



# 1925 – 1949

## Nebraskans On The Front Lines

### activities

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## 1

## Military and Military Leaders

Activity Grade Level

4

8

### ■ activity

### Discussion

Answer the following questions about the military and military leaders:

- Who was Butler Buchanan Miltonberger and why is he important? (See the Nebraska's *National Guard: Lt. Col. Miltonberger* story in the Nebraskans on the Front Lines section.)  
<http://www.nebraskastudies.org/1925-1949/nebraskans-on-the-front-lines/>
- What is the National Guard? (see the *Nebraska National Guard* page  
<http://www.nebraskastudies.org/1925-1949/nebraskans-on-the-front-lines/nebraskas-army-air-fields-boom-times-celebrities/>)
- What was the 134th Regiment?
- Name one important military leader during the Persian Gulf War in 1991. What personal qualities do successful military leaders possess?

Refer to the stories above and any standard U.S. history textbook, and Internet sources on military leadership during World War II and the Persian Gulf War.

### ■ Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.4.4; SS 8.4.1; SS 8.4.2; SS 8.4.4

#### Language Arts

LA 4.1.6 Comprehension | LA 8.1.6 Comprehension; LA 8.4.1 Information Fluency

## 2

## Cities Related to Miltonberger

Activity Grade Level

4

8

### ■ activity

### Map Analysis

Draw a map of the United States and indicate on the map all the cities related to Butler Buchanan Miltonberger. (See the *Nebraska's National Guard: Lt. Col. Miltonberger* story in the Nebraskans on the Front Lines section.)

<http://www.nebraskastudies.org/1925-1949/nebraskans-on-the-front-lines/>

For example:

- place of birth
- city where he helped stop a streetcar riot
- Camp Joseph T. Robinson, etc.

Write a summary of why you included each city on your map.  
[Refer to any atlas or U.S. history text.]

### ■ Nebraska Department of Education Content Area Standards

#### Social Studies

SS 4.3.1; SS 8.4.1; SS 8.4.2; SS 8.4.3; SS 8.4.4

## ■ activity

**Letter Analysis**

Read the story, *Women Join the Military*, and the letter written by Frances Overholser, both found at <http://www.nebraskastudies.org/1925-1949/nebraskans-on-the-front-lines/women-join-the-military/>.

Then answer the following “Suggestions for Teaching” questions.

- What information in the letter places it in a particular time period?
- Does the letter provide details about the writer’s personal situation?
- What is the purpose of the letter?
- What factual information is in the letter?
- What inferences, generalizations, and conclusions might be drawn from the letter?
- In the letter there are several references to Adolph Hitler and his agents. Do you think Hitler was responsible for the rumors about the WACs?
- This letter might spark a class discussion on women in the military today? Have times changed much for women in the military?

## ■ Nebraska Department of Education Content Area Standards

## Social Studies

SS HS.4.4; SS HS.4.5

## Language Arts

LA 12.1.3 Word Analysis

## 4

### World Map During World War II

Activity Grade Level

HS

#### ■ activity

#### Map Analysis & Essay

Draw a map of the world that includes the key European and Asian nations involved in World War II, Mexico, and the Aleutian Islands. Indicate on the map any locations where Lt. Col. Butler Buchanan Miltonberger (personally), the 134th Infantry regiment, or companies originally attached to the 134th infantry regiment were involved in military action. Include an essay that contains an explanation of why you selected the sites included on your map. [Consult the National Guard Stories beginning on <http://www.nebraskastudies.org/1925-1949/nebraskans-on-the-front-lines/nebraskas-national-guard-miltonberger/> and an atlas.]

#### ■ Nebraska Department of Education Content Area Standards

##### Social Studies

SS HS.4.4; SS HS.4.5

##### Language Arts

Standard 12.1 Reading

## 5

### Photograph Analysis of General Eisenhower Inspecting the 134th

Activity Grade Level

HS

#### ■ activity

### Photograph Analysis

Use the National Archives and Records Administration's Photograph Analysis in the Resources section of this document as a basis for analyzing the photograph of General Eisenhower inspecting the 134th Regiment in The 134th in Europe story

<http://www.nebraskastudies.org/en/1925-1949/nebraskans-on-the-front-lines/134-in-alaska-europe/>.

#### ■ Nebraska Department of Education Content Area Standards

Social Studies

SS HS.4.4; SS HS.4.5

Language Arts

LA 12.1 Reading



# 1925 – 1949

## Nebraskans On The Front Lines

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Nebraska Department of Education Academic Standards

<https://www.education.ne.gov/contentareastandards/>

Nebraska Department of Education Social Studies and History Standards

<https://cdn.education.ne.gov/wp-content/uploads/2019/11/Nebraska-Social-Studies-Standards-Final-11-2019.pdf>

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=>

## resources

## National Archives: Map Analysis Worksheet

### 1. TYPE OF MAP (check one)

- .... Raised relief map
- .... Topographic map
- .... Political map
- .... Contour-line map
- .... Natural resource map
- .... Military map
- .... Bird's-eye view
- .... Artifact map
- .... Satellite photograph/mosaic
- .... Pictograph
- .... Weather map
- .... Other ( )

### 2. PHYSICAL QUALITIES OF THE MAP (check one or more)

- .... Compass
- .... Handwritten
- .... Date
- .... Notations
- .... Scale
- .... Name of mapmaker
- .... Title
- .... Legend (key)
- .... Other

### 3. DATE OF MAP

### 4. CREATOR OF MAP

### 5. WHERE WAS THE MAP PRODUCED?

### 6. MAP INFORMATION

A. List three things in this map that you think are important:

1. ....
2. ....
3. ....

B. Why do you think this map was drawn?

.....

C. What evidence in the map suggests why it was drawn?

.....

D. What information does the map add to the textbook's account of this event?

.....

E. Does the information in this map support or contradict information that you have read about this event? Explain.

.....

Write a question to the mapmaker that is left unanswered by this map.

.....

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

## 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.

PEOPLE	OBJECTS	ACTIVITIES

### 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?

.....

.....

## National Archives: Written Document Analysis Worksheet

### 1. TYPE OF DOCUMENT(Check one)

- |                   |                          |
|-------------------|--------------------------|
| ... Letter        | ... Report               |
| ... Patent        | ... Advertisement        |
| ... Memorandum    | ... Congressional record |
| ... Map           | ... Census report        |
| ... Telegram      | ... Other                |
| ... Press release |                          |

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

- |                            |                    |
|----------------------------|--------------------|
| ... Interesting letterhead | ... Notations      |
| ... Handwritten            | ... RECEIVED stamp |
| ... Typed                  | ... Other          |
| ... 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:

1. ....
2. ....

E. Write a question to the author that is left unanswered by the document

.....

## Nebraska Department of Education Content Area Standards

### ■ Social Studies Standards

4

**SS 4.3.1** Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

**SS 4.4.4** Develop historical inquiry and research skills.

8

**SS 8.4.1** Analyze patterns of continuity and change over time in the United States history.

**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.4.4** Evaluate sources for perspective, limitations, accuracy, and historical context.

**SS HS.4.5** Apply the inquiry process to construct and answer historical questions.

## Nebraska Department of Education Content Area Standards

### ■ Language Arts Standards

8

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

HS

**LA 12.1** Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 12.1.3** Word Analysis: Students will use phonetic analysis to read and write grade-level text.