

## ***The Study of Galveston's Unique History & Heritage***

### ***Come visit what can only be found in Galveston, Texas!***

**Purpose:** This curriculum unit was created in order to teach students about Galveston's rich history in a way that is fun and engaging. Teachers and parents can use this information in order to either front-load content or review information after visiting the following sites that can ONLY be found in Galveston, Texas. The suggested time frame for visiting these sites is over a minimum of a two-day period. Please be mindful of the museum and tour hours for each site as you set up the order in which you plan your visit to Galveston. Use the following link that will take you to a Google Map that shows you where the sites are located; they are divided using a two-day guided format. [Click here to view an interactive map where these historical sites can be found.](#)

#### **Historical Sites to Visit:**

- Texas Seaport Museum and 1877 Tall Ship ELISSA
- Pier 21 Theater (Historical Movies available: The Great Storm, The Pirate Island of Jean Laffite, and Gateway to the Gulf)
- Architectural Salvage Warehouse
- Ocean Star Offshore Drilling Rig
- The Bryan Museum- former location of the Galveston Orphans Home
- The Rosenberg Library- The Galveston & Texas History Center

#### **Stage 1 - Desired Outcome**

##### **Established Goals- TEKS: 4th Grade Social Studies:**

4C, 5A, 5B, 6A, 6B, 7A, 7B, 8A, 8B, 8C, 9A, 9B, 9C, 12B, 12C, 12E, 20B, 20C, 21B, 21C, 21D, 21E, 22A, 22B, 22C, 22D, 22E, 23A, 23B

**Grades: 3-6 (TEKS from Grade 4 Social Studies, given their tie to Texas History)**

**Content Areas Imbedded: English and Social Studies**

#### **Understandings:**

***Students will understand that...***

- With time, all things change. Through the passing of time, people's needs, wants, desires, and interests evolved to what you see today. This change will continue as time goes by.
- It is important to learn from the mistakes and successes of those that lived in the past. Their courageous efforts can live on to inspire great change and improvements today.
- We can learn from the major events that have shaped locations over time.
- It takes intentional efforts to preserve the past for future generations to experience.

#### **Essential Questions:**

- How can one individual's experience reflect the struggles of an entire city?
- Why do we study and examine our past, present, and future?
- How can catastrophe lead to positive change across varying levels of society?
- How does the study of history help us realize that ideas and actions of individuals and groups have consequences (negative and positive)?

## **Note to teachers and homeschool parents:**

This section of the curriculum contains the background content information for the teacher or homeschool parent. This is the information that the students should 'uncover' during their study of the different historical sites taught within this unit and through visiting the actual sites in Galveston.

***By the end of the unit, students will know...***

### **Historical Site: Texas Seaport Museum**

#### **Exhibit: 1877 Tall Ship ELISSA**

- \*The ship's berth is in Galveston, Texas, and can be seen at the Texas Seaport Museum.
- \*The ELISSA is not a replica, and it was built toward the end of the "Age of Sail" in Scotland.
- \*The ship was rescued from being destroyed in a scrap yard in Greece.
- \*It has carried a variety of cargo through the years and has been owned by many companies.
- \*The ELISSA is a fully functional ship that sails during sea trials in the Gulf of Mexico.
- \*The ELISSA is the official tall ship of Texas

<http://www.galvestonhistory.org/attractions/maritime-heritage/1877-tall-ship-ELISSA>

#### **Vocabulary Quizlet: <https://quizlet.com/3l2ndk>**

*Students can play the Quizlet vocabulary games to learn the following terms:*

**Hull:** the main body of a ship or vessel

**Bow:** front part of a ship

**Stern:** back part of a ship

**Deck:** a horizontal structure of planks that extend across a ship

**Port:** when facing forward, the left side of a ship

**Starboard:** when facing forward, the right side of a ship

**Mast:** a tall upright post that carries a sail or sails

**Yard:** a cylindrical spar (or post) that narrows at the end; attached to the mast for bottom of sail

**Barque:** a sailing ship with three masts

**Ballast:** heavy material placed low in a vessel to improve its stability

**Figurehead:** ornament (usually female) or bust attached to the bow of a ship

**Cargo:** goods carried on a ship

### **Challenge Questions about the ELISSA:**

#### ***How did the ELISSA end up in Galveston, Texas?***

(The Galveston Historical Foundation purchased it in 1975.)

#### ***How many different names did the ship have?***

(6- ELISSA, Fjeld, Gustaf, Christophoros, Achacios, & Pioneer)

#### ***Under how many different flags did the ship sail?***

(6- British, Norwegian, Swedish, Finnish, Greek, and American)

**More challenging nautical vocabulary [like... lastage, jackyard, gangway, leeboard, pallograph (spelling is correct), & scupper] can be found on the following website:**

<http://phrontistery.info/nautical.html>

## Historical Site: Pier 21 Theater

### Movie: The Great Storm

\*The unnamed storm would have been classified today as a Category 4 hurricane; it made landfall in Galveston on Sept. 8, 1900.

\*It was a storm in which an estimated 10,000 to 12,000 people lost their lives. More than 6,000 of those were from Galveston Island.

\*It is still recorded as being one of the deadliest natural disasters in U.S. history.

\*Despite the utter and complete destruction, the Galveston survivors immediately began rebuilding.

