# Amplify ELA FLORIDA



## Teacher Edition • Grade 6

## The Titanic Collection













© 2021 Amplify Education, Inc. 55 Washington Street, Suite 800, Brooklyn, NY 11201 www.amplify.com

All rights reserved. No part of this publication may be reproduced or distributed in any form, or by any means, or stored in a database or retrieval system, without the prior written consent of Amplify Education, Inc., except for the classroom use of the worksheets included for students in some lessons.

ISBN: 978-1-64383-553-2

Printed in the United States of America 01 LSC 2020

## Contents

6F: The Titanic Collection Unit Overview	2
Information Literacy	SUB-UNIT1
Sub-Unit 1 Overview	4
Sub-Unit 1 At a Glance & Preparation Checklist	6
Sub-Unit 1: 4 Lessons	10
🕉 Scavenger Hunt and Internet Research	SUB-UNIT 2
Sub-Unit 2 Overview	
Sub-Unit 2 At a Glance & Preparation Checklist	
Sub-Unit 2: 4 Lessons	24
Passport and Collection Research	SUB-UNIT 3
Sub-Unit 3 Overview	92
Sub-Unit 3 At a Glance & Preparation Checklist	94
Sub-Unit 3: 4 Lessons	98
🕹 Socratic Seminar and Internet Research	SUB-UNIT 4
Sub-Unit 4 Overview	120
Sub-Unit 4 At a Glance & Preparation Checklist	122
Sub-Unit 4: 4 Lessons	126
Write an Essay	SUB-UNIT 5
Sub-Unit 5 Overview	
Sub-Unit 5 At a Glance & Preparation Checklist	134
Sub-Unit 5: 8 Lessons	138
Unit Reading Assessment	ASSESSMENT
Assessment and print materials in digital curriculum.	

#### Icon Key: **Exit Ticket** Poll Teacher Only A Steps: Indicates the order of activities in Highlight/Annotate Projection Teacher Speech a lesson ■ Image Share Share 📅 Video • Audio Spotlight Warm-Up Materials Close Reading On-the-Fly Student Edition ₽ Wrap-Up Differentiation Writing Journal Pair Activity Student Groups Digital App PDF Teacher-Led Discussion

## The Titanic Collection

#### "I asked for ice, but this is ridiculous."

—Attributed to John Jacob Astor IV after the *Titanic* hit an iceberg.

Everything about the *Titanic* was enormous. The contents of the kitchen alone illustrates the scale: its pantries contained 40 tons of potatoes, 40,000 fresh eggs, and 36,000 apples, enough food to feed the approximately 2,220 people on board. When disaster struck, it was also on an epic scale. Of those 2,220 people, only 712 survived. Digging into the survivors' statistics is revealing. You discover that 62% were First Class passengers while 25% were in Third Class, and 75% of the survivors were female. Two dogs, both in First Class, also survived. The complex and nuanced story of the *Titanic* provides a compelling subject for students as they examine primary source documents and conduct independent research to uncover what really happened on that night in 1912.

In the lessons on information literacy that begin the unit, students learn how to tell the difference between primary, secondary, and tertiary sources, determine if a source is reliable, and understand the ethical uses of information. Having practiced these skills, students are ready to develop and sharpen their sourcing abilities in the next lessons, where they construct their own research questions and explore the Internet for answers.

In subsequent lessons, each student is assigned a passenger from the *Titanic*'s manifest. They consider gender and class issues as they research and write narrative accounts from the point of view of their passengers. This lesson informs the next sub-unit, a Socratic Seminar in which students rely on their research to examine the complicated issues inherent in the *Titanic* story.

As students reach the end of the unit, they synthesize all of the skills they've developed to tackle a culminating research assignment: a part essay, part multimedia project.

#### **Essay Prompts:**

#### Research Option 1: Argumentative Essay

Who's to blame for the loss of life on the *Titanic*? Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the *Carpathia*, and the White Star Line's owners and shipbuilders.

#### Research Option 2: Informative Essay

Write an informative essay detailing the experience of the two young children known as the *Titanic* orphans. As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed *Titanic*, how they managed to survive the sinking, and what happened to them after the disaster.





**Information Literacy** 

SUB-UNIT1 • 4 LESSONS





Scavenger Hunt and Internet Research

SUB-UNIT 2 • 4 LESSONS





Passport and Collection Research

SUB-UNIT 3 • 4 LESSONS





Socratic Seminar and Internet Research

SUB-UNIT 4 • 4 LESSONS





Write an Essay

SUB-UNIT 5 · 8 LESSONS





The Titanic **Collection Unit** Reading Assessment

1 LESSON

Assessment and print materials in digital curriculum.

## **Information Literacy**



In the Information Literacy sub-unit, students encounter the challenges inherent in online research. They explore a hoax website and learn how to use sourcing criteria to determine whether or not the information on the website is credible and more generally how to identify a trustworthy source. Finally, students are introduced to the concept of plagiarism and learn how to quote, cite, and paraphrase information.

## Sub-Unit 1



Lesson 1: **Evaluating Sources:** Part 1



Lesson 2: **Evaluating Sources:** Part 2



Lesson 3: Avoiding Plagiarism



Lesson 4: Flex Day 1

## Sub-Unit 1 at a Glance

## Lesson Objective

#### **Lesson 1:** Evaluating Sources: Part 1

Research: Students will work collaboratively to assess the credibility of a variety of provided sources, distinguishing sources that are credible from sources that are not.

## Reading

- NOAA website
- Earth and Planetary Science, University of California, Berkeley website
- Marine Life Protection Act. Wikipedia
- · The Ocean Foundation website
- Missouri Botanical Garden website
- The Guardian

#### **Lesson 2:** Evaluating Sources: Part 2

**Research:** Students will review several Internet sources and common domain names, working collaboratively to assess their trustworthiness with a credibility checklist.

Writing: Students will use evidence from the reviewed sources to explain which sources are the most and least credible.



Lesson 2 involves Internet research and should be saved for a class period when students have access to the Internet.

- NASA website
- MIT News website
- CNN
- Terravivos website

### **Lesson 3:** Avoiding Plagiarism

Research: Students will learn how to frame direct quotes, provide basic bibliographic information as references, and paraphrase source information in order to avoid plagiarism.

### Lesson 4: Flex Day 1

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

Writing Prompt	Benchmark Stack
No analytical writing prompt.	ELA.6.C.4.1 ELA.K12.EE.4.1 ELA.6.C.5.2
Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.	ELA.6.C.4.1 ELA.K12.EE.4.1 ELA.6.C.5.2
No analytical writing prompt.	ELA.6.C.4.1 ELA.K12.EE.4.1 ELA.6.C.5.2
	Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

## Sub-Unit 1 Preparation Checklist

#### Lesson 1



Pages 10-12



- ☐ Find a hoax website that is convincing but suspicious for students to explore in this lesson. Keep an eye out for factual information that seems suspicious, embedded links that connect to credible websites, or an "About" page that provides information about the author.
- ☐ Prepare to project the hoax website as well as various other websites from the digital lesson.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

#### Lesson 2

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

#### Lesson 3



Pages 13-15

☐ Prepare to project the Paraphrase Chart.



☐ Plan how you will assign pairs for part of this lesson.

☐ If you plan to complete the optional teacher activity, research real-life examples of plagiarism online.

### Lesson 4: Flex Day

- ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: The Information Literacy lessons are offered as sub-units for each of the Collection research units. These lessons provide instruction on how to validate Internet sources, avoid plagiarism, and properly cite sources. If your students have already learned these skills, you may decide to skip ahead to the next sub-unit.

There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

#### Before You Begin Lesson 1:

Before class, find a hoax website for your students to explore as they learn about sources that are credible and sources that are not. The site should be convincing but suspicious. Keep an eye out for...

- factual information that seems suspicious.
- embedded links that connect to credible websites.
- an "About" page that provides information about the author.



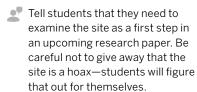
#### **Lesson 1:** Evaluating Sources: Part 1

Benchmark: ELA.6.C.4.1

Read: Students explore a website as a first step in determining its credibility.



#### Project: The hoax site.





Ask students to look for and write down three new things that they learned from this website as you click through.



Writing Journal: Students use page 10 to collect their evidence.



#### Overview

You can find amazing information online. Sometimes the stories are so amazing that they seem unbelievable. Don't you agree?

#### **Suggested Reading**

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And remember, your school and local libraries are great places to continue exploring your interests.

- · Internet Archive
- · Library of Congress
- · OCLC WorldCat
- Google Books

- · HathiTrust Digital Library
- · Project Gutenberg
- Digital Public Library of America



#### Explore the website your teacher provides.



Complete 1-3 on page 10 of your Writing Journal.

540

ormation Literacy

## Lesson 1 Materials



Discussion Points



Source Credibility Checklist from digital Lesson 2

Ensure that headphones are available for students to hear the audio of the text in order to provide accessibility.



#### Differentiation: Step A

Students who need more support with reading may benefit from exploring this website with a partner.



#### Lesson 1—Evaluating Sources, Part 1

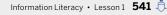
How do you know a source is credible? Use the discussion points and discuss each of the four sources your teacher projects with your partner.

#### Work with your partner to discuss the following points:

- · Who is the author?
- Is the author an expert on this subject?
- · Might this author be prejudiced about this subject?
- Is it a well-known and respected organization or website?
- · Would a source like this contain facts or opinions?
- · How recently was this source written or updated?
- How does not knowing a source's identity affect its believability and trustworthiness?



Use page 11 of your Writing Journal to take notes on these points. Be prepared to talk about your answers during a class discussion.







#### Differentiation: Step B

- ELL(Dev): If you have several ELL students in your class, you may want to take some time to discuss and explain the meaning of "credible" to ensure understanding before assessing the credibility of the website.
- ELL(Dev): Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



#### Lesson 1 (continued)

Benchmark: ELA.6.C.4.1

Discuss: Students discuss the hoax website with a partner.

- Project: Source Credibility Checklist.
- Divide students into pairs. Explain that they will discuss whether the hoax website provided the information listed in the checklist.
- Project: Sources listed below. Discuss whether each would be a credible source.
  - A 2017 U.S. Fish and Wildlife Service official report on the effects of pollution on marine life
  - · A pet owner's blog about her sick fish
  - A current article about illegal waste disposal, published by a middle school newspaper
  - An article in a recent issue of *The* New York Times about oil spills and bird life
  - Writing Journal: Students use page 11 to take notes.





