1975 – 1999
“No Corporate Farms”

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

### activities

| 1 | DOCUMENT ANALYSIS | I-300 Amendment | 4 8 HS | 2 |
| 2 | WRITING | The News v. an Editorial | 8 HS | 3 |
| 3 | WORD CONCEPT MAP | Initiative 300 | 4 8 HS | 4 |

- Resources
- Nebraska Department of Education
  - Content Area Standards

nebraskastudies.org
I-300 Amendment

activity

Document Analysis

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

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 Department of Education Content Area Standards

Nebraska State Social Studies Standards
SS 4.1.1; SS 4.4.1; SS 4.4.3 | 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.3.4

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
The News v. an Editorial

activity

Writing


• 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 Department of Education Content Area Standards

Nebraska State Social Studies Standards
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.3.4; SS HS.4.4

Nebraska State English Language Arts Standards
LA 8.1.6 Comprehension; LA 8.2.2 Writing Modes; LA 8.4.1 Information Fluency
activity

Word Concept Map


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 Department of Education Content Area Standards

Nebraska State Social Studies Standards
SS 4.4.1; SS 4.4.2; SS 4.4.3 | 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.3.4; 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
1975 – 1999
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resources

Written Document Analysis Worksheet 6
Word Concept Map: I-300 7

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html

nebraskastudies.org
1975 – 1999 “No Corporate Farms”

National Archives: Written Document Analysis Worksheet

<table>
<thead>
<tr>
<th>Name __________________________________________________________</th>
<th>Period No. ________________</th>
</tr>
</thead>
</table>

1. TYPE OF DOCUMENT (Check one)
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press release

2. UNIQUE PHYSICAL QUALITIES OF THE DOCUMENT (Check one or more):
   - ... Interesting letterhead
   - ... Handwritten
   - ... Typed
   - ... Seals
   - ... Notations
   - ... RECEIVED stamp
   - ... Other

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:
      1. ....................................................................................................................................................................................
      2. ....................................................................................................................................................................................

   E. Write a question to the author that is left unanswered by the document
      ...........................................................................................................................................................................................................
1975 – 1999 “No Corporate Farms”

WORD CONCEPT MAP
Initiative 300

Name____________________________________________________   Period No.____________________

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

PRO

INITIATIVE 300

ANTI
Social Studies Standards

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.
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.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.
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).

**8**

**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).