

Activity 10



OUR HERITAGE, OUR FUTURE

- STUDY QUESTION:** What new things might I be able to order in a restaurant 50 years from now?
- THE ACTIVITY:** Students imagine the future trends and developments in agriculture technology.
- CURRICULUM FIT:**
- SOCIAL STUDIES**
- 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

Part 1

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 them to 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 operations. 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

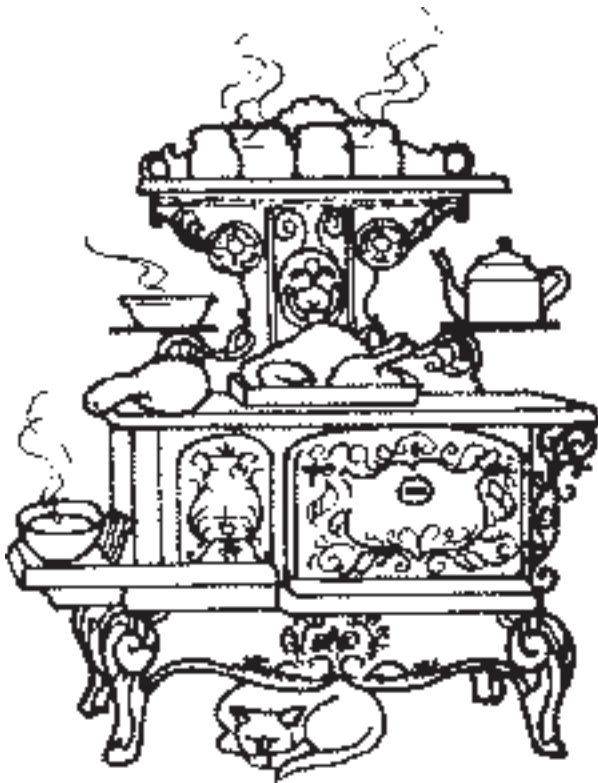
7. Explain or demonstrate your technology of the future to the class.

FOR DISCUSSION

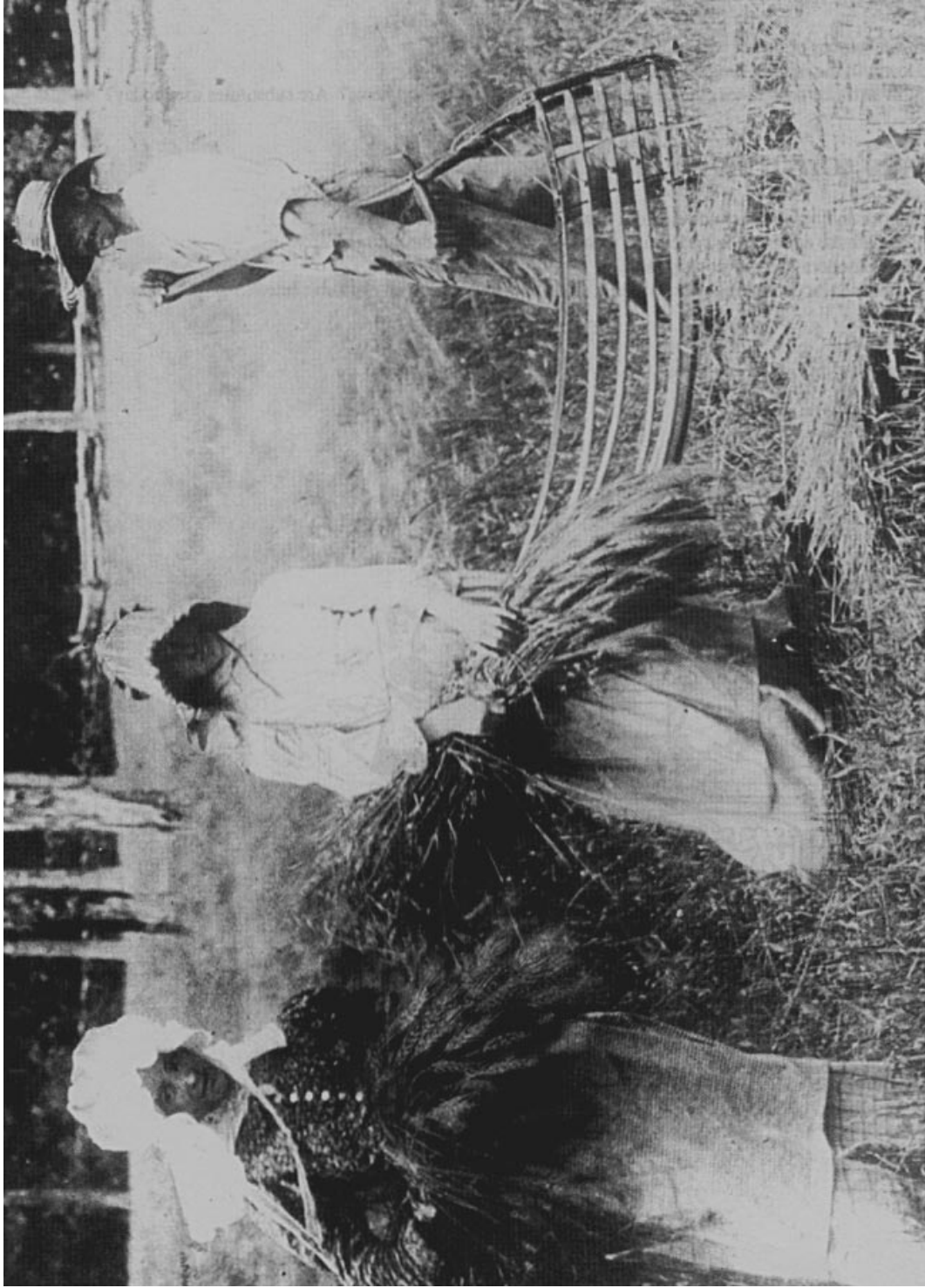
1. What sources of power will be used in the future?
2. How will the ratio of product to man hours change?
3. Will artificial substitutes ever be used in place of these two food items? Are substitutes used today?

