



## AGRICULTURE

**COURSE:** Exploring Agriculture Education

**UNIT 2:** Elements of Agriculture Education

### INTRODUCTION

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**Annotation:**

In this unit, students will study the history of the FFA organization. They will research the history, purpose, goals, and programs of the FFA. They will determine how the FFA can be an important learning vehicle in their personal growth and leadership development.

**Grade(s):**

X	6 <sup>th</sup>
	7 <sup>th</sup>
	8 <sup>th</sup>

**Time:**

Five 50 minute class periods

**Author:**

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**Students with Disabilities:**

For students with disabilities, the instructor should refer to the student's IEP to be sure that the accommodations specified are being provided. Instructors should also familiarize themselves with the provisions of Behavior Intervention Plans that may be part of a student's IEP. Frequent consultation with a student's special education instructor will be beneficial in providing appropriate differentiation.

## UNDERSTANDING & GOALS

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### GPS Focus Standards:

- MSAGED6-4** Establish an understanding of Agricultural Education Programs.
- Name the three parts of the agricultural program.
  - Explain the history, mission, and benefits of the FFA.
  - Describe examples of a Supervised Agricultural Experience Program.
  - Select a Supervised Agricultural Experience Program based on career goals and industry needs for each individual.

### GPS Academic Standards:

- M6D1** Students will pose questions, collect data, represent and analyze the data, and interpret results.
- M6N1** Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.
- M6P4** Students will make connections among mathematical ideas and to other disciplines.

## UNDERSTANDING & GOALS

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### Enduring Understandings:

Students will understand the importance that FFA plays in American agriculture. Students will understand that the leadership development and personal growth opportunities provided through the FFA are important to student learning and development.

### Essential Questions:

- How do the three parts of the agricultural education program work together?
- How does FFA history affect us today?
- How will having an SAE project benefit me in the future?
- What are some SAE projects that will help me prepare for my future?
- How can record keeping be used with an SAE project?

### Knowledge from this Unit:

Students will:

- State the FFA mission
- Identify key dates in FFA history
- List benefits of FFA
- Define SAE and give examples of how to use them in their lives

# ASSESSMENTS

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## Assessment Method Type:

- Pre-test
- Objective assessment - multiple-choice, true- false, etc.
  - Quizzes/Tests
  - Unit test
- Group project
- Individual project
- Self-assessment - May include practice quizzes, games, simulations, checklists, etc.
  - Self-check rubrics
  - Self-check during writing/planning process
  - Journal reflections on concepts, personal experiences and impact on one's life
  - Reflect on evaluations of work from teachers, business partners, and competition judges
  - Academic prompts
  - Practice quizzes/tests
- Subjective assessment/Informal observations
  - Essay tests
  - Observe students working with partners
  - Observe students role playing
- Peer-assessment
  - Peer editing and commentary of products/projects/presentations using rubrics
  - Peer editing and/or critiquing
- Dialogue and Discussion
  - Student/teacher conferences
  - Partner and small group discussions
  - Whole group discussions
  - Interaction with/feedback from community members/speakers and business partners
- Constructed Responses
  - Chart good reading/writing/listening/speaking habits
  - Application of skills to real-life situations/scenarios
- Post-test

## Assessment(s) Title:

Aq Ed 3 Component worksheet

FFA Cluster Map

Construct an FFA Emblem

SAE List

SAE Choice

# LESSON PLANS

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## • LESSON 1: THREE COMPONENTS OF AGRICULTURE EDUCATION

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1. Identify the Standards. Standards should be posted in the classroom for each lesson.

**MSAGED6-4** Establish an understanding of Agricultural Education Programs.  
a) Name the three parts of the agricultural program.  
b) Explain the history, mission, and benefits of the FFA.  
c) Describe examples of a Supervised Agricultural Experience Program.  
d) Select a Supervised Agricultural Experience Program based on career goals and industry needs for each individual

**M6D1** Students will pose questions, collect data, represent and analyze the data, and interpret results.

**M6N1** Students will understand the meaning of the four arithmetic operations as related to positive rational numbers and will use these concepts to solve problems.

**M6P4** Students will make connections among mathematical ideas and to other disciplines.

2. Review Essential Questions. Post Essential Questions in the classroom.

- How do the three parts of the agricultural education program work together?

3. Identify and review the unit vocabulary.

Career Development Event  
Creed  
FFA Emblem

FFA Mission  
FFA Motto  
Henry Grosclouse

National Vocational Education Act  
Smith-Hughes Act  
Supervised Agricultural Experience (SAE)

5. Class Starter

- Give each student a **Personal Inventory** worksheet.
  - See attached supplementary files
- Instruct students to put their names in the center where all circles overlap. Instruct them to label one outside circle with a favorite subject, one circle with sports and clubs, and the other circle with a career interest.
  - The three circles represent classrooms, FFA, and SAE circles.
- Students should fill in the circles with information about themselves.
- After the circles are complete, have students share theirs with the class.

