

CORN ORIGINS

Focus Lesson: Corn Origins

Materials:

Corn is Maize: The Gift of the Indians by Alik
 Large butcher paper
 Atlases
 Copies of world maps
 Markers/crayons

Time: 35 minutes

***Common Core Standards:**

[CCSS.ELA-LITERACY.RI.2.10](#)

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

[CCSS.ELA-LITERACY.RI.2.3](#)

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Thinking Skill: Identify, Map

Objective:

Students will identify the various groups who discovered and used corn.
 Students will label the ways individuals use corn.
 Students will locate the places around the world in which corn is used.

Connection:

Corn is a staple in our everyday diet. Just as it is important to understand where our food comes from, it is as important to understand a food's history. Food has a history and a timeline. Corn comes from all over the world, and the people who use corn are from different places and different cultures.

Explicit Instruction:

As we explore cultures, we can also explore foods! We will learn about the different groups of people around the world that have had an impact on our understanding of corn today.

Guided Practice:

Read aloud to class *Corn is Maize: The Gift of the Indians* by Aliko. Before reading, prompt students to talk about the history of corn.

- Can corn have a history?
- Where does corn come from?
- What does the title mean “The Gift of the Indians”?

As you are reading, ask students to sticky note as a class pages that talk about the people who use corn. Stop at each of these moments to write down who these people are, and where they are from on butcher paper.

After reading, reflect on the list and notice where corn is eaten as a staple food.

Independent Practice:

Separate students into groups and assign them with a list of people and places (Mexico, South America, Indians, etc.) Provide students with atlases and a political world map.

Ask students to locate where their assigned people reside, color the location on the map, and list the ways they use corn. Students may look back into book for reference.

Ask each group to construct one question they still have concerning the history of corn.

Reflection – Group Share:

When groups are finished, have each share their findings and their questions.

Write down their questions on the same sheet of butcher paper.
As unit progresses continue their inquiry of corn.

Reading list:

Corn is Maize: The Gift of the Indians by Aliko

Teacher Note: