Corn Shelling

*Work, Work, Work*

Information Sheet

Corn Shelling

Writing Exercise

For: 3rd – 4th graders

Curriculum Connection: Connects to social studies focus content of communities & local history. Kansas History, Government & Social Studies Standards: 3.1; and 4.1. Social, Emotional Learning Standards: Core Principles C.1.3-5.a & C.2.3-5.a. (empathy). English Language Arts Standards: W.3.3; W.4.3; W.3.10; and W.4.10.

**Corn Shelling**

Objectives:

* Increase understanding of the accomplishments and significance of community and Kansas history through daily life activities of early settlers.

Outcomes: Students will:

* Identify and understand tools used, and steps involved in shelling & grinding corn.
* Recognize the diversity of types of corn and the variety of uses.

Material needed: Access to YouTube video.

The video is 12 minutes and 10 seconds long. From :40-:50, a prompt asks students to remember what they had for supper the night before. A 10 second countdown is on the screen, allowing time for students to answer. Then the video continues. No need to pause.

There is an inserted video within the video. At 2:09 the inserted video begins. It’s different from the one used at the Museum for Kansas Days. Students are encouraged to pay special attention to John VanLiere (VanLeer) as he remembers harvesting corn as a child. First VanLiere introduces the hook, or husking glove – then a bit later he shares memories. The inserted video is over at 6:05 and the original video continues. It is automatic.

After the video, could add discussion. How many types of corn do students see in their local store? How many types/colors were on the table in the video? (and that’s not all by any stretch) … Why is that? What part of the process did they like best? Could let them explore corn growing/harvesting as it’s done today – then have them create a list or discuss the ways they are the same/different. Might ask what they remember about VanLiere’s portion. Today machines can harvest in a day – practically what they would in an entire harvest when VanLiere was a boy. There are also activities in the activity pack.

There is one additional activity prompted in the video. Please use the video however it best benefits your students and your needs.

**Writing Exercise**

Objectives:

* Connect students with early Salina history and settlers.
* Encourage students to practice empathy.

Outcomes: Students will:

* Imagine life as an early settler, harvesting corn.
* In writing, describe what it would be like to harvest corn, what would be missed, what gained.

Materials needed: Access to YouTube. Pencil/Pen and paper.

***Writing Exercise – cont.***

The prompt for this activity runs from 10:05 to 11:02, with encouragement to the teacher to see this sheet at 10:14. You could frame this activity as a letter or diary entry, but students are to write and describe what it would be like to be in on the corn harvest. You may want to repeat the writing helps. What would 4:30 or 5 a.m. look like? Smell like? Sound like? What would you hear all day? As harvest happened in the fall, you’d miss a great deal of school. What would it be like to not see any school friends for a month – then come back to school a month behind? What fun things might you miss? What might you gain – or how might this be a good thing? And other such prompts. If you’d like to expand the time, could have students share what they think would be best/worst about harvest. Need to pause the video then restart it.

The conclusion/final thought is less than a minute.

Time breakdown:

Corn Shelling video: 11:51 Additional discussion 10:00

Writing Exercise: 10:00

Time: Approximately 22:00

Time for video and activity approximately 25-30 minutes. Additional elements could be added if/as desired, but would require more time. Time for activities in the activity packet are not included.