

Lesson E1–1

Exploring the History and Organization of FFA

Unit E. Developing Leadership Skills in Agriculture

Problem Area I. Understanding the History and Organization of FFA

Lesson I. Exploring the History and Organization of FFA

New Mexico Content Standard:

Pathway Strand: Systems

Standard: VII: Understand roles within teams, work units, departments, organizations, inter-organizational systems and the larger environment.

Benchmark: VII-A: Examine company performance and goals to appreciate AFNR organizations and the AFNR industry.

Performance Standard: 1. Examine the role and major function of AFNR organizations to better utilize AFNR guidelines.

Student Learning Objectives. Instruction in this lesson should result in students achieving the following objectives:

1. Explain how, when, and why the FFA was organized.
2. Explain the mission and strategies, colors, motto, parts of the emblem, and the organizational structure of the FFA.
3. Recite and explain the meaning of the FFA Creed.
4. Explain the purpose of a Program of Activities and its committee structure.

List of Resources. The following resources may be useful in teaching this lesson:

Recommended Resources. One of the following resources should be selected to accompany the lesson:

Morgan, Elizabeth M., et al. *AgriScience Explorations*, Second Edition. Danville, Illinois: Interstate Publishers, Inc., 2000. (Textbook, Chapter 20)

Fraze, Steven D., Sharon Hunter, Marshall Stewart, Brenda Scheil, and Robert Terry, Jr. *Developing Leadership and Personal Skills*. Danville, Illinois: Interstate Publishers, Inc., 1997. (Textbook, Appendix A)

National FFA Organization. *FFA Student Handbook*. Alexandria, Virginia: National FFA Organization, 1995.

National FFA Organization. *Official Manual*. Indianapolis, Indiana: National FFA Center, 1998.

Other Resources. The following resources will be useful to students and teachers:

Cooper, Elmer L. and Bret Iverson. *Agriscience Fundamentals and Applications*. Albany, New York: Delmar Publishers, Inc., 1997. (Textbook, Unit 6)

List of Equipment, Tools, Supplies, and Facilities

Writing surface
Overhead projector
Transparencies from attached masters
Copies of student lab sheet

Terms. The following terms are presented in this lesson (shown in bold italics):

Active
Agriculture Education/FFA
Alumni
Leslie Appelgate
Collegiate
Eagle
Ear of Corn
FFA Motto
Henry Groseclose
Honorary
C. H. Lane
Owl
Carlton Patton
Plow

Program of Activities
Rising sun
Smith-Hughes Act
E. M. Tiffany

Interest Approach. Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Have the students visit the National FFA Organization web site at (<http://www.ffa.org>) for a brief introduction to the FFA. Have a discussion among your students as to the purpose of youth organizations in schools. Discuss the organizations available to your students that are agricultural related. Have students research and list well-known Americans who were FFA members.

Summary of Content and Teaching Strategies

Objective I: Explain how, when, and why the FFA was organized.

Anticipated Problem: How, when, and why was the FFA organized?

- I. Becoming familiar with the FFA's history and the purposes for which it was founded will help you to understand the benefits the organization has to offer.
 - A. The initial idea for forming the organization resulted from Congress passing the **Smith-Hughes Act**, in 1917.
 1. This act was known as the National Vocational Education Act which established vocational agriculture classes.
 2. This act was named after two congressmen who wrote the legislation.
 - B. In the early 1920's, Virginia formed the first Future Farmers Club for boys in agriculture classes.
 1. **Henry Groseclose, an agriculture teacher from Blacksburg, Virginia, organized the first Future Farmers of America and is known as the father of the FFA.**
 2. In 1926, the American Royal Livestock Show in Kansas City, Missouri, invited students to compete in livestock contests.
 - C. The National FFA Organization was established on November 20, 1928 at the Hotel Baltimore in Kansas City, Missouri.
 1. National dues were 10 cents per member.
 2. The first national advisor was **C.H. Lane**.
 3. The first national president was **Leslie Applegate** from New Jersey.
 - D. In 1929, 64 delegates from 33 states met for their annual convention.
 1. National blue and corn gold were selected as their official colors.
 3. The first Star Farmer of America, **Carlton Patton** from Arkansas, was named.

4. By 1934, all states except Rhode Island had FFA Chapters.
5. A national convention was held every year in Kansas City, Missouri for over 70 years. Beginning in 1999, the convention will be in Louisville, Kentucky.

