1975 – 1999
Alternative Markets

activities

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

1. WORD CONCEPT MAP
   Omaha, Communications Hub
   grade level: 4 8 HS
   page: 2

2. WRITING
   Level 3 Communications, Inc.
   grade level: 4 8 HS
   page: 3

3. RESEARCH & WRITING
   SAC & Phone Lines
   grade level: 4 8 HS
   page: 4

4. WRITING
   The Internet
   grade level: 4 8 HS
   page: 5

   Resources
   page: 6

   Nebraska Department of Education Content Area Standards
   page: A1

nebraska studies.org
1975 – 1999 Alternative Markets

Omaha, Communications Hub

Activity Grade Level
4 8 HS

Activity

Word Concept Map

Have students read the Advanced Communications page of the Alternative Markets section in the 1975-1999 timeline:

Then have students use a Word Concept Map (located in the Resources section at the end of this document) to illustrate why Omaha has been labeled by some experts a telecommunications and computing hub.

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 4.4.4 | 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 Science Standards
Standard 4.1.2; Standard 4.6.1; Standard 4.6.2
Standard 8.6.1; Standard 8.7.5
Standard 12.6.1; Standard 12.7.6; Standard 12.8.3

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

nebraskastudies.org
activity
Writing

Have students read the Advanced Communications page of the Alternative Markets section in the 1975-1999 timeline:

Then have them write an analysis of Level 3 Communications, Inc. and include a discussion of the reasons for its successes and the reasons for its problems. Conclude with a discussion of whether you think it will eventually succeed or fail and indicate why.
3 SAC and Phone Lines

activity

Research & Writing

Have students read the History of the Infrastructure and Will the Internet Survive? pages of the Alternative Markets section in the 1975-1999 timeline:

Also helpful will be the Creation of SAC section in the 1950-1974 timeline:

Then also have them do their own research on why the United States Government decided to locate Strategic Air Command near Omaha and how that decision affected the telecommunications business.

• Is there any danger of the base being closed in the 21st century?

• Why or why not? Include the results of your research in a written analysis.

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 | 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;
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Nebraska State Science Standards
Standard 4.1.2; Standard 4.6.1; Standard 4.6.2
Standard 8.6.1; Standard 8.7.5
Standard 12.6.1; Standard 12.7.6; Standard 12.8.3

Then have them include answers to the following questions in an analytical essay:

• Is the Internet secure from nuclear attacks?
• How did Internet have its roots in the Cold War?
• How did it help end the Cold War?
• Why are totalitarian governments threatened by the Internet?
1975 – 1999
Alternative Markets

resources

Word Concept Map:
Omaha as Communications Hub

Nebraska Department of Education Academic Standards https://www.education.ne.gov/contentareastandards/
National Archives http://www.archives.gov/index.html
WORD CONCEPT MAP
Omaha as Communications Hub

Name____________________________________________________   Period No.__________________

Add more ovals and lines to show elements and connections.
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.
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).
**Science Standards**

<table>
<thead>
<tr>
<th>4</th>
<th>By the end of fourth grade, students will:</th>
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<tbody>
<tr>
<td>Standard 4.1.2</td>
<td>Develop an understanding of evidence, models, and explanation.</td>
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<tr>
<td>Standard 4.6.1</td>
<td>Develop an understanding of technological design.</td>
</tr>
<tr>
<td>Standard 4.6.2</td>
<td>Develop an understanding of science and technology.</td>
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</table>

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<th>8</th>
<th>By the end of eighth grade, students will:</th>
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<tbody>
<tr>
<td>Standard 8.6.1</td>
<td>Develop an understanding of technological design.</td>
</tr>
<tr>
<td>Standard 8.7.5</td>
<td>Develop an understanding of science and technology in society.</td>
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<th>HS</th>
<th>By the end of twelfth grade, students will:</th>
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<tbody>
<tr>
<td>Standard 12.6.1</td>
<td>Develop an understanding of technological design.</td>
</tr>
<tr>
<td>Standard 12.7.6</td>
<td>Develop an understanding of the role of science and technology in local, national, and global challenges.</td>
</tr>
<tr>
<td>Standard 12.8.3</td>
<td>Develop an understanding of the history of science.</td>
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