

Indiana Academic Standards and Agricultural Education: Social Studies Standards				
Fifth Grade				
Standard Type	Standard	Example(s)	Resource(s)	Affiliated Organization(s)
Standard 1: History	5.1.1 Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans.	Research and describe the agricultural practices and tools used by early cultures and settlements (burning, "Three Sisters Gardening")	<a href="#">Growing a Nation interactive timeline</a> (See "Three Sisters Gardening" and "Native American Agriculture")	<a href="#">Growing a Nation</a>
Standard 1: History	5.1.6 Identify and explain instances of both cooperation and conflict that existed between Native American Indians and colonists.	Explore the agricultural practices the Native American Indians shared/taught the colonists.	<a href="#">Three Sisters Garden lesson</a> <a href="#">In the Three Sisters Garden by JoAnne Dennee</a>	<a href="#">Indiana Farm Bureau Ag. in the Classroom</a>
Standard 1: History	5.1.7 Identify and locate the 13 British colonies by region (New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region.	Identify the different agricultural commodities and resources each colony and/or region contributed and traded (ex: Virginia - tobacco).	<a href="#">Trade in the Colonies facts and info article</a>	
Standard 1: History	5.1.11 Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war.	Learn about George Washington's involvement in agriculture before he became a military leader and our first president.	<a href="#">Farmer George: The Seeds of a Presidency lesson</a>	<a href="#">Indiana Farm Bureau Ag. in the Classroom</a>
Standard 1: History	5.1.13 Identify contributions of women and minorities during the American Revolution.	Identify the roles women and minorities had to fulfill on farms after the men left to fight in the war.		
Standard 1: History	5.1.18 Create and interpret timelines showing major people, events, and developments in the early history of the United States from 1776-1801.	Add agricultural events and people to timelines of the early history of the United States from 1776-1801 (Example: invention of the cotton gin).	<a href="#">Growing a Nation timeline</a> <a href="#">(The Seeds of Change 1600 - 1929)</a>	<a href="#">Growing a Nation</a>
Standard 1: History	5.1.20 Using primary and secondary sources to examine an historical account about an issue of the time, reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.	Choose an issue from the Growing a Nation interactive timeline to examine (Seeds of Change 1600 - 1929).	<a href="#">Growing a Nation interactive timeline</a>	<a href="#">Growing a Nation</a>
Standard 2: Civics & Government	5.2.8 Describe group and individual actions that illustrate civic virtues, such as civility, cooperation, respect, and responsible participation.	<a href="#">Invite local FFA Chapters and/or 4-H clubs to visit and share ways they contribute to your local community.</a>	<a href="#">Indiana FFA</a> <a href="#">Indiana 4-H</a>	
Standard 3: Geography	5.3.2 Identify and describe cultural and physical regions of the United States and relate Indiana regions to the larger North American regions.	Use the Nebraska Interactive Map to learn about different cultural and physical regions in the U.S. Learn about Indiana regions to compare and contrast to other regions in North America.	<a href="#">Nebraska Interactive Map</a>	
Standard 3: Geography	5.3.4 Identify Native American and colonial settlements on maps and explain the reasons for the locations of these places.	Use different maps to understand the agricultural/food production reasons for locations of colonial settlements.	<a href="#">"A Fine and Fertile Country: How American Mapped Its Meals" article from Harvard Library</a>	
Standard 3: Geography	5.3.5 Locate the continental divide and the major drainage basins/watersheds in the United States noting the watersheds that Indiana lies within.	Use the Nebraska interactive map to locate the major river basins and identify which river basin Indiana belongs in.	<a href="#">Nebraska interactive map</a>	
Standard 3: Geography	5.3.6 Use maps to describe the characteristics of climate regions of the United States.	Using maps of climate regions, research and identify types of produce grown and livestock raised in each climate region of the U.S.	<a href="#">Geography and Climate for Agricultural Landscapes lesson</a>	<a href="#">Indiana Farm Bureau Ag. in the Classroom</a>
Standard 3: Geography	5.3.8 Explain how the Spanish, British, and French colonists altered the character and use of land in early America.	Identify ways each type of colony altered the character and use of land for agricultural purposes.		
Standard 3: Geography	5.3.9 Identify the major manufacturing and agricultural regions in colonial America and summarize the ways that agriculture and manufacturing changed between 1600 and 1800.	Use the Growing a Nation interactive timeline to learn and summarize the way agriculture changed between 1600 and 1800.	<a href="#">Growing a Nation interactive timeline</a>	<a href="#">Growing a Nation</a>
Standard 3: Geography	5.3.13 Describe and analyze how humans altered the physical environment to influence movement, politics, and lifestyles.	Research ways Native Americans and colonial settlements altered landscapes to accommodate their agricultural practices (ex: clearing land, burning).		
Standard 4: Economics	5.4.4 Describe the impact of technological developments and major inventions on business productivity during the early development of the United States.	Describe the impact Eli Whitney's cotton gin the productivity of producing cotton in the early development of the United States.	<a href="#">Cotton's American Journey Lesson</a>	<a href="#">Indiana Farm Bureau Ag. in the Classroom</a>
Standard 4: Economics	5.4.5 Explain how education and training, specialization, and investment in capital resources increase productivity.	Identify different agricultural careers that require education, training and specialization and how these careers increase capital resources and productivity.	<a href="#">Discover Ag Careers Guide</a> <a href="#">Career Trek Game</a> <a href="#">Field to Film Career Snapshots</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Standard 4: Economics	5.4.6 Use economic reasoning to explain why certain careers are more common in one region than in another region of the United States.	Learn about different agricultural careers and why some are more common in one region than in another region of the United States.	<a href="#">Discover Ag Careers Guide</a>	<a href="#">American Farm Bureau Foundation for Agriculture</a>
Standard 4: Economics	5.4.7 Predict the effect of changes in supply and demand on price.	Learn how agricultural supply and demand affects commodity prices.	<a href="#">Supply and Demand: What If? lesson</a>	<a href="#">Indiana Farm Bureau Ag. in the Classroom</a>