Many techniques can be used to help students master this objective. Students need text materials to help them understand the history of the FFA. Chapter 1 in the Official FFA Manual, chapter 2 in the FFA Student Handbook and chapter 20 in Agriscience Explorations are recommended. Use TM: E1-1A to further explain historical events in the FFA organization. Use LS: E1-1A to evaluate student's understanding of important dates in the FFA history. Have the chapter officers talk to the class as to why the FFA is important. Have your students research famous Americans who were FFA members.

Objective 2: Explain the mission and strategies, colors, motto, parts of the emblem, and the organizational structure of the FFA.

Anticipated Problem: What are the mission and strategies, colors, motto, parts of the emblem, and organizational structure of the FFA?

- II. The FFA was organized to address specific objectives outlined in the organization's mission and strategies. The FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth, and career success through agriculture education.
 - A. The purpose of the FFA is to help students develop their full potential through agricultural education classes.
 1. The FFA is an integral part of classroom/laboratory instruction.
 2. Many of these characteristics are developed through the available Career Development Activities.
 - B. The FFA organizational structure has three levels: local, state, and national.
 1. Some states may also have districts and sections.
 2. Each level has student officer teams, an advisor, and a group of members whom they represent.
 3. Competition at contests and awards are structured the same way.
 - C. The FFA has four types of membership:
 1. **Active** – those enrolled in agricultural classes and have paid their membership dues.
 2. **Alumni** – open to former active members, collegiate, and honorary members, and other individuals who support the FFA.
 3. **Collegiate** – belong to FFA chapters at two- or four-year post secondary institutions and are enrolled in agricultural courses.
 4. **Honorary** – given to individuals who have provided outstanding service to the FFA and/or agricultural education.
 - D. The National FFA Organization chose national blue and corn gold as its official colors in 1929.

1. National blue represents the blue field of our flag. It signifies that the organization is national in scope and open to everyone.
 2. Corn gold represents a crop grown in every state of the U.S. and national fields of crops ready for harvest – a sign of success. It helps to symbolize the commonality of the organization.
- E. The **FFA motto** is made up of just twelve words, but these words are extremely powerful. The motto helps members in achieving their goals in life. The motto is:
- Learning to Do
Doing to Learn
Earning to Live
Living to Serve
- F. The FFA emblem represents the history, goals, and future of the FFA. It is comprised of:
1. A cross-section of an **ear of corn** which signifies common agricultural interest.
 2. A **rising sun** which symbolizes progress in agriculture.
 3. A **plow** , the symbol of labor and tillage of the soil.
 4. An **owl**, the symbol of wisdom and knowledge.
 5. An **eagle** which represents the national scope of the FFA.
 6. The words: **Agricultural Education/FFA** which signify that FFA is an important part of the agricultural/agribusiness program.

Use a variety of techniques to help students master this objective. Providing text materials will enhance student learning with chapter 20 in AgriScience Explorations, chapter 3 in The FFA Student Handbook, and the Official Manual being recommended. Use TM: E1–1B to explain the FFA purpose, use TM: E1–1C to outline the four types of membership, and TM: E1–1D can be used to explain the motto and FFA colors. Use TM: E1–E1 to define the symbols of the FFA emblem and use TM: E1–1F to explain to students the proper use of the FFA jacket. Have a current member come to class in official dress to demonstrate proper use of the FFA jacket.

Objective 3: Recite and explain the meaning of the FFA Creed.

Anticipated Problem: What is the meaning behind the five paragraph’s of the FFA Creed?

- III. The Creed is a basic statement of beliefs and a common bond between new members.
 - A. The Creed was written by **E.M. Tiffany** and adopted at the 3rd National FFA Convention.
 - B. It was revised at the 38th Convention and the 63rd Convention to reflect changes in FFA membership and the agricultural industry.

Use a range of teaching strategies to have students understand the meaning of the FFA Creed. Chapter 20 in AgriScience Explorations, chapters 3 of the FFA Student Handbook and/or the Official Manual are recommended references. Have the students learn the creed and be able to recite each paragraph. Then

have them discuss the meaning of each separate paragraph and its key words. Use TM: E1–1G to show the students the creed.

Objective 4: Explain the purpose of a Program of Activities and its committee structure.

Anticipated Problem: What is the primary purpose of the Program of Activities and how is it structured.

