

Name: _____

Appendix 5: Recapturing a Lost Culture

Part 1

Directions:

Read the article "Recapturing a Lost Culture" in the spring 2022 issue of *FFA New Horizons* and complete the activities below.

Aligned to the following standards:
FFA.PL-A, FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I, FFA.CS-N,
FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6,
CCSS.WHST.9.10.2, CCSS.WHST.9.10.4,
CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4,
CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2,
CCSS.SL.9-10.4, AG1, CRP.02, CRP.04, CS.05

1. What did the letters "NFA" represent?

2. What year did the NFA and FFA merge?

A. 1969 B. 1970 C. 1965 D. 1964

3. At the time of the merger, both organizations were independently successful in honing _____ skills and providing professional _____ opportunities for young _____ in agriculture.

4. After the NFA and FFA merger, the number of Black Americans in FFA and agricultural education has _____ drastically.

5. More is known about the experiences of former NFA members because of recent research conducted by two professors. Who are the professors?



7. Describe the background of the person NFA was traced back to, and explain what he established.

6. The roots of NFA can be traced back more than _____ years to whom? _____

8. What four pieces of legislation, mentioned in the article, had an effect/impact on NFA? Identify them below and briefly describe them in the space provided.

a. Legislation: _____ Description: _____

b. Legislation: _____ Description: _____

c. Legislation: _____ Description: _____

d. Legislation: _____ Description: _____

Name: _____

Part 2

Directions:

Use the following link, <https://special.ulib.iupui.edu/special/nfa>, to complete a scavenger hunt through the New Farmers of America archives to learn more about the organization. Answer the following questions to complete the scavenger hunt.

1. At the time of the merger, the NFA consisted of how many chapters, how many states and how many members?

Chapters: _____

States: _____

Members: _____

2. Color in the state where the NFA started as a localized movement. In what year?



3a. Who were the two earliest proponents of an organization for African American farm youth?

4. As vocational agriculture became part of the curriculum, NFA chapters formed in local high schools. What areas did students receive training in?

5. What responsibilities did the vocational agriculture teacher have?

3b. What contributions did they make to help start the organization?

6. What were the four degrees of membership that were awarded?

7. What were other awards/contests that were available?

8. National officers for NFA originally consisted of:

9. How did former NFA members feel about the merger of the two organizations?

10. The NFA is commemorated by what award? _____

11. When was this award established, and what is its purpose?

Name: _____

Part 3

Directions:

Complete the Venn diagram below to learn about the similarities and differences of the National FFA Organization and the New Farmers of America. Identify **5** similarities and differences. Use these sites to help with your research: <https://www.ffa.org/ffa-history/>, <https://ffa.box.com/s/nuvxzie0xx8cbadsihh9uonhzxjtcwnq>, <https://ffa.box.com/s/653l5n7a0d816dmkh7kixc9yxgtly4xv>, <https://special.ulib.iupui.edu/special/nfa> and <https://exhibits.ulib.iupui.edu/sc001/exhibits/show/ffafashion/2>.

National FFA Organization

New Farmers of America

Name: _____

Part 4

Directions:

Answer the following questions to reflect on the article and what you have learned.

1. Did you know about the NFA prior to this article? Yes or No

If no ...

If yes ...

What is something new that you learned that you didn't know before?

Summarize in **two sentences** what you learned from reading the article and completing Parts 1 and 2?



2. How can you take what you have learned and apply it in your life, your school, and your agriculture classroom and/or FFA chapter?



3. Create a hashtag that summarizes the article:

Name: _____

Aligned to the following standards:
FFA.PL-A., FFA.PL-C, FFA.PL-D, FFA.PL-E, FFA.PL-F, FFA.PG-H, FFA.PG-I., FFA.CS-N, FFA.CS-O, CCSS.RI.9-10.4, CCSS.WHST.9.10.6, CCSS.WHST.9.10.2, CCSS.WHST.9.10.4, CCSS.WHST.9.10.6, CCSS.W.9-10.2, CCSS.W.9-10.4, CCSS.W.9-10.6, CCSS.W.9-10.8, CCSS.SL.9-10.2, CCSS.SL.9-10.4, AGI, CRP.02, CRP.04, CS.05

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Part 1

Directions:

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1. What did the letters "NFA" represent?

