

## **Grade 6 -- Informational Learning History in Nebraska's Museums**

Nebraska's museums provide an interesting way to learn history. Visitors can view skeletons of animals from long ago. They can observe how pioneers lived. Many more experiences await visitors to Nebraska's museums.

### **The Great Platte River Road Archway Monument**

The Great Platte River Road Archway Monument is built across Interstate 80 near Kearney. This museum tells the history of Nebraska from the 1800s to the 1950s. Part of the monument resembles a covered bridge built on two towers. The bridge is red, orange, and yellow, like a Nebraska sunset.

Exhibits tell the history of pioneers traveling the Oregon Trail. Visitors hear sounds of trains as they learn about railroad building. They learn about the history of highway travel. Visitors can see classic cars in the museum as they observe the traffic speeding below them.

### **Stuhr Living History Museum**

Stuhr Living History Museum in Grand Island provides another way to learn about the past. Visitors can explore a Pawnee earth lodge from the 1840s. They can tour a farm and see farm machinery from the late 1800s.

Railroad Town is an exciting exhibit that offers hands-on learning. Visitors learn how people of the late 1800s lived, worked, and played. They can tour log cabins where museum workers portray pioneers doing daily tasks. They can explore a one-room schoolhouse. Visitors can observe a blacksmith at work or talk on an antique phone. They can learn how to play old-fashioned games. The shops, homes, and barns give information about the life of early settlers in Nebraska.

### **Durham Museum**

Durham Museum in Omaha focuses on the history of the state. The building is also a part of Nebraska history. At one time, it was a train station. Nearly 10,000 people traveled through the station each day. Today the station is a museum.

Exhibits feature different types of shelter. Visitors can see a tepee, an earth lodge, and a worker's cottage. A worker's cottage was a one-and-a-half story house popular in the early 1900s. Furnished rooms show how people lived in the past.

Visitors can see how people traveled during different time periods. They can sit on a streetcar from the 1940s or walk through an old train. Displays on the wall show the history of Omaha companies.

### **University of Nebraska State Museum**

At the State Museum in Lincoln, visitors learn about natural history. Plants, insects, and other animals are on display. Visitors learn about animals that live in Nebraska today. They also learn about animals that lived in the region long ago.

Woolly mammoth skeletons have been found throughout Nebraska. The State Museum features Archie—the largest mammoth skeleton in the United States. Archie is fourteen feet high and weighs fifteen tons.

Visitors also enjoy digging for fossils. A trip to this museum gives visitors an understanding of the animals found in Nebraska and how the state has changed.

- 1) What can the reader infer about the author's opinion of Nebraska's museums? (LA 6.1.6.a)
  - a) The author thinks museums are uninteresting.
  - b) The author thinks Nebraska has too many museums.
  - c) The author thinks Nebraska needs more museums.
  - d) The author thinks museums are a great source of historical information.
  
- 2) What is the main idea of this passage? (LA 6.1.6.e)
  - a) Durham Museum in Omaha focuses on the history of the state.
  - b) The Stuhr Museum provides another way to learn about the past.
  - c) Visitors learn about natural history at the Nebraska State Museum.
  - d) Nebraska has a variety of museums that provide many ways to learn history.
  
- 3) Which museum displays the history of plants and animals found in the state of Nebraska? (LA 6.1.6.e)
  - a) Durham Museum
  - b) Stuhr Living History Museum
  - c) University of Nebraska State Museum
  - d) The Great Platte River Road Archway Monument
  
- 4) They can tour log cabins where museum workers **portray** pioneers doing daily tasks. What is the meaning of the word **portray** as it is used in this sentence? (LA 6.1.5.c)
  - a) to write a story
  - b) to paint a picture
  - c) to take a photograph
  - d) to play the role of another
  
- 5) Which sentence below states an opinion? (LA 6.1.6.f)
  - a) The Stuhr Living History Museum is located in Grand Island.
  - b) The Archway Monument resembles a covered bridge built on two towers.
  - c) Nebraska's museums provide an interesting way to learn history.
  - d) Woolly mammoth skeletons have been found throughout Nebraska.

# C4L Reading - Item Writing Tally Sheet

## Grade 6-Informational

**Passage Name:** Learning History in Nebraska's Museums

Gr6 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 6.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.</b>					
<b>LA 6.1.5.a</b> <i>Determine the meaning of words through structural analysis, using knowledge of Greek, Latin, and Anglo Saxon roots, prefixes, and suffixes to understand complex words, including words in science, mathematics, and social studies</i>	1, 2				
<b>LA 6.1.5.c</b> <i>Select and apply knowledge of context clues (e.g., word, phrase, sentence and paragraph clues, re-reading) and text features (e.g., glossary, headings, subheadings, index, tables, maps, charts) to determine meaning of unknown words in a variety of text structures</i>	2		1		1
<b>LA 6.1.5.d</b> <i>Identify semantic relationships (e.g., metaphors, similes, idioms, analogies, comparisons)</i>	2				
Gr6 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
<b>LA 6.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.</b>					
<b>LA 6.1.6.a</b> <i>Explain how author's purpose and perspective affect the meaning and reliability of the text</i>	2, 3			1	1
<b>LA 6.1.6.d</b> <i>Interpret and explain the author's use of literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				1
<b>LA 6.1.6.e</b> <i>Summarize, analyze, and synthesize informational text using main idea and supporting details</i>	2, 3		1		2
<b>LA 6.1.6.f</b> <i>Apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion)</i>	2		1		1
<b>LA 6.1.6.g</b> <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., index, maps, charts, tables, graphs, headings, subheadings)</i>	1, 2				

<p><b>LA 6.1.6.h</b>  <i>Distinguish between the defining characteristics of different narrative and informational genres (e.g., textbooks, myths, fantasies, science fiction, drama, periodicals, and essays)</i></p>	2				
<p><b>LA 6.1.6.k</b>  <i>Generate and/or answer literal, inferential, critical, and interpretive questions, supporting answers using prior knowledge and literal and inferential information from the text and additional sources</i></p>	1, 2, 3		1		1