- IV. The **Program of Activities** serves as a road map to guide an FFA chapter to its annual goals.
- A. The Program of Activities is divided into three major sections.
 - 1. Student Development Division – activities that provide for leadership, personal growth, and SAE experience.
 - 2. Chapter Development Division – focuses on recruitment, finance, public relations, support groups, participation in state and national FFA and other organizational activities.
 - 3. Community Development Division – strives to develop economic, environmental and human resources; citizenship; agricultural awareness and literacy; and safety.
 - B. Each of the three divisions can be divided into committees which concentrate their efforts in a single area. These committees are responsible for:
 - 1. Setting goals for what they want to accomplish during the year and how they plan to achieve the goals.
 - 2. Reviewing goals to determine which were achieved.
 - C. All chapters can compete in the National Chapter Award Program which rewards chapters for their accomplishments throughout the year.

Several teaching techniques can be used to help students understand the purpose of the Program of Activities. Reference materials recommended include the FFA Official Manual and chapter 20 in the FFA Student Handbook. Have your students review your FFA chapter's Program of Activities and recognize their role on the different committees.

Review/Summary. Use the objectives for the lessons as guides in reviewing and summarizing the content. Have students explain the content associated with each objective. Use questions at the end of the chapters as a review.

Application. Students can apply the content of the lessons in their agricultural education and FFA activities. Application can also involve one or more of the following student activities using attached lab sheets:

FFA Dates — LS: E1–1A

Evaluation. Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

Answers to Sample Test:

Part One: Matching

1 = e, 2 = d, 3 = a, 4 = f, 5 = c, 6 = b

Part Two: Completion

- 1 = Smith-Hughes Act
- 2 = Henry Groseclose
- 3 = Leslie Appelgate
- 4 = Alumni, honorary
- 5 = E.M. Tiffany, 3rd
- 6 = national blue, corn gold

Part Three: Short Answer

1. Ear of Corn — common agriculture interest
2. Rising Sun — purpose in agriculture
3. Plow — labor and tillage of the soil
4. Owl — wisdom and knowledge
5. Eagle — national scope
6. Agricultural Education/FFA — FFA is a part of the total agriculture education program.

Test

Lesson E1–1: Exploring the History and Organization of FFA

Part One: Matching

Instructions. Match the term with the correct response. Write the letter of the term by the definition.

- | | |
|--------------------------|----------------------|
| a. FFA | d. 1928 |
| b. collegiate membership | e. FFA motto |
| c. 1917 | f. active membership |

- _____ 1. Twelve words that guide FFA members.
- _____ 2. The year the National FFA organization was started.
- _____ 3. Three letters designating the name of the National FFA Organization.
- _____ 4. FFA members in a secondary school.
- _____ 5. The year the Smith-Hughes Act was introduced.
- _____ 6. FFA members in a post-secondary school.

Part Two: Completion

Instructions. Provide the word or words to complete the following statements.

1. The initial idea for forming the FFA organization resulted from congress passing the _____.
2. _____ is known as the father of the FFA.
3. The first national president was _____ from New Jersey.
4. The four types of membership in the FFA include active, _____, collegiate, and _____.
5. The Creed was written by _____ and was adopted at the _____ national convention.
6. The national colors of the FFA are _____ and _____.

Part Three: Short Answer

Instructions. Provide information to answer the following questions.

1. List and explain the six symbols of the FFA emblem.

Major Historical Events in the FFA

- 1928** Future Farmers of America was founded.
- 1939** National FFA Camp set up on land that formerly belonged to George Washington in Alexandria, Virginia. (The camp later became the National FFA Center.)
- 1944** National FFA Foundation was formed to use funds from business and industry to support FFA activities.
- 1950** Public Law 740 was passed by Congress granting the FFA a federal charter.
- 1998** *The National Future Farmer* magazine was started.
- 1965** Consolidation with the New Farmers of America (NFA) strengthened the FFA. (NFA was an organization similar to the FFA for African American students.)
- 1969** Female students were allowed to become members.
- 1971** National FFA Alumni Association was formed.
- 1988** Name of the organization was changed to National FFA Organization.
- 1989** Name of *The National Future Farmer* magazine was changed to *New Horizons*.
- 1999** National FFA Center moved from Alexandria, Virginia, to Indianapolis, Indiana.
- 1999** The National FFA Convention was moved to Louisville, Kentucky.