\*Clara Barton and the Red Cross helped establish an orphanage for the victims of the storm; they also helped obtain lumber and materials to rebuild homes. <https://www.1900storm.com/redcross/>



<https://www.1900storm.com/photographs/>

<https://www.1900storm.com/film/>

\*“Queen City of the Gulf” status ended with the storm of 1900. <http://www.galvestontx.gov/248/City-History>

### Movie: Gateway to the Gulf

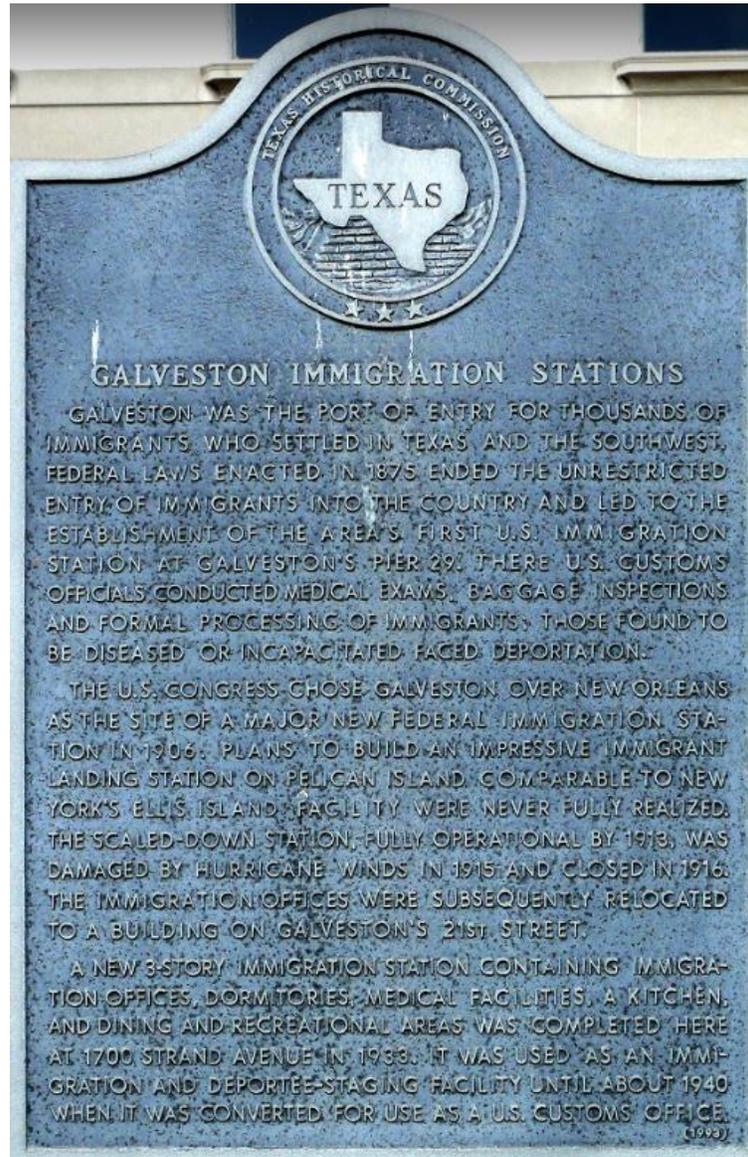
\*An estimated 300,000 immigrants entered the U.S. through the Port of Galveston between 1846-1948.

\*The Port of Galveston is considered one of the ten biggest immigrant ports of the 19th and 20th centuries.

\*Unrestricted entry ended in 1875. Immigrants entered Galveston through Pier 29.

\*The U.S. government chose Galveston over New Orleans as the ‘new’ Federal Immigration Station in 1906. However, it was never fully realized. A scaled down version was operational by 1913, but was then damaged by hurricane winds in 1915.

\*A comprehensive database is available for finding the names of the immigrants that first disembarked in Texas at the Port of Galveston. <http://www.galvestonhistory.org/attractions/maritime-heritage/galveston-immigration-database>



Here is a link to another site that explains more about the Port of Galveston.

<http://www.chron.com/life/article/Waves-of-migrants-made-Galveston-into-Texas-1732835.php>

### **Historical Site: Architectural Salvage Warehouse**

\*People can shop in the warehouse for historic building materials like doors, windows, decorative woodwork, and much more.

\*Shoppers can reuse, repurpose, or restore structures using these salvaged historic materials.

\*Historic Galveston architecture lives on!

<http://www.galvestonhistory.org/preservation/architectural-salvage-warehouse>

### **Site to Visit: Ocean Star Offshore Drilling Rig and Museum**

<https://www.oceanstaroec.com/museum/tour-information/>

\*Vast natural energy resources are available beneath the world's oceans.

\*This location offers guided and self-guided tours of a retired jack-up drilling rig.

\*There are three floors within the museum that include scale models and interactive displays.

\*The information covered includes such topics as seismic technology, production, exploration, and the history of offshore oil and gas.

\*There is a skywalk that takes you out to the drill floor of the retired rig.

\*\*\*\*When you visit, be sure to get a copy of their free curriculum booklet *Passport to Petroleum*.



*Modern offshore structures include (from left to right): 1 and 2 are conventional fixed platforms; 3 is a compliant tower; 4 and 5 are vertically moored tension leg and mini-tension leg platforms; 6 is a spar platform; 7 and 8 are semi-submersibles; 9 is a floating production and offloading facility; 10) sub-sea completion and tie-back to host facility.*

Read more about the history of offshore drilling at <http://aoghs.org/offshore-history/offshore-oil-history/>.

