

1975 – 1999

FORECLOSURES LEAD TO VIOLENCE

ACTIVITIES

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former History Department Chair,
Omaha Burke High School*

	GRADE LEVEL	PAGE
1. Arthur Kirk: Writing	4 th - 8 th - 12 th	2
2. Posse Comitatus: Writing	4 th - 8 th - 12 th	4
3. The Kirk Report: Discussion	4 th - 8 th - 12 th	6
4. Auctions: Drawing & Discussion	4 th - 8 th - 12 th	8
5. Nickel Auctions: Definition & Discussion	4 th - 8 th - 12 th	10
6. Foreclosures: Role Play	4 th - 8 th - 12 th	12
7. Hidden Word Puzzle: Puzzle & Discussion	4 th - 8 th - 12 th	14

RESOURCES

16

Activity 1: Arthur Kirk

Lesson Grade Level:

4th – 8th – 12th Grades

Activity: Writing

Have students read the Arthur Kirk section in the 1975-1999 timeline:

http://nebraskastudies.org/1000/stories/1001_0111.html

Then have students write a paragraph explaining why Arthur Kirk took the action he did against law enforcement agents. Do you think there are ever any circumstances where you are justified in taking action that is contrary to the law? Explain.

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.5 Describe Nebraska's history, including geographic factors, from European contact to statehood.

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

Standard 8.3.5 Explain the structure and operation of the United States economy and the role of citizens as producers and consumers.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4 Evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

By the end of twelfth grade, students will:

Standard 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.9 Explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Standard 12.3.11 Analyze characteristics of the United States free market economy.

Standard 12.4.4 Analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

Standard 12.4.6 Analyze the forces of conflict and cooperation.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.2 Demonstrate the use of multiple strategies to increase their vocabulary.

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.1.8 Identify similarities and differences between two fourth grade level reading selections.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 2: Posse Comitatus

Lesson Grade Level:
4th – 8th – 12th Grades

Activity: Writing

Have students read the Posse Comitatus page in the Foreclosures Lead to Violence section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0115.html

Then have students write a short paragraph describing what the Posse Comitatus was and then answer the following questions:

- What was the basis for the Posse's belief system? What did they believe in?
- Why might farmers in the 1980s be willing to join such an organization?
- Do you have any suggestions on how organizations such as this could be prohibited from being organized in Nebraska?

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4 Evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

By the end of twelfth grade, students will:

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.9 Explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Standard 12.3.11 Analyze characteristics of the United States free market economy.

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Standard 12.4.6 Analyze the forces of conflict and cooperation.

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Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 3: The Kirk Report

Lesson Grade Level:
4th – 8th – 12th Grades

Activity: Discussion

Have students read The Investigation page in the Foreclosures Lead to Violence section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0114.html

Then lead a discussion based on the following questions.

- Based on the information you know about the death of Arthur Kirk, what statements in Special Investigator Samuel Van Pelt's report do you agree with and what statements do you disagree with?
- What additional comments, if any, would you have added to the report?

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

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Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 4: Auctions

Lesson Grade Level:

4th – 8th – 12th Grades

Activity: Drawing & Discussion

Have students read Nickel Auctions pages in the Foreclosures Lead to Violence section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0116.html

Then, have students explain what an auction is and draw a picture illustrating what they might see at a farm auction.

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4 Evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

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Standard 12.2.11 Demonstrate historical research and geographical skills.

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Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 5: Nickel Auctions

Lesson Grade Level:
4th – 8th – 12th Grades

Activity: Definition & Discussion

Have students read Nickel Auction pages in the Foreclosures Lead to Violence section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0116.html

Have students define the term "Nickel Auction" and then answer the following questions:

- What is the purpose of a "nickel auction"?
- Are "nickel auctions" typically successful? Why or why not?
- Why was the term "penny auction" used in the 1930s and "nickel auction" used in the 1980s? What monetary unit would you use to describe a similar auction today? Why?

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

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Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4 Evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

By the end of twelfth grade, students will:

Standard 12.1.4 Analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

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Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

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Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Activity 6: Foreclosures

Lesson Grade Level:

4th – 8th – 12th Grades

Activity: Role Play

Have students read the Foreclosures Lead to Violence section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0110.html

Then have students perform a role playing activity where a farm family tries to convince the local banker not to foreclose on their farm because they are unable to pay the interest on money they have borrowed from the bank. The scene takes place at a town hall meeting. Include the following characters and help students write a script.

attorneys for the bank
and the farm family
bank president
bank loan officer
farm family (wife,
husband, children)

government officials (mayor,
governor, representatives
to Congress)
local law enforcement agent
member of the Posse
Comitatus

news reporters
outside moderator
people who have money
deposited in the bank
representative from FDIC
etc.

Nebraska State SOCIAL STUDIES Standards:

By the end of fourth grade, students will:

Standard 4.1.1 Compare communities and describe how United States and Nebraska communities changed physically and demographically over time.