The FFA Purpose

The purpose of the FFA is to develop:

- **Leadership**
- **Scholarship**
- **Improved Agriculture**
- **Cooperation**
- **Citizenship**
- **Recreation**
- **Patriotism**
- **Service**
- **Character**
- **Thrift**

The FFA stresses three closely related areas: leadership, personal growth, and career success.

Kinds of FFA Membership

1. Active
2. Alumni
3. Collegiate
4. Honorary

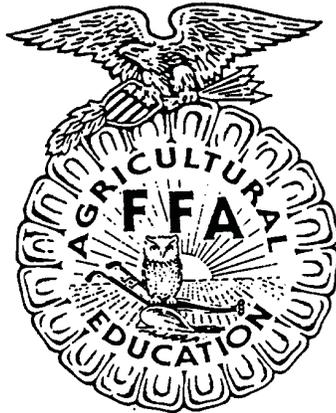
FFA Motto

**Learning to Do
Doing to Learn
Earning to Live
Living to Serve**

Colors of the FFA

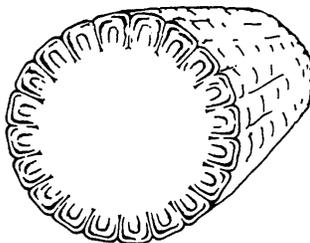
The colors of the FFA are National Blue and Corn Gold. Blue reminds us that the FFA is a national organization. Gold reminds us that corn is a native American crop grown in every state.

Symbols of the FFA Emblem

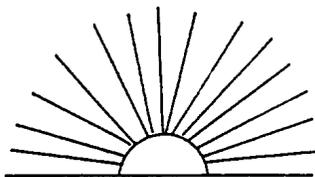


THE EMBLEM

The FFA emblem was designed with much thought and meaning. It is made up of five symbols.



A cross-section of an ear of corn. The symbol of corn represents our common agricultural interests, is native to America, and is grown in every state.



The rising sun. It symbolizes progress in agriculture and the confidence that FFA members have in the future.



The plow. It is a symbol of labor and tillage of the soil.



The owl. It symbolizes wisdom and knowledge.



The eagle. This is symbolic of the national scope of the FFA.



The words "Agricultural Education" surround the letters "FFA." This tells us that FFA is an important part of agriculture and agribusiness programs.

Some Guidelines For Wearing the FFA Jacket

- 1. It should only be worn by FFA members.**
- 2. It should always be clean and neat.**
- 3. It should only have the names of the state association and local chapter on the back. Individual's name and office of honor should be on the front.**
- 4. It should be worn with the zipper fastened to all official FFA occasions.**
- 5. It should not be worn with apparel bearing the insignia of other organizations.**
- 6. It should be worn with no more than three medals beneath the individual's name.**

The FFA Creed

I believe in the future of agriculture, with a faith born not of words but of deeds achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits, is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so for others as well as myself; in less need for charity and more of it when needed; in being happy myself and paying square with those whose happiness depends upon me.

I believe that American agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

Source: official FFA Manual.

Lab Sheet

FFA Dates

Purpose:

1. To associate dates with major events in FFA history at the national and state level.

Materials:

1. Lab sheets
2. Writing utensil

Procedures:

1. Provide students with a copy of the lab sheet.
2. Using resources available to them have them fill in the appropriate dates.

1928	1950	1968	1976	1989
1929	1952	1969	1979	1998
1944	1965	1971	1988	1999

1. _____ National FFA organization was started.
2. _____ First National FFA Convention
3. _____ 7th and 8th grade included in the FFA.
4. _____ President Eisenhower addressed the National Convention.
5. _____ Public Law 740 was passed by Congress granting the FFA a federal charter.
6. _____ NFA merged with FFA.
7. _____ National Future Farmer Magazine first published.
8. _____ Name of *The National Future Farmer* magazine was changed to *New Horizons*.
9. _____ National FFA Alumni Association was formed.
10. _____ President Nixon addressed the National Convention.
11. _____ FFA constitution was revised to include females.
12. _____ First former FFA member elected to U.S. presidency.
13. _____ First female to win the National Public Speaking Contest.
14. _____ National FFA Foundation was founded.
15. _____ New National FFA Center opens in Indianapolis.
16. _____ First National FFA Convention held in Louisville.

Lab Sheet Key

FFA DATES

1. 1928
2. 1928
3. 1988
4. 1929
5. 1950
6. 1965
7. 1952
8. 1989
9. 1971
10. 1968
11. 1969
12. 1976
13. 1979
14. 1944
15. 1998
16. 1999