

FALL 2015 Teaching Guide



In this guide, you will find several activities that accompany articles from the **Fall 2015 issue of FFA New Horizons**. Additionally, the purpose of the first page of this guide is to showcase ways in which agriculture educators can enhance literacy and technology integration within the agricultural education classroom.

CONTENT WITHIN THIS GUIDE IS ALIGNED WITH THE FOLLOWING:

- FFA Precepts
- Agriculture Food and Natural Resources (AFNR)
- Common Career Technical Core
- National Association of State Directors of Career Technical Education Consortium (NASDCTEC)
- Common Core - Reading: Informational Text
- Common Core - Writing
- Common Core - Language
- Common Core - Speaking and Listening
- Common Core - Science & Technical Subjects
- Common Core - Literacy in Science & Technical Subjects: Writing
- Common Core - History/Social Studies
- Common Core - Math Practices
- Common Core - Math (Specific)
- Next Generation Science Standards (NextGen)
- Green/Sustainability/Knowledge and Skill Statements
- National Standards for Financial Literacy
- AFNR Career Ready Practices
- Partnership for 21st Century Skills (P21 Skills)

SCHOLARS SAY...

A compiled list of discipline-specific or academic vocabulary found throughout this issue of FFA New Horizons:

Adversity	Malleable
Anecdotes	Marzipan
Attributes	Meandered
Biofortified	Medleys
Commemorative	Nosh
Confection	Phenomenal
Deploying	Prestige
Engrossed	Quintessential
Esteemed	Satiate
Extraction	Savvy
Hallowed	Sleuthing
Inclusion	Uttered
Indulge	

VOCABULARY ACTIVITY:

Create a word wall. A word wall is a collection of words displayed in the classroom. Check out some of the activities suggested [here](#). The activities say K-8, but many work just as well with high-school-age students.

STANDARDS COVERED:

L.9-10.4, L.11.12.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

L.9-10.6, L.11-12.6

Acquire and use accurately a range of general academic and domain-specific words and phrases.

#SPEAKAG CHALLENGE:

Encourage your students to engage in the #SpeakAg Challenge. The National FFA Officer Team chose agricultural advocacy as the focus of their Legacy Project and are asking students to engage at home, in school, in their community, and with decision makers. Students can submit videos, photos, and stories about their experiences in agricultural advocacy on Twitter, Facebook and Instagram using #SpeakAg starting Sept. 1! For more information go to www.FFA.org/SpeakAg.

TECHNOLOGY INTEGRATION:

Technology is not about a school subject; it's a tool to empower learning. (Ericka Ledferd) Check out this [blog](#) for a graphic that shows how various websites and programs fit into Bloom's Taxonomy. Using this information, technology can definitely be a tool for learning!

LITERACY TIP:

"Rich learning contexts are typically organized around anchor texts, which... set up the major concepts to be investigated and reinforced through additional texts that will deepen knowledge and provide reasons to revisit concepts." (Morrow and Gambrell, 2014)

Incorporate readings from books, magazines and current news articles that relate to the current subject. This will help students connect the content to real-world situations and also provides opportunities to return to the topic later as more knowledge is gained.

COMMON CORE TIP:

"Language involves more than just learning grammar and spelling rules. Assignments should help students become adept with language for different audiences and purposes, in speaking and in writing. (L3)" (ASCD Inservice Blogger, 2012) This is easily achieved in the agriculture classroom with debates on controversial issues, research papers, and speeches for FFA activities or leadership units.

LITERACY QUOTES:

"There is no such thing as a child who hates to read; there are only children who have not found the right book." (Frank Serafini)

REFERENCES:

ASCS Inservice Blogger. 2012, August 8. Seven Tips for Aligning Assignments to Common Core. ASCD Inservice Blog. Retrieved from <http://inservice.ascd.org/seven-tips-for-aligning-assignments-to-common-core/>

Morrow, L. M. & Gambrell, L. B. (2014). Best Practices in Literacy Instruction. (5th ed.). New York, NY: The Guilford Press.

APPENDICES:

- 1 I Believe
- 2 The Same, but Different!
- 2A Original Version of FFA Creed
- 3 Peeking into the Past
- 3 KEY Peeking into the Past
- 4 A Belief in Agriculture
- 4A NFA Creed
- 5 My Journey, My Future



ARTICLE SUMMARY:

I Believe

This year marks the 85th anniversary of the FFA Creed. An agriculture teacher from Oklahoma, along with his students, wanted to learn more about the man behind the FFA Creed, E.M. Tiffany. What followed was an adventure that began with a visit to E.M. Tiffany's hometown where

his contributions to FFA were unknown and ended with a visit with Tiffany's son and a collection of items for a display at the historical society in his hometown.

DISCUSSION QUESTIONS:

- 1 Why do you think people in E.M. Tiffany's hometown did not know what he had done?
- 2 Are E.M. Tiffany's words still relevant for FFA members today? Why or why not?
- 3 As an FFA member, do you view the FFA Creed as important? Why or why not?

