

A. INTRODUCTION

Use the URL below to access a website and learn more about the corn plant. Then continue on to Part B, Student Questions. Use only the website listed, and answer your questions using complete sentences.

B. ONLINE RESOURCE: The Cycle of Corn:

<http://www.nebraskacorn.org/the-cycle-of-corn/>

C. STUDENT QUESTIONS:

1. The opening of this website tells a story about the Evans Family. How would you say their style and methods of farming has changed over the years? Consider what the children today do, what their mother did, and what their grandfather and great-grandfather did. The older generations plowed up the fields to plant with the help of mules. The children's mother, Ann, helped her dad plant seed using a tractor. Today the children mostly just watch the tractors and machines do all the work.

2. What other things, besides the method of farming, have changed on this farm? The great-grandfather, Robert, had less land and fewer animals. He harvested by hand and fed all corn to his livestock. His son bought more land and many more animals. He used a tractor to pick corn and could harvest more land per day. While he still fed most of his corn to his livestock, he did sell the leftovers. The family there today cannot buy more land. They sell their corn, and hire out the harvesting.

3. How is farming different from other businesses? Farming goes hand-in-hand with the natural cycles of nature, and farmers are dependent on those cycles.

4. Describe the growth cycle of the corn plant throughout the seasons. In spring, seed is planted. Shoots pop up from the soil and grow more every day. In summer, corn plants grow tall and are topped with a tassel, from which corn ears form. In the fall the corn plants are very high, making it hard to see. The fields turn more golden than green, and finally brown as the plants ripen. Then harvest starts.

5. What do you like most about this story of corn, and a family who grows it? Answers will vary; leave it open for sharing and discussion.

D. EXTENSION ACTIVITIES:

1. MAKE A CORN HUSK DOLL:
<http://www.ontariocorn.org/classroom/husk2.html>

Find illustrated, four step directions here on how to use dried corn husks and make a pioneer-style doll.

2. CREATE SOME CORN TRIVIA CARDS OR BROCHURES:
<http://www.kycorn.org/kycgaprojects/education/corninclassroom/8awshucks.pdf>

Find all sorts of amazing corn-y facts to use for your trivia cards, or work in small student groups to make corn brochures.

3. MAKE A CORN TIMELINE:
<http://www.kycorn.org/kycgaprojects/education/corninclassroom/3timeline.pdf>

How has corn been used throughout history? Make a clothesline timeline, string on some dried husks at various regular intervals, with corn facts and dates written on the husks themselves!

4. LABEL THE PARTS OF A CORN PLANT:
<http://www.kycorn.org/kycgaprojects/education/corninclassroom/1plant.pdf>

Go over the parts of a corn plant with your 3rd grade students, and then use this worksheet to have them practice labeling the different parts, or ask them to make one of their own, life-sized for your classroom door.

