

April 19th, 2020

Re: Optional Covictory Garden Assignment

Dear Students/Parents/Guardians,

Inspired by projects like Mr. Smith's Community Garden at WDHS, my colleague, Mr. Gourlay, and I have always thought that gardening should be taught in school. The benefits to mental health and getting students out on to the land are manifold. Ironically, social distancing and the Covid-19 pandemic is providing an opportunity!

The First and Second World Wars saw people on the home front in the United Kingdom, United States, Canada and Australia plant Victory Gardens in an effort to improve mental health and ease the pressure on the food chain. The Covid-19 Pandemic has imposed similar needs.

Mr. Gourlay (a teacher living in Bruce County) and I are going to create Covictory Gardens, outlining their links to history, as well as the steps involved in their creation.

This assignment is going to be offered to all of my WDHS classes (World History will actually be doing a mini-unit that follows a wonderful documentary series that outlines how gardens reflect world history).

Traditionally gardens in Southern Ontario are planted over Victoria Day weekend (Mr. Gourlay's Garden will be planted on June 1st because he is a little further north). I am trying to think of a way to allow students to plant something in my garden in Waterdown safely (I am thinking of having a specific time for someone to show up and place a plant in the soil over the Victoria Day weekend - a drive-by planting!). I will be in touch with more details.

I have set up a website to detail the project, as well as what we hope to get out of it. Our hope is that Students/Families that participate will send pictures of their Covictory Gardens, as well as videos/messages/blogs of their experiences. Students who have participated will be meeting many of the overall curriculum expectations, which will boost their final marks.

Students will be informed about this assignment on April 20th (Canadian History & Civics) and April 27th (World History).

Assignment Website: <https://www.tidridge.com/covictory-garden-2020.html>

Sincerely,

Mr. Gourlay

Mr. Tidridge

Curriculum Links:

Grade 10 Canadian History:

Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of Canadian history since 1914
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify some careers in which these skills might be useful
B1. Social, Economic, and Political Context: describe some key social, economic, and political events, trends, and developments between 1914 and 1929, and assess their significance for different groups in Canada (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
B2. Communities, Conflict, and Cooperation: analyse some key interactions within and between different communities in Canada, and between Canada and the international community, from 1914 to 1929, and how they affected Canadian society and politics (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)
B3. Identity, Citizenship, and Heritage: explain how various individuals, organizations, and specific social changes between 1914 and 1929 contributed to the development of identity, citizenship, and heritage in Canada (FOCUS ON: <i>Continuity and Change; Historical Perspective</i>)

*C1, C2, C3, D1, D2, D3, E1, E2 & E3 are the same, but for different eras of Canadian History.

Civics: (Focussing on Food Supply)

A: Political Inquiry and Skill Development

Overall Expectations

A1. Political Inquiry: use the political inquiry process and the concepts of political thinking when investigating issues, events, and developments of civic importance

A2. Developing Transferable Skills: apply in everyday contexts skills developed through investigations related to civics and citizenship education, and identify some careers in which civics and citizenship education might be an asset

C: Civic Engagement and Action

C1. Civic Contributions: analyse a variety of civic contributions, and ways in which people can contribute to the common good (**FOCUS ON:** *Political Significance; Stability and Change*)

C2. Inclusion and Participation: assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada (**FOCUS ON:** *Political Significance; Political Perspective*)

C3. Personal Action on Civic Issues: analyse a civic issue of personal interest and develop a plan of action to address it (**FOCUS ON:** *Political Significance; Objectives and Results*)

World History:

A. Historical Inquiry and Skill Development
Overall Expectations
A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history since the fifteenth century
A2. Developing Transferable Skills: apply in everyday contexts skills developed through historical investigation, and identify careers in which these skills might be useful
B1. Social, Economic, and Political Context: analyse key aspects of social, economic, and political systems and structures in various regions of the world between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Historical Perspective</i>)
B2. Communities, Conflict, and Cooperation: analyse relations between different groups in various regions of the world from 1450 to 1650 and how various factors affected these relations (FOCUS ON: <i>Cause and Consequence; Continuity and Change</i>)
B3. Identity, Citizenship, and Heritage: analyse, with reference to the contributions of specific individuals, ways in which ideas, values, and artistic production affected the development of identity, citizenship, and/or heritage in various societies between 1450 and 1650 (FOCUS ON: <i>Historical Significance; Cause and Consequence</i>)

*C1, C2, C3, D1, D2, D3, E1, E2 & E3 are the same, but for different eras of World History.