ACTIVITY:

Activity #1: Using the "I Believe" (Appendix 1) worksheet, students will express their opinions on the FFA Creed and what it means to them. Students are asked to imagine what a conversation with E.M. Tiffany about FFA today would sound like. They will also develop their own personal creed. *No Internet access is needed to complete this activity.*

Activity #2: Make sure each student has a copy of the current version of the FFA Creed; this is provided as part of the article "I Believe." Give each student a copy of the original (1930) version of the FFA Creed (Appendix 2A). Students will compare both versions of the Creed using the worksheet "The Same, but Different!" (Appendix 2). *No Internet access is needed to complete this activity.*

FFA TIP:

Have a chapter FFA Creed contest where all first-year FFA members recite the Creed for fun prizes. Make this a no-pressure event, and award prizes for things like Most Confidence, Best Eye Contact, etc. Use this time to select the student who will represent you at official FFA Creed Speaking Career Development Events.

SAE TIP:

For those students who have limited resources (like money, land, transportation, etc.) have students do a research project on an influential person in FFA or agriculture. Have them design a museum display for this person after their research is complete. This article would also be a great opportunity to jumpstart a conversation with students about becoming an agriculture teacher. Encourage students to pursue a supervised agricultural experience in the agricultural education area. A short description of this SAE award area can be found [here](#).

VOCABULARY:

Anecdotes
Apparent
Coincidentally
Commemorative
Contributions
Esteemed
Indulge
Meandered
Momentum
Obituary
Phenomenal
Progressive
Sleuthing
Uttered

FFA PRECEPT:

Premier Leadership: Awareness

RELATABLE BOOKS, MOVIES AND LINKS:

E. M. Tiffany - Author of the FFA Creed: <https://youtu.be/zQ4xaq9T6s0>

Would You Believe? Celebrating the History of the FFA Creed: <http://www.mdffa.org/FFA%20History/Creed/>

RELATABLE ARTICLES:

I Believe in the Future of Agriculture: Historical Perspectives of the FFA Creed <http://www.mdffa.org/media/files/ffacreedhistory.pdf>

"FFA instructor's bucket list bullet sparks discovery" http://www.hpj.com/ag_news/ffa-instructor-s-bucket-list-bullet-sparks-discovery/article_326930da-f9a6-5454-9e50-2a601b062951.html

APPENDICES:

Appendix 1 – I Believe

Appendix 2 – The Same, but Different!

Appendix 2A – Original Version of FFA Creed

STANDARDS ALIGNMENT:

FFA Precept

PL-E. Awareness Understand personal vision, mission, and goals.

AFNR Cluster Skills

CS.01. Analyze issues, trends, technologies.

Common Core- Writing

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing.

Common Core- Math Practices

CCSS.MP2 Reason abstractly and quantitatively.

CCSS.MP7 Look for and make use of structure.

AFNR Career Ready Practices

CRP.04. Communicate clearly, effectively.

CRP.10. Plan education and career path.

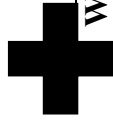
P21 Skills

Communication

Initiative and Self-Direction

I Believe...

Directions: Complete this worksheet after reading the article "I Believe" in *FFA New Horizons*.



What paragraph of the FFA Creed relates to you most closely? Why?

Which paragraph is the hardest for you to relate to? Why?

A creed is a statement of beliefs or guiding principles.

What would your own personal creed say?

I'm E.M. Tiffany. I was involved with FFA when it first started 88 years ago.

What is FFA like now?

Today FFA is...

What do you think Mr. Tiffany's response to a description of today's FFA would be?

The Same, but Different!

Directions: After reading the article “I Believe” in *FFA New Horizons*, complete this worksheet by comparing the original and the current FFA Creed.

Paragraph	What is the same or similar between the two versions?	What is different between the two versions?	Why do you think there were changes? (If there were no changes discuss why it did not change.)
#1			
#2			
#3			
#4			
#5			
What changes do you agree with or like the most?			
What changes do you disagree with or like the least?			

The Future Farmer Creed

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

I believe that to live and work on a good farm is pleasant as well as challenging; for I know the joys and discomforts of farm life and hold an inborn fondness for those associations which, even in hours of discouragement, I can not 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 organized farmers to serve our own and the public interest in marketing the product of our toil. I believe we can safeguard those rights against practises and policies that are unfair.

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 playing square with those whose happiness depends upon me.

I believe that rural America can and will hold true to the best traditions in 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.

(Adopted by the Third Annual Congress of F. F. A.)

I BELIEVE

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 playing 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.*

Oklahoma FFA advisor Travis Bradshaw and chapter reporter Bayli Hyde launch an in-depth research project to learn more about E.M. Tiffany, the author of the FFA Creed. Their project takes them to Wisconsin and a visit with his son, Jackson Tiffany.