New Farmers of America

2. What year did the NFA and FFA merge?

A. 1969 B. 1970 C. 1965 D. 1964

3. At the time of the merger, both organizations were independently successful in honing leadership skills and providing professional development opportunities for young men in agriculture.

4. After the NFA and FFA merger, the number of Black Americans in FFA and agricultural education has decreased drastically.

5. More is known about the experiences of former NFA members because of recent research conducted by two professors. Who are the professors?

Dr. Antoine Alston and Dr. Dexter Wakefield



6. The roots of NFA can be traced back more than 140 years to whom? Booker T. Washington

7. Describe the background of the person NFA was traced back to, and explain what he established.

He was an influential educator, author and civil rights leader. He was the son of former slaves and an advocate for black progress through education and entrepreneurship, and he established an agriculture class for African American boys in his one-room school.

8. What four pieces of legislation, mentioned in the article, had an effect/impact on NFA? Identify them below and briefly describe them in the space provided.

a. Legislation: Plessy v. Ferguson Description: Separate but equal. A U.S. Supreme Court case in which the Court decided that racial segregation laws were constitutional as long as the facilities for each race were equal in quality. It ultimately led to the creation of similar but separate organizations like NFA and FFA.

b. Legislation: Smith-Hughes Act 1917 Description: It provided funding to states for vocational and agricultural education.

c. Legislation: Brown v. Board 1954 Description: This legislation struck down the doctrine of "separate but equal" and ordered an end to school segregation.

d. Legislation: Civil Rights Act of 1964 Description: The implications of this act would desegregate all schools and school-based activities. It also led, through a merger with FFA, to the end of the NFA and the culture built around it.

Name: _____

Part 2

Directions:

Use the following link, <https://special.ulib.iupui.edu/special/nfa>, to complete a scavenger hunt through the New Farmers of America archives to learn more about the organization. Answer the following questions to complete the scavenger hunt.

1. At the time of the merger, the NFA consisted of how many chapters, how many states and how many members?

Chapters: 1,004

States: 12

Members: 50,000

4. As vocational agriculture became part of the curriculum, NFA chapters formed in local high schools. What areas did students receive training in?

Traditional farming, farm mechanics, livestock care and innovations in farm technology.

6. What were the four degrees of membership that were awarded?

Farm Hand

Improved Farmer

Modern Farmer

Superior Farmer

9. How did former NFA members feel about the merger of the two organizations? Former NFA members felt their organization had been absorbed rather than merged. Many saw the merger as detrimental.

2. Color in the state where the NFA started as a localized movement. In what year? 1927



5. What responsibilities did the vocational agriculture teacher have? The teacher acted as friend and mentor visiting his students' homes and families encouraging hard work and educational success. The teacher played a vital role in the community as a recognized leader and worked to make sure the students were community leaders too.

7. What were other awards/contests that were available?

Honorary Superior Farmer Degree, placement in judging contests, a quiz contest, talent competitions and a quartet contest

10. The NFA is commemorated by what award? H.O. Sargent Award

3a. Who were the two earliest proponents of an organization for African American farm youth?

H.O. Sargent and G.W. Owens

3b. What contributions did they make to help start the organization? Owens wrote the constitution for the New Farmers of Virginia and helped lay the foundation for what would become a national organization. Sargent lobbied within the Department of Education to officially create an organization in segregated schools.

8. National officers for NFA originally consisted of:

President, three vice presidents and a secretary

Later, delegates added the office of treasurer and reporter to the list of student officers.

11. When was this award established, and what is its purpose? It was started in 1995 and honors the NFA and its place in history. The purpose is to recognize student success in achieving and promoting diversity in agricultural education and the FFA.

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Part 3

Directions:

Complete the Venn diagram below to learn about the similarities and differences of the National FFA Organization and the New Farmers of America. Identify **5** similarities and differences. Use these sites to help with your research: <https://www.ffa.org/ffa-history/>, <https://ffa.box.com/s/nuvxzie0xx8cbadsihh9uonhzxitcwnq>, <https://ffa.box.com/s/653l5n7a0d816dmkh7kixc9yxqtlv4xv>, <https://special.ulib.iupui.edu/special/nfa> and <https://exhibits.ulib.iupui.edu/sc001/exhibits/show/ffafashion/2>.

Answers will vary; see below for possible answers.