6. Three Components

- Use the **Three Components Worksheet** to display the three parts of the Ag Ed Program.
  - Discuss with the class how each part of the diagram works like the personal circle diagram they just created.
  - See attached supplementary files
- Discuss the meaning of the three components. Have students write the definitions of each.
  - **FFA Leadership:** FFA is a student organization and provides hands-on opportunities to apply what is learned in the classroom and develop leadership skills. It is an organization for students who are studying only one of the many agricultural areas.
  - **Classroom/Lab:** The classroom or lab provides instruction, similar to many of your other classes.

- Supervised Agricultural Experience: The SAE Program gives students a chance to explore in-depth those areas of agriculture in which they're interested. Your SAE can be anything from completing an agriscience research project, to working at a local agribusiness, to starting your own business.
- After discussing the meaning of each component, have students use the worksheet's word bank to fill in the circles.
  - The worksheet can be turned in for a grade.

7. Incorporate Math Discussion

- Ask students, "What year was the National Vocational Education Act passed?"
- How many years ago was the Act passed?
- If the National Vocational Education Act was passed in 1917, how many years later was the Future Farmers of America established?

• **LESSON 2: HISTORY OF THE FFA**

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1. Review Essential Questions. Post Essential Questions in the classroom.

- How does FFA history affect us today?

2. Incorporate Math/Class Starter: What Year "Girls"?

- Begin by reading or telling the following history to the class:
  - In 1917 two congressmen from Georgia, Hoke Smith and Dudley Hughes, were instrumental in the passing of the National Vocational Education Act.
  - These two congressmen believed that boys should learn to farm and girls should learn cook and sew.
  - This Act, also known as the Smith-Hughes Act, put vocational classes in high schools.
  - Eleven years after the Smith-Hughes Act was passed the National Future Farmers of America was established for white boys who were enrolled in agricultural classes.
  - Seven years later the New Farmers of America was established for black boys enrolled in agriculture. Girls were not allowed to join either organization.
  - Thirty years later the two organizations merged and were known as the Future Farmers of America. Still girls were not allowed to join.
  - It was not until the Organization was 41 years old that girls were allowed to be members. Today the National FFA has over ½ million members with girls serving in 41 % of the leadership positions.
- Lead a discussion about the history, reviewing facts as students answer the math-based questions.
  - What year were girls allowed to join FFA?
  - What year was the FFA established?
  - What year was the NFA established?
  - What year did the FFA and NFA merge?
  - How many years after the FFA was established were girls allowed to join the organization?
  - If girls make up 41% of the membership, what percentage do boys make up?

3. Individual/Group Learning Activity

- Have students work either alone or in groups to complete the **FFA Cluster Map**.
  - See attached supplementary files
- Resources to complete the map can include the National FFA Web site, the FFA Handbook, the FFA manual, and the history story from this lesson.

• **LESSON 3: THE FFA EMBLEM**

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1. Review Essential Questions. Post Essential Questions in the classroom.

- How does FFA history affect us today?

2. FFA Emblem PowerPoint

- Show the class the **FFA Emblem PPT** to teach them about the parts of the FFA emblem. During the PowerPoint, have students complete the **FFA Emblem PPT Notes** worksheet.
  - See attached supplementary files.
- Explain the meaning of each part of the emblem.
  - The **cross section of the ear of corn** represents our common interest in agriculture.
  - The **eagle** is symbolic of the national scope of FFA.
  - The **rising sun** represents progress in agriculture.
  - The **plow** symbolizes labor and tillage of the soil.
  - The **owl** represents knowledge and wisdom.
  - The words "**Agriculture Education**" surrounding FFA tell us that FFA is an important part of an agriculture education program.

3. Individual/Group Learning Activity

- Give students a copy of the **Emblem to Color and Cut Out**.
- Have students color the parts of the emblem, cut them out, and assemble them together on a sheet of construction paper.

5. Lead students in a discussion to incorporate math into the review of the FFA emblem.

- The cross-section of an ear of corn serves as the FFA emblem's foundation. How many separate parts does the emblem contain?
- The beginning of the emblem's design was started in 1926. How many years later was the Future Farmers of America established?
- The FFA emblem is still used today. It was used on the first FFA jacket, designed by Gus Lintner, which was adopted in 1933. How many years after the FFA started was the jacket adopted?

#### • **LESSON 4: WHAT IS AN SAE?**

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1. Review Essential Questions. Post Essential Questions in the classroom.

- How will having a SAE project benefit me in the future?

2. Introduce the SAE

- Find an article in the *FFA New Horizons* magazine about a student with a successful SAE, or tell your class about a past student you had whose SAE was successful.
- Show students the **SAE Information** sheet and discuss some of the benefits of an SAE Program.
  - See attached supplementary files
- Lead the class in a discussion about SAEs.
  - What is an SAE?
    - **Answer:** The Supervised Agricultural Experience gives students a chance to explore in-depth those areas of agriculture in which you're interested. Your SAE can be anything from completing an agriscience research project, to working at a local agribusiness, to starting your own business.
  - What is an SAE Program?
    - **Answer:** It is the student, teacher, parent, and employer working together to provide useful agricultural experiences.