You've heard about Benjamin Franklin, Abraham Lincoln and George Washington. These great men have gone down in history for their contributions to our country, but what if some have been overlooked?

A single item on one FFA advisor's "bucket list" may help rewrite the history of the FFA Creed, now celebrating its 85th anniversary, and the man behind it.

"The FFA Creed is a foundation by which FFA members live their lives," says Travis Bradshaw, FFA advisor for Burlington FFA in Oklahoma. "It puts into words what FFA members believe and what they should strive to accomplish throughout their lifetime. It reminds us why agriculture is the most important industry in our world, and gives us the motivation to know that we can make a difference in the future of agriculture."

Bradshaw has long been interested in the origins of the FFA Creed and its author, Erwin Milton "E.M." Tiffany. In 2014, a twist of fate presented an opportunity for him to indulge his curiosity.

"I was at a conference for the National Association of Agricultural Educators in Manhattan, Kan., and when the conference adjourned, I decided to go on a little side trip to the town of Lyndon, Kan.," Bradshaw says. "I had read it was the birth place of E.M. Tiffany, author of the FFA Creed."

Much to his surprise, when he pulled into town, there were no commemorative placards or signs to mention the town's esteemed citizen.

Bradshaw meandered through the local cemetery and found where Tiffany had been buried, but there was no connection to his FFA involvement. Bradshaw's search finally picked up momentum when a waitress at the local diner suggested he stop by the town historical society.

"When I asked the lady working at the historical society if she had any

had just kind of been forgotten," Bradshaw says.

Bradshaw poured through the historical society files and found a goldmine of information about Tiffany's life. They even contained his original 1902 graduation program from the local high school, which coincidentally had the graduation class colors blue and gold.

"The woman at the historical [society] was just fascinated," Bradshaw says. "She said they were writing a book about the history of the county and that they were going to have to include Tiffany in there."

As Bradshaw drove home to Oklahoma, he could not escape the thought that no one in Lyndon knew what a great man had called their town home.



Burlington FFA chapter members create a display about the FFA Creed for the historical society museum in Lyndon, Kan., where E.M. Tiffany was born.

information about E.M. Tiffany, she kind of looked at me and said, 'Well, who is that?'" Bradshaw says.

It became apparent that because the town no longer had an active FFA chapter, the importance of Tiffany's words had been tucked away in the town archives and slowly forgotten.

"I'm sure generations ago they knew, but as time passes on it

He called his chapter reporter, Bayli Hyde, who suggested the FFA chapter create a display for the historical society's museum about Tiffany and the impact of the FFA Creed. Bradshaw agreed and turned the project over to her and the chapter members to spearhead.

"I will never forget when Mr. Bradshaw called me to let me know

there was nothing about E.M. Tiffany in his hometown,” Hyde says. “I knew that we needed to create a window display about E.M. Tiffany and the FFA Creed in the historical society’s museum.”

As Hyde began to formulate her plan for the display, Bradshaw’s own sleuthing continued.

Tiffany’s obituary stated that he was born in Lyndon and moved to Madison, Wis., where he and his wife had a son named Jackson. Bradshaw was curious as to whether any of Jackson Tiffany’s children would still be around to give him any more information.

A quick Internet search yielded a promising phone number located in Madison.

“This gentleman answered the phone, so I told him who I was and what my position was,” Bradshaw

says. “I said I was looking for the relatives of an E.M. Tiffany or a Jackson Tiffany and he said, ‘Well, this is Jackson Tiffany.’”

Bradshaw had located E.M. Tiffany’s 88-year-old son, a living link to his father’s great achievement.

Jackson Tiffany agreed to an on-camera interview with Bradshaw and Hyde to chronicle the life of his father and his own personal memories and stories.

“We just sat there as Jackson Tiffany told the story of his father’s life,” Bradshaw says. “It was a phenomenal experience.”

Jackson Tiffany was only 3 years old when the FFA Creed was written and was never involved in FFA himself, but he always sensed how important his father’s work was to him.

It wasn’t until Bradshaw’s visit,

however, that he realized what a vast organization FFA has become and just how many members, past and present, have uttered his father’s immortal words.

Through his stories and anecdotes, Jackson Tiffany painted a picture of a man who was passionate about agriculture and community service.

“Currently we are working on a documentary using the interview footage for teachers to show in class,” Bradshaw says. “All these kids recite the Creed every year and say, ‘The FFA Creed, by E.M. Tiffany,’ but who is E.M. Tiffany?”

Hyde was even able to secure an SAE grant to help with the video production costs.

Thanks to the diligent efforts of his FFA chapter members and a little bit of luck, Bradshaw was able to shed some light on the heart and soul of the FFA organization.

“I hope that this project gives FFA members and advisors a glimpse into the life and history of the man who is responsible for writing the FFA Creed,” Bradshaw says. “As we continue to grow by leaps and bounds as an organization, it is my hope that we will never forget about those individuals who founded FFA.”

