



Tractor Museum Virtual Tour Visitors Guide and Scavenger Hunt

Use the visitors guide and scavenger hunt as a way to engage students and help ensure meaningful inquiry throughout the learning process. By setting the stage with information about the history of the museum and a compelling question to guide learning, students can navigate the museum through the lens of inquiry. The scavenger hunt can be used as an introduction to the tour and provides an opportunity to become familiar with navigating the museum as well as some of the different content and resources within. The blueprint design is **Adapted from **Blueprinting: An Inquiry-Based Curriculum | Planning with the Inquiry Design Model.***

Setting the Stage

Staging the Compelling Questions serves the purpose of introducing the inquiry. It provides an engaging framework to interact with the content of the Tractor Museum Virtual Tour and promotes inquiry.

The compelling question identifies issues and topics found in and across the academic disciplines.

The **primary source** is the primary content used in this lesson. It will serve as the source for students to engage with the compelling and supporting questions.

WHY IS THERE A NEBRASKA TRACTOR TEST LAW?	
Staging the Compelling Questions	Nebraska is the only state and one of few places in the world to have a facility to test tractor performance. How a law requiring this came to exist, how it has been modified over the years, and whether it is still relevant provides a compelling opportunity for students to engage in civil inquiry while exploring how policies become law and impact change. Why might this be? Why did other states not follow suit? What purpose does the test serve? To Nebraska? To the United States?
Primary Source	Nebraska Tractor Test Virtual Tour



Scavenger Hunt

Use the scavenger hunt as an introduction to the classroom museum. After overviewing the museum and explaining navigation, consider having the students use the

1. Used as an introduction to the museum. Have the students explore the museum, individually or in small groups. After having explored the museum, hand the students the scavenger hunt checklist and ask them to find and document each item. Have them be on the lookout for different items and check them off when they find them. They can screen shot or take a picture of the item when they find it. Some of the things to look for include:

- The first tractor ever tested
- An advertisement for the Ford Tractor Company
- The Name of the Museum
- A tractor that has crankshaft horsepower over 55
- The newest tractor in the museum
- The title of a tractor book in the gift shop.
- The title of video playing on a tv
- The original machine used to test tractors
- Audio clip of Les Larson talking about what has changed

2. As an extension, instead of completing the scavenger hunt, students could create their own scavenger hunt for their classmates. Have the students exchange the scavenger hunts they created and complete. As a class list out some of the similar locations and content that were identified during this time.



<p>Social Studies</p>	<p>Social Studies</p> <p><i>SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.</i></p> <p><i>SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.</i></p>
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