1975 – 1999
Foreclosures Lead To Violence

Created by Michael Young, former History Department Chair, Omaha Burke High School

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Resources

- Nebraska Department of Education Content Area Standards

nebraskastudies.org

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.

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 Department of Education Content Area Standards**

**Nebraska State Social Studies Standards**

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4 | SS HS.1.1; SS HS.1.2; SS HS.2.5; SS HS 3.1; SS HS.3.4; SS HS.3.5; SS HS.4.4

**Nebraska State English Language Arts Standards**

LA 4.1.5 Vocabulary; LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency

LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
activity

Discussion


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 Department of Education Content Area Standards

Nebraska State Social Studies Standards

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4 | SS HS.1.1; SS HS.1.2; SS HS.2.5; SS HS 3.1; SS HS.3.4; SS HS.3.5; SS HS.4.4

Nebraska State English Language Arts Standards

LA 4.1.5 Vocabulary; LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency
LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
**Activity**

**Drawing & Discussion**


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

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**Nebraska State Social Studies Standards**

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4 | SS HS.1.1; SS HS.1.2; SS HS.2.5; SS HS 3.1; SS HS.3.4; SS HS.3.5; SS HS.4.4

**Nebraska State English Language Arts Standards**

LA 4.1.5 Vocabulary; LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency

LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
Nickel Auctions

activity
Definition & Discussion


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 Department of Education Content Area Standards

Nebraska State Social Studies Standards

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Foreclosures

activity

Role Play


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
government officials (mayor, governor, representatives to Congress)
news reporters
bank president
local law enforcement agent
outside moderator
bank loan officer
people who have money deposited in the bank
farm family (wife, husband, children)
representative from FDIC etc
member of the Posse Comitatus

Nebraska Department of Education Content Area Standards

Nebraska State Social Studies Standards
SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4 | SS HS.1.1; SS HS.1.2; SS HS.2.5; SS HS 3.1; SS HS.3.4; SS HS.3.5; SS HS.4.4

Nebraska State English Language Arts Standards
LA 4.1.5 Vocabulary; LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency
LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency

nebraska studies.org
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.

- 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?

## Nebraska Department of Education Content Area Standards

**Nebraska State Social Studies Standards**

SS 4.4.1; SS 4.4.2; SS 4.4.3; SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4 | SS HS.1.1; SS HS.1.2; SS HS.2.5; SS HS 3.1; SS HS.3.4; SS HS.3.5; SS HS.4.4

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LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
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resources

Nebraska Department of Education Academic Standards
https://www.education.ne.gov/contentareastandards/

Nebraska Department of Education Social Studies and History Standards

National Archives http://www.archives.gov/index.html

Library of Congress Learning Page Lesson Plans
https://www.loc.gov/search/?in=&q=lesson+plans&new=true&st=

Hidden Word Puzzle on Dealing with Crisis 10
1975 – 1999 Foreclosures Lead To Violence

resources

HIDDEN WORD PUZZLE  Dealing with Crisis

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

deal with crisis

Name____________________________________________________   Period No.________________________________________
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Nebraska Department of Education
Content Area Standards

Social Studies Standards

4

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.
SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.
SS 4.4.3 Analyze past and current events throughout Nebraska history.
SS 4.4.4 Develop historical inquiry and research skills.
SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

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SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

HS

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.
SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.
SS HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.
SS HS 3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth’s surface.
SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.
SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.
SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.
Language Arts Standards

4

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.6 Comprehension: Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 4.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

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LA 8.1.6 Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.2.2 Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.

LA 8.4.1 Information Fluency: Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).