



## Electronic Field Trip to the BELLE OF LOUISVILLE Lesson Plans

**Grade Level:**  
**3-5**

### Materials

- *A Steamboat Adventure* by Kadie Engstrom (see Related Instructional Resources)
- Examples of personal writing including memoirs and personal essays.
- Kentucky writing scoring guide for personal writing.

### Technology

Internet for research and/or word processing.

### Vocabulary

Captain  
Deckhand  
Excursion boat  
Ferry Boat  
Calliapist  
Fireman  
Paddlewheel  
Paddlewheeler  
Pilot  
Pilothouse  
Purser  
Starboard  
Stern  
Telegraph  
Transport  
Western Rivers  
Communication  
System

## In My Own Words: Featuring a study of memoirs of river travel

### Length

2 days (if included within the study of personal expressive writing and/or literary writing)

### Concepts/Objectives

- Students will enhance their knowledge of personal expressive writing through study of memoirs and personal experiences.
- Students will apply the concepts of personal expressive writing to a literary writing prompt related to life on the river during the late 19th century and early 20th century.

### Activities

- With teacher guidance, students will examine personal writing examples including memoirs and personal essays.
- Students will read to gain background information about life on the river in the late 19th century and early 20th century.
- Students will read an example of a fictional personal writing piece.
- Students will complete a writing piece in which they apply background knowledge about life on the river to their choice of teacher selected writing prompts.

### Belle Resource

Students will benefit by viewing the video to gain understanding about the day-to-day operations of the *Belle of Louisville*.

## Instructional Strategies and Activities

Students and teacher will read personal remembrances including memoirs and personal essays.

Students and teacher will read *A Steamboat Adventure* by Kadie Engstrom and discuss the characteristics of this written piece as related to personal writing.

*The following two writing pieces may require more reading and research by the student.*

1. Student writes a personal essay as if they are a passenger or a crew member on the steamboat. This type of writing opens up the opportunity to write using sensory details. Student chooses the time period, the name of the boat during that time period, the city or town visited. Given these parameters, the student will use as much factual and/or historical detail as needed to complete the piece.

2. Student writes a diary entry as if they are either a passenger or a crew member on the steamboat. Students have ample opportunity to express their voice and to write using sensory details. Student chooses the time period, the name of the boat during that time period, the city or town visited. Given these parameters, the student will use as much factual and/or historical detail as needed to complete the piece.

## Support/Connections/Resources

*A Steamboat Adventure* by Kadie Engstrom (see “Related Instructional Resources”)

## Adaptations for Diverse Learners/Lesson Extensions

Students can compile a number of student pieces into a newspaper format or a “Memories” book and work toward publication of the documents.

Students might write letters to Kadie Engstrom, Education Coordinator at the *Belle of Louisville*, and ask for more information about those who have traveled on the *Belle of Louisville*. This might take the form of personal interview, telephone interviews, videotaped interviews, or written accounts submitted by the travelers. Students will craft a written piece in which they share the travelers’ stories. Several of these written pieces can be compiled into a book or newspaper format for future publication.

## Multiple Choice Questions

1. After a trip on the *Idlewild* from Louisville to Rose Island and back, a passenger on the boat wrote a piece of personal writing about one event that happened during the trip. This type of writing piece is called
  - a. memoir
  - b. script
  - c. personal narrative
  - d. transactive writing
2. An author writes a story about people who did not really live but events in the story could have happened some time in the past. This type of writing is called:
  - a. science fiction
  - b. poetry
  - c. script
  - d. historical fiction
3. An author wanted to write a story about an experience that a person had when he or she sailed on the *Avalon* many years ago. The author interviewed a lady who rode on the *Avalon* as a young girl. The lady who was interviewed is considered:
  - a. a primary source of historical information
  - b. a spy for a foreign country
  - c. a reporter for a local newspaper
  - d. a person who can predict the future

## Vocabulary Continued

First Mate  
Flatboat  
Hull  
Keelboat  
Landing Stage  
National Historic  
Landmark  
Packet Boat  
Wharf  
Wharfboat

## Kentucky Academic Content

### Core Content

WR-EP-1.2.2  
WR-EP-2.3.2  
WR-EP-2.4.2  
WR-EP-3.5.

WR-05-1.2.2  
WR-05-2.3.2  
WR-05-2.4.2  
WR-05-3.5.

WR-EP-3.6.0  
WR-EP-4.7.0  
WR-EP-4.8.0  
WR-EP-4.10.0  
WR-EP-4.9.0  
WR-EP-4.11.0  
WR-EP-4.12.00

WR-05-3.6.0  
WR-05-4.7.0  
WR-05-4.8.0  
WR-05-4.10.0  
WR-05-4.9.0  
WR-E-05.11.0  
WR-E-05.12.00

## Answer Key for Multiple Choice Questions

1. c
2. d
3. a
4. d
5. c

4. During the past 95 years, the boat now known as the *Belle of Louisville* has had two other names. Which of the following is the correct combination of those names?
  - a. *Cincinnati Belle* and *Dixie Queen*
  - b. *Louisville Queen* and *Southern Belle*
  - c. *Mississippi Queen* and *Natchez*
  - d. *Idlewild* and *Avalon*
5. Which century did the steamboat, now known as the *Belle of Louisville*, experience its heyday in operation?
  - a. 18th century
  - b. 19th century
  - c. 20th century
  - d. 21st century

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