

Educational Materials



McPeek's Mighty Maze Educational Programs help teachers meet state guidelines.

More than a walk in the stalks, McPeek's Mighty Maze provides educational programs to students.

Our mission is to provide a unique, educational experience for students that captures their attention, excites their minds, and exercises their bodies. The corn maze is a tool we use to present educational information in an entertaining format.

Students explore the maze, collect answers, learn to navigate, collaborate, and

succeed while having fun outdoors on our farm.

This packet provides some lesson starters for different grade levels based on the state educational guidelines. We took these guidelines and applied them to our attractions.

We have included referenced excerpts from Ohio's Education Standards which can be used to link your classroom work with a field trip. We chose guidelines that we find applicable to agriculture, corn production, and our yearly theme.

Teachers may choose from field trips for preschoolers with

the MMM staff, elementary-age Fun Park adventures, and middle school-age corn maze adventures.

We open our farm to student visitors because we believe that a diverse set of experiences enhances the ability of young students to become successful contributors to our society.

If you need any further assistance in connecting your field trip to educational standards, please email Ryan at info@mcpeeksmightymaze.com and we will coordinate with you.

Did you know?

McPeek's Mighty Maze was started in 2015 by Ryan & Camille McPeek as a new venture in their Coshocton KOA campground business. Each year a new educational and exciting theme is chosen so we can continue to interest people of all ages. The corn maze employs more than a dozen local high school students each year to help our guests have fun!

Ohio's Learning Standards – Social Studies-Geography

Kindergarten: Social Studies-Geography	Grade 1: Social Studies-Geography	Grade 2: Social Studies-Geography
5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. 6. Models and maps represent places.	4. Maps can be used to locate and identify places. 5. Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	5. Maps and their symbols can be interpreted to answer questions about location of places.
Grade 3: Social Studies-Geography	Grade 5: Social Studies-Geography	Grade 6: Social Studies-Geography
4. Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.	3. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.

How to apply at McPeek's Mighty Maze: Simply walking the mazes is the most powerful mapping exercise. Adding use of the map in the corn maze adds another dimension.

- Students using the corn maze map must correctly orient the map to the area in which they are located.
- As they move through the maze, students must plot courses and make the correct decisions to arrive at each station/destination in the maze.
- Using spatial recognition, students must determine their location on the map by the shape of the maze in the area they can see.
- Upon finding our large maps posted within the maze, students must correlate their small maps to the clues on the big maps and remember which areas are yet to be explored.
- Students must correctly navigate the maze to exit upon completion of the game.

Ohio's Learning Standards – English Language Arts

Kindergarten: English Language Arts	Grade 1: English Language Arts	Grade 2: English Language Arts
W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.2.3 Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).	SL.2.2 Retell or describe key ideas or details from a text read aloud or information presented in various media and other formats (e.g., orally).
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. Identify new meanings for familiar words and apply them accurately	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
Grade 3: English Language Arts	Grade 4: English Language Arts	Grade 5: English Language Arts
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Grade 6: English Language Arts	Grade 7: English Language Arts	Grade 8: English Language Arts
W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

How to apply at McPeek’s Mighty Maze: The Mighty Maze is a team effort. Guests solve puzzles in small groups. Each student has the opportunity to lead, follow, and be a part of the group discussion on how to complete the games. Students must:

- Verbalize ideas for solving the maze or puzzle.
- Listen well to other’s ideas and work through the logic.
- Evaluate options and choose the course of action best for the group.
- Remember pathways, methods and test the solutions to determine the best option.

Another classroom-based option upon returning from the maze is to have the students write a narrative on their experience and teamwork used in the maze.

During the Preschool/Kindergarten program our teacher gives a talk and encourages students to ask questions and correct the teacher as they make silly mistakes.

Ohio's Learning Standards – Science

Kindergarten: Life Science	Grade 1: Life Science	Grade 2: Life Science
LS.K2.1a Sort living and nonliving things. LS.K2.1b Identify a living thing and a nonliving thing. LS.K2.2a Describe traits living things have that assist in their survival. LS.K2.2b Match function with identified body part (e.g., mouth – eating, nose - smelling). LS.K2.2c Identify part of plants and animals (e.g., leaves, flowers, feet, eyes).	LS.K2.3a Describe food sources for a variety of animals. LS.K2.3b Identify the basic needs of plants and animals. LS.K2.3c Identify a source of food. LS.K2.4a List environmental resources needed to help living things survive. LS.K2.4b Match environmental resources needed for a specific living thing. LS.K2.4c Identify an environmental resource.	LS.K2.5a Describe the effect(s) of the environmental change(s) caused by an animal. LS.K2.5b Identify how an animal has changed an environment. LS.K2.5c Match an animal to its environment. LS.K2.6a Compare an animal that once lived and is now extinct with an animal alive today with similar traits. LS.K2.6b Recognize that fossils are physical traces of living things preserved in rock.
Grade 3: Life Science	Grade 4: Life Science	Grade 5: Life Science
LS.35.3a Recognize how a stage in the life cycle supports the survival of a plant or animal. LS.35.3b Sequence the stages of an animal or plant life cycle from egg to adult. LS.35.3c Identify a stage in the life cycle of an animal or plant.	LS.35.5a Predict the effect of environmental changes (e.g., natural disasters, seasons) on animal populations. LS.35.5b Identify environmental changes that occur suddenly or gradually.	LS.35.3c Identify a stage in the life cycle of an animal or plant. LS.35.7a Identify producers, consumers or decomposers. LS.35.8a Trace energy flow in a food web. LS.35.8b Recognize that plants use the sun's energy. LS.35.7c Match a food source for a given animal. LS.35.8c Recognize that animals use energy.
Grade 7: Life Science		
LS.68.4a Identify what is required for photosynthesis to occur (carbon dioxide, water, sunlight). LS.68.5a Identify the products of photosynthesis (oxygen or sugar). LS.68.6a Describe how cellular respiration is the breakdown of food to release the stored energy.		

How to apply at McPeek's Mighty Maze: Using the attached corn ear, corn stalk, and corn growth sheets, students learn:

- The basic structures of a corn stalk.
- The basic structures of a corn ear.
- The elements necessary for corn growth.
- During their visit, students get a first- hand look at the corn plants to compare with their worksheets.

Visiting the farm is a first hand look at corn production. As corn is a basic building block of our agricultural system, learning about corn is a great starting place. Using our "What's made from corn?" sheet, students learn that corn is used for much more than Doritos® and animal feed.