Lesson Plan – *The Adventures of Tom Sawyer* or *Adventures of Huckleberry Finn*

**Concept: Steamboat Jargon**

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*Suggested Grade Level:* Middle School or High School

**Time Frame:** Three day lesson – can be used as introductory to *The Adventures of Tom Sawyer* or as vocabulary enhancement prior to reading Chapter 2 of *Tom Sawyer* or Chapter 12 of *Adventures of Huckleberry Finn*.

**Objectives:**
- Label parts of a steamboat with 80% accuracy.
- Use river and steamboat jargon with 80% accuracy.

**State Standards:**

**Illinois:**
- State Goal 1: Read with understanding and fluency  
  A. Apply word analysis and vocabulary skills to comprehend selections.  
  B. Apply reading strategies to improve understanding and fluency.
- State Goal 5: Use the language arts to acquire, assess and communicate information.

**Missouri:**
- Standard CA 6: Participate in formal and informal presentations and discussions of issues and ideas.
- Standard CA 7: Identify and evaluate relationships between language and culture.

Grade Level Expectations (R1E, R1I, R2B)
Assessment/Evaluation:
- Students will define steamboat terms using Internet resources.
- Students will label a steamboat diagram (attached) working in small groups or individually.

Language/Vocabulary (words and phrases):
A. Specific to *The Adventures of Tom Sawyer*: bight, Big Missouri, engine bells, gauge-cocks, head-line, headway, hurricane deck, spring-line, stage, starboard (All found in Chapter 2, pages 12-13.)
B. Specific to *Adventures of Huckleberry Finn*: berth, captain’s door, chimbley-guy (chimney-guy), cross-hall, derrick, labboard (larboard), pilot house, shutter, skylight, stateroom, stern, texas, upper deck (Most found in Chapters 12 and 13, pages 80-86.)
C. Additional steamboat jargon: aft, forward, hull, inboard, jackstaff, main deck, mark twain, paddlebox, paddlewheel, pilot wheel, port, sidewheel, smokestacks, spar, sternwheel, wheel-house

**NOTE**: We recommend using all 39 words, regardless of reading material.

Integrated Curriculum:
Technology: Research on computers.
History of a steamboat

Background Information:
Students should have a basic knowledge of Mark Twain as the author of *Tom Sawyer* and *Huck Finn*, two stories about boys who grew up along the banks of the Mississippi River in Hannibal, MO in the 1800s.
Students should also have a basic knowledge of conducting research on the internet.

Materials:
- Copies of *Research Websites Handout*.
- Computers or computer lab access for researching steamboat jargon.
- 3x5” index cards with one vocabulary word written on each. (NOTE: If you collect these after sharing on Day 2, you can reuse them for Steamboat Bingo.)
- Overhead, PowerPoint slide, or large poster of the ship and wheel diagrams located within this document
- Steamboat Bingo Supplies:
  - One STEAM Card per game for each student.
  - Vocabulary words listed on individual index cards for STEAM game. (Similar to bingo balls.)
  - Prize for winner of STEAM (candy bar, free homework pass, etc.)
- Teacher copy of novel (Note: All page numbers referenced are from the only authoritative texts):
Optional resources (or other books that we liked):

- Copies of Steamboat diagrams (page 405 in *Adventures of Huckleberry Finn* Authoritative Text.)

Technology Support:

Website Resources:
- Steamboat Pictures
- Steamboat Bell and Whistle Sounds
  [http://www.twaintimes.net/boat/popup/whistle.html](http://www.twaintimes.net/boat/popup/whistle.html)
  [http://www.twaintimes.net/boat/popup/bigbell.html](http://www.twaintimes.net/boat/popup/bigbell.html)
- Glossary of Ship Terms
  [http://midwestconnection.com/glshpng/glossary.htm](http://midwestconnection.com/glshpng/glossary.htm)
- Glossary of Sounding Terms
- Glossary of Steamboat Terms
  [http://www.steamboats.org/history-education/glossary.html](http://www.steamboats.org/history-education/glossary.html)
- Nautical Know How
- Steamboat Times
- Twaintimes Interactive Steamboats
  [http://www.twaintimes.net/boat/sbindex.html](http://www.twaintimes.net/boat/sbindex.html)

Optional Technology Resources:
- Audio version of *Adventures of Tom Sawyer*.