#### Lesson 1 (continued) Benchmark: ELA.6.C.4.1

#### **Present Domain Extensions:**

Students identify different domain extensions and their credibility.

- Project: Each website listed for the activity in the digital lesson and briefly review with the class.
- Discuss the credibility of domain extensions, projecting an example of each (found on the student card of this activity on the digital platform) and briefly reviewing each example as you go.
  - .edu: academic institution (college, university)
  - .gov: official U.S. government
  - .com: commercial/company
  - .org: organization (often nonprofit organizations, but can
  - .net: network (often Internet service providers, but can be commercial)
- URLs (or Universal Resource) Locators) can have a variety of different extensions, or endings, and some are more credible than others. In general, any URL ending in .edu or .gov is likely to be credible. URLs ending in .com, .org, or .net are ones that need validating by corroborating information. Of course, you should corroborate information from the .edu and .gov sites as well.
- Writing Journal: Students complete page 12.
- Project: The hoax website again.
- Reassess it as a whole class using the points discussed in this lesson.
- **Exit Ticket:** Project.

End of Lesson 1

#### Lesson 1—Evaluating Sources, Part 1 (continued)

Assess different domain extensions to determine their meaning and credibility.

URLs (or Universal Resource Locators) can have a variety of endings. Some are more credible than others.

- · .edu: academic institution (college, university)
- .gov: official U.S. government agency
- · .com: commercial/company
- .org: organization (often nonprofit organizations, but can be commercial)
- .net: network (often Internet service providers, but can be commercial)



Fill in page 12 of your Writing Journal. Be prepared to share your answers.

542 The Titanic Collection • Lesson 1



#### Differentiation: Step C

Students who need more support with reading may benefit from exploring these websites in pairs.

#### Before You Begin Lesson 2:

In Lesson 2, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their information literacy skills.

#### Lesson 3—Avoiding Plagiarism

Plagiarism is stealing someone's words or ideas without crediting the source.

To avoid plagiarism, you'll learn how to properly frame a quote. A completed, framed quote has three parts:

- 1. Introduction to the quote (for example, According to the text...or Studies have found that...)
- 2. The borrowed words (the quote) in quotation marks
- 3. The citation in parentheses: the author's last name or the source title, followed by the page or paragraph number

#### Examples of completed, framed quotes

Example 1: Using a source that has the author's name and uses paragraph numbers (for example, an article from The Chocolate Collection):

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 5).

Example 2: Using a source that has the author's name and uses page numbers (for example,

According to the text, "dark chocolate relieves stress and lowers blood pressure" (Smith 23).

Example 3: Using a source with no author or title listed (for example, a website's homepage): Studies have found that "dark chocolate reduces cholesterol in 53% of adults" (scientificamerican.com).

Information Literacy • Lesson 3 543



#### Lesson 3 Materials

Paraphrase Chart



#### Differentiation: Step D

- ELL(Dev): When working with English language learners, it may be helpful to note the following:
- 1. The use and methods of source writing and paraphrasing can vary by culture. ELLs will likely need additional explicit instruction in order to accurately frame quotes and paraphrase.
- 2. English language learners are sometimes taught to practice language by rewording short texts phrase by phrase. If this is the case, you may want to discuss the difference between the two further.

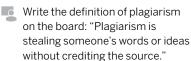


5 min

#### Lesson 3: **Avoiding Plagiarism**

Benchmark: ELA.6.C.4.1

Discuss: Students discuss the meaning of plagiarism.





- What is an example of plagiarism?
- Do you know anyone who has ever plagiarized?
- Optional: Teacher activity in digital lesson for examples and consequences of plagiarism.



Introduce: Students learn how to frame a direct quote to avoid plagiarism.

- It is acceptable to use other people's words and ideas when you're conducting research, as long as you alert the reader that you are sharing someone else's words and ideas and give credit to the original author.
- Think of the borrowed words as a picture or photograph and always surround them with a "frame."
- Ask a student to read aloud the 3 parts of a frame on page 543 of the Student Edition.
- Then call on 3 students to point out the parts of the frame for each of the 3 examples given.
- Not every idea has to be cited, but when you aren't sure, always cite!



Framing a Quote: Students learn how to frame a direct quote from a text to avoid plagiarism.

Review the properly framed quote alongside the original text on page 544 of the Student Edition.

Ask students to identify the source, opening frame, and direct quote from the example as a class.

**Lesson 3** (continued) Benchmark: ELA.6.C.4.1

> Try It On: Students work in pairs to correctly frame a direct quote.

Divide students into pairs to frame a quote from the sentence on page 544 of their Student Editions.

Writing Journal: Students work in pairs to complete questions 1 and 2 on page 13.

Share answers. Invite 2 students to write their answers on the board.

## **Lesson 3** (continued)

Benchmark: ELA.6.C.4.1

**Introduce Paraphrasing: Students** learn about paraphrasing text to avoid plagiarism.

Framing a direct quote shares someone else's words in your writing. However, you may also wish to share someone else's ideas without quoting their exact words. To do this, you must paraphrase the original text.

Watch out for "patchwork plagiarism." That's when you piece together your own words with some of the author's words without quoting the author, giving the reader the impression that you wrote the whole paragraph.

Project: Image of the patchwork plagiarism.

The term patchwork plagiarism comes from the way patchwork quilts look. In the past, these quilts were made from many pieces of old clothes.

#### Lesson 3—Avoiding Plagiarism (continued)

#### Original quote or text:

"As a result of Halvorsen's initiative, America's legions of candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy."

#### Properly framed quote:

According to the article, "candy bombers dropped about a quarter million tiny parachutes over Berlin with millions of pounds of candy" (ABC News).

#### Paraphrasing

Paraphrasing is rewriting text in your own words, expressing the author's meaning without adding anything new or leaving anything out.

Read the sentence from the article "Prehistoric Americans Traded Chocolate for Turquoise?" by Christine Dell'Amore:

Visiting Mesoamericans may have bartered cacao beans for gems unique to the Southwest, such as turquoise, which is known to have been mined by Puebloans in what's now New Mexico.

- 1. Select a brief direct quote from the sentence and rewrite it using the frame technique.
- 2. Share your response with your partner. Determine if each quote is correctly framed, and explain your thinking.



Go to page 13 of your Writing Journal to complete questions 1 and 2.

544 The Titanic Collection • Lesson 3



#### Differentiation: Step G

ELL(Dev): Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.



#### **Example of Patchwork Plagiarism**

#### **Direct Quote**

Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment.

#### Patchwork Plagiarism

Just about everyone loves chocolate, which creates a high demand for cacao beans. With that popularity, there is a high cost to the environment.



Complete the paraphrase chart on page 14 of the Writing Journal.



Follow along as your teacher compares paraphrases of the two sentences on page 14 of your Writing Journal.

You may volunteer to share one of your paraphrases with the class.

Information Literacy • Lesson 3 545



#### Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

- S Direct students to examine the example of patchwork plagiarism on page 545.
- As with direct quotes, you should credit the source in parentheses.
- Writing Journal: Students complete the chart on page 14 of their Writing Journals.



#### **Lesson 3** (continued)

Benchmark: ELA.6.C.4.1

Compare Paraphrases: Class compares and discusses paraphrases of 2 different texts.

- Project: Paraphrase Chart.
- Lead a discussion to compare the paraphrases to understand the original text.
- Which paraphrase (1 or 2) seems closer to the original? Why?
- Which word choice in the paraphrased text helps it get closer to the author's original meaning in the text?

Note that the order of the words in the main clause was changed in both paraphrases: the subject, the Spanish king and his court, was placed first in the clause instead of at the end. Explain that changing the order of words can be helpful when paraphrasing.

Repeat this process for the second piece of text, writing paraphrases from 2 different students on the chart.

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 3

## Scavenger Hunt and **Internet Research**



In this set of lessons, students dig through the Titanic Collection's texts and images to find the document described by the scavenger hunt question. Once they've found it, students use a set of close reading questions to analyze it carefully. Throughout the unit, challenging primary source documents are edited and/or paraphrased to provide scaffolding for students struggling with archaic language, complex syntax, odd punctuation, and unfamiliar phrases. Spanishlanguage versions are also available to open up the reading experience to a wide range of learners.

The third lesson in this sub-unit requires students to conduct research on the Internet. This lesson allows students to put their new research and close reading skills to the test as they use a criteria checklist to distinguish sources that are credible from sources that are not.

## Sub-Unit 2



Lesson 1: Scavenger Hunt: Introducing the Collection



Lesson 2: Scavenger Hunt: Exploring the Collection



Lesson 3: Internet Research



Lesson 4: Flex Day 2

## Sub-Unit 2 at a Glance

## Lesson Objective

#### **Lesson 1:** Scavenger Hunt: Introducing the Collection

Reading: Students will explore a selection of texts and images in The Titanic Collection, practicing scanning a source for relevance and close reading a source for key information.

#### Video:

The Titanic, created by Travis Grenier

## Reading

#### The Titanic Collection:

- A Letter from Mary Lines (1912)
- · Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry
- Excerpt: Chapter 7—"There is Your Beautiful Nightdress Gone" from A Night to Remember
- Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS Titanic
- "Discovery of the Titanic," by Lapham's Quarterly editors
- · Excerpt: "The Iceberg Was Only Part of It" from The New York Times

### **Lesson 2:** Scavenger Hunt: Exploring the Collection

Reading: Students will explore a selection of texts and images in The Titanic Collection, practicing scanning a source for relevance and close reading a source for key information.

#### The Titanic Collection:

- Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror
- Excerpt: Chapter 6—"Women and Children First!" from Sinking of the Titanic and Great Sea Disasters
- Untitled Poem
- "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers." from The New York Times
- "Rusticles on the Titanic Contain New Iron-Eating Bacteria, Study Says" from Epoch Times
- · Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland

#### **Lesson 3:** Internet Research

Research: Students will generate a research question about the Titanic, identify credible Internet sources, and conduct Internet research to find the answer.

Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.



Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.

#### The Titanic Collection

## Writing Prompt

### Benchmark Stack

No analytical writing prompt.

ELA.6.R.3.2 ELA.6.C.1.4 ELA.K12.EE.2.1 ELA.K12.EE.4.1 ELA.6.R.2.1 ELA.6.R.2.2 ELA.6.V.1.3

No analytical writing prompt.

ELA.6.R.3.2 ELA.6.C.1.4 ELA.K12.EE.4.1 ELA.6.R.2.1 ELA.6.R.3.3

Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.

