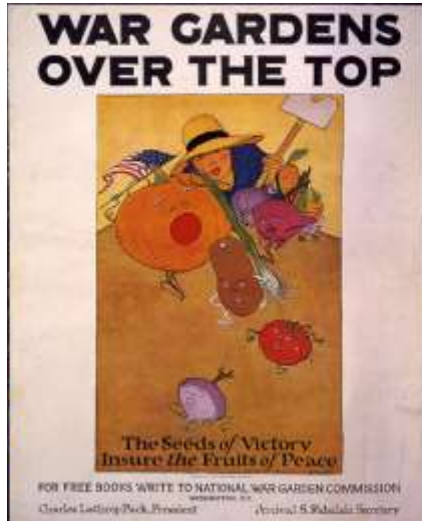


How Does Your Garden Grow? From Victory Gardens to Peace Gardens: How Community Gardens Create Healthy Communities



Overview

This lesson provides an overview of how the victory gardens of WWI and WWII helped demonstrate the potential benefits to communities and to individuals who were involved in growing community gardens, and how they helped inspire community gardens of today.

***This could be a “flipped lesson.” For a Policy in Government or Economics class, you could begin with the current gardens and go back to WWI and WWII, or if a Social Studies lesson, you could begin the inquiry with WWI and WWII gardens and relate these to the community gardens of today.*

Objectives

Students will gain an understanding of the reasons for establishing victory gardens in WWI and WWII and compare these with reasons for growing community gardens today. Spin-off lessons that focus on various science and math-based concepts will also be identified as possible extensions and interdisciplinary lessons.

Time Required

This introductory lesson should not take more than one hour.

Recommended Grade Range

Middle and high school (can be adapted to elementary grades with adaptation)

Subject / Sub-Subject

- Social Studies (WWI, WWII, Urbanization, Economics, Current Events)
- Science (parts of a plant, what plants need to grow, technology)
- Math (Ratios, Proportions, Word Problems)
- English (Reading and writing key ideas and details in texts)
- Health (Nutrition)



Standards

- KESS2-2 – Construct an argument supported by evidence for how plants and animals (and humans) can change the environment to meet their needs.
- ESS3.C – Human Impacts on Earths Systems: Things that people do affect the world around them. But they can make choices that reduces their impacts on the air, water, land and other living things
- LS2.C – Ecosystem Dynamics, Functioning and Resilience: When an environment changes in ways that affect...the availability of resources, some organisms survive and reproduce...others move into the transformed environment...
- ELA Literacy – RI.3.1, RI.3.2, RI.3.3; R.K.1 - Identify key ideas and details

NYS standards:

- Standard 1 Personal Health and Fitness - Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health (*ie., Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation...*)
- Standard 2 A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment (*ie., Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them*)
- Standard 3 Resource Management - Students will understand and be able to manage their personal and community resources (*ie., 1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities*).

Credits:

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Some ideas adapted from Denver Urban Gardens: https://dug.org/wp-content/uploads/2015/03/Healthy_Bodies_Healthy_Gardens.pdf

And from Sidewalk Sprouts: <https://sidewalksprouts.wordpress.com/history/vg/>

Inspiration: Lamanda Joy, “How Community Gardens Can Save America” at:

https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=6796



PREPARATION

Materials Used

- Flip charts or white boards and markers
- Primary Source Analysis Tool handouts (one copy each for each student)
 - <http://www.loc.gov/teachers/primary-source-analysis-tool/>
- Rubric for student posters

Resources Used

- Handouts and links to articles described in procedures below (copies for groups or entire class as determined by teacher - or they may read them online if preferred)
- Projected images and copies of images from Library of Congress as described in procedures below

Procedure

- **Connect** - Begin by asking students if they have ever heard of community gardens, and if so, where do they think these gardens exist today and for what purposes? Ask them if they know of any local community gardens... (including whether any students are active in a community garden).