Related Twain Quotes/Other Readings:
- *Life on the Mississippi*
- *Innocents Abroad*
- *Autobiography*
Lesson Plan Format –

Day 1 -

A. Introduction: Ask students, “What modern modes of transportation can you name?”  
(Students name transportation)  “What sounds do you think of with this mode of transportation?  Who could come up and act out this mode?” Act out two or three modes of transportation using sounds.  Examples: airplane, automobile, motorcycle.

Ask students, “Suppose you lived in the days of Mark Twain (1800s).  What modes of transportation might there be?” (Students respond.  May or may not get steamboat.)

Say, “Listen to this short passage from Adventures of Tom Sawyer.  Listen for sounds and jargon that are unfamiliar to you.”

Play CD or read Chapter 2 passage (below) of Ben Roger’s impersonating a steamboat.

‘Ben Rogers hove in sight presently -- the very boy, of all boys, whose ridicule he had been dreading. Ben's gait was the hop-skip-and-jump -- proof enough that his heart was light and his anticipations high. He was eating an apple, and giving a long, melodious whoop, at intervals, followed by a deep-toned ding-dong-dong, ding-dong-dong, for he was personating a steamboat. As he drew near, he slackened speed, took the middle of the street, leaned far over to star-board and rounded to ponderously and with laborious pomp and circumstance -- for he was personating the Big Missouri, and considered himself to be drawing nine feet of water. He was boat and captain and engine-bells combined, so he had to imagine himself standing on his own hurricane-deck giving the orders and executing them:

"Stop her, sir! Ting-a-ling-ling!" The headway ran almost out, and he drew up slowly toward the sidewalk.

"Ship up to back! Ting-a-ling-ling!" His arms straightened and stiffened down his sides.

"Set her back on the stabboard! Ting-a-ling-ling! Chow! ch-chow-wow! Chow!" His right hand, meantime, describing stately circles -- for it was representing a forty-foot wheel.  “Let her go back on the labboard! Ting-a-ling-ling! Chow-ch-chow-chow!” The left hand began to describe circles.

"Stop the stabboard! Ting-a-ling-ling! Stop the labboard! Come ahead on the stabboard! Stop her! Let your outside turn over slow! Ting-a-ling-ling! Chow-ow-ow! Get out that head-line! Lively now! Come -- out with your spring-line -- what're you about there! Take a turn round that stump with the bight of it! Stand by that stage, now -- let her go! Done with the engines, sir! Ting-a-ling-ling! Sh'it! s'h't! sh't!" (trying the gauge-cocks).’
Facilitate short discussion asking, “What was Ben impersonating? How do you know? Are any of the terms he uses unfamiliar to you?”

B. Lesson:
Prior to class, write each word from the vocabulary lists onto index cards.

Explain to students that they will be learning several terms, also known as jargon, that relate to steamboats. Today they will have the opportunity to use the computers in researching the meaning of their assigned jargon, as well as interesting facts about steamboats.

Pass out the research websites handout for students to use as guide for their research. Say: “We will be going to the computer lab. Use these websites to find your word(s). Write the definition on the card(s). Use the rest of your time in the computer lab to explore the other websites. Find out five interesting facts about steamboats that you didn’t know before today from these websites and write them on the bottom of your website list.”

C. Closure:
Write the following phrases on the board:

a. Drawing nine feet of water
b. Hove in sight
c. Shake the reefs out of my hind legs
d. Ship up to back

Tell students to look at the jargon as you read it. Say, “For tomorrow think about what these phrases might mean.”

Day 2 -
A. Introduction:
Before the lesson starts, make one overhead, PowerPoint slide, or large poster of the ship and wheel diagrams located within this document.

Hook: Write the following phrases on the board:

a. Drawing nine feet of water
b. Hove in sight
c. Shake the reefs out of my hind legs
d. Ship up to back

Ask: What do you think these mean? Write 2 or 3 student responses on the board and discuss the significance and meaning of these phrases. In order for students to make connections to these terms facilitate a discussion about how do these phrases compare with slang words used today? Emphasize that these words were used as slang words on the river boat during this time period. (Help students understand that sometimes slang and jargon are hard to understand unless you have knowledge of the subject matter. For
example: Unless you are a pilot or truck driver you may not understand a conversation from air traffic controller or on the CB radio.)

B. Lesson:
   Instruct students to get out the definitions written on their cards from the previous lesson and a clean sheet of notebook paper. Have students share their vocabulary word(s) and definitions with the entire class. The other students should write these vocabulary words and definitions as their classmates share. After the first student shares his/her word(s), he/she should label the overhead or large poster by either placing the 3x5 card in the correct place or writing on the poster with a marker, depending on size of poster/overhead. (We recommend writing word and drawing line to part.) Words that are not “parts” of a steamboat can be placed to the side or on the wall. Check to make sure the student places the word in the right place (use the included diagram, page 405 in the only authoritative text of Adventures of Huckleberry Finn, or other reliable source.)

