



Classroom Engagement Activities

Accompanying classroom activities can be aligned and adapted to the supporting question in order to engage students in academic content.

Write/Record a Summary

After exploring the museum, have the students write or record a summary of the events that led to the passing of the Nebraska Tractor Test law. It may be helpful for the students to answer some of the questions embedded in the tour to help guide their learning. Key points to include about the law and test are:

- The name of the company that produced the tractors that prompted the test
- The name and role of the Nebraskan resident that sought to pass the law
- The reason he wanted the test

News Report or News Article

Creating a news story is a good way for students to explore content more deeply. Using the information about the tractor test, have students create a news report covering the story of the Nebraska Tractor Test Act and Law. Students may choose to create a news article and include important information about the events surrounding the test and law. The students could also choose to cover the story if they were a news reporter in 1919. Students could also create a video news report. For more information on creating a news story, [visit these resources from StoryMaker](#).

Graphing Lesson

1. Have students explore the virtual museum.
2. On their visit, alone or in small groups, have them explore at least five different tractors.
3. Have the students record the following information about the different tractors. This includes the brand of the tractor, the year it was tested, and the horsepower of the machinery. Here is an example of a [template to use](#).
4. The students can explore the data in many different ways. Some questions to consider when graphing could include:
 - a. What has happened to horsepower over time?
 - b. Which brand of tractor has a history of more horsepower? (An higher average over time)
 - c. Is there other information you find interesting that you could potentially graph?
 - d. How has the RPM (Revolutions Per Minute) of tractors changed over time?
 - e. How has the increase in cylinders impacted other data? What do you notice about the impact of more cylinders has on the output of the tractors?
5. Have students create a graph from the data they recorded.
6. Students share their findings in groups or to the class



Have students extend the activity by looking at current tests in this database.

<https://tractortestlab.unl.edu/test-page-nttl>

Advertisement Poster

1. Have the students explore the tractor museum and search for specific advertisements in the museum.
2. Have students especially observe the poster advertisements in the museum for tractors.
3. Have the students record anything they find interesting, unusual or that jumps out to them about the posters.
4. After learning about several of the tractors, have them decide on one tractor they would like to share more about. Read the accompanying PDF about the tractor.
5. Have the students in small groups or individually, create a list, diagram, or snapshots about some of the interesting information about the tractor.
6. Have the students create a one page poster advertisement for their tractor including key information about their tractor.
7. Have the students hang their posters around the room and have the students do a gallery walk to explore other students' creations.

Thirty Second Commercial

1. Explore the museum in small groups or individually.
2. Have the students identify a tractor they would like to learn more about.
3. Read the information about the tractor to build a better understanding about it and some of the unique features it has that separates itself from other tractors.
4. Storyboard a 30 second commercial for the tractors highlighting some of its unique features.
5. Film and produce commercials to share with the class. For more information on creating media content in the classroom, visit [StoryMaker](#).



Nebraska State Standards

Social Studies	<p>Social Studies</p> <p>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.</p> <p>SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</p>
English Language Arts	<p>LA.4.W.4 Write opinion pieces that explain a perspective with supporting reasons and/or evidence.</p> <ul style="list-style-type: none">a. Introduce a topic or text clearly, state an opinion, and develop a structure that includes reasons and/or evidence.b. Use facts and details to support reasons and/or evidence.c. Use linking words and phrases to connect ideas.d. Provide a concluding statement or section related to the opinion. <p>LA.4.W.5 Write informative/explanatory pieces to examine a topic or text and convey ideas and information.</p> <ul style="list-style-type: none">a. Introduce a topic clearly and group related information into paragraphs and sections including text features, illustrations, and/or multimedia elements.a. Develop the topic with Information (e.g., facts, definitions, details, quotations) related to the topic.b. Use linking words and phrases and key vocabulary to connect ideas and categories of information.c. Provide a concluding statement or section related to the information or explanation(s).