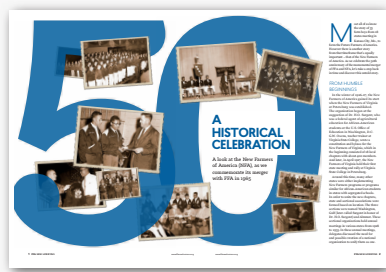
Hyde agrees, saying that this journey has definitely given her a greater appreciation for E.M. Tiffany.

“After I met Jackson Tiffany, E.M. Tiffany’s son, I realized that E.M. Tiffany was a man who had a passion for agriculture. It was wonderful to hear what E.M. Tiffany’s feelings were when he wrote the Creed,” she says. “When I started memorizing the FFA Creed my freshman year, I had no idea that I was going to take what I learned from the Creed and apply those skills or life lessons to wherever the future may take me.”

— Hannah Patterson



Bayli Hyde, reporter for the Burlington FFA chapter in Oklahoma, interviews Jackson Tiffany, son of E.M. Tiffany who authored the FFA Creed.



ARTICLE SUMMARY:

A Historical Celebration

The New Farmers of America and the Future Farmers of America merged into one organization 50 years ago. This article reviews the history of how NFA got its start and discusses the similarities and differences between the NFA and FFA. The events leading up to the merger are also reviewed.

DISCUSSION QUESTIONS:

- 1 Why do you think FFA was the organization that kept its name during the merger?
- 2 The percentage of African-American FFA members has remained low over the last 50 years. What might be reasons for this?
- 3 What are the similarities and differences between the two organizations?

ACTIVITY:

Activity #1: This activity is an exercise in reading for information. Students will read the article to glean information about NFA in order to complete the worksheet entitled "Peeking into the Past" (Appendix 3). A key for the worksheet is provided. *No Internet access is needed to complete this activity.*

Activity #2: This activity will involve information students have studied in two articles. Students will use the worksheet "A Belief in Agriculture" (Appendix 4) to compare the FFA Creed with the NFA Creed. The NFA Creed is provided in Appendix 4A. Students can compare the current or the 1930 version of the FFA Creed with the NFA Creed (student or teacher choice). *No Internet access is needed to complete this activity.*

FFA TIP:

The merger of FFA and NFA brought racial diversity to the organization, but diversity is much more than race. Use the WeAreFFA classroom replication guide to find some creative ways to build an inclusive environment in your FFA chapter. WeAreFFA resources are available at <https://www.ffa.org/resources/we-are-ffa>.

SAE TIP:

NFA gave students skills they could use in agriculture, and FFA still does this as well! One way students gain skills is through a supervised agriculture experience. A list of skills and competencies (in a zipped file) are provided at FFA.org so that all stakeholders can gain an idea of the potential skills learned through participation in each proficiency area. https://www.ffa.org/SiteCollectionDocuments/program_awards_SAE_Skills_and_Competencies.zip (Some of the proficiency titles are outdated, so check FFA.org for more recent titles).

VOCABULARY:

Consisted
Desegregated
Engrossed
Merger
Monumental
Segregated

FFA PRECEPT:

Premier Leadership:
Continuous Improvement

RELATABLE BOOKS, MOVIES AND LINKS:

New Farmers of America (NFA) Remembered <https://youtu.be/zCGedMsduqQ>

History of Agricultural Education Compiled by Rufus W. Stimson and Frank W. Lathrop (NFA portion begins on page 551) <https://books.google.com/books?id=Yhzjtlbodd0C&printsec=frontcover#v=onepage&q&f=false>

New Farmers of America Resources <http://ncffa.org/about-us/history/new-farmers-of-america-nfa/>

RELATABLE ARTICLES:

"Exploring the Past of the New Farmers of America (NFA): The Merger with the FFA" [http://www.researchgate.net/publication/237453259_Exploring_the_Past_of_the_New_Farmers_of_America_\(NFA\)_The_Merger_with_the_FFA](http://www.researchgate.net/publication/237453259_Exploring_the_Past_of_the_New_Farmers_of_America_(NFA)_The_Merger_with_the_FFA)

APPENDICES:

Appendix 3 – Peeking into the Past

Appendix 3 KEY – Peeking into the Past

Appendix 4 – A Belief in Agriculture

Appendix 4A – NFA Creed

STANDARDS ALIGNMENT:

FFA Precept

PL-F. Continuous Improvement. Ability to accept responsibility for learning.

AFNR Cluster Skills

CS.05. Describe career opportunities.

Common Core- Reading: Informational Text

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence.

CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text.

CCSS.ELA-LITERACY.RI.9-10.4 Determine the meaning of words and phrases.

Common Core- Writing

CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims.

CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts.

CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing.

CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing.

CCSS.ELA-LITERACY.W.9-12.9 Draw evidence from literary or informational texts.

Common Core- Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and

use accurately general academic words.

Common Core- Speaking and Listening

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions.

CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information.

Common Core- Math Practices

CCSS.MP2 Reason abstractly and quantitatively.