Have students turn in steamboat facts for grading/credit.

C. Closure:
   Re-read with enthusiasm the Ben Rogers passage from Chapter 2 (see Day 1 - Introduction.) If time, you could have a student read it or act it out. After you have re-read the passage, facilitate a discussion and have students point out places where knowing about steamboat vocabulary helps with understanding.

Day 3 -
A. Introduction:
   Ask students to listen, using their new knowledge of steamboat jargon, as you read the following passage from Life on the Mississippi.

   ‘Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat IS rather a handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and 'gingerbread', perched on top of the 'texas' deck behind them; the paddle-boxes are gorgeous with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys -- a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest.’
Facilitate short discussion asking if it is easier to understand the passage since they understand the jargon?

B. Lesson:
Labeling Steamboat: Explain to students that they will be given a copy of the passage you just read as well as a copy of the steamboat images from yesterday. On the handout, they will need to find and circle all vocabulary words used in the passage. They will also need to label the steamboat images with jargon used in the passage.

Ask students if they have any questions about what they are being asked to do. Clarify as needed. (Optional: You can have students label steamboat with ALL vocabulary – not just ones used in passage – if you desire.)

Tell students that they will be doing this activity in pairs, turning in one paper (the labeled steamboat images and the circled passage.) Tell students they will have 10 minutes to complete this assignment.

Divide students, pass out papers, and begin time. Monitor students by walking around and offering assistance as needed.

When time has expired, have students turn in papers. Be sure both students’ names have been written on the papers.

Steamboat Bingo (aka STEAM):
(Teacher should have materials prepared prior to playing Steamboat Bingo.)

Tell students that you will be playing a variation of Bingo. This version, called STEAM, starts with empty squares. Students will recall vocabulary words and write them in the squares – wherever they choose. When the game begins, the teacher will call out words and students will lightly mark the words on their cards. When a student earns a bingo, they should announce it by calling, “Steamboat’s a comin’.”

However, the student is not a winner until he or she correctly defines and identifies the correct location of parts on the steamboat that words in the “STEAM” line define. Ex. If a student wins with the words port, starboard, headway, pilot house, and Big Missouri, the student will need to define all five words and locate the port, starboard and pilot house on the steamboat image.

Pass out blank STEAM cards. Have students take turns saying a vocabulary word. Pause briefly to allow other students time to write these words anywhere in their STEAM grid. Students may choose to not include up to 5 words mentioned by classmates.

After cards have been filled with names, begin drawing words out from previously prepared “bingo” balls/paper slips. Play until a winner has successfully defined all winning words.
(NOTE: Once the students get the hang of this game, they will want to play again. This activity can be repeated the following day if short on time.)

ALTERNATIVE TO STEAMBOAT BINGO: If time does not allow for STEAM, use remainder of class time to share steamboat facts from Day 1. Play STEAM on Day 4. Close Day 3 class by saying, “Tomorrow we will play Steamboat Bingo!”

C. Closure:
Conclude lesson with a statement or “tease” for tomorrow’s lesson. (This lesson could be starting to read Adventures of Tom Sawyer or Chapter 12 of Adventures of Huckleberry Finn.) For example, “Tomorrow we will continue reading about Huck and Jim’s adventures as they discover a wrecked steamboat.” Or, “As we begin reading Adventures of Tom Sawyer tomorrow, you will recognize the jargon used when Tom and friends refer to the steamboats going up and down the Mississippi River.”

Scheduled Use of Time:

