

# *What do we use corn for?*

## **Corn Math Activity**

**Grade:** Elementary/Middle School

**Purpose/Objective:** Students will explore and learn about different products that are made from or use corn. Students will learn some facts about corn from completing the Corn Math worksheet.

**Activity:**

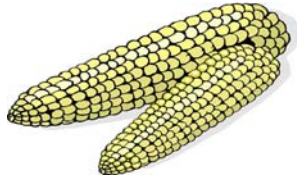
1. Introduction. Briefly explain some general uses of corn in the past and also in today's world. Point out the different uses for corn, including ethanol, corn syrup, and corn starch—to name a few. [Teacher Resource Information: Corn] If you would like, you could discuss the sheet, "A World Without Corn."
2. Have students look at items at their house and/or supermarket and list all of the items that are made from corn. Have students list the ingredients that are corn based. Students will bring their lists to class.
3. Class Discussion: As a class, list different items that they found in their house/supermarket. Group them according to what they are used for.
4. Have students complete their corn math worksheet to learn some interesting facts about corn and corn production in the US.
5. Additional discussion: As a class discuss how corn is grown, used, and then harvested and compare that with corn harvesting in 1917. [Teacher Resource Information: Corn]

**Standards:** 1.3.1; SS 4.1

**Use in Classroom:** Math; Agriculture

# CORN MATH

**Directions:** Complete the math problems below to learn some interesting facts about corn!



1. An ear of corn averages \_\_\_\_ a. \_\_\_\_ kernel of corn in \_\_\_\_ b. \_\_\_\_ rows.
  - a.  $160 \times 5 =$  \_\_\_\_\_
  - b.  $64 - 4 =$  \_\_\_\_\_
2. A pound of corn consists of approximately \_\_\_\_ a. \_\_\_\_ kernels.
  - a.  $130 \times 10 =$  \_\_\_\_\_
3. \_\_\_\_ a. \_\_\_\_ bushels of corn produces approximately 7,280,000 kernels.
  - a.  $20 \times 5 =$  \_\_\_\_\_
4. Every year, a single US farmer provides food and fiber for \_\_\_\_ a. \_\_\_\_ people—  
\_\_\_\_ b. \_\_\_\_ in the US and \_\_\_\_ c. \_\_\_\_ overseas.
  - a.  $43 \times 3 =$  \_\_\_\_\_
  - b.  $42 + 55 =$  \_\_\_\_\_
  - c.  $8 \times 4 =$  \_\_\_\_\_
5. In the US, corn production measures more than \_\_\_\_ a. \_\_\_\_ times that of any other crop.
  - a.  $150 - 148 =$  \_\_\_\_\_
6. A typical corn plant is anywhere from \_\_\_\_ a. \_\_\_\_ to \_\_\_\_ b. \_\_\_\_ feet tall.
  - a.  $25 - 5 =$  \_\_\_\_\_
  - b.  $48 - 4 =$  \_\_\_\_\_

# ***Corn Husk Dolls***

**Grade:** Elementary

**Purpose/Objective:** Students will be able to make an item that children would have made in the pioneer times. Students will better understand that toys were often made by hand from resources that were available to them.

**Activity:**

1. Explain that corn husk dolls were made by pioneer kids. The pioneer time is a little bit earlier than 1917 (1860s). But, in 1917 kids still made a lot of their toys out of any resources that were available. They didn't have a lot of money to buy extra toys so they had to make a lot of items.
2. Follow the instructions to make a corn husk doll.

**Standards:** K.1.2; 1.1.2; 1.3.1; SS 4.1

**Use in Classroom:** Arts; Comparison/Contrast

**Marjorie Seely Reeve  
Educational Outreach Program**

**Harvest Time  
Pre/Post Visit Activities**



## How to Make Corn Husk Dolls



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### Materials Needed:

- string
- scissors
- a bucket of water
- bags of cornhusks- most easily purchased (dried, cleaned and in uniform sizes), at a local craft store
- cornhusk doll diagram page (print out)

### Directions:

**\*\*\*\*Before beginning, soak cornhusks in a bucket of water until they are soft and pliable.\*\*\*\***

<p>1.</p> 	<p><b>Take four cornhusks and arrange them in as shown.</b></p>
<p>2.</p> 	<p><b>Using a small piece of string, tie the straight ends together tightly.</b></p>

3.



**Trim and round the edges with scissors.**

4.



**Turn upside down and pull long ends of husks down over the trimmed edges.**

5.



**Tie with string to form the "head."**

6.



**Take another husk, flatten it, and roll into a tight cylinder.**

7.



**Tie each end with string. This forms the doll's arms.**

8.



**Fit the arms inside of the long husks, just below the "neck."**

9.



**Tie with string, as shown, to form a "waist."**

10.



**Drape a husk around the arms and upper body in a criss-cross pattern to form "shoulders."**

11.



**Take four or five husks, straight edges together, and arrange around waist.  
These form a "skirt" for the doll.**

12.



**Tie with string.**

13.



If desired, follow the diagram to form legs for the doll. Tie legs with small strips of husks as indicated. Finish off the doll by tying small strips of husk around the neck and waist to hide the string. Small scraps of cloth may be used to dress the doll.



# ***Corn Maze***

**Grade:** Elementary

**Purpose/Objective:** Students will complete an art project that focuses on a non-farming use for a corn field. Students will complete the design for a corn maze.

**Activity:**

1. As a class, discuss what corn is typically used for. List ideas on the board.
2. Explain that fields of corn can also have other uses and a popular use of corn fields today can be for corn mazes. Ask how many students have been to a corn maze.
3. Tell the students that they are in charge of a local corn maze, and they must design what the maze will look like.
4. Pass out paper, pencils, and/or colored pencils and have the students create a maze! (Students may want to use a pencil first in case they decide to do something different with their maze). Tell them that they can make it in any shape and make sure it has paths that will confuse and disorient people.

**Standards:** K.1.2; 1.1.2; 1.3.1; SS 4.1

**Use in Classroom:** Arts

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