Collect and record student responses on board or flipchart with 2 columns: one marked “WHERE?” and the other marked “WHY?”

Show students the “find a garden” tool on the American Community Gardening Association site at: <https://communitygarden.org/find-a-garden/> to help them discover how many and the types of community gardens existing close to where they are located.

Also, share with them the news article (or to keep this up-to-date, search for a more current article in local papers) about Buffalo Community Gardens. Have them read the article in pairs....Community gardens in WNY: <http://news.wbfo.org/post/community-garden-collaboration-bearing-fruit#stream/0>

Next, ask students what is identified in the article as the main reason for creating these gardens in Buffalo and Niagara Falls (food access is main reason) and what are secondary reasons (aesthetics, community-building and pride, addressing cultural diversity).

- **Wonder** - Ask students to consider why the term “food desert” is used in the article and what are some possible “food access” barriers faced by people in these urban neighborhoods.
- **Investigate** - Ask students to guess what might be other barriers to food being faced by people living in other areas of the state or even the country or world. (Someone is bound to



connect war to famine in a current day situation).

Explain to students that war was a major factor for the spread of “victory gardens” in America during the WWI and WWII eras, and that they developed in various social settings (neighborhood, church, work, school gardens, etc.) and among all age groups in America as a response to several factors limiting access to food for people in Europe as well as to conserve food produced here.

Ask students if they can identify some of the limiting factors leading to the development of victory or community gardens during WWI and WWII, based on reading sections 3 and 5 (Victory gardens in WWI and WWII) from the website Sidewalk Sprouts at: <https://sidewalksprouts.wordpress.com/history/vg/>

Explain to students that state and federal government agencies encouraged Americans to start community gardens during WWI and WWII, and that these agencies often communicated their desire for citizens establishing these gardens through posters and photos. Explain to students they will be looking at several images from the Library of Congress from the WWI and WWII time period. They will be using a primary source analysis tool to record their thoughts related to each of the images they view, and will use this information to attribute to each image one of the factors identified in the step they just completed as the main reason for the image being created. (If time is limited, have the students work in small groups and just focus on one image for each group - then share out).

Teacher models use of Primary Source Analysis Tool with Image #1 – This is an image also found in the article the students are asked to read above:



Image#1:

Title: Will you have a part in victory? / James Montgomery Flagg

Summary:

Poster showing Liberty sowing seeds.

Contributor Names Flagg, James Montgomery, 1877-1960, artist

Created / Published c1918.

URL: <http://www.loc.gov/pictures/item/2002712327/>



Image #2:

Title: New York, New York. Children's school victory gardens on First Avenue between Thirty-fifth and Thirty-sixth Streets

Contributor Names Meyer, Edward, photographer

Created / Published 1944 June.

URL: <http://www.loc.gov/pictures/item/owi2001039484/PP/>



Image #3:

Title: Get behind the girl he left behind him Join the land army // Guenther; Summary:

Poster showing a young woman tending a garden, with a drawing of a soldier in the background.

Created / Published N.Y. : The American Lithographic Co., c1918.

URL: <http://www.loc.gov/pictures/item/00652171/>



Image #4:

Title: Uncle Sam says - garden to cut food costs Ask the U.S. Department of Agriculture, Washington, D.C., for a free bulletin on gardening - it's food for thought // A. Hoen & Co., Baltimore. Created / Published [1917]

URL: <http://www.loc.gov/pictures/item/00653180/>



Image #5:

Title: Arlington, Virginia. FSA (Farm Security Administration) trailer camp project for Negroes. Project occupant tending his victory garden

Contributor Names Collins, Marjory, 1912-1985, photographer Created / Published 1942 Apr.

URL: <http://www.loc.gov/pictures/item/fsa2000056518/PP/>



Image #6:

Title: Victory Gardens--for family and country. Sunday morning in many U.S. communities finds all the neighbors getting together for a good workout at the community Victory Garden. Through cooperation of local organizations, thousands of vacant lots in thousands of cities are being transformed into fruitful gardens, where everyone from grandpa to the youngster down the block puts in hours of patriotic labor.