## Historical Site: The Bryan Museum,

former location of the **Galveston Orphans Home**

<https://www.thebryanmuseum.org/> <https://thebryanmuseum.org/galveston-orphans-home/>

*(While there are some fabulous exhibits housed at The Bryan Museum, the focus of this part of the content & curriculum is directed at Galveston's history. Specifically, teaching about the history of the Galveston Orphans Home, because there is a **very special exhibit** displayed at The Bryan Museum that is worth seeing.)*

\*Housed within The Bryan Museum is a collection of 'treasures' left behind and hidden by orphans that resided in the home. These treasures and a hideout (under the stairs) were found when renovations began (while building The Bryan Museum).

\*The hideout is marked with a sign saying "KEEP OUT" and a hanging peach can that could possibly have been a doorbell of sorts.

\*These precious treasures were found in the soil, hidden within the walls, and in the attic. They include such things as toys and marbles.

\*The Galveston Orphans Home is not to be confused with St. Mary's Orphanage. Both were in existence when the Great Storm of 1900 hit Galveston. The Galveston Orphans Home weathered the storm with no loss of life, but extensive repairs needed on the building and grounds.

\*However, St. Mary's Orphanage suffered catastrophic losses when their buildings were swept away. All ten nuns lost their lives; only 3 of the 94 children survived.

<https://tshaonline.org/handbook/online/articles/yys01>

\*In 1900, there two fully functional orphanages in Galveston, Texas. This is significant because Galveston's population (before the storm) was only around 37,000.

\*One reason why there were two orphanages might have been due to the fact that Galveston was one of

the final stops for America's 'orphan trains' that transported and placed more than 120,000 children from 1853 until the early 1900s.

\*The 'orphan train' began in 1853 in order to address the more than 30,000 homeless youths (aged 6-18) on New York City's streets.

\*The Galveston Home served more than 6,000 children during its operation from 1894-1984 (90 years).

### **Historical Site to Visit: The Rosenberg Library**

***Curriculum for this site is not included in this unit; however, the site has historical value and would be a great addition to any visit to Galveston. Also, you can get a library card here no matter where you are from and they have study space as well.***

#### **Exhibits to visit:**

-Galveston and the Great War Exhibit

-Galveston: Treasure Isle of the Gulf Exhibit

<http://rosenberg-library-museum.org/exhibits/past-gallery-exhibits/ggw/>

<http://rosenberg-library-museum.org/exhibits/>

### **Stage 2 - End of Unit Assessment Evidence**

**Note to teachers and homeschool parents:** This section includes just a few of the end of unit assessments that are possible. Each teacher and homeschool parent should feel free to create whatever assessments best meet the needs of their students.

#### **Performance Tasks:**

##### **\*Reflection Essay-**

At the completion of the unit and visit to historical Galveston, the student will write a creative reflection essay to showcase their learning. It should inspire other students to visit Galveston and learn about its rich history and heritage.

##### **Essay should include the following elements:**

- An illustration (it can be your completed mind map)
- A photograph of you visiting one of the historical sites in Galveston
- Your own personal experiences while visiting Galveston, written in 1,000 words
- An explanation of what you thought was most thought provoking or most important while learning about Galveston's history
- Please use proper grammar and spelling

#### **Other Evidence:**

**\*Small Group Discussions-** Using the essential questions, conduct in-depth discussions at the end of the unit. Be sure that all students have their learning materials with them (mind map, other notes) in order for them to give evidence to back up their arguments.

##### **\*Essential Question Reflection-**

Once the small group discussions for each essential question have taken place, have the students choose the one that they felt most strongly about. Each student will answer their question fully, backing up their thoughts and ideas with the evidence gleaned from the lessons, their visit to Galveston, and the discussion time. They may use whatever platform they wish (digital or paper), but again, they must provide evidence to support their answers.

**Suggested apps to use in order to digitally answer the essential question:**

### **Go the extra mile!**

- Enter your reflection essay to be posted (in its entirety) to Galveston.com's blog! This may be done by sending your entry to [info@galveston.com](mailto:info@galveston.com), or you may email the link to where you have posted it online yourself.
- Contribution guidelines will require that all of the elements above be included.

- \*Show Me
- \*Explain Everything
- \*GarageBand & iMovie
- \*Pic Collage (*& then either Show Me or Explain Everything*)
- \*Glogster

**\*Take the online quiz specifically created for this unit-** <https://testmoz.com/1325095>

When you click on the link, please just enter **your first name** (or fun nickname) AND the password which is "**HistoryInspires**" (no spaces, no parentheses, and be mindful of the capitals at the beginning of each word).

## **Stage 3 - Learning Plan- Student Directed**

**Note to teachers and homeschool parents:** The following activities can be done before or after visiting the historical sites in Galveston. Feel free to pick and choose the activities you wish for your students to complete. There are also free curriculum resources at most of the sites you will be visiting, so please integrate those into the unit as you see fit.

**Also, please keep in mind that the following activities are written as a self-guided experience for the students. They are not meant to be teacher directed lesson plans.**

### **Only in Galveston! Historical Site Activities:**

**What do you already know?**      Student's Name: \_\_\_\_\_

**Make a list of what you already know about *historic* Galveston...** try making it as long as you can. Really dig in your mind for all traces of what you've learned. (This is an adaptation of the usual [K-W-L chart](#) that is usually found at the start of a new unit.)