CCSS.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MP7 Look for and make use of

structure.

AFNR Career Ready Practices

CRP.04. Communicate clearly, effectively, and with reason.

P21 Skills

Civic Literacy

Communication

Critical Thinking and Problem Solving

Information Literacy

Initiative and Self-direction

Productivity and Accountability

Peeking into the Past

Directions: Complete this worksheet using information available in the article “A Historical Celebration” in *FFA New Horizons*.



1. How did the New Farmers of America begin?
2. How were the chapters united?
3. The national organization was established on _____ at the first meeting of NFA at the _____ in _____.
4. After the NFA convention stopped rotating, what location became its permanent home?
5. How many National NFA Officers were there? What were their titles?
6. The NFA constitution was written by _____.
7. What was the peak membership of NFA? _____
8. _____ was the first NFA officer to speak at a National FFA Convention.
9. NFA was officially recognized by the U.S. Department of Agriculture in _____.
10. What is one major reason for the merger of NFA and FFA?
11. What is the major difference between the NFA emblem and the FFA emblem? What do you think is the meaning of the symbol they chose?
12. When did NFA and FFA merge?

Aligned to the following standards:

FFA PL-F.; CS.05.; CCSS.ELA-LITERACY.RI.9-10.1; CCSS.ELA-LITERACY.RI.9-10.2; CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2; CCSS.ELA-LITERACY.W.9-10.4; CCSS.ELA-LITERACY.W.9-10.5; CCSS.ELA-LITERACY.W.9-12.9; CCSS.ELA-LITERACY.L.9-10.6; CCSS.ELA-LITERACY.SL.9-10.1; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.MP2; CCSS.MP3; CCSS.MP7; CRP.04

Peeking into the Past KEY



Directions: Complete this worksheet using information available in the article “A Historical Celebration” in *FFA New Horizons*.

1. How did the New Farmers of America begin?

Dr. H.O. Sargent, who was the federal agent of Ag Ed for African-American students, suggested the organization be started. It began in the winter of 1926 in Virginia.

2. How were the chapters united?

State and sectional associations were formed based on location. The three sections were Washington, Gulf/Sargent, and Almmot.

3. The national organization was established on Aug. 4, 1935 at the first meeting of NFA at the Tuskegee Institute in Alabama.

4. After the NFA convention stopped rotating, what location became its permanent home?

Atlanta, Ga.

5. How many National NFA Officers were there? What were their titles?

Seven. President, Secretary, Treasurer, Reporter, and three Vice Presidents (one from each section).

6. The NFA constitution was written by G.W. Owens.

7. What was the peak membership of NFA? 58,132

8. Robert Boone was the first NFA officer to speak at a National FFA Convention.

9. NFA was officially recognized by the U.S. Department of Agriculture in 1941.

10. What is one major reason for the merger of NFA and FFA?

The need became apparent as the Civil Rights Movement led to the desegregation of schools. The 1964 Civil Rights Act required all schools to desegregate, which ultimately made the merge necessary.

11. What is the major difference between the NFA emblem and the FFA emblem? What do you think is the meaning of the symbol they chose?

NFA has a cotton boll with two leaves as the base. FFA is a cross-section of an ear of corn. Answers about the meaning will vary. The official meaning states the cotton boll represents “important economic agricultural interests of many members.”

12. When did NFA and FFA merge?

July 1, 1965

Aligned to the following standards:

FFA PL-F.; CS.05.; CCSS.ELA-LITERACY.RI.9-10.1; CCSS.ELA-LITERACY.RI.9-10.2; CCSS.ELA-LITERACY.RI.9-10.4; CCSS.ELA-LITERACY.W.9-10.1; CCSS.ELA-LITERACY.W.9-10.2; CCSS.ELA-LITERACY.W.9-10.4.; CCSS.ELA-LITERACY.W.9-10.5; CCSS.ELA-LITERACY.W.9-12.9; CCSS.ELA-LITERACY.L.9-10.6; CCSS.ELA-LITERACY.SL.9-10.1; CCSS.ELA-LITERACY.SL.9-10.2; CCSS.MP2; CCSS.MP3; CCSS.MP7; CRP.04

