

Ohio's Social Studies Academic Content Standards Grade 2

- Daily Life: Identify and describe examples of how science and technology have changed the daily lives of people and compare: forms of communication from the past and present; forms of transportation from the past and present.
- Geography: Compare how land is used in urban, suburban and rural environments; construct a map that includes a map title and key that explains all symbols that are used.
- Skills and Methods: Obtain information from oral, visual & print resources.

Long ago people lived in small communities that produced their own food and fiber. They understood the process from farm gate to table plate. But today, less than 1% of Ohioans live on a farm. Ohio's 2008 Pork Queen, Lauren Schwab, talks about her life on a rural farm and provides a glimpse into Ohio's number one industry, agriculture.

HISTORY OF THE PORK INDUSTRY: TRANSFORMED BY TRANSPORTATION AND TECHNOLOGY

Hernando de Soto who could be called "the father of the American pork industry," landed with America's first 13 pigs at Tampa Bay, Florida in 1539. Three years later, his pig herd had grown to 700 head, not including those his troops had eaten, that ran away and became wild (the ancestors of today's feral pigs or razorbacks), or those given to the Native Americans to keep the peace. The pork industry in America had begun. Pig production spread throughout the new colonies. **Hernando Cortez** introduced hogs to New Mexico in 1600, and **Sir Walter Raleigh** brought sows to Jamestown Colony in 1607. On Manhattan Island, a long solid wall was constructed on the northern edge of the colony to control roaming herds of pigs. This area is now known as Wall Street. In the early 1700's the typical farmer owned four or five pigs, supplying salt pork and bacon for his table, with surpluses sold as barreled pork. After the Revolutionary War, pioneers began heading west and they took their pigs with them. A wooden crate filled with young pigs was often hung from the axles of prairie schooners. As western herds grew, the need for pork processing facilities became apparent and packing plants began to spring up in major cities. Pigs were first commercially slaughtered in Cincinnati, which became known as Porkopolis. More pork was packed there than any other place in the Midwest.

Moving pigs to market in the 1850s was difficult. "Drovers" herded their pigs along trails which later developed into railroad routes. Approximately 40,000 to 70,000 pigs were driven from Ohio to eastern markets in a year. The "driver," a drover's hired hand, managed up to 100 hogs. The herds moved five to eight miles a day and covered distances up to 700 miles. Introduced after the Civil War, the refrigerated railroad car transformed the meat industry. It enabled slaughtering operations to be centralized nearer points of production instead of near points of consumption. Large "terminal" markets with railroad access developed in major cities such as Chicago and Kansas City. Large packing plants were located adjacent to these stockyards. Live pigs were shipped via railroad to the markets and pork was shipped by rail to consumers nationwide. As a result of these transportation developments, the pork industry relocated to the upper Midwest where ample amounts of feedgrains were produced. The "Corn Belt" became known as the "Hog Belt" as well. The 1980s and 1990s have seen major

technological developments in the pork industry that ensure consumers get a safe and healthy product¹.

DAILY LIFE YESTERDAY AND TODAY: ACTIVITIES

Use a Venn Diagram to compare colonial life & life today; a lesson plan by a primary Master Teacher

scetv.org/education/ntti/lessons/2002_lessons/kidsincolonies.cfm

COMPARE AND CONTRAST: URBAN, SUBURBAN, RURAL

There are different kinds of communities, places where people live and work. Urban areas are cities with denser populations, commercial businesses and some kind of public transportation. Suburbs are residential areas just outside of cities. Rural areas tend to be related to the countryside with lower populations. These areas include farmland and forests. Describing the attributes of different areas helps to classify them and appreciate the differences.

National Geographic Xpeditions Activity: Use webcams to compare rural, urban & suburban neighborhoods including international cities and farms.

nationalgeographic.com/xpeditions/lessons/04/g35/citycountry.html

MAPPING

Using maps helps students become more fluent in the principles of geography. Students learn where things are located and why, relationships between people and places, and patterns of.

¹ Adapted from All About Pork,
www.PorkBelnspired.com

movement of people, products and information. Using maps, creating maps, and practicing the vocabulary of geography helps students learn about their world.

Google Earth: look at satellite images of your school and home by downloading free software.

earth.google.com

National Geographic Xpeditions lessons: GIS, Pizza Geography, Explore Ohio.

nationalgeographic.com/xpeditions/lessons/matrix.html

CAREER DEVELOPMENT

Ohio's Career Development program helps students connect learning with future opportunities and decisions. At the elementary level, students participate in career development activities that provide an awareness of gifts and fascinations, good work habits and opportunities to be involved in service and work-related activities. Teachers and parents should affirm students gifts, talents and skills while consistently acknowledging the world of work in all kinds of assignments. This might be talking about work and careers seen in books, assignments, field trips and classroom speakers.

Ohio's Career Information System: Junior Version has career videos and assessments. Most school districts have purchased a site license. Check with your local district's guidance office.

ocis.org/materials/versions.htm

To find grade specific career development activities at the OCIS website. Go to Ohio Resources and click on Career Development, then click on Early Awareness/Career Infusion Activity Database where you can find over 1600 career-focused lessons written by teachers for integration into all levels and subjects areas k-6. One example k-2 activity: Use a Venn diagram to discuss the care of animals both in a farm and in a zoo (i.e., diet, space needs, safety):

ohiociad.com/ViewActivity.asp?uid=Q02E01