



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

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

### Materials

- Samples of feature articles from newspapers.
  - Parchment example of feature articles featuring the *Belle of Louisville* (developed by Kadie Engstrom. (see Related Instructional Resources)
  - Other newspaper articles about the *Belle of Louisville*.
  - Student writing materials (journal, pencils, etc.)
  - Computer and/or word processing equipment
- Suggested resource:
- *Legendary Lady: The Story of the Belle of Louisville*, Jewell, A. with Mullen, K (1999)

### Technology

- Computers and/or word processing equipment
- Video players
- Optional Encyclomedia video

## Feature Articles: Life on the River

### Length

2 days (if included within the study of feature articles)

### Concepts/Objectives

- Students will learn to research samples of transactive writing based on life on steamboats on the river.
- Students will apply their knowledge of transactive writing skills to write a feature article

### Activities

- Students will research and read samples of feature articles about steamboat and river life. Research sources may include: newspaper articles about steamboat travel, video and still life remembrances about steamboat travel and river life.
- Students and teacher will discuss research findings. Students and teacher will discuss components of feature articles and examine examples of feature articles.
- Students will apply research information and knowledge of feature articles while responding to a writing prompt (see Instructional Strategies and Activities).

### Belle Resource

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

## Instructional Strategies and Activities

- Teacher will gather research/resource materials about life on steamboats and river travel during the 19th and 20th centuries. Reference/resource materials may include internet access, print materials, videos, etc.
- Teacher will allow time for students to research, looking for components of feature articles in the research materials.
- Teacher and students will discuss major components of feature articles and transactive writing.
- Teacher will assign either or both of the writing prompts below in order to assess students' ability to use knowledge of transactive writing.

### Writing prompts:

1. Student writes a feature article as if they are a reporter in one of the cities or towns visited by the steamboat. 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 feature article.

2. Student writes a feature article as if they are a passenger on the steamboat. Student chooses the time period, the name of the boat during that time period, and the city or town visited. Given these parameters, the student will use as much factual and/or historical detail as needed to complete the feature article.

## Support/Connections/Resources

See list in Materials section.

## Adaptations for Diverse Learners/Lesson Extensions

Students can compile a number of articles into a newspaper format and work toward publication of newspaper pages.

Students might write letters to Kadie Engstrom, Education Coordinator for the *Belle of Louisville*, about the jobs and experiences of crew members of boats currently in operation. This might take the form of personal interview, telephone interviews, videotaped interviews, or written accounts.

## Multiple Choice Questions

1. After a trip on the *Idlewild* from Louisville to Rose Island and back, a crew member on the boat wrote a piece of transactive writing about an event that happened during the trip. This piece was later published in the local newspaper. This type of writing piece is called
  - a. memoir
  - b. script
  - c. personal narrative
  - d. feature article
2. What type of media (news source) would have been most likely to deliver news that happened during the time that the *Idlewild* traveled the Mississippi River?
  - a. Internet
  - b. Television
  - c. Newspaper
  - d. Text Messaging
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 crew member who served on the *Avalon* as a young man. The interviewed crew member 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

## Kentucky Academic Content

### Core Content

WR-EP-1.2.3  
WR-EP-2.3.3  
WR-EP-2.4.3  
WR-EP-3.5.3

WR-05-1.2.3  
WR-05-2.3.3  
WR-05-2.4.3  
WR-05-3.5.3

WR-E-3.6.0  
WR-E-4.7.0  
WR-E-4.8.0  
WR-E-4.9.  
WR-E-4.10.0  
WR-E-4.11.0  
WR-E-4.12.00

WR-05-3.6.0  
WR-05-4.7.0  
WR-05-4.8.0  
WR-05-4.9.  
WR-05-4.10.0  
WR-05-4.11.0  
WR-05-4.12.00

## Answer Key for Multiple Choice Questions

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

## Vocabulary

Captain  
Deckhand  
Excursion boat  
Ferry Boat  
Calliapist  
Fireman  
Paddlewheel  
Paddlewheeler  
Pilot  
Pilothouse  
Purser  
Starboard  
Stern  
Telegraph  
Transport  
Western Rivers  
Communication System  
First Mate  
Flatboat  
Hull  
Keelboat  
Landing Stage  
National Historic  
Landmark  
Packet Boat  
Wharf  
Wharfboat

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?
- Cincinnati Belle* and *Dixie Queen*
  - Louisville Queen* and *Southern Belle*
  - Mississippi Queen* and *Natchez*
  - Idlewild* and *Avalon*

## Handouts/Worksheets/Graphic Organizers

Create as needed. Include at the end of the lesson plan document or as a separate file.

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