**Keep the list in a safe place;** you will refer to it at the end of the unit. At that time, you'll realize how much you have learned about what can be found...

*Only in Galveston!*

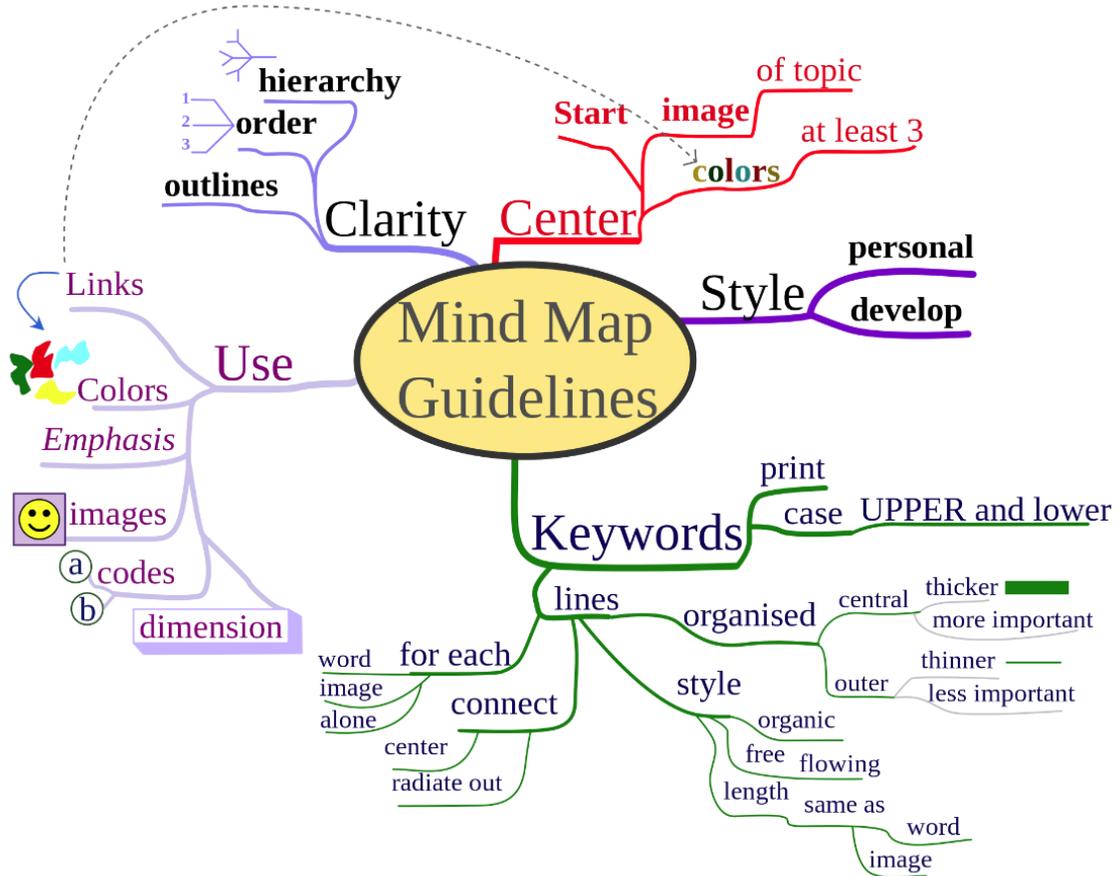
**Build a Mind Map of Your Learning**      Student's Name: \_\_\_\_\_

**Task:**

Create a mind map that you will use to show what you have learned about the history of Galveston.

**Steps:**

- Use the following guideline to set up your mind map. Use whatever paper fits your style and interest level. (Given that the project is about a city in Texas, go big. Remember... everything is bigger in Texas!)



(On a side note, this mind map was found online with no information about who created it. Notice that the creator used the British form of the word organized.)

- Use the following list of topic areas in order to create the sections of your mind map.
  - 1877 Tall Ship ELISSA
  - The Great Storm of 1900
  - Gateway to the Gulf, Port of Galveston, or Immigration
  - Conservation- reuse, repurpose, & restore
  - Offshore Drilling
  - Galveston Orphans Home
  - Other Assorted Cool Facts/Information (or whatever you want to call the surprise discoveries you find)
- Keep your mind map and use it at the end of the unit when you submit your Reflection Essay to Galveston.com for possible publication on their Blog. You can take a picture of the mind map and insert it into your document.

## 1877 Tall Ship ELISSA

Student's Name: \_\_\_\_\_

### **Grab the Vocab.:**

Play the Quizlet vocabulary games to learn the following terms [https://quizlet.com/ 3l2ndk](https://quizlet.com/3l2ndk)

**\*\*\*Playing the games multiple times will help cement the vocabulary in your mind, which in turn will help you when it comes time to take the end of unit quiz.**

**Hull:** the main body of a ship or vessel

**Bow:** front part of a ship

**Stern:** back part of a ship

**Deck:** a horizontal structure of planks that extend across a ship

**Port:** when facing forward, the left side of a ship

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**Mast:** a tall upright post that carries a sail or sails

**Yard:** a cylindrical spar (or post) that narrows at the end; attached to the mast for bottom of sail

**Barque:** a sailing ship with three masts

**Ballast:** heavy material placed low in a vessel to improve its stability

**Figurehead:** ornament (usually female) or bust attached to the bow of a ship

**Cargo:** goods carried on a ship

## 1877 Tall Ship ELISSA

Student Name: \_\_\_\_\_

**Directions:** Answer the following questions using complete sentences. Use proper spelling conventions when labeling the ship on question #2.



