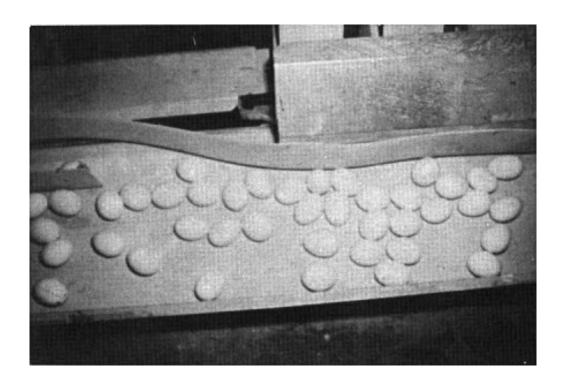


Chicken Coop. Villeneuve 1907. A7693. Provincial Archives of Alberta.

NOW



Laying hens are kept in small pens. The eggs roll out onto the conveyor belt.





Food processing.
The teamwork of people and technology.