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.



THEN



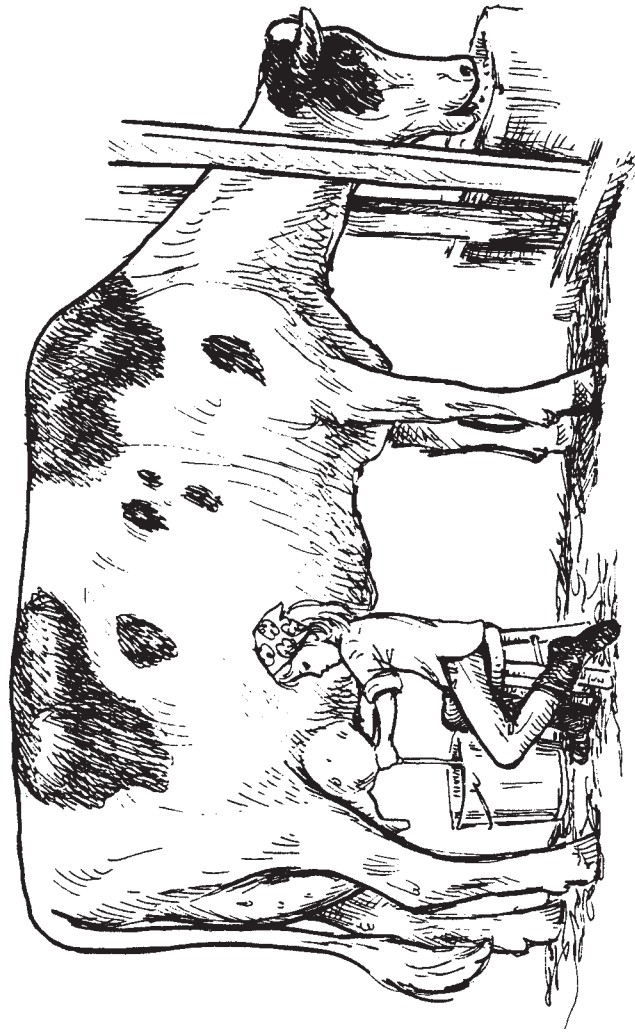
Cradle - Early Harvesting. 1906 A1615.
Provincial Archives of Alberta

