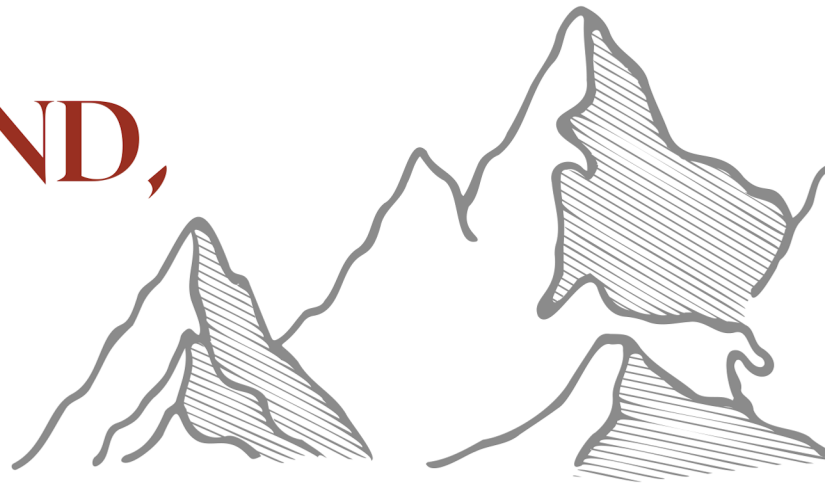


# FOOD, LAND, POWER

A Born From Corn Series



Prepared for :  
K - 2nd Grade Teachers  
in the state of Utah

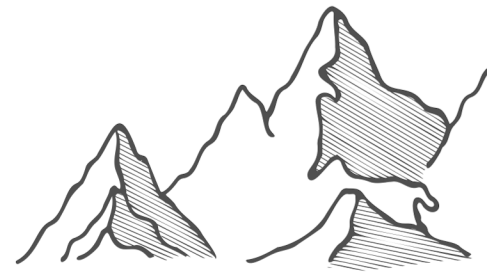


## Artes de Mexico en Utah

We hope to increase cultural understanding and foster deeper appreciation of the main agricultural corps, traditions and knowledge of various Native American groups.



# Born from Corn Lessons - K - 2nd Grade



## 1) Born from Corn

**Standard I:** Students will recognize and describe how people within their community, state, and nation are both similar and different.

**Objective 1:** I can examine and identify cultural differences within the community.

B. Explain ways people respect and pass on their traditions and customs.

**Objective 2:** I can recognize and describe the contributions of different cultural groups in Utah and the nation.

B. Explain ways American Indians and immigrants have shaped both Utah's and America's culture. (name of places, food, customs, celebrations)

This lesson will introduce; corn as the source of life and existence for the indigenous peoples of the Americas (specifically the Maya), practices that are still present today, and the important connection between culture, nature and sustainability.

## 2) Colors of Nature

**Standard I:** Students will recognize and describe how people within their community, state, and nation are both similar and different.

**Objective 1:** Examine and identify cultural differences within the community.

B. I can explain ways people respect and pass on their traditions and customs.

The second lesson will discuss color from an indigenous perspective (specifically the Maya). This includes literature, symbolism, murals, textiles, and estella paintings. The lesson explores colors and their appearance in the Popol Vuh and the modern day process of natural pigments and dyes.

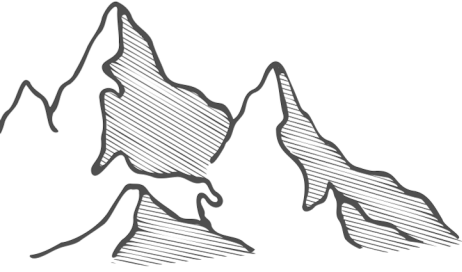
## 3) Food, Land, Power

**Standard II:** Students will use geographical tools and skills to locate and describe places on earth.

**Objective 2:** Demonstrate geographic skills on a map or a globe.

E. I can use a map or a globe, link cultures/nationalities within your community to their place of origin.

This lesson explores foods that are native to the American continent, the ways food migrates from one place to another, and how the Maya grow crops through a sustainable agricultural system called "La Milpa".



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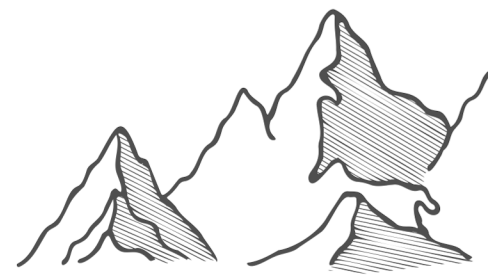
## Project Description

Throughout Utah, the U.S., and indeed the Americas, clashes are occurring between Native American communities and overall communities. Much is based on a fundamental lack of understanding of differences in history, religion, world views, and philosophies. A core difference is often basic beliefs as to our human relationship to nature.