Extra: Challenge Writing available in the digital lesson.

ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.6.R.2.1 ELA.6.R.2.3 ELA.6.R.3.3 ELA.6.C.1.4 ELA.6.C.5.2

ELA.6.C.4.1

## Lesson Objective

## Reading

### Lesson 4: Flex Day 2

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

## Writing Prompt

## Benchmark Stack

Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

## Sub-Unit 2 Preparation Checklist

## Lesson 1 Pages 83-86 ☐ Be prepared to project or to write on chart paper. ☐ While all Scavenger Hunt images are found in the Student Edition, you may choose to project them during the Scavenger Hunt as well. ☐ Optional: Prepare/Plan rewards for students who win the scavenger hunts. Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key. Lesson 2 Pages 87-91 ☐ Be prepared to project or to write on chart paper. ☐ Optional: Prepare/Plan rewards for students who win the scavenger hunts.

#### Lesson 3

This lesson involves Internet research and should be saved for a class period when students have access to the Internet.

☐ Be prepared to project or to write on chart paper.

### Lesson 4: Flex Day

- ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress.
- ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign.
- ☐ Prepare any texts, materials, or directions you may need to project or distribute.

Note: There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.



#### Overview

Ready, set, go and find the answers to the questions as fast as you can...and discover amazing facts about the *Titanic*.

#### **Suggested Reading**

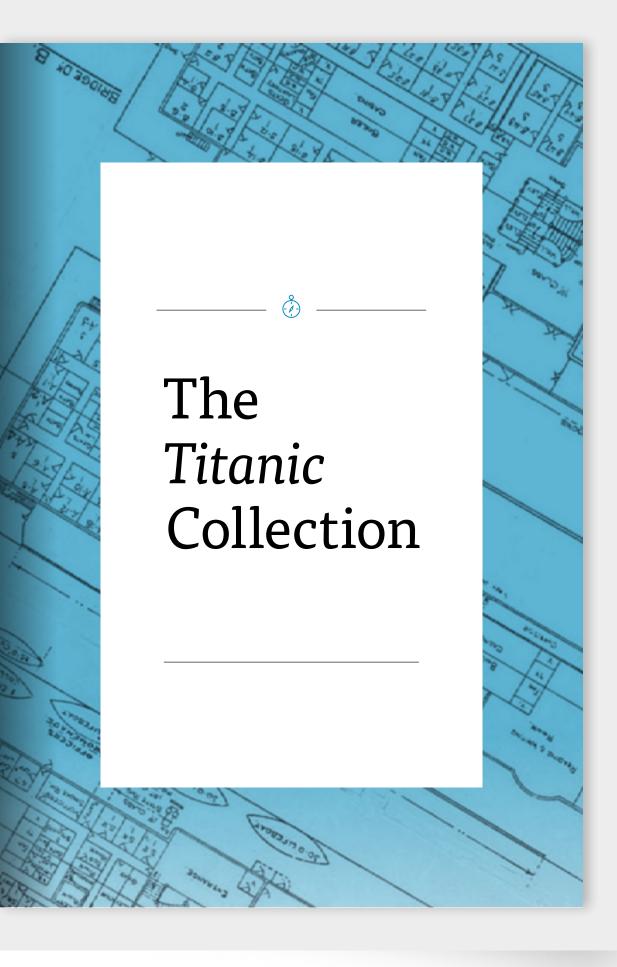
Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- · Internet Archive
- · Library of Congress
- OCLC WorldCat
- · Google Books

- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America

The National Archives and Records Administration (Titanic Scavenger Hunt and Collection Cover Image)

546



**547** 🍎



## Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror

Author: Jay Henry Mowbray, Ph.D., LL.D

Publisher: The Minter Company, Harrisburg, PA

Published: 1912

- The human imagination is unequal to the reconstruction of the appalling scene of the disaster in the North Atlantic. No picture of the pen or of the painter's brush can adequately represent the magnitude of the calamity that has made the whole world kin.
- How trivial in such an hour seem the ordinary affairs of civilized mankind—the minor ramifications of politics, the frenetic rivalry of candidates, the haggle of stock speculators. We are suddenly, by an awful visitation, made to see our human transactions in their true perspective, as small as they really are.
- Man's pride is profoundly humbled: he must confess that the victory this time has gone to the blind, inexorable forces of nature, except in so far as the **manifestation** of the heroic virtues is concerned.
- The ship that went to her final resting place two miles below the placid, unconfessing level of the sea represented all that science and art knew how to contribute to the expedition of traffic, to the comfort and enjoyment of voyagers.
- She had 15 watertight steel compartments supposed to render her unsinkable. She was possessed of submarine signals with microphones, to tell the bridge by means of wires when shore or ship or any other object was at hand.
- There was a collision bulkhead to safeguard the ship against the invasion of water amidships should the bow be torn away. In a word, the boat was as safe and sound as the shipbuilder could make it.
- It was the pride of the owners and the commander that what has happened could not possibly occur. And yet the Titanic went down, and carried to their doom hundreds of passengers and men who intimately knew the sea and had faced every peril that the navigator meets.

appalling: awful espantosa: terrible

magnitude: large size

magnitud: gran tamaño

calamity: disaster calamidad: desastre

kin: members of the same family parientes: miembros de la misma familia

ramifications: effects ramificaciones: efectos

frenetic: wild and energetic frenética: violenta y enérgica

inexorable: unstoppable inexorables: irrefranables, que no se pueden parar

manifestation: example manifestación: ejemplo

placid: calm plácido: tranquilo

render: make convertirlo: hacerlo amidships: in the ship's middle

en mitad del barco: en el medio del barco

intimately: very closely intimamente: muy de cerca



**548** 



The Titanic just before it set sail in April 1912

- In the hours between half-past 10 on Sunday night and half-past 2 Monday morning, while the ship still floated, what did the luxuries of their \$10,000,000 castle on the ocean avail those who trod the eight steel decks, not knowing at what moment the whole glittering fabric might plunge with them—as it did plunge—to the unplumbed abyss below?
- What was it, in those agonizing hours, to the men who remained aboard, or to the women and children placed in the boats, that there were three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private promenade decks and Renaissance cabins? What is it to a man about to die to know that there is at hand a palm garden or a darkroom for photography, or the tapestry of an English castle or a dinner service of 10,000 pieces of silver and gold?
- In that midnight crisis the one thing needful was not provided, where everything was supplied. The one inadequacy was—the lack of lifeboats.
- In the supreme confidence of the **tacit** assumption that they never would be needed, the means of rescue—except in a pitiably meagre insufficiency—was not at hand. There were apparently but 20 boats and rafts available, each capable of sustaining at most 60 persons.

avail: do to help servir: aprovechar

unplumbed: unmeasured insondable: sin

promenade: area for strolling paseo: área para pasear

tacit: agreed upon and unspoken tácita: algo en lo que todos están de acuerdo sin haberlo comentado nunca

meagre: poor and small exigua: escasa y pequeña

**549**  $\stackrel{\bullet}{\phi}$ 



surfeited: completely satisfied saciaban: satisfacían por completo

amplitude: plentiful size amplitud: abundancia en tamaño

compel: force obligará: forzará

formulation: creation formulación: creación

salvatorv: safety salvamento: seguridad

apparatus: equipment aparto: equipo

immitigable: impossible-toweaken implacable: imposible de debilitar

assuaged: eased mitigar: apaciguar

lamentation: expressions of sorrow lamentación: expresión de pena

amelioration: improvement mejoriá: mejora

elemental: basic elemental: básico

superfluous: extra and useless superfluo: adicional e inútil

davits: cranes that hold the lifeboats pescantes: grúas que sostienen los botes salvavidas

cravens: cowards cobardes: miedosos

scourged: whipped azotaron: dieron latigazos

ignominy: wellknown shame ignominia: vergúenza muy conocida

- Yet the ship was built to carry 2435 passengers and 860 in the crew—a total of 3295 persons.
- Whatever the luxuriousness of the appointments, the magnificence of the carvings and the paintings that surfeited the eye, the amplitude of the space allotted for the promenade, it seems incredible no calculation was made for the rescue of at least 2000 of the possible floating population of the Titanic.
- The result of the tragedy must be that aroused public opinion will **compel** the formulation of new and drastic regulations, alike by the British Board of Trade and by the Federal authorities, providing not merely for the adequate equipment of every ship with salvatory apparatus but for rigorous periodical inspection of the appliances and a constant drill of the crew.
- Let there be an end of boasting about the supremacy of man to the immitigable laws and forces of nature. Let the grief of mankind be assuaged not in idle lamentation but in amelioration of the conditions that brought about the saddest episode in the history of ships at sea.
- The particular line that owned and sent forth the vessel that has perished has been no more to blame than others that similarly ignored elemental precautions in favor of superfluous comforts, in a false sense of security.
- When the last boatload of priceless human life swung away from the davits of the Titanic, it left behind on the decks of the doomed ship hundreds of men who knew that the vessel's mortal wound spelt Death for them also. But no cravens these men who went to their nameless graves, nor scourged as the galley slave to his dungeon.
- Called suddenly from the ordinary pleasure of ship life and fancied security, they were in a moment confronted With the direct peril of the sea, and the absolute certainty that, while some could go to safety, many must remain.
- It was the supreme test, for if a man lose his life he loses all. But, had the grim alternative thought to mock the cowardice of the breed, it was doomed to disappointment.
- Silently these men stood aside. "Women first," the inexorable law of the sea, which one disobeys only to court everlasting **ignominy**, undoubtedly



**550** 

had no place in their minds. "Women first," the common law of humanity, born of **chivalry** and the nobler spirit of self-sacrifice, prevailed.

- They simply stood aside.
- The first blush of poignant grief will pass from those who survive and were **bereft**. But always will they sense in its fullest meaning this greatest of all sacrifice. Ever must it remain as a reassuring knowledge of the love, and faithfulness, and courage, of the Man, and of his care for the weak.
- "Greater love hath no man than this that a man lay down his life for his friend."

