



LESSON 3

A Cornucopia of Social Studies

Concepts of History, Culture, Geography and Civilization Development

FOCUS

Student Objectives – Kentucky Performance Standards 2.17, 2.20 & 2.19

Students will:

- Demonstrate an understanding of the historical impact of corn on our nation's development
- Use geographic tools to obtain and present information
- Research the uses of corn in various cultures
- Create an historical corn food product

BACKGROUND

See “Corn. . .the Beginning” Sheet

PREPARATION AND MATERIALS

- “Corn. . .the Beginning” Sheet (*one per student or group*)
- “Corn the Beginning” Question Sheet (*one per student or group*)
- “Corn Timeline” Sheets (2) (*one per student*)
- “Farming Through History” Sheet (*one per student*)
- Maps: Kentucky, U. S.
- “Why Corn Dolls Have no Features” Legend Sheet
- Directions for Corn Husk Dolls
- Johnnycake Recipe (see “Corny Recipes” sheet)

TEACH

Activities:

1. **Reading for Content**
 - a. Ask students to read (or read aloud to them) “Corn. . .the Beginning” Sheet about the history of corn. Then answer questions on the “Corn. . .the Beginning” Sheet based on the reading. *Option: Assign passages to partners or small groups, then share orally with entire class.*
 - b. Read and share books about the history of corn. (*See Literature Connect*).
2. **Corn Timeline**
 - a. Using the “Corn Timeline” Sheet, list events in chronological order. Then cut out the events and paste on the blank timeline sheet.
3. **Farming Through History**
 - a. Take the true/false quiz on the “Farming Through History” Sheet.
4. **Where in the World?**
 - a. Use maps to label corn producing areas.
 - Using the statistics sheet provided, label the corn producing counties on the Kentucky map.
 - Using the statistics sheet provided, label top five corn producing states on U. S. map, and color in the top 15 corn producing states.
 - b. Ask students why corn production falls into a “belt” across the U. S. and why only certain counties produce more corn than others.
5. **Corn in Other Cultures**
 - a. Research role of corn in other cultures (food, products, traditions, holidays, toys, etc.) (*see Literature Connect*) Ask students why corn may be more important to some cultures more than other cultures.
6. **Corn Husk Dolls**
 - a. Read the legend “Why Corn Dolls Have No Features” aloud to the class.
 - b. Make a corn husk doll! (*see direction sheet*)
7. **Historical Food**
 - a. Research and prepare food made from corn in historical times such as Johnnycakes, corn pudding, corn bread, or corn soup. (*See “Corny Recipes” sheet*).

Language Arts

Create a folktale similar to Johnny Appleseed about a character who travels about planting **corn** kernels, showing others how to plant and care for corn, and the adventures he/she might have.

Literature

- Aliki. Corn is Maize, the Gift of the Indians. Harper Collins, NY 1976.
- Chief Seattle. Brother Eagle, Sister Sky. Scholastic, NY 1992.
- King, David. Pioneer Days. John Wiley & Sons, Inc., NY 1997.
- Knight, James. Jamestown. Troll, Mahwah, NJ 1982.
- Krensky, Stephen. Children of the Earth and Sky. Scholastic, NY 1991.
- Levine, Ellen. If You Traveled on an Underground Railroad. Scholastic, NY 1993.
- Levine, Ellen. If You Traveled West in a Covered Wagon. Scholastic, NY 1992.
- McGovern, Ann. If You Lived in Colonial Times. Scholastic, NY 1992.
- McGovern, Ann. If You Sailed on the Mayflower in 1620. Scholastic, NY 1991.
- Penner, Lucille. Eating the Plates. Aladdin, NY 1997.
- Rhoads, Dorothy. The Corn Grows Ripe. Puffin Books, NY 1984.
- Speare, Elizabeth. The Sign of the Beaver. Random House (Bantam Doubleday), NY 1983.
- Waters, Kate. Samuel Eaton's Day. Scholastic, NY 1993.