

# Galveston Historic Seaport

GALVESTON  
HISTORICAL  
FOUNDATION

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# Introduction

Dear Educator,

Thank you for your interest in the Galveston Historic Seaport's *Historic Tour of the 1877 Iron Barque ELISSA* program. This program provides students with the opportunity to experience history by analyzing artifacts and primary documents. This Educator's Packet has been developed to enhance your class visit to the Galveston Historic Seaport.

The information and lessons in this packet should help you correlate your classroom lessons with your field trip to the Galveston Historic Seaport.

The Galveston Historic Seaport's Education Department recommends looking over the *FAQ packet* and using the *Pre-Visit* lesson plans before your field trip to the 1877 Iron Barque Elissa. The *Post-Visit* lesson plans will help reinforce concepts learned during our program.

This *Education Packet* reflects Galveston Historical Foundation's mission to broaden public awareness of maritime preservation and the seafaring legacy of Texas and the Gulf Coast.

We look forward to your visit!

Sincerely,

Education Staff

Galveston Historic Seaport



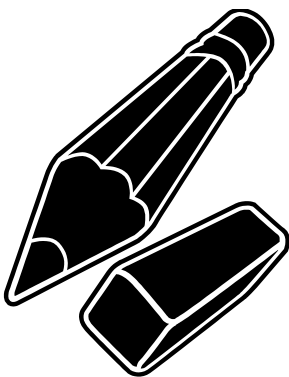
# Using this Packet

Use the following icons to help guide you through the *Teacher Resource Packet*.



## Teacher Preparation

Use these pages to prepare your lessons and plan the field trip



## Student Preparation

These sheets should be copied and distributed to students



# Pre-Visit Lesson Plans

Listed below are lesson plans for you to use before your program at the Galveston Historic Seaport. All activities meet Texas Essential Knowledge and Skills curriculum standards.

## **Activity 1: Brainstorming Chart**

*Objective:* After completing this worksheet, students will be able to:

- Communicate ideas based on knowledge and experiences
- Use a graphic organizer to express ideas, gather information, generate options, and predict outcomes.
- Apply critical thinking skills to organize, sequence, and categorize information acquired from a variety of valid sources

## **Activity 2: Photograph of ELISSA**

*Objective:* After completing this worksheet, students will be able to:

- Recognize the ELISSA
- Make some predictions about her location, her history, and the people who sailed on her

*Answer Key:*

Allow students to make reasonable predictions based on their analysis of the photograph.

# Continued...

## **Activity 3: An Introduction to ELISSA**

*Objective:* After completing this worksheet, students will be able to:

- Identify key players in ELISSA's history
- Describe what Galveston was like during the late 1800s
- Define vocabulary words associated with the ELISSA

*Answer Key:*

1. *Henry Fowler Watt. 1877-1917*
2. *Alexander Hall & Company. Aberdeen, Scotland. 1877.*
3. *Barque. Transporting Cargo.*
4. *137 in October 2014.*
5. *Yes. 1883 and 1887.*
6. *Britain, Norway, Finland, Sweden, Greece, and the United States.*
7. *Galveston Historical Foundation in 1975.*

## **Activity 4: Shipboard Vocabulary**

*Objective:* After completing this worksheet, students will be able to:

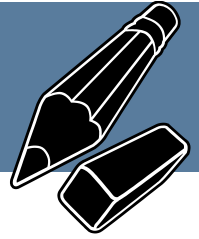
- Use a problem-solving process to identify a problem and gather information.
- Use a decision-making process to gather information working in groups or independently.
- Use standard grammar, spelling, and punctuation.
- Use various parts of a source to locate information.

*Answer Key:*

Allow students to make reasonable definitions based on their research.

Name:

Date:



## Brainstorming Chart

**Directions:** Before Visiting ELISSA and the Galveston Historic Seaport, use the KWL Chart to brainstorm things you already know about the ELISSA and what you would like to find out. After you have finished learning about the ELISSA in class and have visited the ship, fill in the L column which indicated what you learned about the ship and the history of Galveston.

<b>K</b> What do I Already <b>Know</b> About ELISSA?	<b>W</b> What Do I <b>Want</b> to Learn About ELISSA?	<b>L</b> What Have I <b>Learned</b> ?