### **Adapted Version**

- The human imagination is unequal to the description of the horrifying scene of the disaster in the North Atlantic. No picture of the pen or of the painter's brush can show us the size of the tragedy that has made the whole world family.
- How unimportant the ordinary activities of mankind seem the outcomes of politics, the noisy competition between candidates, the bargaining of investors in the stock market. We are suddenly made to see our human dealings in their true perspective, as small as they really are.
- Man's pride is deeply humbled: he must confess that the victory this time has gone to the blind, unstoppable forces of nature except where heroic virtues are concerned.
- The ship that sank two miles below the sea's calm surface represented all that science and art could contribute to ocean travel and to the comfort and enjoyment of voyagers.
- She had 15 watertight steel compartments supposed to render her unsinkable. She possessed submarine signals with microphones, to tell the bridge by means of wires when shore or ship or any other object was nearby.
- There was a collision bulkhead to safeguard the ship against the invasion of water should the bow be torn away. In a word, the boat was as safe and sound as the shipbuilder could make it.

chivalry: a type of polite behavior that a man shows toward women caballerosidad: tipo de conducta educada que un hombre le muestra a unea mujer

poignant: moving and sad conmovedor: emotivo y triste bereft: suffering

from a loss despojados: que sufren una pérdida

**551**  $^{\circ}$ 



- The owners and the commander pridefully assumed that what has happened could not possibly occur. And yet the Titanic went down, and carried to their doom hundreds of passengers and sailors who intimately knew the . . .
- ... In the hours between half-past 10 on Sunday night and halfpast 2 Monday morning, while the ship still floated, what did the luxuries of their \$10,000,000 castle on the ocean offer to those who walked the eight steel decks, not knowing at what moment the whole glittering ship might plunge with them-as it did plunge-to the depths below?
- What was it, in those agonizing hours, to the men who remained aboard, or to the women and children placed in the boats, that there were three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private decks and luxurious cabins? . . . In that midnight crisis the one thing needed was not provided. The one inadequacy was the lack of lifeboats.
- The supreme confidence that they never would be needed, meant that the means of rescue was not available. There were apparently a mere 20 boats and rafts available, each capable of holding at most 60 persons.
- Yet the ship was built to carry 2,435 passengers and 860 in the crew-a total of 3,295 persons.
- Whatever the richness of the furnishings, the magnificence of the carvings and the paintings, and the abundance of the space provided for the promenade, it seems incredible that no preparation was made for the rescue of at least 2,000 of the floating population of the Titanic.
- The tragedy has aroused public opinion, calling for the formation of new and drastic regulations that include lifesaving equipment on every ship as well as periodic inspection of the appliances and a frequent drill of the crew.
- Let there be an end to boasting about the superiority of man to the laws and forces of nature. Let mankind be calmed, not in grieving, but in improving the conditions that brought about the saddest episode in the history of ships at sea . . .
- . . . When the last lifeboat full of priceless human life swung away from the Titanic, it left behind on the decks of the doomed ship hundreds of men who knew that the vessel's fatal wound meant death for them. But no cowards these men who went to their nameless graves . . .

- . . . Silently these men stood aside. "Women first," the law of the sea demanded. To disobey this rule was to invite everlasting disgrace, a thought which undoubtedly had no place in their minds. "Women first," the common law of humanity, born of chivalry and the nobler spirit of self-sacrifice, prevailed.
- They simply stood aside . . .

### **Paraphrased Version**

- It's difficult to find words to describe the horrible scene of the disaster in the North Atlantic. This catastrophe has brought the whole world together like a family.
- Our ordinary activities don't seem important when compared to the size of this tragedy. We are shocked and horrified that this enormous ship was taken down by natural forces, sinking two miles to the bottom of the sea.
- Shipbuilders constructed the *Titanic* to be safe for passengers and crew. It had all the latest signals and microphones onboard. The owners and commanders trusted the shipbuilders when they were told that the Titanic's 15 watertight steel compartments made her unsinkable.
- Half-past 10 on Sunday night and halfpast 2 on Monday morning were an uncertain time. The passengers and crew did not know what fate would bring them. What did they think about during these hours? Did they think about the fancy things the ship provided—three electric elevators, squash courts and Turkish baths, a hospital with an operating room, private decks and luxurious cabins? During this time, what they really needed was lifeboats and the ship had far too few of those.
- Because the ship was believed to be unsinkable, no one thought that lifeboats would be needed. There were only 20 boats and rafts available, each capable of holding a maximum of 60 people. Not nearly enough for 3,295 total people onboard.
- Extreme care was lavished on the luxurious details; from the opulent furnishings to the expanse of the promenade. It's hard to believe that so little thought went into planning for an emergency. After the tragedy,

**553**  $^{\circ}$ 

- the public demanded that very strict rules be put into place, ensuring the safety of future passengers and crew.
- Let there be an end to the boasting about man's ability to dominate the laws and forces of nature. Instead, let's put our focus on improving the safety of ships and ocean travel.
- When the last lifeboat swung away from the Titanic, it left behind hundreds of people who knew they would die as the ship sunk to the bottom of the sea. But those left onboard weren't cowards. They were brave men who silently stood aside to allow women and children to be saved. They understood and carried out their duties under the law of the sea and the common law of humanity.

## Introducción de El hundimiento del "Titanic," el más terrible horror oceánico

Autor: Jay Henry Mowbray, Ph.D., LL.D

Editorial: The Minter Company, Harrisburg, PA Año de publicación: 1912 (dominio público)

#### Versión Parafraseada

Traducción de la versión parafraseada del texto original en inglés escrito por Jay Henry Mowbray, Ph.D., LL.D

- Es difícil encontrar palabras para describir la horrible escena en el Atlántico Norte. Esta catástrofe ha unido al mundo en una sola familia.
- 50 Nuestras actividades ordinarias no parecen importantes en comparación con la magnitud de esta tragedia. Nos aturde y horroriza que este enorme barco haya sido destruido por fuerzas naturales, hundiéndose a dos millas de profundidad en el mar.
- Los constructores de barcos fabricaron el Titanic para que fuera seguro para los pasajeros y la tripulación. Contaba con las últimas señales y micrófonos a bordo. Los propietarios y oficiales navales les creyeron a los constructores de barcos cuando les dijeron que los 15 compartimentos sellados de acero del Titanic lo volvían insumergible.



**554** 

- Media hora después de las 10 de la noche del domingo y media hora después de las 2 de la mañana del lunes fueron horas inciertas. Los pasajeros y la tripulación no sabían lo que el destino les traería. ¿En qué pensaban en esas horas? ¿Pensaban en las cosas extravagantes que había en el barco: los tres elevadores eléctricos, las canchas de squash y los baños turcos, el hospital con quirófano, las cubiertas privadas y los lujosos camarotes? En esas horas, lo que de verdad necesitaban era botes salvavidas, y el barco tenía muy pocos.
- Como se creía que el barco era insumergible, nadie pensó que los botes salvavidas serían necesarios. Solo había 20 botes y balsas, cada uno tenía una capacidad máxima para 60 personas. Estaban muy lejos de ser suficientes para las 3295 personas que había a bordo.
- Se puso mucho cuidado en los lujosos detalles, desde el opulento mobiliario hasta la extensión de la explanada. Es difícil creer que se le dedicara tan poca atención a hacer preparativos para una emergencia. Después de la tragedia, el público exigió que se establecieran reglas muy estrictas para garantizar la seguridad de los futuros pasajeros y de la tripulación.
- Dejemos de jactarnos de la habilidad del hombre de dominar las leyes y fuerzas de la naturaleza. Concentrémonos mejor en aumentar la seguridad de los barcos y de los viajes por mar.
- Cuando el último bote salvavidas se alejó del Titanic, dejó atrás a cientos de personas que sabían que morirían en cuanto el barco se hundiera en el fondo del mar. Pero quienes se quedaron a bordo no eran cobardes. Eran hombres valientes que silenciosamente se hicieron a un lado para que las mujeres y los niños se salvaran. Comprendieron y ejecutaron su deber con las leyes del mar y la ley común de la humanidad.

**555**  $\stackrel{\bullet}{(2)}$ 



# Carpathia Manifest Records



The Carpathia set sail from New York on April 11, 1912, and was the only ship to respond to the Titanic's distress calls. The Carpathia was required by law to record the names of all the 705 people it rescued from the *Titanic*'s lifeboats. This page of the record demonstrates the great diversity of the passengers who sailed on the Titanic, representing countries from Syria to Sweden.

Credit: The National Archives and Records Administration/Records of the Immigration and Naturalization Service



### A Letter from Mary Lines (1912)

- On Board the **CUNARD** R.M.S. "CARPATHIA" Wednesday April 16
- My dearest;
- God has been so good to us. My mother and I have been saved. I'm writing to you from the ship that picked us up. Oh, my darling, it was a horrible night, and I hope you never have to pass one like it.
- I'm going to try to tell you everything. First, at a quarter to midnight, my mother felt that the ship had received a terrible blow. She jumps from her bed and wakes me up, for I was still asleep. Then we hear the sound of steam escaping with a frightful hissing. We ring for the steward who reassures us and tells us to go to bed. Then our next-door neighbors (Hilma and Ragnihild's uncle and cousin) come down again and the father tells us there's no danger at all. Then we go to bed. Ten minutes later we hear Mr. White who comes down and shouts to his son: "Richard! Life boats!" You can imagine that we hurried to get up, we quickly grabbed some coats, then we rushed to the deck. As I'm leaving our cabin I hear Mr. White's son (he was just 21) shouting "Life belts!" I go back to look for them and there we are on deck. They tell us to go back down for a little while and since we weren't dressed, my mother runs to look for our things. Since she was slow in returning I got worried and rushed to our cabin. I beg her to come and we roll up all our things in a blanket. Then as we were going up again we see everybody hurrying, hurrying. We arrive on deck and jump into a small rowing boat. They lower the boat on ropes down to the water; and there we are, away. Meanwhile I'd thrown away all our clothing, since the bundle was too big to bring along in the little boat. WE pull away from the Titanic as fast as possible, and a half hour later it sank. Oh! My darling, what a horrible thing, this enormous ship engulfed in the little space of two hours. And the cries of the dying as it sank!!! For there are only 700 saved out of two thousand, I believe. Finally we drifted on the sea, which by the grace of God was calm like your pond at Brion, for three and a half hours. At four o'clock we made out a ship in the distance, and the men started to row with all their might; and soon we were picked up by this ship. I'll never forget this sunrise; the sky clear as a glass of water, the sea calm as a mirror, and the





Titanic survivors in lifeboat

enormous icebergs surrounding us, white as swans. Then all of a sudden on the horizon these two stars, but steady stars that didn't fade and that soon appeared as ship's lights. How happy we were. You can't imagine it. God has shown miraculous **clemency** and mercy towards us.

