

Orientation to Agricultural Education

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Instructor's Guide

Activities and resources are listed for each objective in this unit. Required activities and resources (**R**) are essential in meeting the learning objectives. Optional activities and resources (**O**) are suggested high-interest activities, but they are not required. For complete instructions on how to use the Instructor's Guide, see the front section of this book.

Objective 1: **Recall major developments in the history of agricultural education.**

- R** Discuss the following Words to Learn and have students fill in the definitions in the Information Sheet:
- **agricultural experiment station**—agricultural research facilities located at land grant colleges; the research is funded mainly by the government
 - **FFA**—originally called the *Future Farmers of America* and now referred to as *The National FFA Organization*, it is the leading organization in agricultural education
 - **Hatch Act**—a federal law that set up agricultural experiment stations at land grant colleges
 - **land grant college**—colleges that have as one of their main purposes the research and promotion of agriculture
 - **Morrill Act**—a federal law that set aside public land for the establishment and benefit of agricultural and mechanical colleges
 - **Smith-Hughes Act**—a federal law that established courses in vocational agriculture
 - **Smith-Lever Act**—a federal law that created the Cooperative Extension Service to provide instruction on farming
- R** Start a discussion by asking, “Why do you believe that George Washington’s statement is relevant today? In what ways is the statement not relevant?”

- O Have students think about how agricultural education today is different from agricultural education in the early 20th century.
- O Have students consider how technology has affected agricultural education.

Objective 2:

Recall the benefits of studying agriculture.

- R Discuss the following Words to Learn and have students fill in the definitions in the Information Sheet:
 - **curriculum**—a course of study
 - **career**—a profession or occupation
- R Start the discussion by asking, “If fewer and fewer people make a living by traditional agricultural means, why is agricultural education important?”
- O Invite a guest speaker to come and talk about the benefits of agricultural education in his or her field of work.

Objective 3:

Identify the three components of agricultural education (Assignment Sheet 1).

- R See the general instructions for all Assignment Sheets (Basic Skills for Assignment Sheet 1: reading, writing, critical thinking).

Objective 4:

Recall the role of classroom instruction as it relates to working in the field.

- R Discuss the following Words to Learn and have students fill in the definitions in the Information Sheet:
 - **agriscience career portfolio**—a collection of a student’s best work in agricultural education courses
 - **classroom research**—learning in a traditional setting based on theory developed through years of work in a given area of study
 - **field research**—testing theories in real-world settings
 - **internship**—a temporary learning experience in which the student sees first hand the work of an agricultural professional