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Lesson Plan: **Winds of Change: The Galveston Hurricane of 1900** (Social Studies Grades K-3)

Objective:

Students will use primary source video to analyze the effect of the 1900 hurricane on Galveston Island. Students will also use their geography skills to identify Havana, Cuba and Galveston, TX and discuss why information about the storm was not shared between the two locations.

Description:

In 1900, Galveston was a booming center of trade and the largest city in the state of Texas. On September 8, 1900, the Galveston Hurricane destroyed the city claiming the lives of approximately 8,000 people. A new technology, moving images on film, captured the damage caused by the storm. Using the films taken of the wreckage, including *Panorama of East Galveston*, this lesson plan explores geography, Texas History and culture, and technological innovations. The lesson targets TEKS for Social Studies in grade K through 3.

Films:

- Panorama of East Galveston:
http://www.texasarchive.org/library/index.php/Panorama_of_East_Galveston
- Launching a Stranded Schooner from the Docks:
http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Launching_a_Stranded_Schooner_from_the_Docks
- Panorama of Galveston Power House (Galveston, Texas Hurricane and Tidal Wave):
http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Panorama_of_Galveston_Power_House_%28Galveston%2C_Texas_Hurricane_and_Tidal_Wave%29
- Panorama of Orphans Home, Galveston:
http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Panorama_of_Orphans_Home%2C_Galveston_%28Galveston%2C_Texas%2C_Hurricane_and_Tidal_Wave%29
- Panorama of Wreckage of Water Front:
http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Panorama_of_Wreckage_of_Water_Front



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- Panoramic View of Tremont Hotel:
[http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900 -
_Panoramic View of Tremont Hotel](http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Panoramic_View_of_Tremont_Hotel)
- Searching Ruins on Broadway, Galveston, for Dead Bodies:
[http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900 -
_Searching Ruins on Broadway%2C Galveston%2C for Dead Bodies](http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Searching_Ruins_on_Broadway%2C_Galveston%2C_for_Dead_Bodies)
- Birdseye View of Dock Front, Galveston
[http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900 -
_Birdseye View of Dock Front%2C Galveston](http://www.texasarchive.org/library/index.php/Galveston_Hurricane_of_1900_-_Birdseye_View_of_Dock_Front%2C_Galveston)

Resources:

- <http://www.weatherwizkids.com/hurricane1.htm>: Weather Wiz Kids
- <http://www.atl.ec.gc.ca/weather/hurricane/kids.html>: Canadian Hurricane Center Just for Kids!
- <http://www.theweatherchannelkids.com/>: The Weather Channel Kids
- Larson, Erik. *Isaac's Storm: A Man, A Time, and the Deadliest Hurricane in History*. Random House: New York, 1999
- <http://www.gthcenter.org/exhibits/zenith/index.html>: exhibit on Galveston from 1890-1900 by the Galveston and Texas History Center at the Rosenberg Library

Process:

Prior Knowledge

1. Students should know that Galveston is a city in Texas, and through the course of this lesson they will learn it is on the Gulf Coast.
2. Students should know that a hurricane is a natural disaster that begins over water, moves to land and then dissipates.

Hook

1. Display a map of Texas for the class. Ask if anyone can locate your city.
2. Once your city has been found, ask if anyone knows where Galveston is. Have a student (or yourself) point to Galveston on the map.
3. Discuss the fact that Galveston is an island, with water on all sides of it. Ask students what some advantages are to living on an island (possible answers: fishing, trade, protection). Ask students what they think might be some disadvantages to living on an island (possible answers: how people get to mainland, storms being dangerous, etc.).
4. Explain that Galveston was a large city about 100 years ago, but was devastated by a hurricane because the people of the city did not know it was coming.



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- Today we use technology to predict and communicate hurricanes, but in 1900, we did not have that ability.
5. Tell students that today they are going to watch a film from 100 years ago that shows the destruction of a hurricane.

Lesson

1. Watch the film, *Panorama of East Galveston*.
2. Ask students:
 - a. How does this film look different from the images you see on your TV at home?
 - i. Black and white, blurry images, jumpy images
 - b. Why does this look different from the images we watch?
 - i. This was filmed when moving images were first invented and had not been perfected.
3. Explain to students that the reason the hurricane was so destructive is because no one knew it was coming. Ask students:
 - a. How do we know a hurricane is coming today?
 - i. Weather experts have technology to track the hurricane.
 - ii. Just like the images of the video aren't perfect, communication wasn't perfect back then either. There were no telephones or computers for countries to tell one another about the hurricane.
 - b. How do people get ready when a hurricane is coming?
4. Provide students with a map of the Texas coast. Have students locate and label Galveston again. If your town is on the coast, have students locate their hometown also.
5. Explain that the Hurricane came from the east and passed by a country called Cuba. Have students label Cuba, and trace the path of the Hurricane by drawing it in.
6. Have students draw the towns of Galveston and Havana, to show how unconnected they were in communicating about the hurricane.

Closing

1. Remind students that today we have better technology and communication that enables us to prepare for hurricanes, but we should still take caution because hurricanes are a powerful force of nature. Today, with the use of Internet and phones, we can easily communicate between countries to warn about oncoming storms.

2nd and 3rd grade differentiation:



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1. Have students scale the map to show the true distance between Galveston and Cuba
2. Read a segment of *Isaac's Storm* to the students and have them pretend they were in Galveston the day of the hurricane. Ask them to write (or draw a picture) about what they would have seen, felt, heard, and experienced.
3. Compare and contrast the footage of the Galveston Hurricane with today's news coverage of natural disasters.
4. Research Thomas Edison and his contribution to moving images. The Galveston Hurricane was one of the first major events in America to be filmed and viewed by a wide audience.

TEKS:

Social Studies Kindergarten

5B: Identify the physical characteristics of places such as landforms, bodies of water, natural resources and weather.

13B: Identify how technology helps accomplish specific tasks.

Social Studies Grade 1

5B: Locate places of significance on maps and globes such as places in Texas.

6B: Identify and describe the physical characteristics of places such as landforms, bodies of water, natural resources and weather.

16B: Describe how technology has changed communication, transportation, and recreation.

Social Studies Grade 2

5B: Draw maps to show places and routes.

6B: Locate selected communities on a map.

8B: Identify ways in which people depend on the physical environment, including natural resources, to meet basic needs.

Social Studies Grade 3



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4A: Describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards.

5B: Use a scale to determine the distance between places on maps and globes.