NOW



Modern Harvesting

MILKING COWS

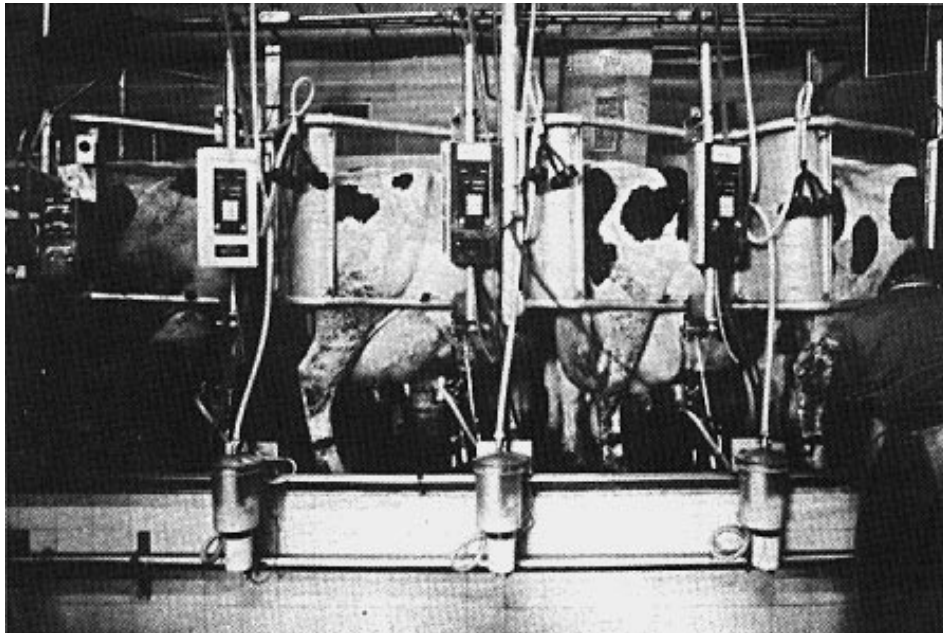


THEN



Hand milking

NOW



Modern Milking Parlour

Changes in Egg Production



THEN

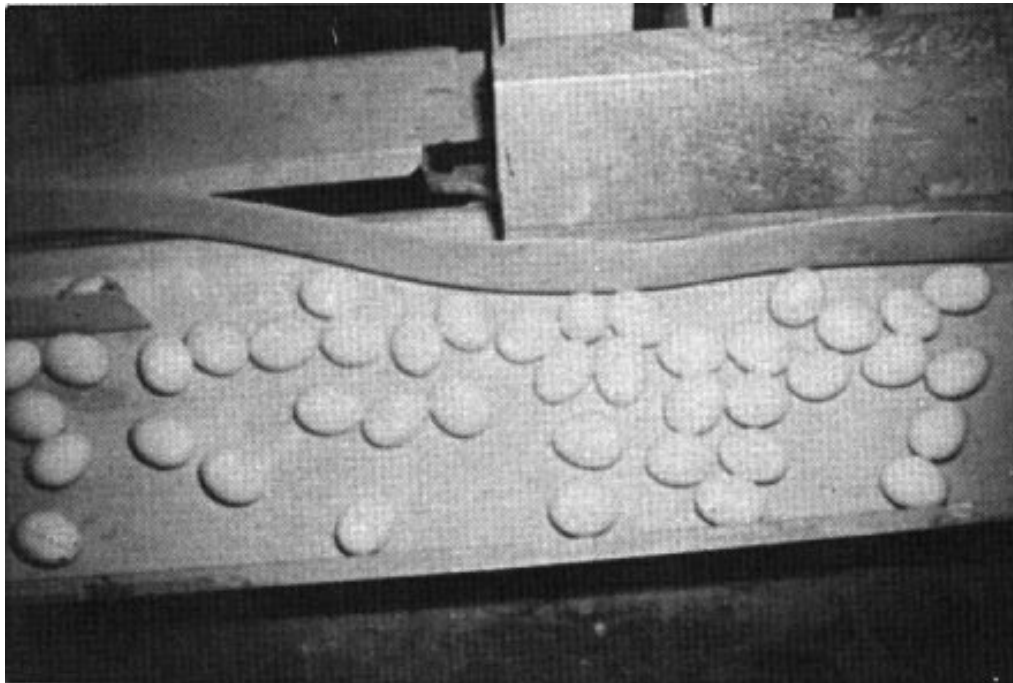


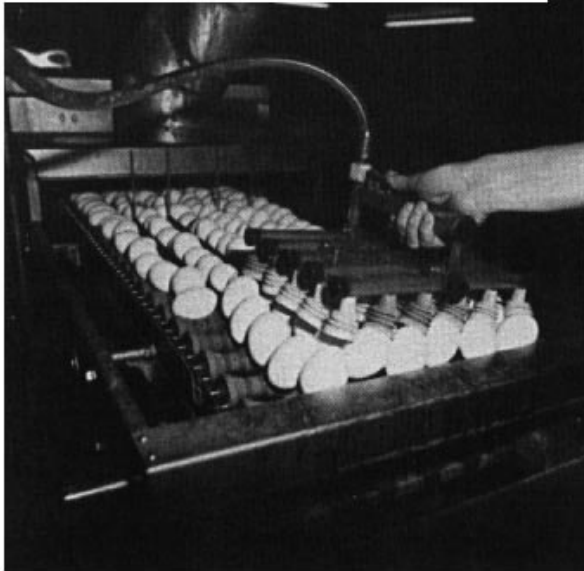
Chicken Coop. Villeneuve 1907. A7693.
Provincial Archives of Alberta.

NOW



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





Food processing.
The teamwork of people and technology.

