



## Post-Trip Lesson Plan Corn

- I. Grade level: grades 3-5
- II. Objectives:
  - a. To understand the importance of corn in 1898.
  - b. To define what corn was in 1898 compared to today.
  - 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: Uses a variety of methods and sources to understand history (such as interpreting diaries, letters, newspapers; and reading maps and graphs) and knows the difference between primary and secondary sources.
    - 2) Social Studies: People, Places, and Environments: Standard 1: uses maps, globes, charts, graphs, and other geographic tools including map keys and symbols to gather and interpret data and to draw conclusions about physical patterns.
- 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.

### Activity 1: Worksheet: Corn Defined

- V. Materials:
  - a. Worksheet: Corn Defined
  - b. Writing Utensil
- VI. Procedures: Hand out worksheet: Corn Defined to students and allow time for them to complete the worksheet.
- VII. Assessment: This assignment can be graded based on accuracy, and applying their knowledge of corn to the historical information they have learned about corn.
- VIII. Open-Ended Questions:
  - a. What types of food and grains are made with corn today?
  - b. In what ways do we consume food today?
  - c. How do we define corn today?
  - d. How was corn defined in 1886?

### Activity 2: Worksheet: Corn Statistics

- IX. Materials:



- a. Worksheet: Corn Statistics
- X. Procedures: Review the history about corn below. Next hand out worksheet: Corn Statistics to the class and give them a few minutes to look at the charts. Then ask the questions below to the class (this can be done in a game format such as jeopardy, trivia, etc).
- XI. History:
  - a. Corn is one of the most useful and profitable crops to grow in Florida. It can be planted from February to April, plowed as necessary and left alone in June and July to be harvested as matures. Peas or sweet potatoes could be planted on the same land after the corn is cribbed. Sometimes peas would be planted between the rows of corn to act as a supplemental fertilizer and secondary crop.
  - b. Harvested corn must be stored in small quantities because of its tendency to heat and spoil or mold. It is most safely stored on the ear. Two and one-half cubic feet of space are required to store a bushel of corn; therefore, 40 acres of corn require 3750 cubic feet of storage space. Land quality will affect the output: ordinary pineland will produce ten bushels to the acre while hammock-land will double that.
  - c. It is thought that corn keeps better in a single crib due to increased air circulation. A crib should not be wider than six feet without provisions made for ventilation and air circulation through the middle. The corn is kept in these cribs until ready for use or for sale. If sold it may be hauled to the elevator in the ear, or shelled at home where the cobs can be used as firewood and the grain transported more easily.
- XII. Questions:
  - a. What states produce the most corn? (look at corn map, worksheet: Corn Statistics)
  - b. About how much corn does the Tampa region of Florida Produce? (less than 64 Bushels)
  - c. How much corn does northern Florida Produce? (64-640 Bushels)
  - d. What is the measurement used to compare corn production? (Bushels)
  - e. Are the western states a good place to grow corn? (no)
  - f. During what times of the year is corn planted in Florida? (Between February and April)
  - g. During what months is corn harvested? (Between June and July)
  - h. Define what it means to harvest a crop. (Refer to vocabulary)
  - i. Name one type of plant that is planted in between corn season. (Peas or sweet potatoes)
  - j. What plant can be planted along with corn to provide extra fertilizer? (Peas)
  - k. In what types of quantities is corn stored? (Small)
  - l. What happens if corn is stored in large quantities? (It spoils and turns moldy)
  - m. True or False: is it better to store corn in a form of a kernel rather than on the ear. (False)
  - n. What is a Corn Crib? (Refer to vocabulary)
  - o. What is a kernel? (Refer to vocabulary)
  - p. What is an ear of corn? (Refer to vocabulary)
  - q. What is the best kind of land to grow corn on? (Hammock-land)
  - r. Name a use of the cob after the corn has been eaten off of the cob. (Firewood)
  - s. What is pollination? (Refer to vocabulary)
  - t. What is a cornhusk? (Refer to vocabulary)
  - u. How was corn defined in 1889? (Worksheet: Corn Defined)
  - v. Define corn today.
  - w. Name three different uses of corn today.
  - x. Name three uses of corn in 1898. (feed animals, eat as a vegetable, make corn syrup, make corn meal, cornhusk dolls, firewood, etc).
  - y. Are charts and maps primary or secondary sources? (Primary)



z. Where was corn stored at Cracker Country? (The Corn Crib)

XIII. 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.

XIV. Open-Ended Questions:

- a. What are the uses of corn today?
- b. Are the uses of corn in 1898 similar to the uses of corn today?
- c. How is corn produced?
- d. Would you rather be a corn farmer today or in 1898?

Activity 3: Worksheet: Craft Corn

XV. Materials:

- a. Popcorn
- b. Popsicle Stick (jumbo craft sticks)
- c. Glue
- d. Green Construction Paper
- e. Yellow Construction Paper
- f. Scissors
- g. Glitter (optional)

XVI. Procedures: Cut out husk shapes (long leaves often look like a banana peel) out of the green construction paper and glue to the Popsicle stick. Next cut out a corn ear shape out of yellow construction paper and glue in the center of the green husks. Put a layer of glue onto the top of the yellow corn ear and stick on Popcorn. Finally, decorate.

XVII. Assessment: This activity can be graded based on completion of the craft and completing the one question of the worksheet.

XVIII. Open-Ended Questions:

- a. Why do you think corn is such an important crop for Florida (in 1898)?