1. In the picture above, what are the ways you can tell the ship is moving through the water?



2. Using this drawing, label the general parts of the ship (using the vocabulary list below).

**Hull:** the main body of a ship or vessel

**Bow:** front part of a ship

**Stern:** back part of a ship

**Deck:** a horizontal structure of planks that extend across a ship

**Port:** when facing forward, the left side of a ship

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**3. What's missing in the drawing of the ship above? (Hint... look at the water.) Please explain your answer fully.**

**4. Use your knowledge about sailing and history to explain what a voyage from England to America would have been like on a ship like this in the 19th century.** (You may need to do a bit of research in order to answer this question fully. Materials from the Texas Seaport Museum will be helpful as well.)

**5. What was the most important thing that you learned about the ELISSA (either while studying or when you visited the ship)? Please explain why it is important.**

**Read the following information about the ELISSA's history, and answer the questions that follow using complete sentences.**

*The Tall Ship ELISSA was built in the year 1877 towards the end of the 'Age of Sail' in order to transport cargo. She is classified as a barque sailing ship, because it has three masts. In the year that she was built, the decline of ships of its kind was due to the invention and production of steamships. The steamships were able to efficiently transport goods (imported and exported) to countries all over the world in a much faster fashion. While the steamships had less room for cargo (because the engine took up so much space), they required fewer sailors and were not at the mercy of the wind and weather.*

*The ELISSA was commissioned by a wealthy Liverpool businessman named Henry Fowler Watt. The iron-hulled ship itself was built by Alexander Hall and Company out of Aberdeen, Scotland. It was designed to transport cargo to and from ports that were less developed than those that were in Europe at the time. Interestingly, the ELISSA actually delivered cargo to Galveston twice, once in 1883 and again in 1886.*

*Throughout the ELISSA's proud history, she has flown under six different flags and been renamed just as many times. This fully functioning sailing vessel is in an elite group of ships; she is not a replica. She lives on due to the generosity of the Galveston Historical Foundation donors and can be seen today at the Texas Seaport Museum.*

**Reflection Questions:**

**6. If steamships were able to transport goods more efficiently, why might Henry Fowler Watt still have commissioned a barque vessel to be built in 1877 (during the decline of such vessels)? What might that say about him?**

**7. Why do you think a ship would be renamed? What might it signify?**

**8. Challenge: As a way of furthering your research, what were the other names that were associated with this great ship? While you are looking, be sure to record the countries that flew flags upon the ELISSA as well.**

## **It's All About the 1877 Tall Ship ELISSA**

### **Answer Key:**

- 1. The sails are filled with wind, and there is presence of a wake.**
- 2. The students should have labeled the ship according to the vocabulary definitions.**
- 3. There is an absence of wake, but the sails are full of wind... the ship should look like it's moving through the water.**
- 4. Answers will vary.**
- 5. Answers will vary.**
- 6. He could have had a love for sailing ships and wanted to keep them alive. One could also say that he wasn't scared to go against what many in the industry were doing at the time.**
- 7. Ships were usually renamed when they were purchased by a new owner.**
- 8. 6 names: ELISSA, Fjeld, Gustaf, Christophoros, Achacios, and Pioneer  
6 flags: British, Norwegian, Swedish, Finnish, Greek, and American**



