

## Season 1, Episode 4:

### *Land Ho*

(NCSS 1, 2, 3, 4, 7, 8, 10)

#### ***Talk About It:***

*Activity Description:* Questions for discussion after watching “Land Ho”.

*Supplies:*

-One printable “Talk About It” worksheet for each student/group or use the questions below for oral discussions

*Key Vocabulary:* Maize, scouting party, food insecurity, food bank, stigma

*Questions:*

- Why couldn't the Pilgrims get off the boat as soon as it landed?
- What things were the scouting parties looking for in finding a place to build a colony?
- What did the scouting party find buried in mounds at the abandoned settlement? To whom did it belong?
- Why did they take the corn if it belonged to someone else? Do you agree or disagree with their decision? Why or why not?

#### ***Imagine It:***

*Activity Description:* Food Insecurity

According to USDA data, hundreds of thousands of children in the U.S. experience very high food insecurity, meaning they experienced disrupted eating schedules or reduced food intake. Exploring this topic with students must be handled with care as some of your students may be currently experiencing food insecurities. The goal of this lesson is to provide a safe space to discuss this issue while raising students' awareness and helping them brainstorm actionable ways for them to make a difference.

Show the video [Child Food Insecurity Report](#). After viewing the video, help guide the discussion questions provided on the *Imagine It* Worksheet. Remind students that it is not always possible to tell if someone is experiencing food insecurities. Help students identify ways they can help, including ideas such as being a good listener, sharing food, volunteering at local food banks, sponsoring a food drive, or donating food to local organizations.

*Supplies:*

- Printable “Imagine It” worksheet
- [Child Food Insecurity Report video](#)
- Information on local organizations helping to combat food insecurities

*Data source:* [USDA Food Insecurity Data](#)

## ***Investigate It:***

*Activity Description:* Exploring Maize

The U.S. is the largest producer of corn in the world. [Corn is used in over 4,000 products](#). This activity encourages students to choose a topic of interest related to corn and investigate it more thoroughly.

*Supplies:*

- Printable "Investigate It" worksheet
- Books and/or websites related to corn (see Resources)

*Resources:*

[Corn Facts #1](#)

[Corn Facts #2](#)

[Corn Facts #3](#)

[Ted-Ed Corn History Video](#)

[Corn Shouldn't be Food But Is Video](#)

## ***Draw It:***

*Activity Description:* Corn Life Cycle

Using books or the internet, look up the life cycle of corn. Illustrate the life cycle of corn using the medium of your choice. Include a minimum of four stages.

*Supplies:*

- Printable "Draw It" worksheet or plain paper
- Drawing supplies
- Ruler
- If the student is creating digital media, computer and printer
- Books or online resources describing the life cycle of corn (see Resources)

*Resources:*

This website sponsored by Missouri Corn has a robust [Corn in the Classroom](#) website with a large number of extension activities and resources for students and teachers.

## ***Do It:***

### *Activity Description:* Corn Husk Dolls

Corn husk doll traditions are found in many Native American tribes. The “Resources” section below provides links to several sources with more information on the history and stories surrounding corn husk dolls. Gather the necessary supplies and have students watch the tutorial video or print out the instructions from one of the resources below. Encourage students to use creativity and create their own designs, figures, or items out of corn husks.

### *Supplies:*

#### [-Corn Husk Doll Tutorial](#)

- Corn husks- about 6 per doll. Note: the tassels make great hair for the dolls. You can purchase dried husks or dry your own over several days before making the dolls.
- Heavy string, yarn, or twine
- Scissors
- Bowl of water (for soaking husks)
- Towel
- Markers, scraps of cloth, felt, or other supplies for decorating the dolls, if desired

### *Resources:*

#### [Corn Husk Doll History/Stories/Instructions](#)

#### [Legend of the No Face Doll](#)

#### [History of Corn Husk Dolls](#)

