

1975 – 1999

“NO CORPORATE FARMS”

ACTIVITIES

*Created by Michael Young,
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Omaha Burke High School*

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RESOURCES

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Activity 1: I-300 Amendment

Lesson Grade Level:

4th – 8th – 12th Grades

Activity: Document Analysis

Have students read the I-300 Amendment page of the "No Corporate Farms" section in the 1975-1999 timeline:

http://nebraskastudies.org/1000/stories/1001_0121.html

Then have them use the National Archives and Records Administration *Written Document Analysis Worksheet* (located in the Resources section at the end of this document) to analyze the copy of Article XII: Miscellaneous Corporations section of the Nebraska Constitution.

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.

Standard 4.1.13 Describe the process of making laws, carrying out laws, and determining if laws have been violated.

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: The News v. an Editorial

Lesson Grade Level:
8th – 12th Grades

Activity: Writing

Have students read the “No Corporate Farms” section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0120.html

- Then have them pretend that they are newspaper reporters to write an **article** about some aspect of Initiative 300.
- Then have them write an **editorial** about Initiative 300.
- How would the two articles differ?

Nebraska State SOCIAL STUDIES Standards:

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.

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.

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Nebraska State READING/WRITING Standards

By the end of eighth grade, students will:

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

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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.

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Activity 3: Initiative 300

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

Activity: Word Concept Map

Have students read the “No Corporate Farms” section in the 1975-1999 timeline.

http://nebraskastudies.org/1000/stories/1001_0120.html

Then have them use a Word Concept Map (similar to one located in the Resources section at the end of this document) to illustrate why people supported and opposed Initiative 300. Label one oval *Initiative 300*, one oval *Anti* and one oval *Pro*. Then fill in the other ovals to show relationships.

Use this site to get ideas of how to make a Word Concept Map.

<http://www.graphic.org/concept.html>

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.

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1975 – 1999

“NO CORPORATE FARMS”

RESOURCES

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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

National Archives
Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- ___ Newspaper ___ Map ___ Advertisement
___ Letter ___ Telegram ___ Congressional record
___ Patent ___ Press release ___ Census report
___ Memorandum ___ Report ___ Other

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):

- ___ Interesting letterhead ___ Notations
___ Handwritten ___ "RECEIVED" stamp
___ Typed ___ Other
___ Seals

3. DATE(S) OF DOCUMENT: _____

4. AUTHOR (OR CREATOR) OF THE DOCUMENT: _____

POSITION (TITLE): _____

5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.)

A. List three things the author said that you think are important:

- 1. _____
2. _____
3. _____

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written:

E. Write a question to the author that is left unanswered by the document:

RESOURCES

WORD CONCEPT MAP
Initiative 300

Name _____

Period _____

Add more ovals and lines to show elements, connections, and differences.


