1950 – 1974
The Creation of SAC

activities

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

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1. MAP & DISCUSSION
   SAC

2. PHOTO ANALYSIS
   Protest

3. WRITTEN DOCUMENT ANALYSIS
   Letter to Ike

4. MAP & DISCUSSION
   Locating SAC

5. DEBATE
   Protesting ICBM Bases

Resources
Nebraska Department of Education Content Area Standards
1950 – 1974 The Creation of SAC

activity

Map Discussion

SAC is an acronym that stands for what organization? Answer the following questions about Strategic Air Command (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
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 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
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 the Protests against nuclear war page in the Creation of SAC section.

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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
1950 – 1974 The Creation of SAC

Locating SAC

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 Department of Education Content Area Standards

Nebraska State Social Studies Standards
SS HS.3.5; SS HS.4.1; SS HS.4.4

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

nebraska studies.org
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.

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**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
1950 – 1974
The Creation of SAC

resources

Photo Analysis Worksheet 8

Written Document Analysis Worksheet 9

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 Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):

- ❑ Portrait
- ❑ Landscape
- ❑ Aerial/Satellite
- ❑ Action
- ❑ Architectural
- ❑ Event
- ❑ Family
- ❑ Panoramic
- ❑ Posed
- ❑ Candid
- ❑ Documentary
- ❑ Selfie
- ❑ Other

Is there a caption? ❑ yes ❑ no

Observe its parts.

List the people, objects and activities you see.

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>OBJECTS</th>
<th>ACTIVITIES</th>
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Write one sentence summarizing this photo.

Try to make sense of it.

Answer as best you can. The caption, if available, may help.

Who took this photo?

Where is it from?

When is it from?

What was happening at the time in history this photo was taken?

Why was it taken? List evidence from the photo or your knowledge about the photographer that led you to your conclusion.

Use it as historical evidence.

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

What other documents, photos, or historical evidence are you going to use to help you understand this event or topic?
Analyze a Written Document

Meet the document.

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

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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

4

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 8.3.2 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.