1975 – 1999
“No Corporate Farms”

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

<table>
<thead>
<tr>
<th></th>
<th>grade level</th>
<th>page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>DOCUMENT ANALYSIS</td>
<td>I-300 Amendment</td>
</tr>
<tr>
<td>2</td>
<td>WRITING</td>
<td>The News v. an Editorial</td>
</tr>
<tr>
<td>3</td>
<td>WORD CONCEPT MAP</td>
<td>Initiative 300</td>
</tr>
<tr>
<td></td>
<td>Resources</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Nebraska Department of Education Content Area Standards</td>
<td>A1</td>
</tr>
</tbody>
</table>
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
2 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

nebraskastudies.org
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
“No Corporate Farms”

resources

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

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=
Analyze a Written Document

Meet the document.

Type (check all that apply):
- Letter
- Chart
- Report
- Congressional document
- Speech
- Newspaper
- Email
- Patent
- Advertisement
- Identification document
- Telegram
- Press Release
- Court document
- Memorandum
- Presidential document
- Other

Describe it as if you were explaining to someone who can’t see it.
Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?

Observe its parts.

Who wrote it?

Who read/received it?

When is it from?

Where is it from?

Try to make sense of it.

What is it talking about?

Write one sentence summarizing this document.

Why did the author write it?

Quote evidence from the document that tells you this.

What was happening at the time in history this document was created?

Use it as historical evidence.

What did you find out from this document that you might not learn anywhere else?

What other documents or historical evidence are you going to use to help you understand this event or topic?
Add more ovals and lines to show elements, connections, and differences.
1975 – 1999 “No Corporate Farms”

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.

8
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).