



Post-Trip Lesson Plan Corn

- I. Grade level: grades k-2
- II. Objectives:
 - a. To understand the importance of corn in 1898.
 - b. To create a better understanding of corn.
 - c. To explore the various products that are made with corn.
 - d. To discover how corn was harvested in 1898.
- III. Standards:
 - a. Sunshine State Standards (2006):
 - 1) Social Studies: Time, Continuity, and Change: Standard 1: Understands historical chronology and the historical perspective.
 - 2) Social Studies: People, Places, and Environments: Standard 2: Understands the interactions of people and the physical environment.
- IV. Vocabulary:
 - a. Bushel: a method of weighing corn, about 56 pounds
 - b. Corn Crib: a place corn is stored to stay dry and to keep out of the reach of animals
 - c. Kernel: the corn seed
 - d. Oxygenation: the release of oxygen by plants
 - e. Pollination: the process of pollen spreading and fertilizing corn
 - f. Tassel: located on the top of the corn stalk and produces pollen
 - g. Ear: the kernel and cob of the corn when they are both still attached
 - h. Cornhusk: the outside leaves which protect the corn
 - i. Harvesting: The picking of corn ears off the corn plant for consumption. This was usually done by hand in 1898, however, today there is machinery for harvesting.
- V. Importance of corn: Corn is one of the larger crops that Florida farmers produced in 1898. It was used to feed animals, to feed families, and make a variety of baked goods.

Activity 1: What is Corn?

- VI. Materials:
 - a. Worksheet: Pop-up Corn Facts
 - b. Writing Utensil
 - c. Construction paper (Yellow and Green)
 - d. Crayons, or colored paper
- VII. Procedures: Review the definition of Corn in 1886, and then present this information with your class. Next they will create their own Pop-up Corn Facts. Pass out the worksheet: Pop-up Corn Facts to the class. Tell each student to write one word that describes corn in each of the 13 squares on the yellow cylinder. Next have each student cut 13: ½” by 1” squares out of yellow or orange construction paper, fold the tips of each square and glue to each white square in the yellow cylinder. Finally have each student cut four long strips out of



green construction paper and glue to the green squares. Now each student should have their own ear of corn that describes corn. Also students can further decorate the form.

VIII. Definition:

In 1886 Corn was defined as: Corn. Properly, this is a name applied to all kinds of farinaceous grains which are used as food, in which sense we find it used in the Bible and in old writings, but in many countries it is now restricted to some particular grain, as for instance, in Scotland, corn means oats and in England, it means wheat, and so we find English books speaking of “threshing corn” and of “the waving fields of corn,” just as we speak of threshing the wheat and wavy fields of wheat. In our own country, the term is restricted to maize or Indian corn, of which several varieties are cultivated. There is the Yellow corn, grown in the northern states, and the White or Southern corn; which are named from the color of the grain when ripe, and the Sweet corn, the ripe grain of which has a shriveled look. This is the variety most esteemed for table use as a vegetable. There is also a small variety, called Popcorn, so named from the slight explosion with which the husk of the grain bursts when the interior is expanded by heat in roasting. Corn is most extensively used in the shape of corn meal, which is made into bread of various kinds and in large portions of the country forms the chief article of food. It is also extensively canned for use as a vegetable.

Ward, Artemas. *The Grocers' Hand-Book and Directory for 1886*. Bedford Massachusetts: Applewood Books (The Philadelphia Grocer Publishing Co. 1882).

IX. Assessment: This activity can be graded based on completion of the craft project, and use of either previous information or historical information about corn.

X. Open-Ended Questions:

- a. Where do we find corn today?
- b. How would you define corn today?
- c. How was corn defined in 1898?

Activity 2: Harvesting Corn

XI. Materials:

- a. One or two large sheets of paper
- b. Markers

XII. Procedures: Discuss the process of harvesting with the class. As you discuss the process of harvesting write down facts and have students draw pictures to explain the process or harvesting.

XIII. Harvesting:

- a. The picking of corn ears off the corn plant for consumption. This was usually done by hand in 1898; however, today there is machinery for harvesting.
- b. Corn is planted between February and April each year.
- c. Pea plants can be planted in between the corn stalks to provide extra fertilization for the soil.
- d. Harvesting the corn takes place in June and July.



- e. Once the corn has been harvested it needs to be stored in small quantities or else the corn will spoil or mold. Corn is usually stored in Corn Cribs. This keeps the corn dry and away from animals.
- XIV. Assessment: This is a collaborative project within the classroom and can be graded based on assessing your students understanding of the history and vocabulary of corn.
- XV. Open-Ended Questions:
- a. How is corn produced today?
 - b. How was corn produced in 1898?
 - c. Would you rather be a corn farmer in 1898 or today?



Name: _____ Date: _____

Post-Lesson Trip Plan
Pop-Up Corn Facts

Instructions: Write one word to describe corn in each square below within the large cylinder.

Glue	Glue	Glue	Glue	Glue
Glue	Glue	Glue	Glue	Glue
Glue	Glue	Glue	Glue	Glue
Glue	Glue	Glue	Glue	Glue