<table>
<thead>
<tr>
<th>Time</th>
<th>Teacher Activity/Questions to be asked</th>
<th>Student Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Day 1</strong></td>
<td></td>
</tr>
<tr>
<td>15 min</td>
<td>Students act out car and airplane. Read or listen to Ben Roger’s steamboat impersonation. Discussion.</td>
<td>Listen and respond</td>
</tr>
<tr>
<td>30 min</td>
<td>Distribute vocabulary words. Research definitions on computers. Explore other suggested websites.</td>
<td>Research and record.</td>
</tr>
<tr>
<td>5 min</td>
<td>Read phrases from books for students to contemplate.</td>
<td>Listen</td>
</tr>
<tr>
<td></td>
<td><strong>Day 2</strong></td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td>Write phrases on board. Discuss possible meanings.</td>
<td>Listen and respond</td>
</tr>
<tr>
<td>35 min</td>
<td>Share and record all definitions and label on overhead.</td>
<td>Listen and record.</td>
</tr>
<tr>
<td>5 min</td>
<td>Reread passage from Tom Sawyer. Discuss ease of understanding.</td>
<td>Listen and respond</td>
</tr>
<tr>
<td></td>
<td><strong>Day 3</strong></td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Read passage from Life on the Mississippi.</td>
<td>Listen</td>
</tr>
<tr>
<td>15 min</td>
<td>Work in small groups to label diagram using passage from Life on the Mississippi.</td>
<td>Cooperative learning, sharing, and recording.</td>
</tr>
<tr>
<td>30 min</td>
<td>Play “STEAM” (Bingo).</td>
<td>Sharing, listening, recording, respond.</td>
</tr>
<tr>
<td>5 min</td>
<td>Tease with activity/lesson for tomorrow.</td>
<td>Listen</td>
</tr>
</tbody>
</table>
Strategies/accommodations to support students with exceptionalities:
Visuals are provided for some vocabulary.
Opportunities are provided for discussion and interaction.
Cooperative Learning offers assistance through teacher monitoring.

Possible Follow-up/Alternate Activities:
- Create children’s picture book about steamboats.
- Student created bulletin board for other students in school to see.
- Use ruler to teach “twain” measurement
- Create Room-size steamboat outline with labels.
- Write descriptions of steamboat using jargon.
- Make model of steamboat.
- Use overheads or PowerPoint of actual steamboat photos while defining jargon.
- Writing assignment using RAFT (Role, Audience, Format, Topic).
- Research steamboat jobs.

Possible Guest Speakers/Other Resources:
- Field trip to actual steamboat
- Field trip to Mark Twain Museum in Hannibal MO
- Guest Speakers from Mark Twain Museum (Dr. Cindy Lovell, Mr. Henry Sweets, Mrs. Kim Ahrens)
STUDENT HANDOUTS
and
OVERHEAD IMAGES
RESEARCH WEBSITES

Glossaries of Steamboat Terms
- midwestconnection.com/glshpng/glossary.htm
- www.twainquotes.com/Steamboats/Glossary.html
- www.steamboats.org/history-education/glossary.html

Nautical Know How
- www.boatsafe.com/nauticalknowhow/gloss.htm

Steamboat Times
- www.steamboattimes.com/index.html

Twaintimes Interactive Steamboats
- www.twaintimes.net/boat/sbindex.html

Online Dictionary (Use only if unable to find definitions on above sites. This applies to very few.)
- www.thefreedictionary.com

Steamboat facts:

1.

2.

3.

4.

5.
STEAMBOAT DIAGRAMS
Directions: Circle all vocabulary words found in the following passage. Then, correctly label the diagrams with circle words.

Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat IS rather a handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and 'gingerbread', perched on top of the 'texas' deck behind them; the paddle-boxes are gorgeous with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys -- a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest. *Life on the Mississippi*
STEAMBOAT BINGO

S  T  E  A  M

STEAMBOAT’S A COMIN’!!!!!
TEACHER ANSWER KEYS & GUIDES
**Steamboat Terminology: Guide for Teachers**

Terms to give to students for research (on 3x5” cards):

aft - toward the stern or back area of a vessel

bight – loop; a turn in a rope when lying on the deck

**Big Missouri** – refers to the largest of several steamboats named Missouri, an 886-ton sidewheeler built in Cincinnati in 1845; from steamboattimes.com - Missouri, also called the Big Missouri because it was the largest steamboat on the river below Louisville before the launch of the Sultana in 1848. It operated mainly between St. Louis and New Orleans and was destroyed at St. Louis in 1851.

derrick – machine for hoisting and moving heavy objects, consisting of movable boom equipped with cables and pulleys and connected to the base of an upright stationary beam; today this is called a davit **remind students that a machine does not have to be powered by electricity, and in Mark Twain’s days the derrick might have simply been an upright pole that passes just in front of the hurricane deck with pulleys attached

engine bells and whistles – used to signal arrivals and departures, as well as various alarms; standard fixture on roof of hurricane deck; main bell is referred to as “Big Bell” (Internet links to sample a sample bell and whistle have been included in Technology Resources.)