- There are still lots of details of this frightful night that would interest you, but I'll write them to you later or I'll tell you about them when I see you again, if God grants that I see you again. We are now surrounded by a thick, thick fog, and I don't know when we'll see New York.
- Oh! My darling, help me to thank God for his inexpressible goodness!
- My mother isn't very well today. She's beginning to feel the **fatigues** of the other night.
- Naturally we've lost everything. My dresses, my hats, everything is at the bottom of the sea.
- Au revoir, my dear, write me soon. Our address will be:
- 10 158 Archer Avenue
- Mount Vernon
- New York 12
- With heaps of love
- Yours as ever—Mary

Credit: The Mariners' Museum, Newport News, VA

clemency: kindness during punishment clemencia: bondad durante un castigo

fatigues: tiredness fatigas: cansancio

# Margaret Brown and Captain Rostron

1913





Known as "The Unsinkable Molly Brown," Margaret Brown was one of the passengers rescued by the Carpathia. After the disaster, Brown became active in efforts to raise money for impoverished survivors of the *Titanic*. She is pictured here presenting the *Carpathia*'s Captain Rostron with a trophy for his work in rescuing *Titanic*'s passengers.

Credit: Library of Congress/Prints & Photographs Division/LC-USZ62-121013

**559**  $\stackrel{\circ}{\phi}$ 





# Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry

May 3, 1912 (public domain) Day 13

- (Testimony taken separately before Senator William Alden Smith, chairman of the subcommittee)
- (The witness was sworn by Senator Smith.)

Senator SMITH.

How old are you?

Mr. ABELSETH.

Twenty-six years of age in June.

Senator SMITH.

Did you sail on the *Titanic*?

Mr. ABELSETH.

Yes.

Senator SMITH.

From what port?

Mr. ABELSETH.

From Southampton.

Senator SMITH.

Where had you been?

Mr. ABELSETH.

<sup>10</sup> I had been in Norway. I left here last fall.

Senator SMITH.

Where do you live now?

Mr. ABELSETH.

12 My home is in South Dakota, where I have my homestead.

Senator SMITH.

<sup>13</sup> I wish you would tell the reporter when you first knew of this collision, and what you did, and where you were in the ship. I believe you were a steerage passenger?



**%** 560

Mr. ABELSETH.

Yes, sir.

Senator SMITH.

In the forward part of the ship?

Mr. ABELSETH.

Yes, I was in compartment G on the ship.

Senator SMITH.

Go ahead and tell us just what happened.

Mr. ABELSETH.

- I went to bed about 10 o'clock Sunday night, and I think it was about 15 minutes to 12 when I woke up; and there was another man in the same room—two of us in the same room—and he said to me, "What is that?" I said, "I don't know, but we had better get up." So we did get up and put our clothes on, and we two went up on deck in the forward part of the ship.
- Then there was quite a lot of ice on the **starboard** part of the ship. They wanted us to go down again, and I saw one of the officers, and I said to him: "Is there any danger?" He said, "No." I was not satisfied with that, however, so I went down and told my brother-in-law and my cousin, who were in the same compartment there. They were in the same room, but they were just a little ways from where I was. I told them about what was happening, and I said they had better get up. Both of them got up and dressed, and we took our overcoats and put them on. We did not take any lifebelts with us. There was no water on the deck at that time . . .
- . . . We all went up on deck and stayed there. We walked over to the port side of the ship, and there were five of us standing, looking, and we thought we saw a light.

Senator SMITH.

On what deck were you standing?

Mr. ABELSETH.

Not on the top deck, but on—I do not know what you call it, but it is the hind part, where the sitting room is; and then there is a kind of a little space in between, where they go up on deck. It was up on the boat deck, the place for the steerage passengers on the deck. We were then on the port side there, and we looked out at this light. I said to my brother-in-law: "I can see it plain, now. It must be a light."

starboard: right estribor: derecha port: left

babor: izquierda



Senator SMITH.

<sup>23</sup> How far away was it?

Mr. ABELSETH.

- I could not say, but it did not seem to be so very far. I thought I could see this mast light, the front mast light. That is what I thought I could see.
- A little while later there was one of the officers who came and said to be quiet, that there was a ship coming. That is all he said . . .
- . . . There were a lot of steerage people there that were getting on one of these cranes that they had on deck, that they used to lift things with. They can lift about two and a half tons, I believe. These steerage passengers were crawling along on this, over the railing, and away up to the boat deck. A lot of them were doing that.

Senator SMITH.

<sup>27</sup> They could not get up there in any other way?

Mr. ABELSETH.

This gate was shut.

Senator SMITH.

<sup>29</sup> Was it locked?

Mr. ABELSETH.

- <sup>30</sup> I do not know whether it was locked, but it was shut so that they could not go that way . . .
- . . . We stayed a little while longer, . . . We were standing there looking at them lowering this boat. We could see them, some of the crew helping take the ladies in their arms and throwing them into the lifeboats. We saw them lower this boat, and there were no more boats on the port side.
- So we walked over to the starboard side of the ship, and just as we were standing there one of the officers came up and he said just as he walked by, "Are there any sailors here?"
- I did not say anything. I have been a fishing man for six years . . . I would have gone, but my brother-in-law and my cousin said, in the Norwegian language, as we were speaking Norwegian: "Let us stay here together." I do not know, but I think the officer wanted some help to get some of these collapsible boats out. All he said was: "Are there any sailors here?" I did not say anything, but I have been used to the ocean for a long time. I

mast: ship's tall pole mástil: palo de una embarcación



- commenced to work on the ocean when I was 10 years old with my dad fishing. I kept that up until I came to this country.
- Then we stayed there, and we were just standing still there. We did not talk very much. Just a little ways from us I saw there was an old couple standing there on the deck, and I heard this man say to the lady, "Go into the lifeboat and get saved." . . . She replied: "No, let me stay with you." I could not say who it was, but I saw that he was an old man. I did not pay much attention to him, because I did not know him.
- I was standing there, and I asked my brother-in-law if he could swim and he said no. I asked my cousin if he could swim and he said no. So we could see the water coming up, the bow of the ship was going down, and there was a kind of an explosion. We could hear the popping and cracking, and the deck raised up and got so steep that the people could not stand on their feet on the deck. So they fell down and slid on the deck into the water right on the ship. Then we hung onto a rope in one of the davits. We were pretty far back at the top deck.
- My brother-in-law said to me, "We had better jump off or the suction will take us down." . . . So, then, it was only about 5 feet down to the water when we jumped off. It was not much of a jump. Before that we could see the people were jumping over. There was water coming onto the deck, and they were jumping over, then, out in the water.
- My brother-in-law took my hand just as we jumped off; and my cousin jumped at the same time. When we came into the water, I think it was from the suction—or anyway we went under, and I swallowed some water. I got a rope tangled around me, and I let loose of my brother-in-law's hand to get away from the rope. I thought then, "I am a goner." That is what I thought when I got tangled up in this rope. But I came on top again, and I was trying to swim, and there was a man—lots of them were floating around—and he got me on the neck like that (illustrating) and pressed me under, trying to get on top of me. I said to him, "Let go." Of course, he did not pay any attention to that, but I got away from him. Then there was another man, and he hung on to me for a while, but he let go. Then I swam; I could not say, but it must have been about 15 or 20 minutes. It could not have been over that. Then I saw something dark ahead of me. I did not know what it was, but I swam toward that, and it was one of those collapsible boats.



- When we jumped off the ship, we had life preservers on. There was no suction from the ship at all. I was lying still, and I thought "I will try to see if I can float on the lifebelt without help from swimming," and I floated easily on the lifebelt.
- When I got on this raft or collapsible boat, they did not try to push me off and they did not do anything for me to get on. All they said when I got on there was, "Don't capsize the boat." So I hung onto the raft for a little while before I got on.
- <sup>40</sup> Some of them were trying to get up on their feet. They were sitting down or lying down on the raft. Some of them fell into the water again. Some of them were frozen; and there were two dead, that they threw overboard.
- I got on this raft or collapsible boat and raised up, and then I was continually moving my arms and swinging them around to keep warm. There was one lady aboard this raft, and she got saved. I do not know her name. I saw her on board the Carpathia, but I forgot to ask her name. There were also two Swedes, and a first class passenger—I believe that is what he said—and he had just his underwear on. I asked him if he was married, and he said he had a wife and child. There was also a fireman named Thompson on the same raft. He had burned one of his hands. Also there was a young boy, with a name that sounded like Volunteer. He was at St. Vincent's Hospital afterwards. Thompson was there, too.
- The next morning we could see some of the lifeboats. One of the boats had a sail up, and he came pretty close, and then we said, "One, two, three": we said that quite often. We did not talk very much, except that we would say, "One, two, three," and scream together for help . . .
  - ... Senator SMITH.
- Did you see any icebergs on that morning?
  - Mr. ABELSETH.
- We saw three big ones. They were quite a ways off.
  - Senator SMITH.
- <sup>45</sup> I want to direct your attention again to the steerage. Do you think the passengers in the steerage and in the bow of the boat had an opportunity to get out and up on the decks, or were they held back?
  - Mr. ABELSETH.
- Yes, I think they had an opportunity to get up.



Senator SMITH.

There were no gates or doors locked, or anything that kept them down?

Mr. ABELSETH.

No, sir; not that I could see.

Senator SMITH.

You said that a number of them climbed up one of these cranes?

Mr. ABELSETH.

That was on top, on the deck; after they got on the deck. That was in order to get up on this boat deck.

Senator SMITH.

Onto the top deck?

Mr. ABELSETH.

Onto the top deck; yes. But down where we were, in the rooms, I do not think there was anybody that held anybody back.

Senator SMITH.

You were not under any restraint? You were permitted to go aboard the boats the same as other passengers?

Mr. ABELSETH.

Yes, sir.

Senator SMITH.

Do you think the steerage passengers in your part of the ship all got out?

Mr. ABELSETH.

<sup>56</sup> I could not say that for sure; but I think the most of them got out.

Senator SMITH.

Did that part of the ship fill rapidly with water?

Mr. ABELSETH.

Oh, yes; I think that filled up; yes. There was a friend of mine told me that he went back for something he wanted, and then there was so much water there that he could not get to his room . . .