Name:

Date:



## Photograph of the 1877 Iron Barque ELISSA

**Directions:** Look closely at the picture of the ELISSA. After you have examined the picture, answer the following questions:

1. Describe the ELISSA.
2. Where might you find the ELISSA and other ships like her?
3. What might the ELISSA have been used for
4. Who might have worked on the ELISSA?
5. What might you find onboard the ELISSA?





Name:

Date:



## Introduction to the 1877 Iron Barque ELISSA

**Directions:** Read the brief summary of ELISSA's history and answer the questions at the end of the workbook.

In the mid 1800s, the Golden Age of Sail was in its decline and steamships were rapidly replacing sailing vessels in the maritime trade industry. By 1877, steamships were quickly and efficiently transporting imported and exported goods to countries around the world. Even though the engine meant less room for cargo, it required less manpower and wasn't dependent on favorable winds. Enter Henry Fowler Watt, a wealthy Liverpool businessman whose passion for sailing inspired him to overlook the growing popularity of the steamship. With the help of Alexander Hall and Company, a world-renowned shipbuilding firm based in Aberdeen, Scotland, Watt commissioned a magnificent three-masted, iron-hulled sailing vessel—the ELISSA.

Launched from Aberdeen, Scotland in 1877, Watt capitalized on ELISSA's design to transport cargo to and from less developed ports. At the time, Galveston was a busy port city. Many ships from different countries traveled into Galveston to unload and take on cargo. The ELISSA arrived in Galveston twice, once in 1883 and again in 1886, bringing a cargo of bananas and leaving with a hold full of cotton in 1883. She sailed under Watt's ownership until 1897 when, due to financial bankruptcy, he was forced to sell ELISSA to Bugge & Olsen of Norway where she was renamed the FJELD.

ELISSA has been sailed under six different national flags—British, Norwegian, Swedish, Finnish, Greek, and American—and has been renamed several times: the ELISSA, then FJELD, later GUSTAF, CHRISTOPHOROS, and ACHACIOS, then finally PIONEER. Until she was purchased by Galveston Historical Foundation in 1975 she transported cargo around the world. Today, ELISSA exists as a living museum ship and continues to sail in the waters of the Gulf Coast, proudly representing Galveston Historical Foundation, the maritime legacy of Texas, and the historic traditions of seamanship from an era long since passed.

# Questions for Review

1. Who originally commissioned and owned the ELISSA? What years did they own her?

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2. Who built ELISSA? Where did they build her? What year was she launched?

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3. What type of ship was ELISSA and what was her function?

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4. How old is ELISSA?

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5. Did ELISSA ever visit Galveston? If so, when?

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6. How many countries have owned and operated ELISSA?

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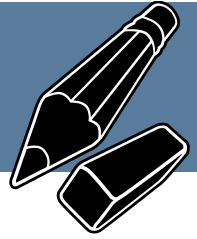
7. Who currently owns and operates ELISSA? What year did they purchase her?

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Name:

Date:



## Shipboard Vocabulary Activity

**Directions:** Define the following vocabulary words related to your field trip to the Galveston Historic Seaport.

Ship: \_\_\_\_\_

Hull: \_\_\_\_\_

Bow: \_\_\_\_\_

Stern: \_\_\_\_\_

Deck: \_\_\_\_\_

Port: \_\_\_\_\_

Starboard: \_\_\_\_\_

Mast: \_\_\_\_\_

Yard: \_\_\_\_\_

Line: \_\_\_\_\_

Barque: \_\_\_\_\_

Figurehead: \_\_\_\_\_

Cargo: \_\_\_\_\_

Galveston: \_\_\_\_\_



# Post Visit Lesson Plans

Listed below are lesson plans for you to use after your visit to the Texas Seaport Museum. All activities meet Texas Essential Knowledge and Skills curriculum standards.

## **Activity 1: Brainstorming Chart**

*Objective:* After completing this worksheet, students will be able to:

- Communicate ideas based on knowledge and experiences
- Use a graphic organizer to express ideas, gather information, generate options, and predict outcomes.
- Apply critical thinking skills to organize, sequence, and categorize information acquired from a variety of valid sources

*Answer Key:*

Complete the worksheet started before your visit to the Galveston Historic Seaport. What important deductions have they made from their visit?