forward – toward the front of the ship; also called the bow (pronounced bou)

gauge-cocks – stop cock used as a try cock for ascertaining the height of the water level in a steam boiler; small glass cylinders on the front of a boiler of a steam engine that enable one to tell the height of the water in the boiler; from thefreedictionary.com - a stop cock used as a try cock for ascertaining the height of the water level in a steam boiler.

headway – forward movement or the rate of forward movement, especially of a ship

hull - the frame or body of a ship below the main deck; early steamboats were made of wood (wooden hulls would get snags – logs floating on river would punch hole – causing ships to take on water and sometimes sink)

**hurricane deck** – upper deck; from steamboats.org - On the usual packet this is the third deck naming them, in order upward, the main deck, boiler deck, and hurricane deck. Also called upward deck or roof. The name was derived from the ever-present breeze that made it a favorite viewing place on warm evenings. It was the location of the boat's large signal bell.

inboard - toward the center of a ship

**jackstaff** – pole on the bow of a steamboat, used as a steering aid by the pilot, who aligned it with a given point on the horizon
larboard – left side of the boat; now called port

main deck - The lower deck of a steamboat. Most of the main deck was open space. it included areas for boilers, fuel bins, engine room, livestock pens, and freight.

paddle box – wooden covering for the upper part of a paddlewheel; sometimes called wheel house

paddlewheel – large wheel fitted with paddles and driven by an engine in order to propel a boat; rotate clockwise – boat goes forward, rotate counter-clockwise, boat backs up (looking at from starboard); often 18 to 20 feet in diameter

pilot house – topmost structure on a steamboat, housing the wheel and signaling devices used by the pilot. It was usually situated above the texas, far forward on the texas deck, with windows on all sides – all but the forward side glassed in; from steamboats.org - Pilots have always worked in pilothouses. On very early steamboats, there was barely a pilothouse but a kind of a pilotstand with sunshield above. Even if you find pictures e. g. from the New Orleans with a big pilothouse it's more likely that there was no such big pilothouse, as the pictures were painted in a later time when pilothouses were common already, so the artists added the pilothouses to the boats instead of painting the boats in their original shape. Later, when the pilothouse high up on the roof came up, they had an open forward window area, even in winter times. That was required for the pilots could see and 'sense' the smell of the wind, hear the sounds of the river. Also, the quality of glass at this times was to weak to have a clear view throug it. There were no electronic navigation systems then and all depended on keen eyes, ears and noses combined with training/experience.

pilot wheel – used to steer the boat; often 8 feet in diameter, and only half of it above the deck

port – left side (while facing forward); opposite of starboard

sidewheeler - Steamer with two paddlewheels, one on either side of the boat. In all but the smallest sidewheelers, the paddlewheel was enclosed in a housing to minimize spray.

skylight – The roof of a steamboat cabin in the period 1850-1920 almost always was elevated from 3 to 8 feet and window glass inserted along the upper sides: such glasses were called skylights. None but the cheaply constructed boats went without this scheme of architecture. Daylight from outside was admitted the entire length of the cabin, on both sides, thereby. Frequently the glass was stained, or etched, or otherwise fancifully treated.

smokestacks – also called chimneys; steamboats had one or two depending on the boat’s size; this is what makes a steamboat look like a steamboat; often hinged to get beneath bridges;

spar - A stout pole used to fend a vessel from the shore in order that a falling river will not let her catch out. In olden days steamboats carried spars lashed upright on their forecastles, used to pry the vessels off bars they may have run on to. Alongside such spars was a similar pole called the derrick used as a boom pole to handle the spar.
**spring-line** – rope used in typing up a boat; fastened to the stern bitts; so-called because it checked the tendency of the boat to “spring” or drift off

**stage** – gangplank; have ability to swing to sides; in Mark Twain’s time, they were laid flat on the deck and lifted manually by the crew; from steamboats.org - Sometimes called stageplank or gangplank. This is a built-up boardwalk sometimes 40 to 60 feet long, that was swung out and lowered at landings, with the heel on the forecastle and the other end on shore. Also called a stageplank. Invented about 1870, the stage was preceded by the gangplank. Stage planks were heavy and usually required the aid of a mast and boom to place them in position. A stage hoist is a windlass operated by power used in raising the stage back into position.

**starboard** – right side (while facing forward); from steamboats.org - The right-band side of a boat looking forward, pronounced variously "stabbard," and "starb'd," and "starboard". Derived from the Old English word steorbord, meaning "steering side".

