

Indiana Academic Standards and Agricultural Education: Social Studies Standards

Third Grade

Standard Type	Standard	Example(s)	Resource(s)	Affiliated Organization
Standard 1: History	3.1.1 Identify and describe how Native Americans impacted the development of the local communities	Learn about the Lenape Indian Camp at Conner Prairie.	<a href="#">Conner Prairie's Native Americans in Indiana</a>	<a href="#">Conner Prairie</a>
Standard 1: History	3.1.2 Explain why and how the local community was established and identify its founders and early settlers.	Learn about Indiana's early settler, William Conner and how he helped to establish his community in Indiana.	<a href="#">William Conner House Activity Packet</a>	<a href="#">Conner Prairie</a>
Standard 1: History	3.1.3 Describe the role of the local community and other communities in the development of the state's regions.	Describe the role of Conner Prairie in the development of Indiana.	<a href="#">Conner Prairie in the Classroom lessons</a>	<a href="#">Conner Prairie</a>
Standard 1: History	3.1.4 Give examples of people, events, and developments that brought important changes to your community and the region where your community is located.	Learn about navigation, transportation, and currency at Conner Prairie.	<a href="#">Conner Prairie in the Classroom Module 2: Navigation, Transportation, and Currency</a>	<a href="#">Conner Prairie</a>
Standard 1: History	3.1.5 Create simple timelines that identify important events in various regions of the state.	Add agricultural events to classroom timeline projects.	<a href="#">Indiana Bicentennial Minute- Indiana Agriculture</a>	<a href="#">Indiana Historical Society</a>
Standard 1: History	3.1.6 Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture.	Gather information about agricultural commodities and industry in your region that make it unique.	<a href="#">Indiana Ag Mag</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 1: History	3.1.8 Describe how one's local community has changed over time and how it has stayed the same.	Compare and contrast agricultural practices and technology used long ago to ones used today.	<a href="#">High Tech Farming lesson and recommended read aloud: Century Farm: One Hundred Years on a Family Farm by Cris Peterson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 1: History	3.1.9 Define immigration and explain how immigration enriches community.	Students will read the novel Esperanza Rising written by Pam Munoz Ryan to learn more about migrant workers, agricultural economics, the impact of agriculture to rural communities, agricultural history, and how fruits and vegetables have been harvested historically and are harvested currently.	<a href="#">Esperanza Rising by Pam Munoz Ryan</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 2: Civics and Government	3.2.1 Discuss the reasons governments are needed and identify specific goods and services that governments provide.	Discuss the importance of the Indiana State Dept. of Agriculture (ISDA) and identify the programs and initiatives.	<a href="#">ISDA Programs and Initiatives</a>	<a href="#">Indiana State Dept. of Agriculture</a>
Standard 2: Civics and Government	3.2.5 Explain the importance of being a responsible citizen of your community, the state, and the nation. Identify people in your community and the state who exhibit the characteristics of good citizenship.	Invite your local 4-H members and FFA chapters to visit your classroom to teach students about their roles in the organization and how 4-H and FFA help them be a responsible and good citizen in the community.	<a href="#">Purdue Extension (Indiana 4-H) and Indiana FFA, Corn An A-mazing Plant: Food, Fuel, and Plastic, lesson: Activity 1: A Brief History of Corn, recommended read aloud: Popcorn Country: America's Favorite Snack by Cris Peterson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.	Create different labels and symbols to locate the Corn Belt of the U.S. on a map.	<a href="#">Corn An A-mazing Plant: Food, Fuel, and Plastic, lesson: Activity 1: A Brief History of Corn, recommended read aloud: Popcorn Country: America's Favorite Snack by Cris Peterson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.5 Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region.	Learn how Indiana belongs to the "Corn Belt" region. Identify the Corn Belt region on a map and learn about the important characteristics of this region.	<a href="#">Corn An A-mazing Plant: Food, Fuel, and Plastic, lesson: Activity 1: A Brief History of Corn, recommended read aloud: Popcorn Country: America's Favorite Snack by Cris Peterson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.6 Compare and contrast the physical characteristics of Indiana to neighboring states using words, illustrations, maps, photographs, and other resources.	Compare and contrast the agricultural characteristics of Indiana to those of neighboring states using the Agricultural Stats and Facts interactive map.	<a href="#">State Agricultural Stats and Facts interactive map</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.7 Compare the cultural characteristics of the local community with communities in other parts of the world.	Compare and contrast cultural food and traditions in the local community with communities in other parts of the world.	<a href="#">Cultures, Food, and Communities Around the World lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.8 Identify the major climate regions of the United States and explain their characteristics.	Explore the connection between geography, climate, and the type of agriculture in an area by reading background information and census data about the agricultural commodities beef, potatoes, apples, wheat, corn, and milk.	<a href="#">Where Does It Come From? lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.9 Describe how climate and the physical characteristics of a region affect the vegetation and animal life living there.	Explore the connection between geography, climate, and the type of agriculture in an area by reading background information and census data about the agricultural commodities beef, potatoes, apples, wheat, corn, and milk.	<a href="#">Where Does It Come From? lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.10 Construct maps and graphs that show aspects of human/environmental interaction in the local community, Indiana and communities within the region.	Obtain local county maps to show historical changes to how the land around the school/community/town have changed over the years. How has development impacted farmland?		
Standard 3: Geography	3.3.11 Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to survive.	Learn about the Native American "Three Sisters" agricultural technician and how this technique helped them successfully grow crops to eat.	<a href="#">Three Sisters Garden lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 3: Geography	3.3.12 Use a variety of resources to demonstrate an understanding of regional environmental issues and examine the ways that people have tried to solve these problems.	Learn about the environmental cleanup and restoration projects in the Great Lakes area and communities.	<a href="#">Helping Hands: Restoring Great Lakes Habitats, Curriculum</a>	<a href="#">Great Lakes Mud</a>
Standard 3: Geography	3.3.13 Identify and describe how human systems and physical systems have impacted the local environment.	List ways land use has changed in your local community (i.e. farmland developed into neighborhoods and industrial uses).		
Standard 4: Economics	3.4.2 Give examples of goods and services provided by local business and industry.	Research local agriculture businesses and industry partners in your community to learn about the goods and services they provide.		
Standard 4: Economics	3.4.3 Give examples of trade in the local community and explain how trade benefits both parties.	Explore how trading and bartering have historically met individuals wants and needs.	<a href="#">Bartering Through the Seasons lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 4: Economics	3.4.4 Define interdependence and give examples of how people in the local community depend on each other for goods and services.	Learn the differences between needs and wants, goods and services, and producers and consumers by participating in a grocery store simulation, exploring the source of grocery store items, and designing their own products to sell.	<a href="#">Let's Go Shopping! lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 4: Economics	3.4.5 List the characteristics of money and explain how money makes trade and the purchase of goods easier.	Learn how trade and barter have historically allowed people to meet their wants and needs. Then, compare and contrast trade and barter with today's money system to purchase goods.	<a href="#">Bartering Through the Seasons lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 4: Economics	3.4.6 Explain that buyers and sellers interact to determine the prices of goods and services in markets.	Learn about food prices and how they have changed over time as they perform mathematical computations, analyze data charts, and compare and contrast statistical information.	<a href="#">That Was Then, This Is Now lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>
Standard 4: Economics	3.4.7 Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.		<a href="#">Grocery Store Problem Solving lesson</a>	<a href="#">Indiana Farm Bureau Ag in the Classroom</a>