

**Indiana Academic Standards and Agricultural Education: Social Studies Standards
Second Grade**

Standard Type	Standard	Example(s)	Resource(s)	Affiliated Organization(s)
Standard 1: History	2.1.1 Identify when the local community was established and identify founders and early settlers.	Learn about Indiana's early settler, William Conner and how he helped to establish his community in Indiana.	William Conner House Activity Packet	Conner Prairie
Standard 1: History	2.1.2 Identify continuity and change between past and present community life using primary sources.	Examine life at Conner Prairie through lessons on food, shelter, culture, navigation, transportation, and currency.	Conner Prairie in the Classroom Module 1: Lifeways of the Early Days and Module 2: Navigation, Transportation, and Currency	Conner Prairie
Standard 1: History	2.1.3 Identify actions and individuals who had a positive impact on the local community.	Identify actions of William Conner that made a positive impact on communities in Indiana.	William Conner House Activity Packet	Conner Prairie
Standard 1: History	2.1.6 Create and maintain a calendar of important school days, holidays, and community events.	Create a calendar featuring a different agricultural commodity each month.	Form a Month Educator Guide	American Farm Bureau Foundation for Agriculture
Standard 1: History	2.1.7 Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, community resources).	Read and learn about the life of Indiana's early settler, William Conner.	William Conner House Activity Packet	Conner Prairie
Standard 2: Civics and Government	2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.	Make a list of ways citizens can respect differences in ages, cultural backgrounds and traditions in the community.	Read aloud Everybody Bakes Bread by Norah Dooley	Indiana Farm Bureau Ag in the Classroom
Standard 2: Civics and Government	2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.	Read the book: <i>Lincoln Clears a Path: Abraham Lincoln's Agricultural Legacy</i> by Peggy Thomas and identify ways Lincoln was a good citizen and describe his character traits that made him admirable.	Lincoln Clears a Path: Abraham Lincoln's Agricultural Legacy by Peggy Thomas	Indiana Farm Bureau Ag in the Classroom
Standard 2: Civics and Government	2.2.6 Discuss and explain the meaning of the <i>Pledge of Allegiance</i> and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.		A Pledge and A Promise school program at the Benjamin Harrison Presidential Site (suggested field trip).	
Standard 3: Geography	2.3.1 Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community.	Use cardinal and intermediate directions to locate agricultural commodities on a map.	Nebraska Interactive Map (click "maps" the "Agricultural" to see list of agricultural commodities and topics)	
Standard 3: Geography	2.3.2 Locate the equator, the poles, continents, and hemispheres on a world map and on a globe, identify the local community, city, Indiana, the United States, and North America on a world map and on a globe.	Locate the origins of food products on a world map.	Who Grew My Soup Lesson Activity 2: Where Does Your Food Come From?	Indiana Farm Bureau Ag in the Classroom
Standard 3: Geography	2.3.3 Compare neighborhoods in your community/regions and explain how physical features of the community affect people living there.	Compare and contrast neighborhoods your students live in to rural/farming communities and how the physical features (geographic features that occur in nature) in those communities affect the people that live there.	Life in a Farming Community Lizann Flatt	American Farm Bureau Foundation for Agriculture
Standard 3: Geography	2.3.4 Compare neighborhoods in your community/region with those in other parts of the world.	Compare what kinds of food people in your community eat with those in other parts of the world.	Hungry Planet: What the World Eats article	Indiana Farm Bureau Ag in the Classroom
Standard 3: Geography	2.3.5 On a map, identify physical features of the local community and relate how seasons may or may not impact those features.	Use maps to identify crops and how the crops are affected by seasons	Four Seasons on a Farm lesson and Nebraska Interactive Map (click "maps" the "Agricultural" to see list of agricultural commodities and topics)	Indiana Farm Bureau Ag in the Classroom
Standard 3: Geography	2.3.6 Identify and describe cultural or human features on a map using map symbols.	Identify local roads and agricultural products grown in Indiana communities/regions on a map using map symbols. Use a blank map of Indiana to create map symbols for agricultural commodities grown throughout the state.	Indiana Ag Mag (digital version) and a class set (set of 30) of the Indiana Ag Mag can be purchased on the Indiana Farm Bureau Promotional Catalog , contact your local county farm bureau to purchase	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	2.4.2 Identify productive resources used to produce goods and services in the community.	Identify and match products to their source (natural, stores, factories, or farms).	Source Search lesson	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	2.4.3 Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.	Identify agricultural workers in the community who provide goods and services for the rest of the community and explain how their jobs benefit people in the community.	Agriculture Pays lesson and Let's Go Shopping lesson	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	2.4.4 Explain that a price is what people pay when they buy goods and services and what people receive when they sell goods and services.	Create a grocery store or a farmers market simulation to learn how to buy and receive goods and services.	Let's Go Shopping lesson and read aloud On the Farm at the Market by G. Brian Karas	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	2.4.5 Research goods and services produced in the local community and describe how people can be both producers and consumers.	Research goods and services produced in Indiana through the Indiana Grown project to learn about how people can be both producers and consumers. Read aloud <i>John Deere, That's Who!</i> by Tracy Nelson Maurer as an example how people can be both producers and consumers.	Indiana Grown website (look up local farmers markets, shops goods, produce facts, recipes and more). John Deere, That's Who! Activity 1: Producers and Consumers	Indiana Grown
Standard 4: Economics	2.4.6 Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources.		A Day Without Agriculture lesson	Indiana Farm Bureau Ag in the Classroom
Standard 4: Economics	2.4.7 Define specialization and identify specialized jobs in the school and community.	Farmers and other agricultural workers are specialized in their fields. Learn about different agricultural careers and the skills they need to do their jobs.	Career Ag Mag and My Little Ag Me game	American Farm Bureau Foundation for Agriculture
Standard 4: Economics	2.4.8 Explain why people trade for goods and services and explain how money makes trade easier.	Students will learn about food prices and how they have changed over time.	That Was Then, This is Now lesson	Indiana Farm Bureau Ag in the Classroom