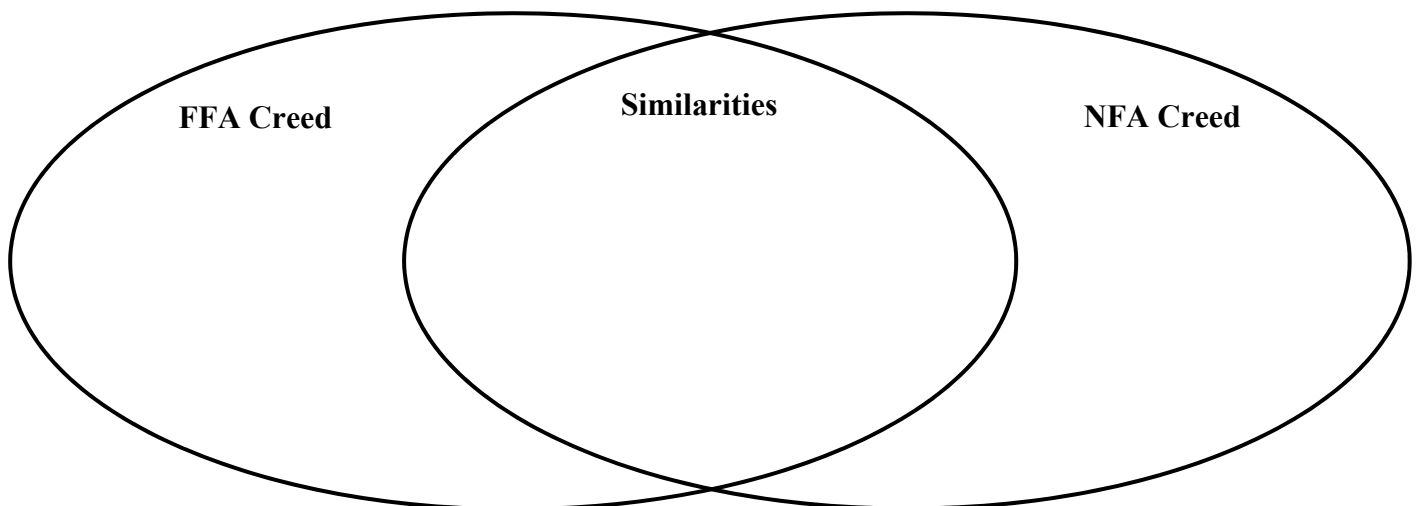
A Belief in Agriculture

Directions: Complete this worksheet after reading the articles “A Historical Celebration” and “I Believe” in *FFA New Horizons*.

1. In your own words, explain the meaning of each paragraph of the NFA Creed.

NFA Creed	Meaning
Paragraph One	
Paragraph Two	
Paragraph Three	
Paragraph Four	
Paragraph Five	
Paragraph Six	

2. Using the Venn diagram compare and contrast the FFA Creed and NFA Creed.





Creed | *New Farmers of America*

I believe in the dignity of farm work and that I shall prosper in proportion as I learn to put knowledge and skill into the occupation of farming.

I believe that the farm boy who learns to produce better crops and better livestock; who learns to improve and beautify his home surroundings will find joy and success in meeting the challenging situations as they arise in his daily living.

I believe that rural organizations should develop their leaders from within; that the boys in the rural communities should look forward to positions of leadership in the civic, social and public life surrounding them.

I believe that the life of service is the life that counts; that happiness endures to mankind when it comes from having helped lift the burdens of others.

I believe in the practice of co-operation in agriculture; that it will aid in bringing to the man lowest down a wealth of giving as well as receiving.

I believe that each farm boy bears the responsibility for finding and developing his talents to the end that the life of his people may thereby be enriched so that happiness and contentment will come to all.





A HISTORICAL CELEBRATION

A look at the New Farmers of America (NFA), as we commemorate its merger with FFA in 1965



Most all of us know the story of 33 farm boys from 18 states meeting in Kansas City, Mo., to

form the Future Farmers of America. However there is another story from that timeframe that's equally important – that of the New Farmers of America. As we celebrate the 50th anniversary of the monumental merger of FFA and NFA, let's take a step back in time and discover this untold story.

FROM HUMBLE BEGINNINGS

In the winter of 1926-27, the New Farmers of America gained its start when the New Farmers of Virginia at Petersburg was established. The organization began at the suggestion of Dr. H.O. Sargent, who was a federal agent of agricultural education for African-American students at the U.S. Office of Education in Washington, D.C. G.W. Owens, teacher trainer at Virginia State College, wrote a constitution and bylaws for the New Farmers of Virginia, which in the beginning consisted of 18 local chapters with about 400 members. And later, in April 1927, the New Farmers of Virginia held their first state meeting and rally at Virginia State College in Petersburg.

Around this time, many other states were either implementing New Farmers programs or programs similar for African-American students in states with segregated schools. In order to unite the new chapters, state and sectional associations were formed based on location. The three sections were named Washington, Gulf (later called Sargent in honor of Dr. H.O. Sargent) and Almmot. These sectional organizations held annual meetings in various states from 1928 to 1935. In these annual meetings, delegates discussed the need for and possible creation of a national organization to unify them as one.

AN ORGANIZATION IS FORMED

Their ideas became reality on Aug. 4, 1935. The New Farmers of America hosted its first national convention at the Tuskegee Institute in Alabama. The convention consisted of speaking and judging competitions, business sessions, election of national officers and entertainment from various chapters. During business sessions, NFA elected the first national officer team, consisting of a president, secretary, treasurer, reporter and one vice president from each sectional organization.

