



Section 1: Part 2

Our History: Leaders

Created: June/2016 by the National FFA Organization

STUDENT LEARNING OBJECTIVES:

After completing these activities, students will...

1. Name key people in FFA and NFA history.
2. Provide examples how key leaders have influenced the National FFA Organization.

TIME REQUIRED: Interest Approach – 10 minutes; Activity 1 – 30 minutes; Activity 2 – 10 minutes

RESOURCES: "Official FFA Student Handbook," FFA.org and additional resources outlined below.

EQUIPMENT AND SUPPLIES NEEDED:

1. First Leaders.
2. First Leaders Assessment.
3. First Leaders Assessment Key.
4. NH.Section1.Our History – PowerPoint Presentation.
5. "Official FFA Student Handbook" – one copy per student.
6. Scissors.
7. Bag.
8. Internet access for students (*optional*).

THIS QUICK LESSON PLAN WOULD WORK WELL AS:

1. An introduction to FFA/NFA history.
2. An FFA timeline.

THESE ACTIVITIES ARE ALIGNED TO THE FOLLOWING STANDARDS:

AFNR Performance Element

- CS.01. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

FFA Precept

- FFA.PL-B.Relationship. Build relationships, work as a team player and appreciate the talents of others.
- FFA.PL-C.Vision. Visualize the future and how to get there.
- FFA.PL-E.Awareness. Understand personal vision, mission, and goals.
- FFA.CS-M.Communication. Effectively interact with others in personal and professional settings.

Common Career Technical Core

- AG1. Analyze how issues, trends, technologies and public policies impact systems in the Agriculture, Food & Natural Resources Career Cluster.

Common Core - Reading: Informational Text

- CCSS.ELA-Literacy.RI9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order of which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Common Core - Speaking and Listening

- 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.

AFNR Career Ready Practices

- 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.

Partnership for 21st Century Skills

- Communication
- Critical Thinking and Problem Solving
- Initiative and Self-Direction

LESSON PLAN:

1. *Interest Approach:* Ask students to name a few of the founding fathers of the United States (i.e., George Washington, John Hancock, Benjamin Franklin, etc.). Then ask students to name the role each of these founding fathers played in the start of the country.
 - a. Show the History Channel's "American Revolution History," <http://www.history.com/topics/american-revolution/american-revolution-history/videos/founding-fathers-of-innovation>.
 - b. Explain that just how the United States had founding fathers who changed the course of the country, the National FFA Organization had a few "founding leaders" who played a key role in the implementation of FFA and NFA.
2. *Activity 1:* Name key people in FFA and NFA history.
 - a. Have students read pages 16-17 of "The Official Student Handbook" on the key leaders in the history of FFA and NFA.
 - b. After students have finished reading, divide them into pairs. One person from each pair will come to the front of the room and draw a name from the bag (FFA.NH.1.2.B.A.).
 - c. Each pair will create a two-minute presentation about the selected person. The presentation could be in the form of a poster, interview, skit or song. Allow students 10 minutes to create their presentations.
 - d. Students will then present the information in front of the class. Students in the audience should take notes on the important facts from the lives of these key leaders in NFA and FFA.
3. *Activity 2:* Provide examples on how key leaders have influenced the National FFA Organization.
 - a. Following the presentations on each of the key leaders, have students use their copy of "The Official Student Handbook" to evaluate what current FFA traditions or functions have been influenced by previous leaders.
 - i. Compare and contrast the National FFA Organization today with traditions and leaders from previous years.
 - ii. Have pairs share with each other what they find. Then share with the class.
4. *Follow Up:* Give each student a copy of the FFA.NH.1.2.B.ASSESS. to gauge understanding of key players in FFA/NFA.
5. *Leveling Up:*
 - a. Analyze key events throughout FFA and NFA history, other than the original key leaders, and evaluate how their efforts have contributed to FFA today.
 - b. Determine how individual chapter goals can impact future chapter functions. Set a vision for the chapter with new goals.

ADDITIONAL RESOURCES:

NH.Section1.Our History – PowerPoint Presentation.

"Official FFA Student Handbook" – one copy per student.

The History Channel's "American Revolution History,"

<http://www.history.com/topics/american-revolution/american-revolution-history/videos/founding-fathers-of-innovation>.

For additional resources, visit <https://ncffa.org/about-us/history/new-farmers-of-america-nfa1/>.

NAME: _____ DATE: _____ CLASS: _____

First Leaders FFA/NFA History

Charles Homer Lane	Charles Homer Lane
Henry C. Groseclose	Henry C. Groseclose
Harry Oscar Sampson	Harry Oscar Sampson
Harvey Owen Sargent	Harvey Owen Sargent
G.W. Owens	G.W. Owens
J.R. Thomas	J.R. Thomas
David Simmons	David Simmons
E.M. Tiffany	E.M. Tiffany
Charles Homer Lane	Charles Homer Lane
Henry C. Groseclose	Henry C. Groseclose
Harry Oscar Sampson	Harry Oscar Sampson
Harvey Owen Sargent	Harvey Owen Sargent
G.W. Owens	G.W. Owens
J.R. Thomas	J.R. Thomas
David Simmons	David Simmons
E.M. Tiffany	E.M. Tiffany

NAME: _____ DATE: _____ CLASS: _____

First Leaders Assessment

FFA/NFA History

DIRECTIONS:

Match the name of the individual with their accomplishment on the right.

David Simmons	Elected as the first national FFA advisor in 1928
Harry Oscar Sampson	Helped start the Future Farmers of Virginia in 1926
G.W. Owens	Wrote the FFA Creed in the summer of 1928
Henry C. Groseclose	Founding father of both FFA and NFA
J.R. Thomas	Teacher trainer at Virginia State College and was instrumental in founding NFA
Charles Homer Lane	Served as the NFA advisor and executive secretary
Harvey Owen Sargent	First national NFA president
E.M. Tiffany	One of the first high school agriculture educators

What goals does your chapter have for the following year? How can those goals influence the future of your FFA chapter?

NAME: _____ DATE: _____ CLASS: _____

First Leaders Assessment Key FFA/NFA History

DIRECTIONS:

Match the name of the individual with their accomplishment on the right.

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What goals does your chapter have for the following year? How can those goals influence the future of your FFA chapter?

Aligned to the following standards:
CS.01; FFA.PL-B.Relationship. FFA.PL-C.Vision. FFA.PL-E.Awareness; FFA.CS-M.Communication; AG1; CCSS.ELA-Literacy.RI9-10.3; CCSS.ELA-Literacy.SL.9-10.4; CRP.04; Communication; Critical Thinking and Problem Solving; Initiative and Self-Direction.