### Molly Brown's Claim for Property Lost Aboard the Titanic

1913



Credit: The National Archives and Records Administration



**%** 566

## Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from A Night to Remember

Author: Walter Lord

Publisher: Henry Holt and Company, LLC, New York, NY

Published: 1955

- As the sea closed over the Titanic, Lady Cosmo Duff Gordon in Boat 1 remarked to her secretary Miss Francatelli, "There is your beautiful nightdress gone."
- A lot more than Miss Francatelli's nightgown vanished that April night. Even more than the largest liner in the world, her cargo, and the lives of 1,502 people.
- Never again would men fling a ship into an ice field, heedless of warnings, putting their whole trust in a few thousand tons of steel and rivets. From then on Atlantic liners took ice messages seriously, steered clear, or slowed down. Nobody believed in the "unsinkable ship."
- Nor would icebergs any longer prowl the seas untended. After the Titanic sank, the American and British governments established the International Ice Patrol, and today Coast Guard cutters shepherd errant icebergs that drift toward the steamer lanes. The winter lane itself was shifted further south, as an extra precaution.
- And there were no more liners with only part-time wireless. Henceforth every passenger ship had a 24-hour radio watch. Never again could the world fall apart while a Cyril Evans lay sleeping off-duty only ten miles away.
- It was also the last time a liner put to sea without enough lifeboats. The 46,328-ton *Titanic* sailed under hopelessly outdated safety regulations. An absurd formula determined lifeboat requirements: all British vessels over 10,000 tons must carry 16 lifeboats with a capacity of 5,500 cubic feet, plus enough rafts and floats for 75 percent of the capacity of the lifeboats.
- For the Titanic this worked out at 9,625 cubic feet. This meant she had to carry boats for only 962 people. Actually, there were boats for



cutters: ships belonging to the branch of the armed forces that enforces U.S. laws on the seas guardacostas: barcos de las fuerzas armadas de EE.UU. que hacen

lane: path of travel for boats carril: camino para los barcos

cumplir las leyes

**567**  $\stackrel{\bullet}{\rlap/}$ 



- 1,178—the White Star Line complained that nobody appreciated their thoughtfulness. Even so, this took care of only 52 percent of the 2,207 people on board, and only 30 percent of her total capacity. From then on the rules and formulas were simple indeed—lifeboats for everybody.
- And it was the end of class distinction in filling the boats. The White Star Line always denied anything of the kind—and the investigators backed them up—yet there's overwhelming evidence that the steerage took a beating: Daniel Buckley kept from going into First Class . . . Olaus Abelseth released from the poop deck as the last boat pulled away . . . Steward Hart convoying two little groups of women topside, while hundreds were kept below . . . steerage passengers crawling along the crane from the well deck aft . . . others climbing vertical ladders to escape the well deck forward.
- Then there were the people Colonel Gracie, Lightoller and others saw surging up from below, just before the end. Until this moment Gracie was sure the women were all off—they were so hard to find when the last boats were loading. Now, he was appalled to see dozens of them suddenly appear. The statistics suggest who they were—the Titanic's casualty list included four of 143 First Class women (three by choice) . . . 15 of 93 Second Class women . . . and 81 of 179 Third Class women.
- Not to mention the children. Except for Lorraine Allison, all 29 First and Second Class children were saved, but only 23 out of 76 steerage children.
- Neither the chance to be **chivalrous** nor the fruits of chivalry seemed to go with a Third Class passage.
- It was better, but not perfect, in Second Class. Lawrence Beesley remembered an officer stopping two ladies as they started through the gate to First Class. "May we pass to the boats?" they asked.
- "No, madam; your boats are down on your own deck."
- In fairness to the White Star Line, these distinctions grew not so much from set policy as from no policy at all. At some points the crew barred the way to the Boat Deck; at others they opened the gates but didn't tell anyone; at a few points there were well-meaning efforts to guide the steerage up. But generally Third Class was left to shift for itself. A few of the more enterprising met the challenge, but most milled helplessly about their quarters—ignored, neglected, forgotten.

appalled: shocked and disgusted consternado: asombrado y asqueado chivalrous: brave and honorable caballeroso:

valiente y honorable



- If the White Star Line was indifferent, so was everybody else. No one seemed to care about Third Class—neither the press, the official Inquiries, nor even the Third Class passengers themselves.
- In covering the Titanic, few reporters bothered to ask the Third Class passengers anything. The New York Times was justly proud of the way it handled the disaster. Yet the famous issue covering the Carpathia's arrival in New York contained only two interviews with Third Class passengers. This apparently was par for the course—of 43 survivor accounts in the New York Herald, two again were steerage experiences.
- Certainly their experiences weren't as good copy as Lady Cosmo Duff Gordon (one New York newspaper had her saying, "The last voice I heard was a man shouting, 'My God, my God!'"). But there was indeed a story. The night was a magnificent confirmation of "women and children first," yet somehow the loss rate was higher for Third Class children than First Class men. It was a contrast which would never get by the social consciousness (or news sense) of today's press.
- Nor did Congress care what happened to Third Class. Senator Smith's Titanic investigation covered everything under the sun, including what an iceberg was made of ("Ice," explained Fifth Officer Lowe), but the steerage received little attention. Only three of the witnesses were Third Class passengers. Two of these said they were kept from going to the Boat Deck, but the legislators didn't follow up. Again, the testimony doesn't suggest any deliberate hush-up—it was just that no one was interested.
- The British Court of Enquiry was even more cavalier. Mr. W. D. Harbinson, who officially represented the Third Class interests, said he could find no trace of discrimination, and Lord Mersey's report gave a clean bill of health—yet not a single Third Class passenger testified . . .

Excerpt "Chapter 7, pages 87-91," from the book A Night to Remember by Walter Lord. Copyright © 1955, 1983 by Walter Lord. Used by permission of Henry Holt and Company, LLC.

> cavalier: unconcerned arrogante: desdeñosa

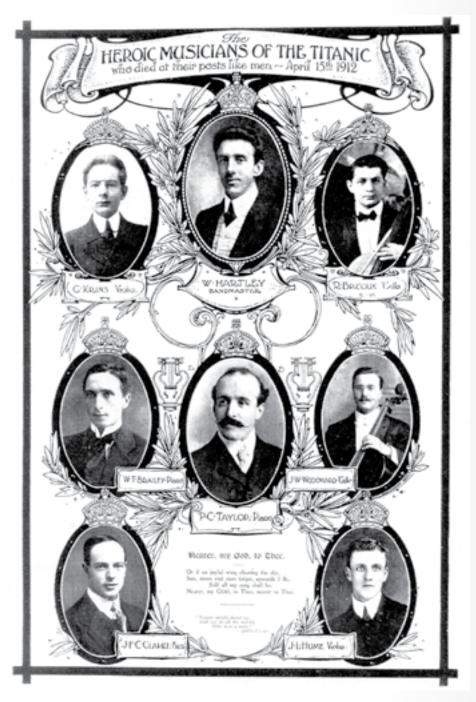
> > **569**  $\bigcirc$





# **Amalgamated Musicians** Union Poster

1912



Many survivors recall that the band calmly played while the ocean liner sank under them. This poster honoring the "heroic musicians" sold 80,000 copies. The money from its sale was given to the Titanic Convalescent Home.



### Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS Titanic

April 14, 1912; 1.40 pm

SS Baltic to RMS Titanic:

Captain Smith, Titanic. Have had moderate variable winds and clear fine weather since leaving. Greek steamer Athenai reports passing icebergs and large quantity of field ice today in latitude 41.51 N, longitude 49.52 W. Last night we spoke (with) German oil tanker Deutschland, Stettin to Philadelphia, not under control, short of coal; latitude 40.42 N, longitude 55.11 W. Wishes to be reported to New York and other steamers. Wish you and "Titanic" all success.

April 14, 1912; 7.30 pm SS Antillian to RMS Titanic:

"6.30 p.m., apparent time, ship; latitude 42.3 N, longitude 49.9 W. Three large bergs five mile to southward of us."

April 14, 1912; 9:30 pm

SS Mesaba to RMS Titanic and All Eastbound Ships:

Ice report: In latitude 42 N to 41.25 N, longitude 49 W to 50.3 W. Saw much heavy pack ice and great number of large icebergs, also field ice. Weather good, clear.

April 14, 1912; 9.35 pm RMS Titanic to SS Mesaba:

Received, thanks.

April 14, 1912; 9.38 pm SS Mesaba to RMS Titanic:

Stand by.

14 April 1912; 11.00 p.m. (approx) RMS Californian to RMS Titanic:

Say, old man, we are stopped and surrounded by ice.

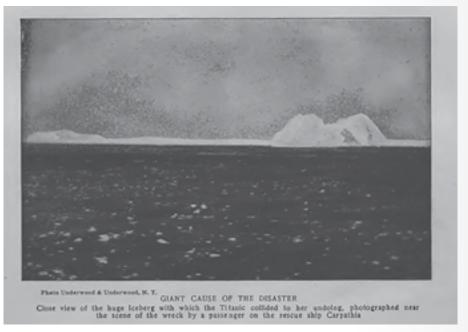
14 April 1912; 11.10 p.m. (approx) RMS Titanic to RMS Californian:

Keep out! Shut up, shut up! I am busy, I am working Cape Race.

14 April 1912; 11.15 p.m. (approx) RMS Titanic to Cape Race, Newfoundland:

Sorry, please repeat. Jammed.





### GIANT CAUSE OF THE DISASTER

Close view of the huge Iceberg with which the *Titanic* collided to her undoing, photographed near the scene of the wreck by a passenger on the rescue ship Carpathia Credit: Underwood & Underwood, N.Y.

15 April 1912; 12.15 a.m.

RMS Titanic to Any Ship:

CQD Titanic 41.44 N 50.24 W [CQD means distress]

15 April 1912; 12.17 a.m.

RMS Titanic to Any Ship:

<sup>10</sup> CQD CQD SOS Titanic Position 41.44 N 50.24 W. Require immediate assistance. Come at once. We struck an iceberg. Sinking.

15 April 1912; 12.20 a.m.

RMS Titanic to RMS Carpathia:

<sup>11</sup> Come at once. We have struck a berg. It's a CQD, old man. Position 41.46 N 50.14 W

15 April 1912; 12.21 a.m.

RMS Carpathia to RMS Titanic:

<sup>12</sup> I say old man, do you know there is a batch of messages coming through for you from MCC?

15 April 1912; 12.22 a.m.

RMS Titanic to RMS Carpathia:

13 CQD CQD



**%** 572

15 April 1912; 12.25 a.m.

RMS Carpathia to RMS Titanic:

Shall I tell my captain? Do you require assistance?

15 April 1912; 12.26 a.m.

RMS Titanic to RMS Carpathia:

Yes, come quick!

15 April 1912; 12.32 a.m.

RMS Carpathia to RMS Titanic:

Putting about and heading for you.