Although similar in their purpose to prepare students for an agricultural profession, NFA and FFA had several differences. For example, the emblem was based on a cotton boll rather than the cross-section of corn. NFA had its own Creed and different degrees of membership.

In the beginning, NFA was not under any direct authority of the U.S. Department of Education. Although

NFA was advised by H.O. Sargent, an employee of the department, it wasn't until 1941 that the Department of Education decided to legalize NFA under its own authority. Then in 1944, the FFA Foundation was incorporated to provide business, industrial, civic, farm and service organizations with an opportunity to further both FFA and NFA.

AND THEN THERE WAS ONE

In the early 1960s, discussion of merging FFA and NFA began to arise. For five years, both organizations worked at the local, state and national levels to prepare for the merger. As the country became engrossed in the Civil Rights Movement, many NFA chapters began to merge with local FFA chapters as a result of state and local school desegregation. Then in 1962, the national FFA and NFA officers met to discuss the future of the two organizations. However their fate was sealed with the passage of the

1964 Civil Rights Act, which required the desegregation of all schools.

On July 1, 1965, the two organizations merged as one, with a ceremony being held later at the national FFA convention finalizing the event.

50 YEARS LATER

The NFA Creed states, "I believe that a life of service is the life that counts; that happiness endures to mankind when it comes from having helped lift the burdens of others." The last Tennessee NFA State President, Larry Reece, says this quote of the NFA Creed, which he can still recite, is what he took away from NFA, from high school, and what he embraces today and going forward.

The 1963-64 national NFA president, Robert Boone, was the first NFA officer to attend and speak at the National FFA Convention. He reflects on the convention saying, "I do believe that we made some progress in establishing some real bridges and

NFA Timeline

1926

» Localized NFA chapters appear in Virginia, with the first chapter being New Farmers of Virginia, Petersburg.

1928

» With popularity growing among the states, sections were formed to allow states to have regional conferences. The first sections were named Washington, Sargent and Almmot.

1944

» The FFA Foundation is incorporated to provide business, industrial, civic, farm and service organizations with an opportunity to further both FFA and NFA.

1927

» New Farmers of Virginia hosts first State Conference in April at Virginia State College.



1935

» The national organization was established Aug. 4, 1935, at the first meeting of the New Farmers of America at the Tuskegee Institute in Alabama.

1941

» The U.S. Department of Education "legalizes" NFA under its own authority.

real opportunities, that later and even today as we celebrate [the merger], certainly were very fruitful.”

Boone encourages educators and members saying, “We need to continue to plant the seeds of success and the possibility of success with young people. They need to be made aware it’s not what we accomplish today, but it’s what we can do tomorrow.”

Today, 50 years after NFA and FFA merged, Reese reflects on the merger saying, “NFA, as a club, may have gone away, but the ideals are still being embraced in the National FFA Organization.”

— *Samantha Beard*



MORE ONLINE

Visit FFAnewhorizons.org for more photos and artifacts from the New Farmers of America, including the full script of the NFA Creed.



Kentucky FFA welcomed past NFA president Rupert Seals to speak at its 2014 state FFA convention.

1949

- » After several NFA convention rotations, Atlanta, Ga., becomes the permanent home for the New Farmers of America convention.



1963

- » NFA reaches peak membership with 58,132 members.
- » Robert Boone, NFA president, becomes first NFA officer to speak at a national FFA convention in history.

1964

- » The Civil Rights Act of 1964 passes, requiring the desegregation of schools.

1960

- » Local NFA and FFA chapters begin merging together.

1962

- » NFA and FFA national officers hold a joint meeting to discuss the future of the two organizations.

1965

- » NFA and FFA officially merge on July 1, 1965 and hold a ceremony at the national FFA convention finalizing the merger.





ARTICLE SUMMARY:

Life is a Journey, Not a Destination

My Journey is the new “go to” place for resources to help students develop premier leadership, personal growth and career success. My Journey provides videos, career and SAE spotlights, quizzes, tips on agricultural advocacy, a resume generator and so much more! It is a resource that can help students as first-year FFA members all the way until they get a job.

DISCUSSION QUESTIONS:

- 1 How could you use My Journey to do more in FFA?
- 2 How could you use My Journey to develop your SAE?
- 3 How could you use My Journey to find a career path?

ACTIVITY:

Students will explore My Journey to see everything it has to offer and record items they find interesting or useful on the worksheet “My Journey, My Future” (Appendix 5). Please note: students will need an FFA.org login to access My Journey. If a student is not an FFA member you can label them as an “Ag Ed Only” student in your roster; this will allow them to get an invitation code, but it will not impact your invoice for membership. While students are completing this activity, check out My Journey for instructors to see all the lesson plans and resources available to you. *Internet access is needed to complete this activity.*

FFA TIP:

Using information and resources available in My Journey, have each of your classes design an activity for your next chapter meeting. *Hint: The Build page has links to fun activities, and the Explore and Connect pages provide information on various FFA programs.*

SAE TIP:

If students are struggling to find an idea for an SAE, point them to My Journey. They can see what other students are doing for SAEs, and they can check out the Pathways area (available on the Connect page) for even more SAE ideas.