## **Activity 2: Artifact Identification**

*Objective:* After completing this worksheet, students will be able to:

- Recognize objects associated with the ELISSA
- Make predictions about how these objects were used in the past

*Answer Key:*

Allow students to make reasonable conclusions based on their analysis of the photographs and their historic tour of the 1877 Iron Barque ELISSA.



# Continued...

## Activity 3: Letter Writing Activity

*Objective:* After completing this worksheet, students will be able to:

- Research information about the community and the world.
- Sequence and categorize information.
- Communicate in written form to express ideas based on knowledge and experiences.
- Use standard grammar, spelling, sentence structure, and punctuation.

*Answer Key:*

Accept all reasonable answers

## Activity 4: Timeline Activity

*Objective:* After completing this worksheet, students will be able to:

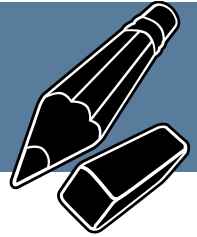
- Understand the concepts of time and chronology
- Create and interpret timelines
- Use vocabulary related to chronology and apply the terms year, decade, and century to describe historical times

*Answer Key:*

1. 1845
2. 1975
3. 1900
4. 1954
5. 1825
6. 1877





Name:

Date:



## ELISSA Artifact Identification

**Directions:** An artifact is an object that was created by people for a useful purpose. Look at the artifacts below . You have seen these artifacts on your tour. Identify what these artifacts are and how they were used on the chart below.

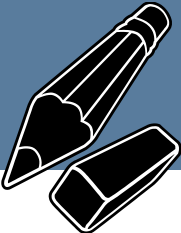
	What is this object?	What is this object
		
		
		
		



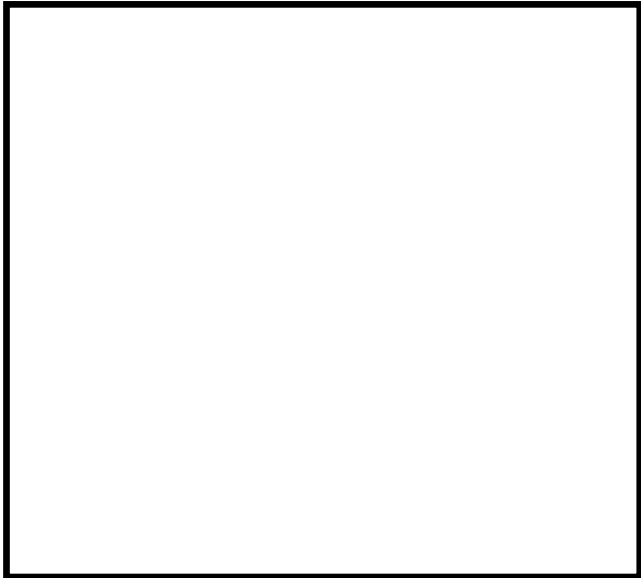
Name:

Date:



# Letter Writing Activity

**Directions:** Imagine you are an officer on board ELISSA in 1877. You are writing a letter to a friend back home. Your job is to either convince them to either join ELISSA's crew or dissuade them from a life at sea. In the space below, write a paragraph describing your experience on board. Include at least three reasons why your friend should or should not join the crew. Fill in the box with an illustration that will support your argument. Use the organizer provided on the next page to structure your paragraph.



