



1925 – 1949

NEBRASKANS ON THE FRONT LINES

ACTIVITIES

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

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Activity 1: Military and Military Leaders

Activity Grade Level:
4th & 8th Grade

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://nebraskastudies.org/0800/stories/0801_0112.html)
- What is the National Guard? (see the *Nebraska National Guard page* http://nebraskastudies.org/0800/stories/0801_0111.html)
- 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 State Social Studies/History 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 8.4.2 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 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.

Activity 2: Cities Related to Miltonberger

Activity Grade Level:
4th & 8th Grade

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://nebraskastudies.org/0800/stories/0801_0112.html)

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 State Social Studies/History Standards

Standard 4.21 Students will use the concepts of absolute locations, such as using grid systems, and relative location, such as direction, reference to neighboring states, and water features to:

- Locate and identify on maps and globes his/her local city or county, Nebraska, the United States, the seven continents, and four oceans.
- Explain how physical characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, industries, and the general patterns of economic growth in Nebraska
- Illustrate how Nebraska communities differ in physical features, such as land use, population density, architecture, services, and transportation.
- Construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Nebraska and the United States, and regions, such as Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Ridge, and Coastal Range.
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*People, Places, and Environments
Production, Distribution and Consumption*

Standard 8.2.7 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, such as landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

*Time, Continuity, and Change
Individuals, Groups, and Institutions*

Activity 3: Women in the Military

Activity Grade Level:
12th Grade

Activity: Letter Analysis

Read the story, *Women Join the Military*, and the letter written by Frances Overholser, both found at http://nebraskastudies.org/0800/stories/0801_0105.html. 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 State Social Studies/History Standards

Standard 12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors, such as:

- The rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- The rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- The role of the Soviet Union.
- Appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- The impact of mobilization for war, at home and abroad.
- Major battles, military turning points, and key strategic decisions.
- The Holocaust and its impact.
- The reshaping of the United States' role in world affairs after the war.
- Major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

Time, Continuity, and Change
People, Places, and Environments
Individuals, Groups and Institutions
Global Connections

Standard 12.3.17 Students will develop skills for historical analysis, such as the ability to:

- Analyze documents, records, and data, such as artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

Time, Continuity, and Change

Nebraska State Reading/Writing Standards

Standard 12.1.3 By the end of the twelfth grade, students will identify, analyze, and apply knowledge of characteristics of different types of text.

Activity 4: World Map During World War II

Activity Grade Level:
12th Grade

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://nebraskastudies.org/0800/stories/0801_01111.html and an atlas.]

Nebraska State Social Studies/History Standards

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*Time, Continuity, and Change
People, Places, and Environments
Individuals, Groups and Institutions
Global Connections*

Standard 12.3.15 Students will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to:

- Locate and explain the location and expansion of the original colonies.
- Trace the advance of the frontier and the territorial expansion of the United States, explaining how it was influenced by the physical environment.
- Locate new states as they were added to the Union.
- Understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
- Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.
- Analyze the political, social, and economic implications of demographic changes in the nation over time.

*Time, Continuity, and Change
People, Places, and Environments*

Nebraska State Reading/Writing Standards

Standard 12.1 Reading

The standards for grade 1 presume that basic skills in reading have been taught before grade 4 and that students are independent readers. For those students who are still having difficulty, teachers should continue to work with students in those areas appropriate to the skills and needs of the individual student. Grades 8 through 1 should continue the emphasis on developing reading skills (skill building) while maintaining the emphasis on expanding the variety and depth of reading experiences.

Activity 5: Photograph Analysis of Gen. Eisenhower Inspecting the 134th

Activity Grade Level:
12th Grade

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://nebraskastudies.org/0800/stories/0801_01144.html.

Nebraska State Social Studies/History Standards

Standard 12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors, such as:

- The rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- The rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- The role of the Soviet Union.
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1925 – 1949

NEBRASKANS ON THE FRONT LINES

RESOURCES

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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/ndestandards/documents/SocialStudiesHistoryStandards.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	
http://www.kent.k12.wa.us/staff/LindaJancola/6Trait/6-trait.html	
Nebraska Trailblazer World War II (4 th grade level)	
http://www.nebraskahistory.org/museum/teachers/material/trailist.htm	
Educational Packet: <i>What Did You Do in the War?</i> Nebraska History. Volume 72. No. 4 Winter 1991.	
http://www.nebraskahistory.org/museum/teachers/material/nebdata/WWII.pdf	

RESOURCES

National Archives Map Analysis Worksheet

1. TYPE OF MAP (check one):

- | | |
|---|--|
| <input type="checkbox"/> Raised relief map | <input type="checkbox"/> Bird's-eye view |
| <input type="checkbox"/> Topographic map | <input type="checkbox"/> Artifact map |
| <input type="checkbox"/> Political map | <input type="checkbox"/> Satellite photograph/mosaic |
| <input type="checkbox"/> Contour-line map | <input type="checkbox"/> Pictograph |
| <input type="checkbox"/> Natural resource map | <input type="checkbox"/> Weather map |
| <input type="checkbox"/> Military map | <input type="checkbox"/> Other () |

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

- | | |
|--------------------------------------|---|
| <input type="checkbox"/> Compass | <input type="checkbox"/> Name of mapmaker |
| <input type="checkbox"/> Handwritten | <input type="checkbox"/> Title |
| <input type="checkbox"/> Date | <input type="checkbox"/> Legend (key) |
| <input type="checkbox"/> Notations | <input type="checkbox"/> Other |
| <input type="checkbox"/> Scale | |

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.

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.

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?

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>