VOCABULARY:

Guidance
Inspiration
Resume

FFA PRECEPT:

Personal Growth:
Professional Growth

RELATABLE BOOKS, MOVIES AND LINKS:

My Journey Student Tutorial
<https://vimeo.com/134132258>
My Journey Instructor Tutorial
<https://vimeo.com/134129897>

APPENDICES:

Appendix 5 – My Journey, My Future

STANDARDS ALIGNMENT:

FFA Precept

PG-I. Professional Growth. Ability to assume responsibility.

AFNR Cluster Skills

CS.05. Describe career opportunities.

Common Core- Writing

CCSS.ELA-LITERACY.W.9-10.8
Gather relevant information.

CCSS.ELA-LITERACY.W.9-12.9
Draw evidence from literary or informational texts.

Common Core- Language

CCSS.ELA-LITERACY.L.9-10.6 Acquire and use accurately general academic words.

Common Core- Speaking and Listening

CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions.

CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information.

AFNR Career Ready Practices

CRP.04. Communicate clearly, effectively, and with reason.

P21 Skills

Communication
Critical Thinking and Problem Solving
Global Awareness
Information Literacy
Initiative and Self-direction
Leadership and Responsibility
Productivity and Accountability

My Journey, My Future

Directions: Access My Journey to learn more about it while you complete this worksheet. You can access My Journey at www.FFA.org/my-journey.

Explore

Premier Leadership

Pick a box from this column and share what you discovered.

Personal Growth

Pick a box from this column and share what you discovered.

Career Success

Pick a box from this column and share what you discovered.

Pick a box from this column and share what you learned.

Pick a box from this column and share what you learned.

Pick a box from this column and share what you learned.

Premier Leadership

Personal Growth

Career Success

Build

Pick a box from this column and share what you found.

Pick a box from this section and share what you discovered.

Pick a box from this section and share what you discovered.

Connect

Premier Leadership

Personal Growth

Career Success

Life Is a Journey, Not a Destination

Discover career-planning resources at FFA.org

Have you ever seen one of those “Salt Life” decals on someone’s car and thought, “I need one that says ‘FFA Life’?”

After all, FFA has provided you with a place to belong, things to do and experiences you will never forget.

But do you sometimes feel like you could be getting more out of FFA? Do you wonder how FFA is going to help you land your dream job as a crop researcher, nurse, firefighter or ____ (fill in the blank with your dream career)?

One of the first things you may have learned about FFA was the mission statement: FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education. You know serving as an officer develops your leadership skills, meeting new people grows you as a person, and competing in a career development event can lead to career success.

But what if you aren’t an officer? What if you don’t compete in a CDE? Are there other ways to grow besides meeting new people? Do you feel like you are not fully experiencing the FFA mission? Do you sometimes feel a little lost on this journey that is life?

Well, you’re in luck! If you answered “yes” to any of these questions, it’s time for you to check out My Journey on FFA.org. My Journey is your “go to” place to explore, build and connect to resources that will inspire and prepare you to be your best through premier leadership, personal growth and career success, while linking

your current love of agriculture and FFA to your future career.

EXPLORE

Perhaps you want to know what type of leader you are, or what supervised agricultural experiences other students are doing across the country. Maybe you just need some inspiration and guidance on what you want to do after graduation or what jobs match your

My Journey is your “go to” place to explore, build and connect to resources that will inspire and prepare you to be your best.

interests and skills. If so, it’s time for you to explore your options.

The Explore section of My Journey features videos, current event articles and personality quizzes you can use to discover how you can take advantage of your strengths and make the most of all the opportunities available to you.

BUILD

Once you know who you are and what you are interested in, it is time to build your future. In the Build section of My Journey are tools to help you rock your next interview. The section also features a new Resume Generator that will walk you through the process of creating a resume. You no longer have to worry if you are including the right things or if you are formatting your resume correctly; the Resume Generator takes away the guesswork!

The Build area also includes tools for chapter activity planning, recruitment,

service projects and more. Check out the templates and guides available to help you create the best experience for your fellow members.

CONNECT

After you have explored and built, the next step in your journey is to make the connection from your passions and interests to your future. Even an interest in computers or law can be tied to agriculture. Connect to opportunities outside of your chapter, town and state, and find available opportunities within FFA programs in the Connect section of My Journey.

Find internships and careers in a wide variety of areas, from traditional agriculture to marketing, food science, power machines and more. Learn from and share your story with members thousands of miles away or just one town over.

Some of the best experiences you will have are the ones you don’t even know exist right now, and the only way to learn about them is to look. Ralph Waldo Emerson said, “Life is a journey, not a destination.” You have made FFA a part of your life and a part of your journey; now My Journey will make sure you have all you need to Explore, Build and Connect to the person you dream of being.

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– Haley Hampton