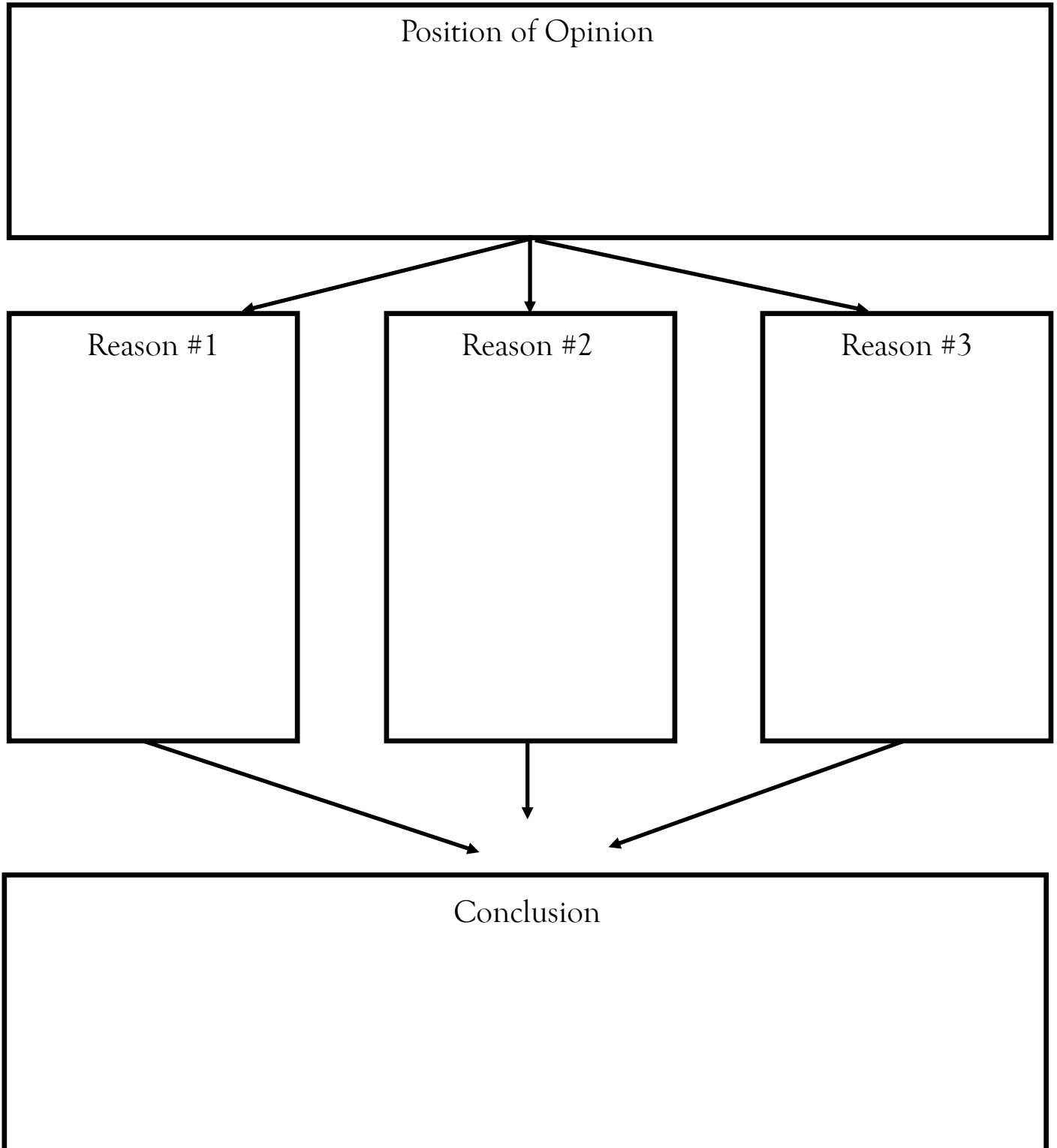
A set of horizontal lines for writing a paragraph. The lines are evenly spaced and extend across the right side of the page.

Name:

Date:

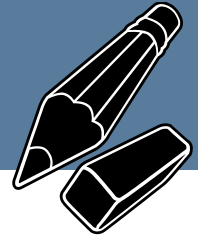


## Persuasive Organizer



Name:

Date:



## Timeline Activity

**Directions:** Use the “Introduction to the 1877 Iron Barque ELISSA” and online resources to find the dates of important events. Then, place the events on the timeline in the order in which they occurred. Draw images that represent these events to enhance your timeline.



Texas joins the United States of America



The ELISSA is purchased by Galveston Historical Foundation



The Great Storm hits Galveston Island



Galveston Historical Foundation is established



The Port of Galveston is established



The ELISSA is launched in Aberdeen, Scotland

Name:

Date:

Timeline Activity



Your visit to  
the Texas  
Seaport  
Museum