This lesson will introduce educators to the importance and relationship between culture, nature and sustainability. Because there is so much misinformation about Indigenous peoples and cultures shown in popular media and even textbooks; Food, Land, Power, seeks to share the scientific-agricultural knowledge, and struggles of the Maya in the Americas. It is important to note that Indigenous knowledge IS scientific knowledge, as we will learn in this lesson.



# Born from Corn More About the Slides



**After 1492**

Corn is an indigenous crop domesticated by indigenous people about 9,000 years ago in Mesoamerica (Mexico and Central America) and then spread throughout the entire continent through trade.

After European contact, corn and other crops spread massively around the world. Food is still constantly moving today through exportation.

## Trade in the Americas

### Slide 20

1492 was a transcendental moment. Livestock came from Europe, including horses, cattle, pigs, sheep, goats, and chickens. Over time, new crops were introduced to the Americas, including wheat, rice, barley, oats, coffee, sugar cane, citrus fruits, melons and Kentucky bluegrass. The introduction of wheat was of particular significance. For thousands of years, bread had been a central part of the European diet. Wheat was not indigenous to the Americas, where maize was the native grain.



## Chinampa

### Slide 17

A 16th-century painting depicting Aztecs building a chinampa. Gianni Dagli Orti—De Agostini Editore/age fotostock



## Exchange after 1492

### Slide 20

The above image is courtesy of Encyclopedia Britannica, used for educational purposes only.



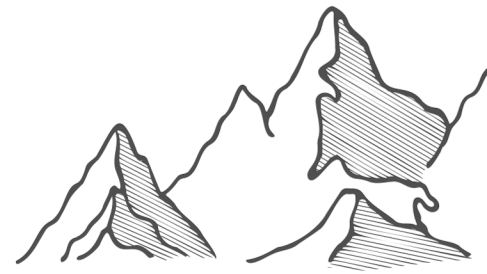
## Migrations

### Slide 21

The drawings are based on photographs of Native Americans from the Arctic to Tierra del Fuego. The creator of this image is unknown.

# Born from Corn

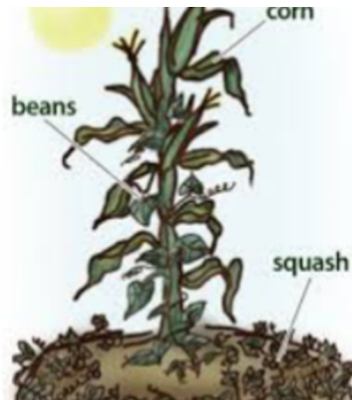
## More About the Images



**Josè Reanda Quiejù**

Slide 7

The above painting by Josè Reanda Quiejù is called "Mi Hermanito Santiago Atitlán", "My little brother Santiago Atitlán".



**Milpa Illustration**

Slide 16

Image Courtesy of: University of Illinois Extension



**Aztec Farmers**

Slide 16

Aztec farmers plant and harvest maize. Images found in the Florentine Codex, Book IV written by Bernardino de Sahagún.



**Father and Son**

Slide 17

The above photograph: Calderon, Quintana Roo, Mexico; corn farmer, with his grandson, in his milpa. Photograph by Macduff Everton



**Chinampero**

Slide 17

Photo of a Chinampero, a Chinampa farmer. Photo by the blog [Adalberto.mx](http://Adalberto.mx)

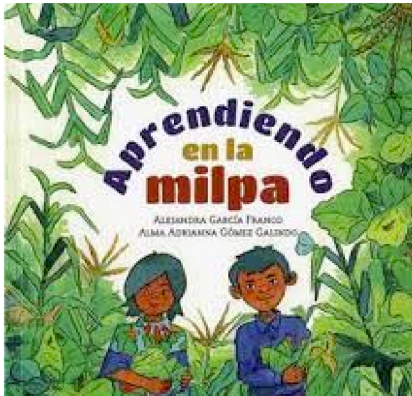
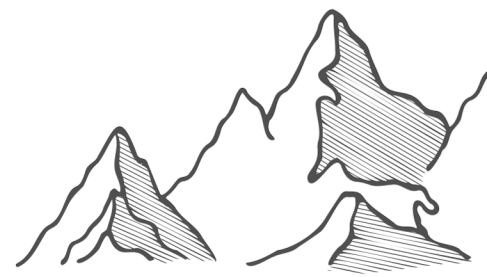


**El Campo Nutre Al Mundo**

Slide 16

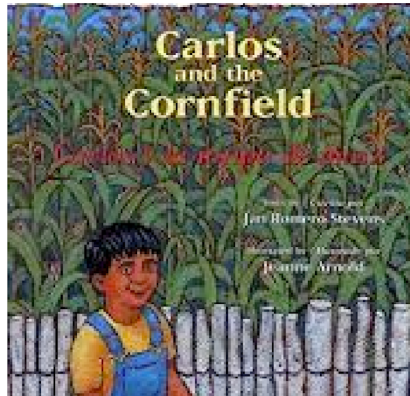
The title of this image, "El Campo Nutre al Mundo", "The Field Nourishes the World". By CIMMYT - Centro Internacional de Mejoramiento de Maiz y Trigo.

