



CHY4U1: World History (Grade 12) Optional Culminating Assignment

During the First and Second World Wars, Canadians, Australians, Americans and British People planted **Victory Gardens** in public spaces, as well as out in their own yards. According to the Canadian Encyclopedia, by 1944 there were 209, 200 Victory Gardens across the country! These gardens had two purposes:

- #1. Provide food for families (relieving some of the pressure from the food supply chain)
- #2. Improve morale of people on the home front

These gardens provided inspiration for the [2020 Covictory Garden Project](#) that saw the creation of nearly forty gardens across Flamborough/Waterdown ([Officially dedicated by Lieutenant Governor Elizabeth Dowdeswell on Victoria Day](#)).

Assignment: What can a garden teach us about ourselves? Submit a personal (you can write in first-person) essay that links your Covictory Garden (either through its construction, layout, plants, decorations, etc.) to at least **three Big Ideas** explored in the course (or discussed with Mr. Tidridge). Students are encouraged to consider the history of gardening, as well as their garden's construction, location, layout, plants, decorations and so forth).

In your introduction students are asked to consider and address the following questions:

- How can a garden be a metaphor for the process of change and transformation?
- What is your relationship to land? (Consider things like Mother Earth, [The Haudenosaunee Thanksgiving Address](#), and readings from Daniel Coleman's [Yardwork: A biography of an Urban Place](#) and [Braiding Sweetgrass](#) by Robin Wall Kimmerer)

*A key resource to help you explore these ideas is the website *Earth to Tables Legacies* – more information can be found on the next page.¹



¹ Niá:wen to [Chandra Maracle](#) for giving me this guidance.

Due Date: June 18th, 2021

Your personal essay MUST adhere to the following specifications:

- 1000-1500 words
- An introduction that considers and addresses the questions presented on page one
- Examples that links your Covictory Garden (either through its construction, layout, plants, decorations, etc.) to at least **three Big Ideas** explored in the course (or discussed with Mr. Tidridge)
- Pictures are encouraged
- Use properly formatted FOOTNOTES (APA - Chicago Style)
- Have a bibliography in APA - Chicago Style that cites academic books/articles/videos/websites

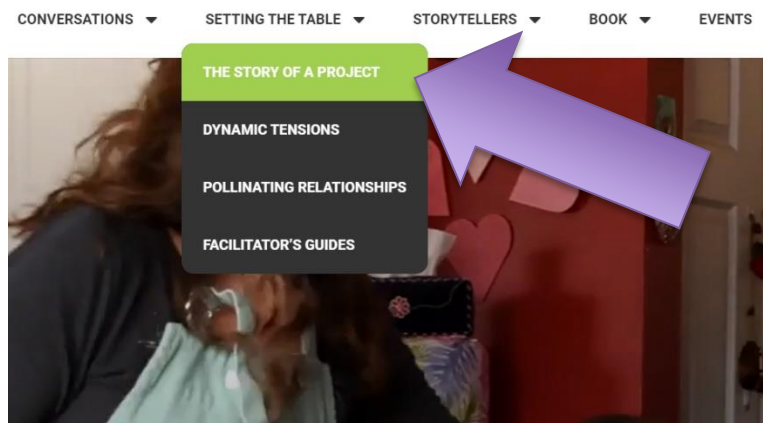
Some of the Big Ideas we discussed: *Humanism, Reformation, Crown Supremacy, Industrial Revolution, Common Land, Feudalism, Trumpism, Imperialism, Colonialism, Gross National Happiness, Language, Oral History, The Nature of History, Authority, Private Property Ownership, Climate Change, Food Sovereignty, Indigenous Teachings and Revolution.*

*Have a Big Idea you want to discuss, but is not listed above? Contact Mr. Tidridge to discuss.



[Click on the image to visit website](#)

The *Earth to Tables Legacies Project* explores a number of important teachings related to our food, including land, language and sovereignty. Students are recommended explore this site, starting with the video "[A Story of a Project.](#)"



March 7th, 2021

Overall Expectations in Curriculum	Level One	Level Two	Level Three	Level Four
Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century	Student barely demonstrated their use of the historical inquiry process and the concepts of historical thinking when investigating aspects of world history and incorporating them into their garden.	Student needed to better demonstrate their use of the historical inquiry process and the concepts of historical thinking when investigating aspects of world history and incorporating them into their garden.	Student has demonstrated their use of the historical inquiry process and the concepts of historical thinking when investigating aspects of world history and incorporating them into their garden.	To a very high degree, the student demonstrated their use of the historical inquiry process and the concepts of historical thinking when investigating aspects of world history and incorporating them into their garden. 20
Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful.				Through the construction of their garden, the student has applied skills that are transferable to other areas of their life, including the cultivation of their mental health. 10
The Big Ideas (minimum 3) will be evaluated using the criteria below				
Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems in some societies in different regions of the world between 1450 and modern day.	Student's Covictory Garden barely reflects some of the social, economic, and political systems in some societies in different regions of the world between 1450 and modern day.	Student's Covictory Garden needed to better reflect some of the social, economic, and political systems in some societies in different regions of the world between 1450 and modern day.	Student's Covictory Garden reflects some of the social, economic, and political systems in some societies in different regions of the world between 1450 and modern day.	To a very high degree, the student's Covictory Garden reflects some of the social, economic, and political systems in some societies in different regions of the world between 1450 and modern day.
Communities, Conflict, and Cooperation: analyse how various factors affected interactions between groups in different regions of the world from 1450 to modern day and how these interactions affected people's lives	Student's Covictory Garden barely reflected that different groups in different regions of the world from 1450 to modern day have interacted and their ideas are reflected in their plot of land.	Student's Covictory Garden needed to better reflect that different groups in different regions of the world from 1450 to modern day have interacted and their ideas are reflected in their plot of land.	Student's Covictory Garden reflects that different groups in different regions of the world from 1450 to modern day have interacted and their ideas are reflected in their plot of land.	Student's Covictory Garden reflects to a very high degree that different groups in different regions of the world from 1450 to modern day have interacted and their ideas are reflected in their plot of land. 50
Identity, Citizenship, and Heritage: explain how some social, cultural, and political institutions and achievements contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and modern day.	Student's Covictory Garden reflected some of the social, cultural, and political institutions and achievements that may have contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and modern day.	Student's Covictory Garden needed to better reflect some of the social, cultural, and political institutions and achievements that may have contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and modern day.	Student's Covictory Garden reflects some of the social, cultural, and political institutions and achievements that may have contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and modern day.	Student's Covictory Garden reflects to a very high degree some of the social, cultural, and political institutions and achievements that may have contributed to the development of identity, citizenship, and/or heritage in different societies between 1450 and modern day.



The documentary series *The Secret History of the British Garden* by Monty Don is highly recommended for concepts and ideas, as well as the videos and resources posted on the website.