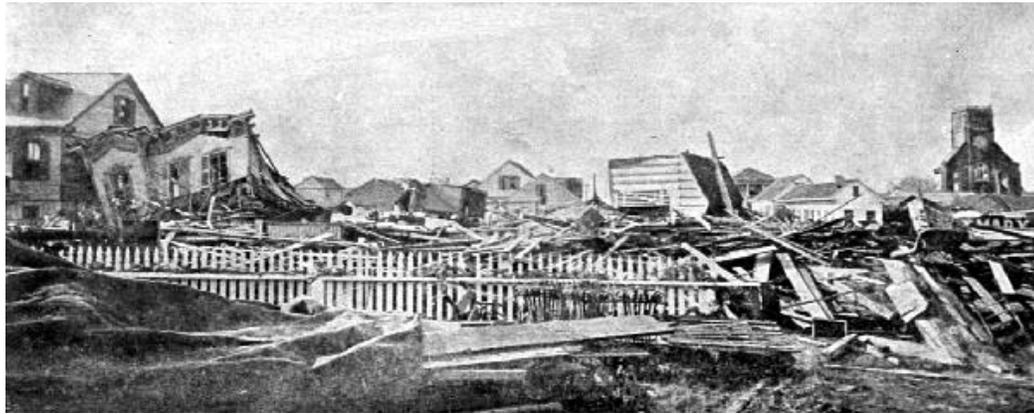
## The Great Storm of 1900

Student's Name: \_\_\_\_\_

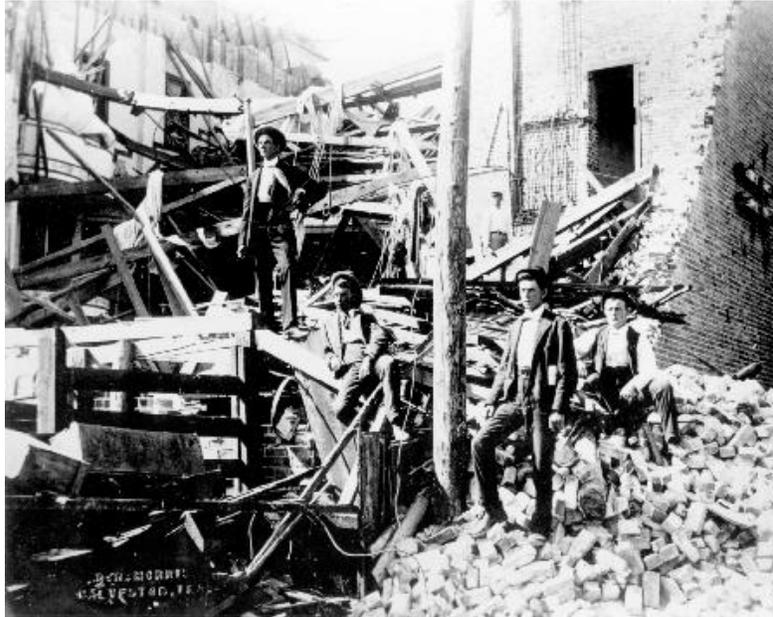
**Directions:** Examine the following pictures and try putting yourself in the shoes of a survivor of The Great Storm of 1900. Imagine yourself as an individual person (child or adult). Be sure to think about your imagined age, your name, and possibly where exactly you lived in Galveston. You will then use your prior knowledge and imagination to answer the following questions using complete sentences.

(The following pictures displayed came from <https://www.1900storm.com/photographs/>.)









This is a picture of Pier 21 after the storm.

**Reflection Questions: Again, imagine yourself back in time!!! Be sure to answer the following questions from the perspective of a survivor of the hurricane that hit Galveston in 1900.**

**1. You and your family are very blessed to have your lives, but you now have so much around you that needs to be rebuilt. How will you keep your hopes up?**

Time out for history...Fast facts about the storm... the Galveston survivors began reconstruction immediately. Even the Galveston Daily News continued its publication without missing an issue. New telephone lines were laid the second week after the storm.

**2. There are over 3,600 buildings that were destroyed in the storm. Which buildings do you think need to be rebuilt first? Please explain why you think so.**

**3. With the highest elevation on Galveston being 8.7 feet, do you think that you and your family should raise the ground under your home as you rebuild it? (Keep in mind that the storm surge for this last storm was 15.7 feet.) Please explain why you think so.**

**4. Clara Barton and the Red Cross volunteers from Washington, D.C. came to give help and relief to you, your family, and many others in Galveston. How important do you think it is that there are people in the country that help others when there is a major crisis like this one?**

**5. Explain how it makes you feel that others came to help you and the people of Galveston recover from this tragedy.**

*Time out for history...Fast facts about the storm... before the storm hit, the population of Galveston was more than 37,000. The Great Storm of 1900 took an estimated 6,000 lives from Galveston Island. The storm is still recorded as one of the deadliest natural disasters in U.S. history.*

## Architectural Salvage Warehouse

Student's Name: \_\_\_\_\_

**Directions:** Read the following information about the Architectural Salvage Warehouse, and answer the questions given using complete sentences.



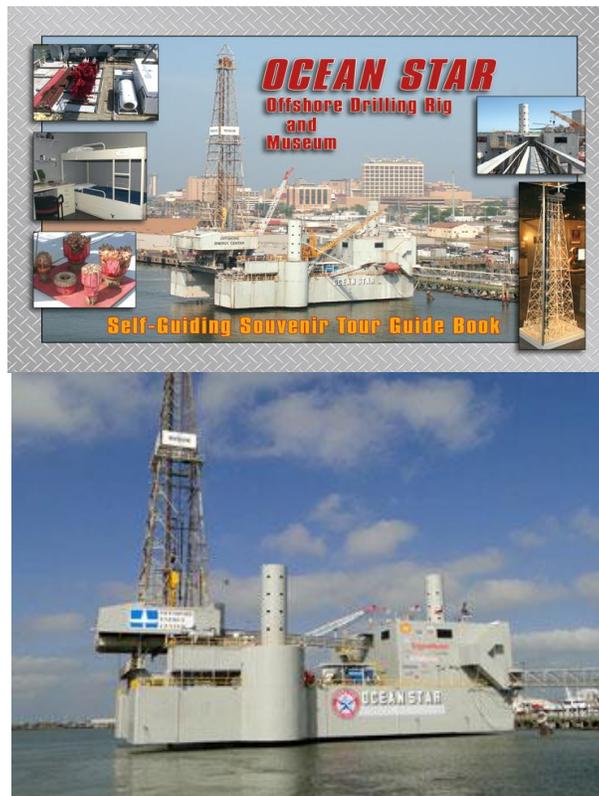
This picture is from [galvestonhistory.org](http://galvestonhistory.org).

1. Look closely at the objects shown in the picture. What types of items do you see? Please list as many different kinds of objects that you can.
  
2. Did you know that shoppers can purchase historic Galveston building materials at the Architectural Salvage Warehouse in downtown Galveston? In what ways would it be beneficial to the shopper and the community for people to reuse, repurpose, and restore buildings using historic materials?
  
3. Explain what you think the following phrase means. "Using salvaged historic Galveston building materials will help Galveston architecture live on."

## Ocean Star Offshore Drilling Rig

Student's Name: \_\_\_\_\_

Read the information given, and answer each question according to the directions given individually.



**Just for fun challenge:** What do you notice is different on the rig in the two pictures show above? List them, and then explain what might account for the differences?

