



FFA in the USA Article Activity

Created: 11/2024 by the National FFA Organization

Description of Lesson: *This is a general activity to be used with any of the FFA in the USA articles.*

Student Learning Objectives:

After completing these activities, students will ...

- 1. Analyze an FFA in the USA article.
- 2. Determine the required elements for an article.
- 3. Write an article advocating for agriculture or FFA in their local community.

Suggested Grade Level:

Grades 9 and 10 (This lesson is written so instructors can scale up or down based on class needs.)

Suggested Time: 50 minutes (*Time requirements may vary based upon student understanding and class schedule.)

Resources/References:

- 1. Website: FFA in the USA (2024), FFA.org/FFA-in-the-usa/

Equipment and Supplies Needed:

- 1. A copy of the “Advocate for Agriculture” worksheet for each student
- 2. Internet to access the FFA in the USA articles or have a handful of them printed off in advance

Vocabulary:

- 1. APA citation
- 2. Appeal
- 3. Advocacy
- 4. Jargon
- 5. Primary source

Cross-Curricular Connections:

English/Language Arts
• Students will write an article advocating for agriculture or FFA. • Students will analyze an FFA in the USA article.

SAE and FFA Connections

- 1. Agricultural Communications CDE, FFA.org/participate/cdes/ag-communications/
- 2. Agricultural Communications and Education SAE Idea Cards, <https://FFA.box.com/s/x7e4v2gzxcwkleugkun3mt0421m5nejx>
- 3. Agricultural Issues Forum LDE, FFA.org/participate/cde-lde/agricultural-issues-forum/
- 4. FFA in the USA Reporters, FFA.org/FFA-in-the-usa/

Student Activity Sheets:

Direct access to student activity sheets without lesson plan or answer key for easy upload to a learning management system or printing for classwork.

<https://ffa.box.com/s/fe31f955lvq4l4q1ujdg88s8b23ktkbi> (Word)

<https://ffa.box.com/s/68n8e4vb74o0vk4ix5d0x7h6gavve9ix> (PDF)

<https://docs.google.com/document/d/1VuLL8SKO-X23NiSmLSNXmheq425Yfkfg/copy> (Google)

These Activities Are Aligned to the Following Standards:

FFA Precept

- FFA.PL-A.Action: Assume responsibility and take the necessary steps to achieve the desired results, no matter what the goal or task at hand.
- FFA.PL-E.Awareness: Understand personal vision, mission and goals.
- FFA.PL-F.Continuous Improvement: Accept responsibility for learning and personal growth.
- FFA.PG-I.Professional Growth: Assume responsibility for attaining and improving upon the skills needed for career success.
- FFA.CS-M.Communication: Effectively interact with others in personal and professional settings.
- FFA.CS-N.Decision Making: Analyze a situation and execute an appropriate course of action.

Common Core – Reading: Informational Text

- CCSS.ELA-Literacy.RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Common Core – Speaking and Listening

- CCSS.ELA-Literacy.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Common Core – Literacy in Science & Technical Subjects: Writing

- CCSS.ELA-Literacy.WHST.9.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

AFNR Career Ready Practices

- CRP.02. Apply appropriate academic and technical skills. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive.
- CRP.04. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas and action plans with clarity, whether using written, verbal and/or visual methods.
- CRP.05. Consider the environmental, social and economic impact of decisions. Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organizations and the environment.
- CRP.07. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies.
- CRP.08. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem.
- CRP.11. Use technology to enhance productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Global Awareness
- Flexibility and Adaptability
- Initiative and Self-direction
- Leadership and Responsibility
- Think Creatively

Lesson Plan:

1. **Bell Ringer:** Define advocacy and determine why it is important to advocate for agriculture and the FFA.
2. **Introduction:** *Advocating for agriculture and FFA in our local community is one of the most important roles we have as agriculturists. Today, you are going to analyze an article written by FFA members from across the country and apply what you have learned to your own advocacy article.*
3. **Activity:** Each student needs a copy of the worksheet “Advocate for Agriculture.”
 - a. **Part 1:** Students will choose one of the [FFA in the USA articles](#) to analyze. Students will then fill out Part 1 of the worksheet as they read the article.
 - b. **Part 2:** Students will brainstorm the article they will be writing by filling out the information on the worksheet.
 - c. **Part 3:** Students will utilize the tips and tricks for writing an article to write their own article advocating for agriculture or FFA in their local community.
4. **Follow-up:** Have students partner up to review each other’s articles and give feedback.
5. **Optional – Extended Learning Opportunities (Not factored into time requirement):**
 - a. Have students reach out to the local newspaper to submit their articles for publication.
6. **Exit Ticket:** Why is advocating for something important? What role do you think advocating plays in the agriculture industry and FFA? Give a specific example.

Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

Advocate for Agriculture

Part 1

Directions:

Read an “FFA in the USA” article and complete the activity below. The articles can be found at [FFA.org/FFA-in-the-usa/](https://www.ffa.org/ffa-in-the-usa/).

1. What is the title, author and state of the article you read?

Author:	State:
Article Title:	

2. Read the article title, and look at the picture. In the box below, make a prediction about what the article is about. (Two or three sentences)

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3. What are three pieces of key information presented in the article, and how has each of these pieces of information added to the story?

1.
2.
3.

4. How does the author advocate for agriculture or FFA through the article?

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5. How does the article's story impact the local community or state the author is from?

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Name: _____

6. What is one piece of information you would add to the story if you were the author?

7. What are three questions you would ask the author to get more information about the story?

1.

2.

3.

8. Share two pieces of key information you learned from this article.

9. What did you learn about the importance of advocating for a topic you are interested in?

Name: _____

Advocate for Agriculture

Aligned to the following standards:
FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N;
CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4;
CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

Part 2

Directions:

Start brainstorming the article you will be writing by completing the activity below.

Step 1: Identify your topic.

What are three events that happen in your local community?

1.

2.

3.

What are three topics that impact you and that you feel the need to advocate for?

1.

2.

3.

What are three agricultural current events in your community or state you could highlight?

1.

2.

3.

Choose one topic from above that you want to write about the most.

My topic:

Step 2: Determine key audiences.

Who are the key people you want to reach with your message?	How can you appeal to each of these key people?

Name: _____

Step 3: Determine what they need to know.

What does your audience need to know to understand and accept your message?

1.

2.

3.

Step 4: Find your sources.

What are three sources you can utilize for your article?

1.

2.

3.

Name: _____

Aligned to the following standards:

FFA.PL-A; FFA.PL-E; FFA.PL-F; FFA.PG-I; FFA.CS-M; FFA.CS-N; CCSS.RI.9-10.2; CCSS.RI.9-10.4; CCSS.SL.9-10.2; CCSS.SL.9-10.4; CCSS.WHST.9.10.4; CRP.02; CRP.04; CRP.05; CRP.07; CRP.08; CRP.11

Advocate for Agriculture

Part 3

Directions:

Using the information you brainstormed in Part 2, along with the following guidelines, write an article to advocate for an event or activity you are passionate about.

Storytelling Tips

- Find the hook: What will interest your audience? Keep it interesting and engaging. Use your headline and lead to draw them in.
- Think of those topics that only you can tell from a one-of-a-kind perspective.
- Relate your content back to your audience. Why does this matter to them?
- Find an emotional connection.
- Paint a picture with your words and images. Put the reader in your content with emotions and senses.
- Does your story need a call to action? What do you want the reader to do after they read your story?
- Always quote primary sources.
- Be clear, concise and consistent in your writing.
- Use active verbs (Ex. achieved, delivered, developed, increased, etc.).
- Use simple, short words.
- Avoid jargon.

Article Requirements: Check off each item as you complete it.

1. _____ Create a title that grabs the reader's attention and reflects the main topic of the article.
2. _____ Add a relevant and high-quality image to enhance the article's visual appeal.
3. _____ Ensure the article is between 300 and 500 words.
4. _____ Write an engaging introduction that hooks the reader and briefly introduces the topic.
5. _____ Divide the article into clear paragraphs. Each paragraph should focus on a single idea supported by evidence or examples.
6. _____ Incorporate at least one direct quote from an expert, source or interview to support your points.
7. _____ Using APA style, properly cite any references or sources you used.
8. _____ Summarize the main points and restate the significance of the topic or leave the reader with a final thought.
9. _____ Proofread the article for any grammar, punctuation, or spelling errors before submission.

Name: _____

Peer Review Rubric

Area	4 Points	3 Points	2 Points	1 Point	Total Score
Content	All content is accurate. There are no factual errors.	Most of the content is accurate, but there is one piece of information that seems inaccurate.	The content is generally accurate, but one piece of information is clearly inaccurate.	Content is confusing or contains more than one factual error.	
Organization	Information is presented in a logical, interesting sequence.	Information is in a logical sequence.	Difficult to follow the article	Cannot understand the article and there is no sequence of information	
Citations	Used a variety of sources in reaching accurate conclusions and all citations are correct	Used a variety of sources but not all citations are correct	Two or more citations are incorrect and only one source is used.	Three or more citations are incorrect, and no sources are used.	
Grammar/Spelling	There are no errors in spelling or grammar.	There is one error in spelling or grammar.	There are two errors in spelling or grammar.	There are more than two errors in spelling or grammar.	

Comments: