

<u>Lesson Title:</u> My Emblem		<u>Unit Title:</u> FFA Emblem	<u>Teacher Name:</u> K. Rach
<u>Lesson Purpose/Goal:</u> Upon completion of this lesson students will understand the FFA emblem and express their sense of creativity.			<u>Time:</u> 50 min
<u>Instructional Objectives:</u> (Students...) 1. Describe the different “parts” of the FFA emblem. (symbols and words) 2. Create an FFA emblem.			
<u>TEKS:</u>	<u>TAKS:</u>	<u>LifeKnowledge Precept:</u> (If Applicable)	
<u>Materials/Supplies Needed:</u> <ul style="list-style-type: none"> <li>• FFA emblem</li> <li>• FFA manual</li> <li>• Construction paper</li> <li>• Scissors</li> <li>• Glue</li> <li>• Markers</li> <li>• Magazines</li> </ul>			
<u>References:</u> <ul style="list-style-type: none"> <li>• FFA manual</li> </ul>			
<u>Global Contextual Set:</u> (1. Where we have been; 2. Where we are going & why; 3. What we are doing today; 4. How learners should conduct themselves) <ol style="list-style-type: none"> <li>1. Yesterday we went over the rules, procedures, and consequences for our classroom;</li> <li>2. We are going to move back into studying about the FFA so we can understand this great organization we are apart of.</li> <li>3. Today we are going to begin talking about the FFA emblem;</li> <li>4. Please be prepared to actively participate and have fun.</li> </ol>			
<u>Focus/Interest Approach/Anticipatory Set:</u> (Captures attention and focuses students’ thinking through physical/cognitive engagement. <i>Principle – Experience before label.</i> ) <ul style="list-style-type: none"> <li>• Who knows what this is? (hold up an FFA emblem) Well what do all of these things on here mean? How do you know what that means? Ok, right we have all heard a little about these symbols in the opening ceremonies that we went over last week.</li> </ul>			
<b>Lesson Content:</b>			
<u>Objective 1:</u> Describe the different “parts” of the FFA emblem. (symbols and words) <i>(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)</i>			<u>Teaching Method:</u> Lecture
So we have decided that this is the FFA emblem and the items on this emblem are part of the opening ceremonies.  Page 17 of the FFA manual. -5 symbols represent the history, goals, and future of the FFA. -the symbols cover a broad spectrum of ag  The cross section of the ear of corn. -foundation of the emblem, just like corn has historically served as the foundation crop of American agriculture. -also a symbol of unity, because corn is grown in every state in the US What station is represented by the ear of corn? (secretary)			<u>Notes:</u>

<p>The Rising sun -signifies progress -promise that tomorrow will bring a new day Who is stationed by the rising sun? (president)</p> <p>The Plow -labor and tillage of the soil, the backbone of ag -historic foundation of our country's strength. Who is stationed by the plow? (Vice President)</p> <p>The Eagle -national symbol (reminder of freedom and ability to explore new horizons for ag)</p> <p>The owl -wisdom and knowledge required to be successful in the ag industry Who is stationed by the owl? (advisor)</p> <p>The words AGRICULTURAL EDUCATION and FFA -learning and leadership necessary for progressive agriculture</p>	
<p><u>Checking for Understanding:</u></p> <ul style="list-style-type: none"> <li>• What questions are there about the FFA emblem?</li> </ul>	
<p><u>Contextual Bridge:</u></p> <ul style="list-style-type: none"> <li>• Now that we know all of the parts of the FFA emblem, we are going to make our own emblems.</li> </ul>	
<p><u>Objective 2:</u> Create an FFA emblem <i>(Include all content, activities, directions, scripting, etc. below. Use as much space as needed)</i></p>	<p><u>Teaching Method:</u> Project</p>
<p>Ok we are going to make our own FFA emblem. Everybody was asked to bring a magazine yesterday- this is why.</p> <p>The emblem we each create must have: (write on the board) 5 symbols that represent who you are. (20 pts) 3 words that describe you. (20 pts) Name and class on the back. (20pts) Neatness will be part of the grade- so when gluing do not go overboard. (20 pts) And bringing a magazine is part of the grade. (20 pts)</p> <p>Who does not understand the grading system? What questions are there?</p> <p>Ok please listen closely to these directions: When I say "begin" come to the front table and take a piece of construction paper to your desk. Start looking through your magazine and finding pictures.</p> <p>There are 3 FFA emblem tracers that are going to be passed around. When you are waiting on the tracers start cutting out in the magazine.</p> <p>When scissors, markers, or glue are needed come take it and go back to your seat.</p> <p>What questions are there?</p> <p>Begin.</p>	<p><u>Notes:</u></p>

(5 Minutes before Class Ends)  
-put emblems on the table  
-put all makers, glue, scissors on front table  
-clean up the floor

**Guided Practice:** *(Group oriented and teacher supported. Include all activities, directions, and description below.)*

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**Contextual Bridge:**

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**Independent Practice:** *(Individualized and independent activity occurring in the classroom. Include all activities, directions, and description below.)*

- Creating the FFA Emblem

**Closure - Global Contextual Set:** *(1. Where we have been; 2. Where we are going & why; 3. What we will do next; 4. How learners should conduct themselves or what supplies are needed next.)*

1. Ok today we started looking at the FFA emblem
2. Tomorrow we will continue to look at the FFA emblem so we understand our organization;
3. We will continue to create our own FFA emblem;
4. So please come ready to participate, prepared for class (if you did not bring a magazine), and ready to finish the emblems. Have a good day!

**Extension Activity:** *(Optional)*

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**Assessment:** *(What formal method will be utilized to measure students' knowledge/learning?)*

- Students will be graded on their FFA emblem.

(\**Note: All supplemental materials including but not limited to handouts, visuals, worksheets, etc. required for the lesson is to be included on the following pages. Each should be separated by a page break.*\*)