**STOP and get the facts:** The Ocean Star Museum offers many opportunities for learning about the vast energy resources available beneath the world's oceans. When visiting, you can go on a tour of a retired jack-up drilling rig (pictured above). The rig has multiple levels and includes a multitude of scale models and interactive displays about such topics as seismic technology, the production and exploration of offshore oil and gas, and the history of offshore drilling.

What questions do you want answered when you visit this site? List them below.

**Directions:** Read the following short story, and then answer the reflection questions using complete sentences.

***Can I bend your ear for a bit?***

*Imagine yourself living in a great big mansion, except it isn't a mansion. Imagine living in a place surrounded by lots of other children that aren't your relatives. Now, imagine toys being really scarce. Everybody surrounding you wants what little there is. That's how I describe my life in the orphanage. I've been here since I was three, at least that's how old I think was. It's okay though, the people that run the home are good enough. I have food to eat and clothes to wear. I even have shoes that were handed down only twice.*

*I'll tell you a secret, but only if you promise to keep it. I hide whatever toys I find. Don't look at me like I'm crazy. I have to. I hide them in the walls, under the stairs, or wherever I am when I get a hold of them. It sounds strange, but it's the best way to make sure things don't get taken by the older kids. I found some marbles last week, and I added them to my stash in the hallway by the front door. Now, don't go getting any ideas about finding them. They're mine.*

*You want to know another secret? We have a hideout in the orphanage. I'm actually surprised that we haven't gotten caught yet. We have a sign up and a doorbell. We're pretty official. The sign says KEEP OUT, but really, it won't work on the adults. It's really only to keep the little kids away. They are always following us to the hideout. When we get caught, it's going to be because one of them ratted us out. Oh, and I'm not telling you where the hideout is, so don't ask.*

*I forgot to tell you my name. It's Timmy. Yeah, I don't really have a last name. Some mister found me after the big storm hit in September of 1900. I was too young to remember much, and nobody came to get me. So, here I am. Oh, I'm ten now. I guess you'd say we grow up fast here. Everybody my age has chores and work to do. We've all had to pitch in since the storm caused so much trouble. It's okay though. There's always someone to play with. I guess there's no shortage of kids to argue with either, because there's always some kid that thinks he knows everything. Then he finds out he's wrong. Yeah, I argue a lot, but I'm right most of the time.*

*Well, like I said before, it's not bad. It's a better life than I've seen others have. Just the other day, we went for a stroll... that's what Mrs. Schroeder calls it. It's really just walking as slowly as she does until we get to the park and are allowed to run around. Well, on the way, I saw a family that was really rough off. They didn't have shoes. I have shoes, and so do the other orphans. It made me feel bad for them, but I said howdy to them anyway. I'm sure glad I have a home to live it, even if it is with a bunch of other kids.*

*What was that? I don't think I heard you right. You came here to get me? Me? Why didn't you say so before I went on and on. I'm kind of known as a talker. Well, I never thought this would happen to me, to tell you the truth. I've seen other kids get picked, but never me. You're ready to go now? I've got to say bye to everyone first. What was that? No, I don't need to take my toys. I'll leave 'em for some lucky kid. He'll have a heyday when he finds my treasure stash. Wait here, and I'll be right back. Man! It's my lucky day!*

1. Why do you think the young man in the story hides whatever toys he finds? Please explain why you think so.

2. Have you ever imagined what it would have been like to live in an orphanage? What were some of your thoughts, either as you read the story or had imagined it before?

3. Why do you think that children at that time were responsible for doing so many chores, especially those in the orphanage? Explain why you think so.

4. When visiting The Bryan Museum, be sure to check out the hideout that was found during renovations of the building. There is also a display of the toys and other treasures that were found within the walls, in the dirt, and in the attic. How is it meaningful that the museum has chosen to create an exhibit especially for displaying these very special treasures?

5. What if you lived your childhood years in the orphanage and then came back to the building as an adult to visit The Bryan Museum. How do you think you'd feel to see a toy on display that you might have played with as a child?

6. How might it be considered kindness that the young man in the story left his toys for other children to find? How might he have been even more kind? If you had the choice, would you have taken the toys with you or left them behind?

7. **Challenge question:** Before the storm in 1900, there were two fully functioning orphanages for a city of only 37,000. Many historians believe that there were two because Galveston was one of the final stops on America's 'orphan trains.' Use the web, or other resources, to decide what you think the best reason is that would explain why a city of that size would have such a need for orphanages. Just to give you a size comparison, New York City's population in 1900 was 3,437,200. They had more than 30,000 homeless youths on their streets in 1853; that's what inspired the beginning of the orphan trains. Record your answers on a separate sheet of paper or on a digital device.

8. **Another challenge question:** The Galveston Orphan Home was in operation from 1894-1984. It served more than 6,000 children during that time. Explain the many ways that such a number is significant. Also, how many of those children do you think came to Galveston on an 'orphan train' from 1894-1929? Again, record your findings on a separate piece of paper or in digital form.

## Stage 3 - Learning Plan- Teacher and Homeschool Parent Directed

**Note to teachers and homeschool parents:** The following activities can be done before or after visiting the historical sites in Galveston. Feel free to pick and choose the activities you wish for your students to complete. There are also free curriculum resources at most of the sites you will be visiting, so please integrate those into the unit as you see fit.

