# 1950 – 1974

The Creation of SAC

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

## Activities

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- Resources
- Nebraska Department of Education Content Area Standards

nebraska studies.org
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1 SAC

**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 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

**Nebraska State English Language Arts Standards**

LA 4.1.6 Comprehension; LA 4.2.2 Writing Modes; LA 4.4.1 Information Fluency | LA 8.1.6 Comprehension
2

Protest

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.

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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

Nebraska State English Language Arts Standards
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 8.3.2 Listening; LA 8.4.1 Information Fluency
Letter to Ike

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.

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**Nebraska Department of Education Content Area Standards**

**Nebraska State Social Studies Standards**

SS 4.4.4 | SS 8.4.2; SS 8.4.3; SS 8.4.4

**Nebraska State English Language Arts Standards**

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
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.
Protesting ICBM Bases

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 Department of Education Content Area Standards

Nebraska State Social Studies Standards
SS HS.4.1; SS HS.4.4; SS HS.4.5

Nebraska State English Language Arts Standards
Standard 12.1.1; Standard 12.1.6; Standard 12.2.4; Standard 12.2.5; Standard 12.3.1; Standard 12.3.2
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resources

- Photo Analysis Worksheet 8
- Written Document Analysis Worksheet 9

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

<table>
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<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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STEP 2. INFERENCE

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

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STEP 3. QUESTIONS

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

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B. Where could you find answers to them?

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National Archives: Written Document Analysis Worksheet

1. TYPE OF DOCUMENT (Check one)
   - Letter
   - Patent
   - Memorandum
   - Map
   - Telegram
   - Press release
   - Report
   - Advertisement
   - Congressional record
   - Census report
   - Other

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
      ...........................................................................................................................................................................................................
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.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.
SS HS.4.1 Analyze and evaluate patterns of continuity and change over time in history.
SS HS.4.4 Evaluate sources for perspective, limitations, accuracy, and historical context.
Language Arts Standards

**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).

**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 8.3.2** Listening: Students will develop and demonstrate active listening skills across a variety of situations.

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

**HS**

**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.