

Grade 3 -- Informational

Native American Clothing in Nebraska

Long ago, Native Americans made their own clothing. They used things they found in nature. Most materials used to make clothing came from animals. Animal skins, fur, and feathers were used.

Different Kinds of Clothing

Clothing protects people and keeps them warm. Native Americans wore different kinds of clothing, depending upon where they lived. Native Americans who lived in a cold climate wore heavy clothing.

Native Americans who lived in different places used different materials for their clothing. Their choices depended on the plants and animals in their area. Some groups of Native Americans also had their own styles of clothing.

Native Americans in Nebraska

Long ago, many Native American groups lived on the land that is now Nebraska. These groups wore similar kinds of clothing. They used many of the same materials to make clothes. Animal skins, especially buckskin, were commonly used. Buckskin is the skin of a deer, and it is soft and durable. Buckskin clothing protected people from sharp thorns.

Native American women wore a long buckskin shirt. In cold weather, women wore leggings. Men wore a loincloth. The loincloth was stretched between the legs. It was tucked into a belt in the front and back. Belts made from rawhide held clothing in place. In winter, men and women wore robes made from buffalo hides that were heavy and very warm. Native Americans wore shoes called moccasins. Moccasins were made from buffalo hide, so they could last a long time.

How Buckskin Clothing was Made

Native Americans cleaned and scraped animal skins to soften them. They dried the skins over a fire to make them a tan color. Then, pieces of buckskin were cut to the right size and shape. Rawhide was used to stitch the pieces together. Each article of clothing took time and skill to make. One family member to another taught the skill of making clothes.

Paints were used to decorate clothing. Paints were made from clay and juices of berries or other fruits. Dyed porcupine quills could be added as decorations. The quills were sharp and had a hook on one end to keep them in place. They could be poked into the buckskin to form a pattern.

Clothing for Special Occasions

For some events, people wore special clothes. Decorations were meaningful. A shirt decorated with porcupine quills meant that the wearer was a respected person. A necklace made from bear claws meant that the wearer was a great hunter. A headdress made from eagle feathers meant that the wearer was a chief.

- 1) What is the author's purpose for this passage? (LA 3.1.6.a)
- a) to explain to the readers about Native American clothing
 - b) to inform the readers about Native American clothing in Nebraska
 - c) to entertain the readers about Native American clothing in Nebraska
 - d) to persuade the readers to wear the clothing that Native Americans in Nebraska did

- 2) Which heading describes how Native Americans decorated their clothing? (LA 3.1.6.g)
- a) Different Kinds of Clothing
 - b) Native Americans in Nebraska
 - c) How Buckskin Clothing was Made
 - d) Clothing for Special Occasions
- 3) Which information can be found under the heading, "Native Americans in Nebraska"? (LA 3.1.6.g)
- a) Native American women wore a long buckskin shirt.
 - b) Long ago, Native Americans made their own clothing.
 - c) Native Americans who lived in a cold climate wore heavy clothing.
 - d) Some groups of Native Americans also had their own styles of clothing.
- 4) What is the setting of the passage? (LA 3.1.6.b)
- a) last week
 - b) long ago
 - c) present day
 - d) in the future
- 5) According to the passage, why did the Native Americans wear buckskin clothing? (LA 3.1.6.f)
- a) to protect themselves from sharks
 - b) to protect themselves from poison ivy
 - c) to protect themselves from wild animals
 - d) to protect themselves from sharp thorns
- 6) If Native Americans were great hunters, what would they wear to represent their hunting skills?
(LA 3.1.6.e)
- a) a red vest
 - b) an eagle feather
 - c) a bear claw necklace
 - d) a porcupine quill shirt

C4L Reading - Item Writing Tally Sheet

Grade 3 - Informational

Passage Name: Native American Clothing

Gr3 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 3.1.5.a <i>Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</i>	1, 2				
LA 3.1.5.c <i>Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown word</i>	2				
LA 3.1.5.d <i>Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</i>	1, 2				
Gr3 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 3.1.6.a <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension</i>	3				1
LA 3.1.6.d <i>Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
LA 3.1.6.e <i>Retell and summarize the main idea from informational text using supporting details</i>	2		2		2
LA 3.1.6.f <i>Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)</i>	2				
LA 3.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)</i>	1, 2	2			2

<p>LA 3.1.6.h <i>Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</i></p>	2				
<p>LA 3.1.6.j <i>Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</i></p>	1, 2, 3				