15 April 1912; 12.40 a.m.

RMS Titanic to RMS Carpathia:

SOS Titanic sinking by the head. We are about all down. Sinking . . .

### Titanic Deck

circa 1912



Credit: Roger Viollet/Getty Images



**573** 🔥



This passage is from a book of true stories from the Titanic, published just after the ship sank in 1912. This is the story of a man who survived the disaster by changing his clothes.

### Excerpt: Chapter 6—"Women and Children First!" from Sinking of the Titanic and GreatSea Disasters

Editor: Logan Marshall

Publisher: L.T. Myers, Philadelphia, PA

Published: 1912 (public domain)

#### .. THE COWARD

- Somewhere in the shadow of the appalling Titanic disaster slinks—still living by the inexplicable grace of God—a cur in human shape, to-day the most despicable human being in all the world.
- In that grim midnight hour, already great in history, he found himself hemmed in by the band of heroes whose watchword and countersign rang out across the deep—"Women and children first!"
- What did he do? He **scuttled** to the stateroom deck, put on a woman's skirt, a woman's hat and a woman's veil, and picking his crafty way back among the brave and chivalric men who guarded the rail of the doomed ship, he **filched** a seat in one of the life-boats and saved his skin.
- His name is on that list of branded rescued men who were neither picked up from the sea when the ship went down nor were in the boats under orders to help get them safe away. His identity is not yet known, though it will be in good time. So foul an act as that will out like murder.
- The eyes of strong men who have read this crowded record of golden deeds, who have read and re-read that deathless roll of honor of the dead, are still wet with tears of pity and of pride. This man still lives. Surely he was born and saved to set for men a new standard by which to measure infamy and shame.
- It is well that there was sufficient heroism on board the Titanic to neutralize the horrors of the cowardice. When the first order was given for

inexplicable: impossible to explain inexplicable: imposible de explicar

cur: dog chucho: perro

watchword: saying consigna: dicho

countersign: answering password santo v seña: contraseña

scuttled: hurriedly huyó: corrió deprisa

chivalric: honorable caballerosos: honorables

filched: stole **hurtó:** robó roll: list relación: lista

infamy: fame achieved through bad deeds infamia: fama lograda con malas acciones



the men to stand back, there were a dozen or more who pushed forward and said that men would be needed to row the life-boats and that they would volunteer for the work.

The officers tried to pick out the ones that volunteered merely for service and to eliminate those who volunteered merely to save their own lives. This elimination process however, was not wholly successful . . .

### **Adapted Version**

- Somewhere in the shadow of the appalling Titanic disaster slinks a dog in human shape-the most despicable human being in all the world.
- <sup>10</sup> In that grim midnight hour, already legendary, he found himself hemmed in by the band of heroes whose watchword rang out across the ocean— "Women and children first!"
- What did he do? He scuttled to the stateroom deck, put on a woman's skirt, a woman's hat and a woman's veil, and picking his crafty way back among the brave and chivalrous men who guarded the rail of the doomed ship, he stole a seat in one of the life-boats and saved his skin.
- His name is on that list of branded rescued men who were neither picked up from the sea when the ship went down nor were in the boats under orders to help get them safe away. His identity is not yet known, though it will be in good time. So foul an act as that cannot be hidden; it will be revealed like murder.
- The strong men who have read this lengthy record of excellent deeds, who have read and re-read that immortal honor roll of the dead, are still wet with tears of pity and of pride. Yet this man still lives. Surely he was born and saved to set for men a new standard by which to measure dishonor and shame.
- It is good that there was ample heroism on board the *Titanic* to balance the horrors of the cowardice. When the first order was given for the men to stand back, there were a dozen or more who pushed forward and said that men would be needed to row the life-boats and that they would volunteer for the work.

**575** 🔥



The officers tried to pick out the ones that volunteered merely for service and to eliminate those who volunteered merely to save their own lives. This elimination process however, was not wholly successful.

### **Paraphrased Version**

- The story of the most disgraceful man in the world comes out of the Titanic's shadow.
- As midnight approached, the Titanic was sinking, and brave men were shouting, "Women and children first!" What did this man do while all this was happening? Instead of helping fellow passengers, he went to the stateroom deck and put on a woman's skirt, hat, and veil. He then snuck back to the ship's rail in this disguise and was seated on one of the lifeboats by the brave men who were helping the women and children. He saved himself.
- No one knows who he is yet, though they will soon. Something that disgusting cannot be hidden. Tears are still fresh for the brave men who died during this disaster, and this man lives. Maybe he was saved for one purpose, to serve as a new standard for everyone to measure dishonor and shame.
- There were heroes onboard the Titanic, and there were people who were not as courageous. Officers tried to pick volunteers to row the lifeboats who truly wanted to help save the lives of others. They tried not to pick people who only volunteered for the purpose of saving their own lives. As it turned out, this process of trying to keep people with selfish intentions from rowing the lifeboats was not always successful.

## Fragmento: "Capítulo VI: ¡Las mujeres y los niños primero!" de El hundimiento del Titanic y los grandes desastres marinos

Editor: Logan Marshall, 1912

Capítulo 6. "¡Las mujeres y los niños primero!"

Editorial: L.T. Myers, Philadelphia, PA Año de publicación: 1912 (dominio público)

#### Versión Parafraseada

Traducción de la versión parafraseada del texto original en inglés editado por Logan Marshall

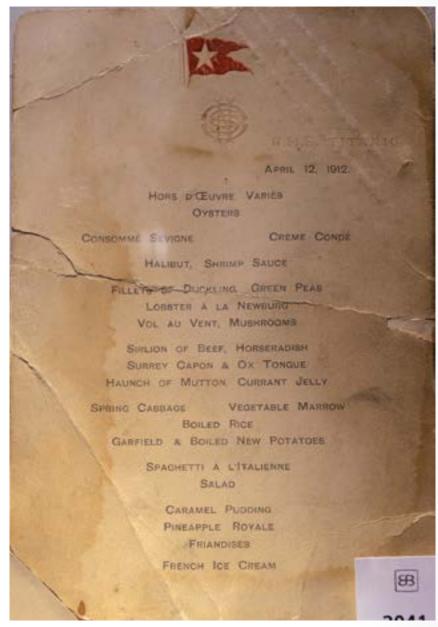
- La historia del hombre más indigno del mundo surge a la sombra del Titanic.
- Se acercaba la medianoche, el Titanic se estaba hundiendo y los hombres valientes gritaban "¡Las mujeres y los niños primero!" ¿Qué hizo este hombre mientras todo esto sucedía? En vez de ayudar a los otros pasajeros, se fue a la cubierta de camarotes, se puso una falda, un sombrero y velo de mujer. Disfrazado, se coló de nuevo en la borda del barco y consiguió que los valientes que estaban ayudando a las mujeres y los niños le dieran lugar en uno de los botes salvavidas. Se salvó.
- Nadie sabe todavía quién es, pero pronto lo sabrán. Algo tan asqueroso no se puede esconder. Todavía están frescas las lágrimas por los valientes que murieron en este desastre y este hombre vive. Tal vez se salvó por una razón: para ser el estándar con el que se mida el deshonor y la vergüenza.
- Había héroes a bordo del Titanic y había otros que no eran tan valerosos. Los oficiales trataron de escoger voluntarios para remar en los botes salvavidas que de verdad quisieran salvar las vidas de los demás. Trataron de no escoger a quienes se ofrecían como voluntarios con el propósito de salvar su propia vida. Pero este proceso de tratar de evitar que las personas con intenciones egoístas remaran en los botes salvavidas no siempre funcionó.

**577**  $\mathring{\phi}$ 



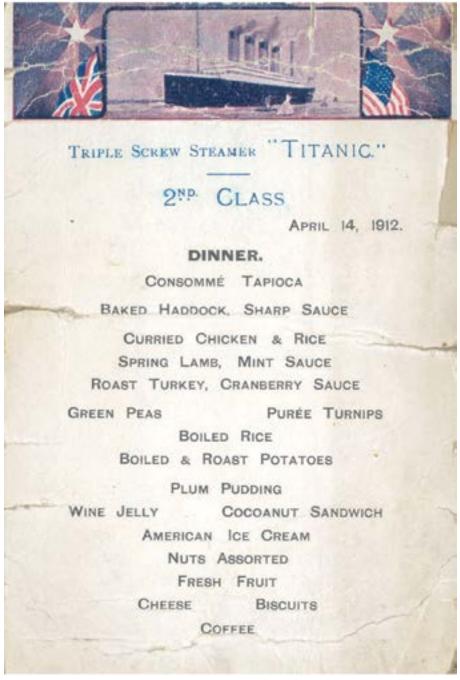
# Three Menus: First-Class, Second-Class, Third-Class (Steerage)

1912



First-Class Menu





Second-Class Menu

**579** *(i)* 

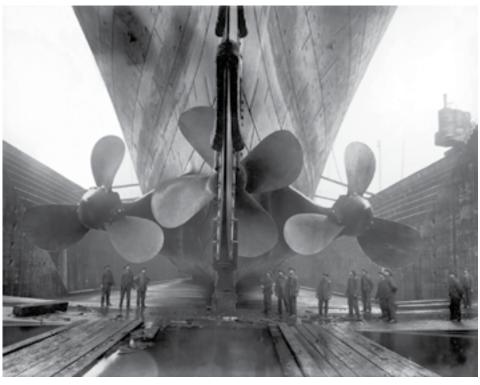


### Third-Class (Steerage) Menu

Credits: First Class Menu: EMMANUEL DUNAND/AFP/Getty Images. Second Class Menu: © National Maritime Museum, Greenwich, London. Third Class Menu: AP Photo/Chitose Suzuki

The shipbuilding company that created the Titanic, Harland & Wolff, was located in Belfast, Ireland. The people of Belfast were immensely proud to be building the largest and most luxurious ship the world had ever seen, and they were equally devastated when the unsinkable ship sank.





Titanic in dry dock

### **Untitled Poem**

Author: Anonymous

Read at the Titanic Memorial Dedication in Belfast, Ireland – June 1920 (public domain)

- It was my own men who built her, the mighty ship of pride,
- To take the seas with strength and grace, a new Atlantic bride.
- I sat, the lusty city, snug between sea and shore,
- And clear above my clatt'ring streets, above my workshops' roar,
- I listened too the iron's clang that sang how fast she grew;
- My own men built her, heads and hands, they built her stout and true.



