

1950 – 1974

THE CREATION OF SAC

ACTIVITIES

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THE CREATION OF SAC

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Activity 1: SAC**Activity Grade Level:**4th & 8th Grades**Activity: Map Discussion**

SAC is an abbreviation for what terms? Answer the following questions about SAC:

- When and why was it created?
- Where was it located in Nebraska and why?
- Draw a map of Nebraska that includes the names of the Nebraska counties and indicate on your map where SAC was located. Indicate the key cities located near SAC.
- How did locating SAC in Nebraska help or hurt the neighboring communities?
- What were the advantages and disadvantages of having SAC located in Nebraska?

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze primary sources and other resources.

Standard 4.1.10. By the end of fourth grade, students will identify and use essential map elements.

Standard 4.1.11. By the end of fourth grade, students will use maps and globes to acquire information about people, places, and environments.

Standard 8.1.9. By the end of eighth grade, students will describe key people, events, and ideas since World War II.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.6. By the end of eighth grade, students will improve their skills in historical research and geographical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.3. By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7. By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.1. By the end of the eighth grade, students will identify the main idea and supporting details in what they have read.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.1. By the end of the eighth grade, students will identify information gained and complete tasks through listening.

Activity 2: Protest

Activity Grade Level:
4th & 8th Grades

Activity: Photograph Analysis

Use the *Photograph Analysis Worksheet* in the Resources section at the end of this document to evaluate the photographs of protests against SAC missile construction in this section of nebraskastudies.org.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.6. By the end of fourth grade, students will identify significant individuals, historical events and symbols in their community and in Nebraska and explain their importance.

Standard 8.1.9. By the end of eighth grade, students will describe key people, events, and ideas since World War II.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Standard 8.4.5. By the end of eighth grade, students will interpret economic and political issues as expressed in various visuals.

Nebraska State READING & WRITING Standards

Standard 4.1.3. By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Standard 8.4.1. By the end of the eighth grade, students will identify information gained and complete tasks through listening.

Activity 3: Letter to Ike

Activity Grade Level:
4th & 8th Grades

Activity: Written Document Analysis

Use the *Written Document Analysis* worksheet in the Resources at the end of this document to analyze the letter sent by A.J. Muste to President Dwight D. Eisenhower on June 29, 1959, located on page 7 of 8 in this section on the Creation of SAC.

Nebraska State SOCIAL STUDIES Standards

Standard 4.1.7. By the end of fourth grade, student will use higher level thinking processes to evaluate and analyze **primary** sources and other resources.

Standard 8.1.9. By the end of eighth grade, students will describe key people, events, and ideas since World War II.

Standard 8.4.2. By the end of eighth grade, students will demonstrate skills for historical analysis.

Nebraska State READING & WRITING Standards

Standard 4.1.3. By the end of the fourth grade, students will identify the main idea and supporting details in what they have read.

Standard 4.1.4. By the end of the fourth grade, students will identify the resource appropriate for a specific purpose, and use the resource to locate information.

Standard 4.1.7. By the end of the fourth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze nonfiction or informational text.

Standard 4.2.4. By the end of the fourth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 4.2.5. By the end of the fourth grade, students will demonstrate the use of self-generated questions, note taking, and summarizing while learning.

Standard 8.1.2. By the end of the eighth grade, students will identify, locate, and use multiple resources to access information on an assigned or self-selected topic.

Standard 8.2.4. By the end of the eighth grade, students will demonstrate the use of multiple forms to write for different audiences and purposes.

Standard 8.2.5. By the end of the eighth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing and outlining while learning.

Activity 4: Locating SAC

Activity Grade Level:
12th Grade

Activity: Discussion

Ask students to answer the following questions:

1. Why was the SAC headquarters base located in Nebraska? Which U.S. Senators from Nebraska used their influence to have SAC located in Nebraska?
2. What incentives did they offer to the U.S. Air Force leaders to locate SAC in Nebraska?
3. Have students play the role of a U.S. Senator who is testifying before a Senate Armed Forces Committee, and have the student explain why a new military base should be built in Nebraska today.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.8. By the end of twelfth grade, students will recognize and explain the origins and effects of World War II.

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.2.11. By the end of twelfth grade, students will demonstrate historical research and geographical skills.

Standard 12.4.7. By the end of twelfth grade, students will apply geography to interpret the past, understand the present, and plan the future.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.1. By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

Activity 5: Protesting ICBM Bases

Activity Grade Level:
12th Grade

Activity: Debate

Evaluate the effects of building ICBM bases in Nebraska and the protests against them. Form debate teams. One team will represent the views of people who supported the installation of ICBMs and one team will represent the views of pacifist groups who opposed installing them.

Nebraska State SOCIAL STUDIES Standards

Standard 12.1.13. By the end of twelfth grade, students will develop skills for historical analysis.

Standard 12.2.10. By the end of twelfth grade, students will analyze major 20th century historical events.

Standard 12.3.5. By the end of twelfth grade, students will analyze the fundamental concepts and challenges to democracy by using writing, discussion, and debate skills.

Nebraska State READING & WRITING Standards

Standard 12.1.1. By the end of the twelfth grade, students will identify the main idea and supporting details in what they have read.

Standard 12.1.6. By the end of the twelfth grade, students will identify and apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text.

Standard 12.2.4. By the end of the twelfth grade, students will use multiple forms to write for different audiences and purposes.

Standard 12.2.5. By the end of twelfth grade, students will demonstrate the ability to use self-generated questions, note taking, summarizing, and outlining while learning.

Standard 12.3.1. By the end of the twelfth grade, students will participate in student directed discussions by eliciting questions and responses.

Standard 12.3.2. By the end of the twelfth grade, students will make oral presentations that demonstrate consideration of audience, purpose, and information.

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RESOURCES

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Photo Analysis Worksheet	9
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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
Photograph Analysis Worksheet****Step 1. Observation**

A. Study the photograph for 2 minutes. Form an overall impression of the photograph and then examine individual items. Next, divide the photo into quadrants and study each section to see what new details become visible.

B. Use the chart below to list people, objects, and activities in the photograph.

PEOPLEOBJECTSACTIVITIES

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Step 2. Inference

Based on what you have observed above, list three things you might infer from this photograph.

Step 3. Questions

A. What questions does this photograph raise in your mind?

B. Where could you find answers to them?

RESOURCES

National Archives Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one):

- | | | |
|-------------------------------------|--|---|
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Map | <input type="checkbox"/> Advertisement |
| <input type="checkbox"/> Letter | <input type="checkbox"/> Telegram | <input type="checkbox"/> Congressional record |
| <input type="checkbox"/> Patent | <input type="checkbox"/> Press release | <input type="checkbox"/> Census report |
| <input type="checkbox"/> Memorandum | <input type="checkbox"/> Report | <input type="checkbox"/> Other |

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

- | | |
|---|---|
| <input type="checkbox"/> Interesting letterhead | <input type="checkbox"/> Notations |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed | <input type="checkbox"/> Other |
| <input type="checkbox"/> 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:

Designed and developed by the Education Staff
National Archives and Records Administration, Washington, DC 20408
<http://www.archives.gov>