

1900 Galveston Hurricane

Objective: The student will conduct investigation into the 1900 Galveston Hurricane, as well as, recognize the importance of technological advances on the overall devastation brought on by natural disasters. Students will also become aware of the importance of archiving events.

TEKS: §110.6. English Language Arts and Reading, Grade 4

(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:

(D) use effective rate, volume, pitch, and tone for the audience and setting ;

(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:

(G) paraphrase and summarize text to recall, inform, and organize ideas ;

(15) Writing/purposes. The student writes for a variety of audiences and purposes, and in a variety of forms. The student is expected to:

(E) exhibit an identifiable voice in personal narratives and in stories

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes ;

(19) Writing/writing processes. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:

(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text

(G) refine selected pieces frequently to "publish" for general and specific audiences ;

(H) proofread his/her own writing and that of others ; and

(22) Writing/connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing. The student is expected to:

(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms ; and

(24) Viewing/representing/analysis. The student analyzes and critiques the significance of visual images, messages, and meanings. The student is expected to:

(B) compare and contrast print, visual, and electronic media such as film with written story .

§113.6. Social Studies, Grade 4.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(C) analyze the consequences of human modification of the environment in Texas, past and present.

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies; and

(E) use standard grammar, spelling, sentence structure, and punctuation.

Focus: The teacher will show students a plastic sand bucket and shovel, sunscreen, beach towel, and sea shells. Ask the students where one might use or find these items in Texas. Afterwards, ask students where East Texans might go to see the beach. Steer them towards Galveston Island. Review with students why it is an island. Share with the class that in 1900, Galveston Island experienced a natural disaster. Involve students in a brief explanation of a natural disaster.

Instruction: Show the class the footage of Galveston Island from <http://digitalstorytelling.coe.uh.edu/places.html>.

Show only the footage up to the reconstruction. Ask students to share their ideas, observations, or personal connections in a journal. Quite naturally, many students will share their experiences with Hurricane Rita and/or Hurricane Katrina. It is important that

the focus is redirected to the historical significance of the 1900 Galveston Hurricane. Students will then convene as a whole group and the teacher will ask for a few volunteers to share their entries with the others.

The teacher will then write the following words on the board: natural disasters, seawall, causeway, and Weather Bureau. Break students into groups and allow them to look up the meanings. Invite a representative from each group to write the definitions on a piece of construction paper and post in the front of the room. Quickly, review with the whole class. Ask the students why so many people were not able to flee from the path of the hurricane. Discuss the types of construction, technology, roadways, and emergency personnel available at that time. Have each group make a Venn diagram comparing technology of 1900 with that of today. Encourage them to discuss the obstacles encountered by people in 1900 and those wishing to flee from Hurricane Rita 105 years later. The teacher is responsible for ensuring that the tone does not lend itself to unnecessary alarm or anxiety. Some of the latter problems encountered were larger population, inaccessible cellular/phone service, high gas prices, fuel shortage, traffic, and rumors to name a few. Students should be able to recognize that technology can be stunted under dire circumstances, but it undeniably contributes to the larger number of survivors. Show the numerical comparisons on the board. As a class, applaud these differences.

Assessment: The teacher will now instruct the students to write a letter to the fourth graders of 2106. The letter should contain words of hope or advice, in the event that the recipients are also plagued by some sort of natural disaster. The letter should also include at least two facts regarding the Galveston Hurricane of 1900 and at least two facts regarding Hurricane Rita. Remind students that they are contributing another important record from our time. They should be made aware that 100 years from now there will be even fewer existing documents on the 1900 disaster. Students will need more than one day to work on this.

Once the pieces are graded and seen by parents, the students will place them in a time capsule. The teacher will need to work with the principal to hold a ceremonial burial or donation of the documents for future Texans. This is a positive way in which to commemorate the Hurricanes of 2005 and 1900. After this, students can now conduct research on the Internet and make posters identifying safety steps in the event of a hurricane. Display these for other students to see.

Extensions: Working in small groups, students shall create their own alphabetical lists of names to attach to hurricanes. Students can create a bar graph too show the costs of Gulf Coast hurricane damage over the years. Students can participate in a videotaping session where they are given the chance to share their own experiences from the 2005 hurricane season. Hesitant students can interview family members or other faculty members in front of the camera. Upon completion, students can present their project to a local or state archive or historical organization.

Resources:

Library of Congress American Memory (early Motion Pictures Collection) item 3 of 145 (1897- 1920) Items 2-6 of 145(Gallery of 1900 Galveston Hurricane Images)

Answers.

www.answers.com

Handbook of Texas Online

<http://www.tsha.utexas.edu/handbook/online/search.html>

NOAAHistory-

Stories and Tales of the Weather Service/Stormtales/galvestonStormof1900

<http://www.noaa.gov/galveston1900/>

Awesome Stories

http://www.awesomestories.com/disasters/galveston/galveston_storm_ch1.htm

Created by Teresa Garcia, September 2006