# Born from Corn Books to Read



## Learning in la Milpa

By Alejandra Garcia Franco & Adrianna Gomez Galindo



## Carlos and the Cornfield

By Jan Romero Stevens & Illustrated by Jeanne Arnold



## Tesoros del Campo de Milpa Alta

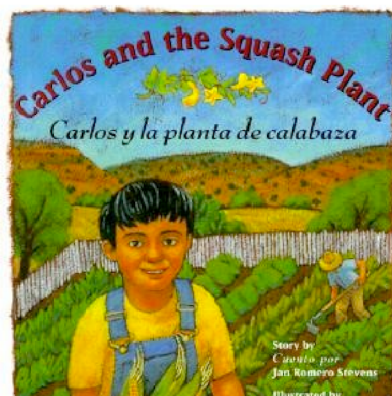
A series of stories collected from community members living in Milpa Alta ( a Nahuatl speaking community)

[Click Here for the Digital Version](#)



## La Milpa de Don Ricardo

By Jorge Rello Espinosa



## Carlos and The Squash Plant

By Jan Romero Stevens & Illustrated by Jeanne Arnold

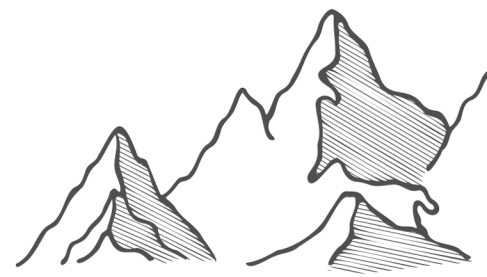


## Miguel's Community Garden

By JaNay Brown-Wood & Illustrated by Samara Hardy

# Born from Corn

## Video Resources for Teachers



### Who are The Zapatistas?

This video was created by Schools for Chiapas. It offers a clear concise introduction to the Zapatistas and their movement.

Watch:

<https://youtu.be/kyM97s9Rrrs>



### Women in the Zapatistas Movement

How are women involved in the Zapatista movement? This video teaches about the women in this movement.

Watch:

<https://www.youtube.com/watch?v=NkdUs2Dxv4s>



### Rosita's Milpa

Watch Rosita introduce you to her backyard Milpa! Video made by Artes de Mexico en Utah.

Watch:

<https://youtu.be/2L4WmcZqM7I>



### Three Sisters Planting and La Milpa

Video by Modern Gardener in partnership with Wasatch Community Gardens and Artes de Mexico en Utah.

Watch:

<https://www.youtube.com/watch?v=PEY8omjVID8>

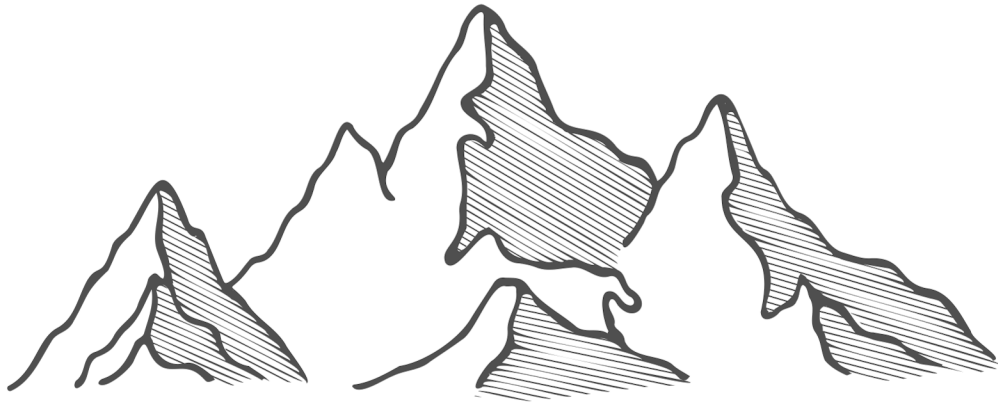


### Milpa

A video by the Nature Conservancy. We are taken deep into the Maya Forest to discover how milpa farming systems continue to evolve to protect seed diversity and stop deforestation.

Watch:

<https://youtu.be/keErercQx6o>



## DISCLAIMER

*Out of respect for Indigenous cultures, we ask that you share this knowledge in a spirit of respect.*

*This resource packet was compiled and translated for educational purposes only. We thank you for your participation in spreading indigenous knowledge and practices.*

*You may copy it for educational use only.*

*You cannot sell it individually or as part of a package.*