



Electronic Field Trip to the BELLE OF LOUISVILLE Lesson Plans

Grade Level:
3-8

Materials

- Print resources from Kadie Egstrom, *Belle of Louisville* Education Coordinator (see “Related Instructional Resources”)
- Abbreviated time line for *Belle of Louisville’s* History
- *The River Steamboat Belle of Louisville: A Little Bit of History*
- *Historic River Steamer Belle of Louisville: A Brief History*
- *Historic River Steamer Belle of Louisville (A Window to the Past, a Door to the Future): A Brief History*
- Careers Descriptions

Technology

Internet access

Vocabulary

Boiler
Captain
Calliope
Calliapist
Deckhand
Firebox
Fireman
First mate
Engineer
Pilot
Purser

All Hands on Deck

Length
1 Day

Concepts/Objectives
Students will learn to apply pantomime and/or non-linguistic representation to share information about a job position held by the crew of the *Belle of Louisville*.

Activities
Students will research a specific job position of a crew member aboard the *Belle of Louisville*. Students will develop a pantomime of the job performed by that crew member and present that pantomime to the rest of the class. Assessments will include self-assessment, peer assessments, “exit slips,” multiple choice and open response questions, and the group presentation.

Belle Resource
Crew description and interviews with crew members

Instructional Strategies and Activities

Preparation:

The level of teacher preparation will vary. Basic preparation includes:

- Electronic Field Trip: *Belle of Louisville*, Kentucky Educational Television
- Copies of the following documents by Kadie Engstrom (*Belle of Louisville*) for each group: (see “Related Instructional Resources”)
 - Abbreviated time line for Belle of Louisville’s* History
 - The River Steamboat Belle of Louisville: A Little Bit of History*
 - Historic River Steamer Belle of Louisville: A Brief History*
 - Historic River Steamer Belle of Louisville (A Window to the Past, a Door to the Future): A Brief History*
 - Steamboat Careers PDF
- Virtual boat tour on web site. www.ket.org/trips/belle

Teacher will prepare a list of the job positions held by the crew of the *Belle of Louisville*, write the list on slips of paper and prepare the slips of paper for a random draw by the students. These positions include: Captain, Pilot, Engineer, Fireman, Calliope player, First mate, Deckhands, Purser.

Introduction to lesson: Teacher will advise students that they will view an Electronic Field Trip and search for information within the video. The Electronic Field Trip features the *Belle of Louisville*, the oldest steamboat in operation today.

Teacher script to students:

Many jobs are necessary in order for the *Belle of Louisville* to function properly. As you watch the video, you will need to focus your attention on one specific job of the crew. You will draw the name of that job from slips of paper I have prepared for you. It is very important that you do not share the name of the job you draw with other students because at the end of the class period, each of you will have the opportunity to act out without words, or pantomime, the actions performed for the job you have chosen. The rest of the class will guess which job you represent. Some jobs may have more than one person representing; you will need to design your pantomime so that you can represent the job as clearly as possible, since you will not be able to speak during the performance. After the video you will also have the opportunity to review print material about the jobs of the crew of the *Belle of Louisville* to help you gain more information before the performances begin.

You are welcome to take notes during the video and while you review the print materials; take care to protect your notes before your performance. Any questions? (the teacher will field questions as needed.)

The teacher distributes job slips; students may need to be advised to protect the identity of the position they represent.

View Electronic Field Trip. After Electronic Field Trip, the teacher will lead a discussion with students about the types of jobs they saw during the video. With students' assistance, the teacher will create a written list of jobs on board, poster board, etc., so that students will be able to have a visual list of jobs during the performances of the pantomimes to help with identification of the positions the students represent. Students can also view the virtual boat tour online to stream the crew interviews and "walk through" their work stations on the boat.

Print materials should now be distributed to students for their review. Allow students ten minutes to review the material for more information about the job they will represent. Remind students that they do not have to read all the print materials, but should scan for information about their specific job.