Standard 4.1.6 Identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7 Use higher level thinking processes to evaluate and analyze primary sources and other resources.

By the end of eighth grade, students will:

Standard 8.1.9 Describe key people, events, and ideas since World War II.

Standard 8.4.2 Demonstrate skills for historical analysis.

Standard 8.4.3 Develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events.

Standard 8.4.4 Evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Standard 8.4.6 Improve their skills in historical research and geographical analysis.

By the end of twelfth grade, students will:

Standard 12.1.4 Analyze the impact of immigration on American life, identifying factors.

Standard 12.2.11 Demonstrate historical research and geographical skills.

Standard 12.3.5 Analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Standard 12.3.9 Explain the rights, freedoms, responsibilities, and benefits of citizenship in the United States.

Standard 12.3.11 Analyze characteristics of the United States free market economy.

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Standard 12.4.6 Analyze the forces of conflict and cooperation.

Nebraska State READING/WRITING Standards

By the end of fourth grade, students will:

Standard 4.1.2 Demonstrate the use of multiple strategies to increase their vocabulary.

Standard 4.1.3 Identify the main idea and supporting details in what they have read.

Standard 4.1.4 Identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7 Identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5 Demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 4.3.2 Deliver organized oral presentations using complete sentences, clear enunciation, adequate volume, and eye contact.

By the end of eighth grade, students will:

Standard 8.1.1 Identify the main idea and supporting details in what they have read.

Standard 8.1.2 Identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.1.7 Demonstrate the ability to analyze literary works, nonfiction, films, or media.

Standard 8.2.4 Demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.3.2 Use multiple presentation styles for specific audiences and purposes.

By the end of twelfth grade, students will:

Standard 12.1.1 Identify the main idea and supporting details in what they have read.

Standard 12.1.6 Identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4 Use multiple forms to write for different audiences and purposes.

Standard 12.2.5 Demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.2 Make oral presentations that demonstrate consideration of audience, purpose, and information.

Activity 7: Hidden Word Puzzle

Lesson Grade Level:

4th – 8th – 12th Grades

Activity: Puzzle, Discussion

Give students a copy of the Hidden Word Puzzle located in the Resources section at the end of this document. After students have found all the words in the puzzle, lead a discussion of about the components of the grief process people may go through when experiencing a crisis.

- In the 1975-1999 section, Foreclosures Lead to Violence, find one example of something that happened in the farm crisis that fits each word in the puzzle.
http://nebraskastudies.org/1000/stories/1001_0110.html
- Which words in the puzzle are positive and which are negative? Can some words be both? How?
- How can some of the positive words be paired with the negative words to help relieve some of the feelings brought on by the crisis?
- What problems do Nebraska farmers face today? Are they similar to the farm crisis problems of the 1980s?
- What suggestions do you have on how a student your age might help you father and mother deal with job-related stress?

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1975 – 1999

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RESOURCES

	PAGE
Hidden Word Puzzle on Dealing with Crisis	17

Nebraska Department of Education Academic Standards

<http://www.nde.state.ne.us/ndestandards/AcademicStandards.htm>

Nebraska Department of Education Social Studies and History Standards

<http://www.nde.state.ne.us/SS/DOCUMENTS/TheHistory-SocialStudiesStandardsPDF.pdf>

National Archives

<http://www.archives.gov/index.html>

Library of Congress Learning Page Lesson Plans

<http://memory.loc.gov/ammem/ndlpedu/lessons/index.html>

Six Trait Writing: Ideas, Organization, Voice, Sentence Fluency, Word Choice, and Conventions.

<http://www.edina.k12.mn.us/concord/teacherlinks/sixtraits/sixtraits.html>

RESOURCES**RESOURCES****HIDDEN WORD PUZZLE****Dealing with Crisis**

Name _____

Period _____

In the puzzle below, circle the following words that are components of the grief process people may go through when experiencing a crisis. The words may be listed vertically, horizontally, diagonally, forwards, backwards, or upside down. The first word is highlighted in yellow to get you started.

- **grief**
- acceptance
- anger
- confused
- change
- sad
- happy
- help
- stress
- denial
- friends
- mad

Z	C	H	A	N	G	E	S	C	B	M	L
P	O	O	U	T	E	T	Q	S	F	G	J
P	N	X	V	N	R	K	H	F	S	A	A
R	F	R	I	E	N	D	S	T	U	Y	O
O	U	C	S	B	M	E	E	G	R	P	Y
W	S	S	D	M	S	Z	P	F	A	P	T
S	E	C	N	A	T	P	E	C	C	A	E
S	D	R	F	D	U	I	Q	A	B	H	X
I	T	A	E	O	R	Y	W	S	E	N	E
G	E	B	S	G	I	T	E	L	V	M	R
B	F	H	J	P	N	R	P	X	C	K	O
D	I	N	M	K	L	A	I	N	E	D	L