**Also, please keep in mind that the following lesson plans are designed for the teacher and homeschool parent to use to teach directed lessons. Worksheets for student use are included.**

### Gateway to the Gulf Immigration: Port of Galveston

#### What's in Your Suitcase?

Check out the AMAZING lesson plan entitled "What's in Your Suitcase?" It is found on pages 6-23 of the comprehensive unit ***Forgotten Gateway: Coming to America Through Galveston Island***. The unit was created for The Bob Bullock Texas State History Museum by a team of experts and is designed for fostering discussions centered around immigration. It is intended for students in grades 4th through 12th, or anyone interested in finding out more about this fascinating subject.

<http://ows.edb.utexas.edu/sites/default/files/users/ic4737/Forgotten-Gateway-Coming-to-America-Through-Galveston-Island-Educator-Guide%20copy.pdf>

### Immigration Experiences

#### Compare & Contrast

**Materials needed:** Select the materials your students will use for this comparing and contrasting lesson. Each student will need two titles (either picture books or short stories) that are based on the experiences of children that have immigrated to the United States or another country. The teacher or homeschool parent should select materials that are on the appropriate reading level of their students. The graphic organizer below can be used to compare and contrast a variety of texts.

The following link will take you to a HUGE list of book titles that center around the experiences of those that have chosen to immigrate to other countries. The list was compiled by Karina Glaser and posted on her blog BookRiot. <http://bookriot.com/2016/11/16/childrens-books-about-the-immigrant-experience/>

Below, you will find the graphic organizer your students should use for this activity.

# Immigration Experiences

Student's Name: \_\_\_\_\_

**Directions:** Your job is to read the two texts that were given to you by your teacher or homeschool parent and then compare and contrast the information using the graphic organizer below. It is also suggested that you use the following reading strategy in order to help you connect your learning in a more concrete way. Be sure to use proper spelling and grammar conventions while completing your graphic organizer.

**Reading Strategy: Record your thinking using sticky notes while reading your two texts.**

Here are some of the types of things you can record and some important tips to keep in mind:

- **Make connections-** When you read, sometimes the information connects in your mind to another story, idea, or your own experiences.
- **Question it!**- We all ask questions when we read... "Is this something that could happen to me?" or "Really, how is that possible?" It's okay to ask those questions as you read... just remember to jot them down.
- **Keep it short and sweet!**- If you make your sticky notes too long, you won't want to refer to them again, so keep them on the short side.
- **Keeping it in mind!**- Recording your thinking while reading helps in many ways. The most important thing that it does is help connect and cement the learning to what you already know. It also helps you organize your thoughts and recall details more clearly after you finish reading.

**What are the titles of the two texts that you will be using to compare and contrast?**

Be sure to underline the title of a book (when writing the title by hand, not typing it) and using quotation marks if it is the title of a short story.

Text #1 \_\_\_\_\_

Author's name: \_\_\_\_\_

Text #2 \_\_\_\_\_

Author's name: \_\_\_\_\_

## Use this Graphic Organizer to Gather Ideas

**Directions:** You may use bullet points or complete sentences to record your information, but you still are expected to use proper spelling conventions. This section of the graphic organizer will help you answer the “compare and contrast” questions at the end of this lesson by giving you the opportunity to analyze information about the two texts in an organized way.

<b>Text #1</b>	<b>Text #2</b>
Explain the setting of the story. Be sure to share the time period in which the story takes place.	Explain the setting of the story. Be sure to share the time period in which the story takes place.
Main Character’s name and description (like age, interests, fears, talents, joys, etc.):  Who are some of the other characters present in the story?	Main Character’s name and description (like age, interests, fears, talents, joys, etc.):  Who are some of the other characters present in the story?
Where did the main character immigrate to?	Where did the main character immigrate to?
Where did the main character immigrate from?	Where did the main character immigrate from?

Before leaving, how did the child feel about immigrating to another country. Please elaborate and explain your answer fully.

Before leaving, how did the child feel about immigrating to another country. Please elaborate and explain your answer fully.

How did the main character journey to the new country? (Did they travel by ship, plane, train, automobile, by foot, or another way?)

How did the main character journey to the new country? (Did they travel by ship, plane, train, automobile, by foot, or another way?)

Did the main character experience and hardships, setbacks, or tragedies while on their journey? If so, please explain what happened.

Did the main character experience and hardships, setbacks, or tragedies while on their journey? If so, please explain what happened.

After arriving in the new country, did they face any unexpected setbacks or hardships? Be sure to explain.

After arriving in the new country, did they face any unexpected setbacks or hardships? Be sure to explain.

Why do you think the author wrote the story? (What do you think the author's main purpose was in writing the story?)

Why do you think the author wrote the story? (What do you think the author's main purpose was in writing the story?)

What was something you learned because of reading this story? Please explain your answer.	What was something you learned because of reading this story? Please explain your answer.
Would you recommend the story to other students your age? Why or why not?	Would you recommend the story to other students your age? Why or why not?

What was a similar theme or idea that was present in both stories?

What was one way that the stories were completely different?

What is an idea that was formulated in your mind because of reading these two texts?

**Bonus Assignment:** Write a short story about a child that immigrated to the U.S. through the Port of Galveston using facts and information found while visiting Galveston and reading about its history. Be sure to incorporate your purpose for writing the story (possibly to inform, to inspire, and to entertain). Also, really think about the elements that you enjoy when reading short stories and include those elements in your writing. You may use a sheet of notebook paper to plan and write your story, or you may use a digital format.