Advise students that they now have 5 minutes to finalize their preparations for the pantomime performance. Also advise students, that the pantomime performance will probably last 30 – 60 seconds, depending on how long it takes the rest of the class to guess the job they are performing.

After 5 minutes, begin to call on students to come forward to perform the pantomime they have designed. The teacher can decide the identification method students will use to identify job position: orally, written, etc. Remind students that most of the job positions will be repeated through the performances.

After all students have had the opportunity to perform, bring the students' attention back to the list of jobs that were created during the review of the video. For each position, ask a student (or students) who represented the position to summarize the job performed by the person in that position on the steamboat.

Kentucky Academic Content

Core Content

PL-05-4.1.2

PL-05-4.1.4

PL-05-4.1.5

Exit slip: Each student will write a 1 or 2 sentence summary description of the job they researched and represented during the pantomime.

Lesson alternative: Students may also represent the job they have chosen by other means of non-linguistic representation. Some students may choose to draw a picture of the person performing the job, some may want to use modeling clay or other materials to create 3-D representations of the work performed. The most important point is that words, oral or written, are not to be used to represent the chosen job.

Writing activity: Students create a diary entry as if they are the crew member they have chosen in the draw. More background information may be needed for the students, or more review of the Electronic Field Trip video and web site may be needed. The amount of time for student research will be determined by the teacher. Depending on the age of the students, the amount of time allowed for the assignment, and the sophistication of the writers, students may be advised to write in a time period different from the present.

Evaluation of the writing activity will be accomplished through the use of a scoring guide from the Kentucky Writing Portfolio.

If this lesson will be conducted during shorter class periods, the plan may be divided in this way:

- Class Period #1: Prepare students to watch the video. Advise that they will need to pay special attention to the jobs performed on the boat and may want to take notes as they watch and listen.
After viewing the Electronic Field Trip, conduct an oral review and discussion with students, while teacher creates the list of jobs of the crew members that will be used in the second part of the lesson.
- Class Period #2: The teacher conducts a quick oral review about the previously viewed Electronic Field Trip, and then proceeds with pantomime activity (see the instructions for student pantomime on the previous page).

Open Response Assessment

The jobs held by the crew of the *Belle of Louisville* might be compared to jobs on an airplane. Choose one job of a crew member of the *Belle of Louisville* and a similar job for the crew of an airplane.

- A. Describe two ways the jobs are similar.
- B. Describe two ways the jobs are different.

Answer Key for Multiple Choice Questions

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

Scoring Guide

4	3	2	1	0
Student accurately describes the similarities between jobs on the <i>Belle of Louisville</i> and an airplane. Student clearly describes the differences between the positions.	Student adequately describes the similarities between jobs on the <i>Belle of Louisville</i> and an airplane. Student adequately describes the differences between the positions.	Student adequately completes the description of the similarities	Student attempts to answer the question, but the attempt is incorrect or incomplete.	Student makes no attempt to answer the question.

Multiple Choice Questions

1. The job of the FIREMAN aboard the *Belle of Louisville* is
 - a. to put out fires on the boat
 - b. to dress up in fire-protective clothing
 - c. to pull the rope on the whistle
 - d. to light the fire in the firebox
2. The musical instrument that can be heard as far as five miles away from the boat is the
 - a. trombone
 - b. calliope
 - c. bongo drums
 - d. kazoo
3. The _____ oversees the team who operates the *Belle of Louisville*.
 - a. the purser
 - b. the bellhop
 - c. the calliapist
 - d. the captain
4. The pilot is responsible for “driving” the boat. From what location does the pilot do most of his work?
 - a. the pilothouse
 - b. the boiler room
 - c. the mess
 - d. the ballroom
5. The person who helps people learn more about the history of the *Belle of Louisville* is
 - a. the ticket taker
 - b. the engineer
 - c. the education coordinator
 - d. the fireman

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