**stern** – the aft part of a ship

**sternwheeler** - Steamer with one large paddlewheel located at the stern.

**texas** – officers’ cabin of a steamboat, situated on the hurricane deck, usually below the pilothouse and above the main cabin; from Twaintimes - I have read several different explanation as to how the "Texas" got its name. The best, and the one I believe, says that early steamboats had only two decks. And that "A third deck had been added, and atop that, quarters for the officers of the boat, which, because it was an 'addition' to the superstructure, was refered to with some flippancy as 'the texas'--the thought being that it was an addition to the boat much as the state of Texas was an addition to the Union." The captain and pilots also had permanent berths in a Texas cabin; from steamboats.org - A long, narrow cabin located on top of the skylight roof and surmounted by the pilothouse. This is the customary location of the typical western packet's texas. In it are found the staterooms to berth the crew: usually it was divided into three sections, the forward end being reserved for the captain's quarters, the mid-section for the officers, the rear part for the (at that time so called) "colored cabin help". This rear portion often was called the coon pen. The "texas" has got it's name in honor of the state of Texas as at the same time the new type of deck was added to many steamboats the state of Texas became part of the United States of America

**upper deck** – The deck above the boiler deck, also called the roof and the hurricane deck.

**wheel-house** – a term sometimes used to refer to the pilot house, other times in reference to the paddle-box (Note: One website confuses this with the pilot house.)
Additonal words/phrases to share with students (definitions not easily accessible online):

captain’s door – door by which the captain entered and left his room in the texas. In Adventures of Huckleberry Finn, Huck’s description places it in the center of the forward wall.

chimby-guy (chimney-guy wire) – a thin cable or wire used to steady chimneys of the steamboat

cross-hall – narrow hallway at right angles to the texas hall, opening through a door onto the hurricane deck on both sides of the texas. Usually about two-thirds of the way from the captain’s door to the stern of the texas.

drawing nine feet of water – needing a depth of nine feet in order to float

head-line – rope used in typing up a boat; fastened to the forward bitts

hove in sight – came into view; an expression used by sailors and riverboatmen

mark twain – two fathoms or twelve feet; ideal depth

shake the reefs out of my hind legs – to put on speed; from the nautical expressions “to shake out a reef,” that is, to enlarge a sail by unfurling one of its smaller reef sections, thereby increasing speed

ship up to back – stop both sidewheels before reversing
Directions: Circle all vocabulary words found in the following passage. Then, correctly label the diagrams with circle words.

Assembled there, the people fasten their eyes upon the coming boat as upon a wonder they are seeing for the first time. And the boat IS rather a handsome sight, too. She is long and sharp and trim and pretty; she has two tall, fancy-topped chimneys, with a gilded device of some kind swung between them; a fanciful pilot-house, a glass and 'gingerbread', perched on top of the 'texas' deck behind them; the paddle-boxes are gorgeous with a picture or with gilded rays above the boat's name; the boiler deck, the hurricane deck, and the texas deck are fenced and ornamented with clean white railings; there is a flag gallantly flying from the jack-staff; the furnace doors are open and the fires glaring bravely; the upper decks are black with passengers; the captain stands by the big bell, calm, imposing, the envy of all; great volumes of the blackest smoke are rolling and tumbling out of the chimneys -- a husbanded grandeur created with a bit of pitch pine just before arriving at a town; the crew are grouped on the forecastle; the broad stage is run far out over the port bow, and an envied deckhand stands picturesquely on the end of it with a coil of rope in his hand; the pent steam is screaming through the gauge-cocks, the captain lifts his hand, a bell rings, the wheels stop; then they turn back, churning the water to foam, and the steamer is at rest. *Life on the Mississippi*
Swinging stages operated by steam were not developed until after the Civil War. When Sam Clemens was a pilot the stages were laid flat on the deck and lifted manually by the crew.

http://www.twainquotes.com/Steamboats/Glossary.html

www.twainquotes.com/steamboat.jpg
A final note from the authors of this lesson plan:

During the summer of 2008, we had the wonderful opportunity to participate in a weeklong workshop at the Mark Twain Museum in Hannibal MO. During our visit to Hannibal we had the opportunity to ride on the *Mark Twain*, docked in Hannibal. On the last day the *American Queen* docked in Hannibal. The crew was very gracious in giving a private tour, allowing photos of the various parts of the boat. Because of time, we were not able to add these photos to this lesson plan. We hope to make these available at a later date.

As to the Mark Twain Museum, it is a must see! The passion and enthusiasm that Mr. Henry Sweets, curator, Dr. Cindy Lovell, and Mrs. Kim Ahrens have for Mark Twain is insurmountable. They are a truly, wonderful resource!