- What does SAEP stand for?
    - Use the **SAE Overhead** transparency to discuss what each letter in SAEP stands for.
      - See attached supplementary files
    - **Supervised:** To be directed by the teacher, parent, and/or employer
    - **Agricultural:** Related to business dealing with agriscience, agricultural production, agribusiness, horticulture, natural resources and agricultural machinery service
    - **Experience:** Students gaining work skills through observation and participation
    - **Program:** Long-range plan and records of the SAE
3. SAE Project Brainstorming
- Have students create a list of 15 SAE projects and identify the type or types they fall under.
  - In groups or as individuals, have students find and display magazine covers to show a variety of SAE projects.
4. Incorporate Math Discussion
- Ask students, "Can students earn money with an SAE?"
    - **Answer:** Yes
  - If a student earns money with their SAE project, is it called a profit or a loss?
    - **Answer:** Profit
  - Would a profit be considered a negative or a positive?
    - **Answer:** Positive

## • LESSON 5: WHAT'S MY SAE?

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1. Review Essential Questions. Post Essential Questions in the classroom.
- How can record keeping be used with an SAE project?
2. SAE Earnings
- Find a sample SAE project in the *FFA New Horizons* magazine.
  - Have students determine the total income, total expenses, net profit and value of self-labor.
3. Lead a discussion on what to consider when choosing an SAE.
- What are your interests in agriculture and agriscience?
  - What resources, like a farm and a home, are available to you?
  - What agriscience skills do you have right now?
  - What agriscience skills would you like to develop?
  - What are your plans for an SAE Program?
  - What is needed to start your SAE Program?
4. Record Keeping
- Discuss the process of record keeping with the class using the **Middle School SAE Record Book**.
    - See attached supplementary files
  - Ask students what kind of record keeping they might need for their SAE.
  - Tell students that the record book they just received is a guide. Some specific record keeping practices may need to be implemented for their programs that are not covered in the sample book.
5. Choosing Your SAE
- Give students a copy of the **Ideas for Middle School SAE Projects** worksheet. Have students brainstorm an idea for their SAE, but tell them their program does not have to be one listed on the sheet.
    - See attached supplementary files
  - Send home copies of the **Parent SAE Letter** with students.
    - See attached supplementary files

6. Salaries Math Activity
- Would a profit be a positive number or a negative number?
  - Would an expense be a positive number or a negative number?
  - If you earned \$25.00 cutting grass and spent \$5.50 on expenses, what would your profit be?
  - If you were hired to work for three hours at \$4.50 per hour, how much would you get paid?
  - If you were paid \$8.50 on Tuesday, \$12.00 on Wednesday, and \$7.50 on Thursday for cutting grass, what would be your total earnings for the week?

**Attachments for Learning Experiences:**

Personal Inventory

Three Components Worksheet

FFA Cluster Map

FFA Emblem PPT

FFA Emblem PPT Notes

Emblem to Color and Cut Out

SAE Information

SAE Overhead

Middle School SAE Record Book

Ideas for Middle School SAE Projects

Parent SAE Letter



## CULMINATING PERFORMANCE TASK

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**Culminating Unit Performance Task Title:**

**Optional:** My Plan to Participate in FFA

**Culminating Unit Performance Task Description/Directions/Differentiated Instruction:**

The teacher may wish to have students write a tentative plan for participation in FFA. Suggested topics include:

- Why do I want to participate in FFA?
- How can FFA help me achieve my career goals?
- Students may want to describe their interests in specific FFA programs such as:
  - Serving as an officer
  - Attending leadership camp
  - Showing livestock
  - Participation on a Career Development Event team
  - Public speaking competitions
  - Obtaining FFA degrees
  - Forestry events
  - Horticulture events
  - Ag mechanics events
  - Agriscience events
  - Etc.

**Attachments for Culminating Performance Task:**

# UNIT RESOURCES

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## Web Resources:

<http://www.FFA.org>

## Attachment(s):

## Materials & Equipment:

### What 21st Century Technology was used in this unit:

<input checked="" type="checkbox"/>	Slide Show Software	<input type="checkbox"/>	Graphing Software	<input type="checkbox"/>	Audio File(s)
<input type="checkbox"/>	Interactive Whiteboard	<input type="checkbox"/>	Calculator	<input checked="" type="checkbox"/>	Graphic Organizer
<input type="checkbox"/>	Student Response System	<input type="checkbox"/>	Desktop Publishing	<input type="checkbox"/>	Image File(s)
<input type="checkbox"/>	Web Design Software	<input type="checkbox"/>	Blog	<input type="checkbox"/>	Video
<input type="checkbox"/>	Animation Software	<input type="checkbox"/>	Wiki	<input type="checkbox"/>	Electronic Game or Puzzle Maker
<input type="checkbox"/>	Email	<input checked="" type="checkbox"/>	Website		