Contributor Names Rosener, Ann, photographer, United States. Office of War Information.

Created / Published 1943 Feb.-Mar. <http://www.loc.gov/pictures/item/oem2002007647/PP/>

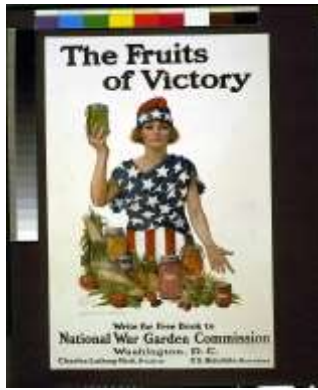


Image #7:
 Title: The fruits of victory / Leonebel Jacobs.
 Contributor Names Jacobs, Leonebel, artist
 Created / Published F.M. Lupton, Publisher, Inc., c1918.
 URL: <http://www.loc.gov/pictures/item/93510433/>



Image #8:
 Title: Plant a victory garden. Poster distributed by the Office of War Information to libraries, museums post offices. The original is 22 inches and is printed in full color. The poster was designed by Robert Gwathmey, mural artist. Copies are obtainable from Division of Public Inquiries, OWI, 14th and Pennsylvania Avenue, Washington, D.C.
 Contributor Names United States. Office of War Information.
 Created / Published [between 1940 and 1946]
 URL: <http://www.loc.gov/pictures/item/oem2002007502/PP/>



Image #9:
 Title: Headquarters food conservation Selection, preparation, preservation. Summary
 Poster promoting food conservation by the New York State Food Supply Commission, with lists of recommended actions below American flags.
 Created / Published [1917]
 URL: <http://www.loc.gov/pictures/item/2002695584/>

****Teachers can also review and retrieve other images from the Library of Congress by searching "victory gardens" or "victory gardens posters" in Prints & Photographs at: https://www.loc.gov/photos/collections/?st=gallery&sb=title_s*

- **Construct** - Construct new understandings connected to previous knowledge by asking students what is meant by the phrase “The Seeds of Victory Ensure the Fruits of Peace” that is found on the poster being shown by the teacher on a projector screen. The class will discuss the connection between community gardening and the ways it helps address the factors identified in the article they just read about the victory gardens.
- **Express** - Based on what they have learned in this activity, ask students (individually or in groups) to create their own “community garden poster” that would communicate to others what they see as the primary benefit of having such a garden today. Words, slogans and images are all acceptable devices for the posters.

Rubric for assessing posters should include level of accomplishment in terms of content central to main idea, visual clarity and organization, accuracy of spelling and grammar, and presentation.

- **Reflect** - Ask students to consider the finished posters and think about other ways they could advocate for community gardens in their school, neighborhood, or community.

**If there is time, show the Library of Congress video: Lamanda Joy, “How Community Gardens Can Save America” at:

https://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=6796

Extensions

Ideas for extending the lesson or connecting to other curricular topics or lessons include:

- Direct student attention to the agency responsible for the poster featured in the lesson above (“Over the Top”) and retrieve the online version of the 1919 National Food Commission publication at: [http://hdl.handle.net/2027/uc1.\\$b93970](http://hdl.handle.net/2027/uc1.$b93970).
- Use selected excerpts from the publication to develop math lessons based on the data provided: word problems such as the ratio of fresh versus dried and shrunk tomatoes as it relates to the idea that 60 pounds of canned tomatoes can be reduced to less than 3 pounds - the benefits to transportation savings, greater amounts of food delivered in same contained spaces, etc.
- Use real community gardens to teach science lessons such as parts of a plant, the growing cycle, what plants need to grow, etc.
- Students in higher grades could also be encouraged to develop community service projects (promoting/starting/participating in community gardens)

Evaluation

- Student work during procedures is evaluated based on the completion of Primary Source Analysis Tools handouts and on completed posters.

