

8 POINTS**LESSON PLAN:****TIN CAN VICTORY GARDEN***(Image: NARA, 196479.)***INTRODUCTION**

During World War II, the United States rationed food to help support troops stationed all around the world. One of the government's efforts to make sure that there was enough food for everyone was a campaign promoting citizens to grow their own vegetables. Millions of Americans grew victory gardens in their backyards, on rooftops, and in window boxes to supplement their wartime rations. During World War II, victory gardens provided 40 percent of vegetables grown in the country.

MATERIALS

- + Used tin can
- + Printed label from template
- + Gardening soil
- + Vegetable or herb seeds

OBJECTIVES

Through this lesson, students will see how they, too, can grow their own vegetables or herbs. Taking similar actions to kids who helped grow food during World War II, students can start their own victory gardens, one can at a time. This lesson will help students bring the past into their present lives through the simple act of planting a seed.

TIME REQUIREMENT

1 class period

KEY THEMES**ART****HISTORY****SCRAPPING**

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

PROCEDURES

1. Have your students save a used tin can from home.
2. Print out one label template per student.
3. Have your students analyze the provided propaganda poster using the background information and primary source analysis questions.
4. Students can then select the vegetable seed and use art supplies to decorate their labels. Once decorated, a label can be taped to the tin can.
5. Students should fill the tin can $\frac{3}{4}$ of the way with gardening soil. Have your students select their vegetable or herb seed and then plant it about two inches under the soil. Your students can use their fingers to push a small hole up to their knuckle into their soil to plant their seeds. All seeds should be covered lightly watered.

ASSESSMENT

Combine the activity of creating tin can victory gardens with an analysis and discussion of the included propaganda posters encouraging Americans to grow their own food during World War II. Have students determine why the US government wanted citizens on the Home Front to grow their own food and if the posters were successful in promoting that message.



(Image: Boston Public Library, 07_01_000007.)

NAME:**DATE:**

TIN CAN VICTORY GARDEN WORKSHEET

Directions: Answer the questions below about your artifact.

Primary Source: Original items or records that have survived from the past and were part of a direct experience of a time or event. Primary sources can include the following: photographs, letters, speeches, newspapers, journals, artifacts, works of art, film footage, and oral histories.

1. What kind of primary source do you have?
2. What sort of insights and information can this kind of primary source provide to us?
3. Describe what you see happening in the poster.
Why is it important that the image include both adults and young people?
4. How does gardening help contribute to the war effort?
5. Why do you think people needed to “prepare tin cans for war?”

GLUE OR TAPE



GLUE OR TAPE





New York, New York. School victory garden on First Avenue between Thirty-fifth and Thirty-sixth Streets.
(Image: Library of Congress, 2017865752.)