- It was my own men sent her, the greatest ship of all,
- To fight the seas for mastery and brave the winds at call.
- There fell a sudden silence. My busy lough at gaze
- Held breath to watch her stir and move and glide along the ways. 10
- Then loud from all my people there rose a triumph cry;
- Their thundered praise of her and me flung challenge to the sky.
- It was my own men built her, the fated ship of woe, 13
- That fell with snapped and maiden sword before an ambushed foe. 14
- I sat, the stricken city, bruised between grief and shame,
- Until I caught a healing thought to sear my wound with flame:
- High among all heroic souls upon the death-bound deck,
- Those men of mine who died with her snatched honour from the wreck. 18
- Those men of mine who sailed with her and share her trackless grave, 19
- Send home to mend my tattered pride the glory of the brave.
- I weep, the mother city, unshamed to all the world;
- My own men wrought, my own men died, my flag is yet unfurled.
- And proudly in my proudest place be set my people's sign
- How gain was wrested out of loss and courage still is mine.

lough: lake lago: lago stricken: deeply troubled afligido: profundamente preocupado wrought: created

originado: creado wrested: grabbed arrebatado: agarrado



# Scraping Past the Berg

Sphere

April 27, 1912





Credit: Nova Scotia Archives

583 🚱







### "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers," from The New York Times

Author: Unknown

Published: April 23, 1912 (public domain)

- NICE, France. April 22.—It Is possible that the mystery of the identity of the two children answering to the names of Louis and Lolo, who were saved from the Titanic, may soon be cleared up. Mme. Navratil, the wife of a tailor living here, declares that she recognizes her two children in the description of the little ones.
- She is separated from her husband, who a month ago, she says, took the children and disappeared after telling friends that he was going to America. The children were traveling with a man named Hoffman, who is said to have been a friend of Navratil's. A request has been sent to New York for photographs of the children.
- The two French waifs are now in the care of Miss Margaret Hayes of West

waifs: homeless children niño de la calle: niño sin hogar



**%** 584

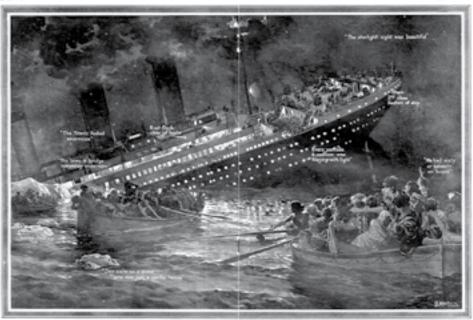
Eighty-fourth Street, the self-appointed guardian of the children, one of whom is about 4 years of age, and the other 8. The children were found wrapped in a blanket in one of the Titanic's lifeboats.

According to stories told by survivors a man passed the children into the boat just as it was leaving the side of ship. Officers stepped forward to prevent his taking a place in the boat, but he declared that he did not wish to go, asking that the children be taken, as their mother was waiting for them. The man may have been Hoffman, and the list of second cabin passengers included a Mr. Hoffman and two children named Hoffman. The man was not saved.

### How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last

Sphere April 27, 1912

DIAGRAM III.-HOW THE "TITANIC" GRADUALLY SANK BOW FIRST WITH HER LIGHTS BLAZING A LAST



Credit: Nova Scotia Archives







### Discovery of the Titanic

Author: Lapham's Quarterly editors 2014

- Just after midnight on September 1, 1985, the explorers aboard the research boat *Knorr* settled into their positions. Some slept; two men watched a video feed of the ocean floor below them; Lieutenant George Rey monitored the sonar; and the leader of their expedition, Robert Ballard, laid down in his bunk with a book. The twenty-five person crew was looking for the Titanic. They knew somewhere in the North Atlantic lay the sunken wreck. But no one was certain where, and their mission was made harder still by the two and a half miles of cold, dark water separating them from the ocean floor; a distance that made it dangerous and impractical to search for the wreck in a submarine. The crew was tired and numb—for six days, they had tracked endless miles of featureless mud on the ocean floor, and they were becoming discouraged.
- During her tragic journey, the coordinates given by the Titanic in her distress call had proven incorrect, and all previous expeditions to find the remains of the famous ship had failed. Oceanographer Robert Ballard had always dreamt of finding the wreck, to him finding the Titanic would be like scaling a "mountain that had never been climbed." He'd even tried to find the Titanic once before, in 1977, and had been unsuccessful. He wanted to try again and asked for the support of the U.S. Navy to help build underwater robotic technology he needed to find the ship. The navy agreed on the following condition: Ballard would first have to find two sunken nuclear submarines—the USS Thresher and the USS Scorpion. If he first found and photographed the lost submarines, he was then free to use the navy's resources and underwater robots to search for the Titanic.
- Ballard completed the navy's assignment in late August and had just twelve days left to find the Titanic. He had a new search strategy—rather than looking just for the ship, he and his crew would look for a debris trail. A sinking ship leaves a path of debris, since parts of the ship break off and fragments scatter as it sinks. The Titanic, which sank two and a half miles below the surface of the Atlantic, would be somewhere within a huge debris field. Argo, an underwater robot fitted with cameras, glided back and forth across a 100-square-mile search area—a procedure that they called "mowing the lawn"—looking for any signs of the enormous sunken ocean liner.



- Around 1 AM, Bill Lange and Stu Harris, the two crew members watching the underwater video feed, noticed something unusual on the ocean floor. Instead of mud, they began to glimpse man-made objects, wreckage, and, finally, a gigantic boiler. This evidence was unmistakable; the Titanic was somewhere nearby. News spread around the ship and the rest of the crew gathered excitedly around them, watching the images on screen grow more vivid. They saw the Titanic's portholes, railings, and deck.
- The expedition explained a lot about the ship's sinking. Before the wreck was discovered, no one knew where the Titanic lay or whether she sank in one piece. For the first time in 73 years, it was evident that the ship cracked in half and her boilers could be seen embedded in the ocean's floor. After lots of cheering and clapping, the crew grew silent as the time drew nearer to 2 AM, (the hour of the ship's sinking) in remembrance of the approximately 1,500 people who died during the disaster.
- One year later, in 1986, Ballard returned to make a detailed study of the wreck from a deep-sea submarine called Alvin, which he had helped design. Alvin was small, only fitting three people, and was equipped with a titanium hull that gave her the stability to withstand the water pressure 13,000 feet below the surface. Ballard explored the ship's remains and collected photographs of her once-majestic interior—the Grand Staircase, the chandeliers, and the intricate ironwork were still in place.
- It has been estimated that, in 50 years, the hull of the *Titanic* may collapse entirely. This is partly due to damage from the many exploratory trips since Ballard's missions and partly due to iron-eating bacteria on the ship's hull. To protect the delicate remains, the R.M.S. Titanic Maritime Memorial Act was passed in 1986, which designates the wreckage an international memorial to those who lost their lives in the disaster. The act ensures that the wreckage will be used respectfully for exploration and research and will not be plundered for memorabilia.

**587**  $\stackrel{\circ}{\phi}$ 



### The Sinking of the Titanic, Max Beckmann

1912-1913



Credit: The Sinking of the Titanic, 1912-13 (oil on canvas), Beckmann, Max (1884–1950) / Saint Louis Art Museum, Missouri, USA / Bequest of Morton D. May / The Bridgeman Art Library; © 2013 Artists Rights Society (ARS), New York / VG Bild-Kunst, Bonn

### "Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says" from Epoch Times

Author: Jack Phillips

Published: December 6, 2010

- Rusticles, icicle-like formations made from rusting iron, on the Titanic were discovered to contain a new form of metal-eating bacteria, according to a report on Monday.
- The newly-dubbed Halomonas titanicae were found on the formations off in the wreckage 400 miles off the coast of Newfoundland. Rusticles are porous and contain a "consortium" of at least 27 microorganisms including the new bacteria, the study published in the Journal of Systematic and Evolutionary Microbiology said.
- "In 1995, I was predicting that Titanic had another 30 years," Henrietta Mann, adjunct professor with the Department of Civil Engineering at Dalhouse University in Nova Scotia and co-author in the study, said in a statement. "But I think it's deteriorating much faster than that now . . . Eventually there will be nothing left but a rust stain."
- In the study, they noted that the bacteria, in **conjunction** with other organisms, could potentially and slowly destroy underwater metal structures like oil pipelines. It could also provide a new way to recycle old iron.
- "It's a natural process, recycling the iron and returning it to nature,"
- The wreckage was discovered around 25 years ago and is located about 2 miles underneath the ocean. In the past 98 years since the 50,000-ton ship sank, it has significantly deteriorated.
- Scientists said that they are unsure if the bacteria will pose a problem to underwater structures like oil pipelines but could provide a way to recycle old, mass quantities of iron.



porous: filled with holes poroso: lleno de agujeros

consortium: ioined group consorcio: grupo

conjunction: addition conjunción: adición

**589**  $\stackrel{\bullet}{\rlap/}$ 



"We believe H. titanicae plays a part in the recycling of iron structures at certain depths," Mann and other lead researcher Dr. Bhavleen Kaur jointly stated. "This could be useful in the disposal of old naval and merchant ships and oil rigs that have been cleaned of toxins and oil-based products and then sunk in the deep ocean."

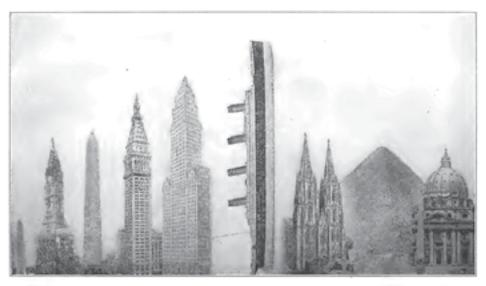
Reprinted by permission of *Epoch Times* (www.theepochtimes.com).



Rusticles in Captain Smith's bathtub on the *Titanic* 

## Steamship "Titanic" Showing Length as Compared with Highest Buildings 1912





STEAMSHIP "TETANIC" SHOWING LENGTH AS COMPARED WITH HIGHEST BUILDINGS.

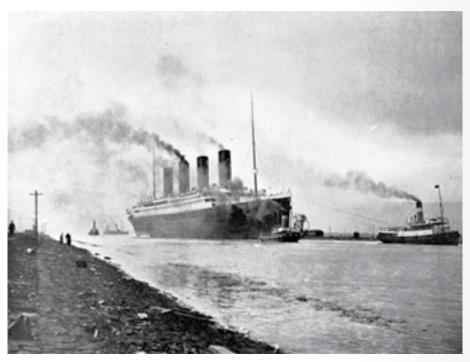
Illustration showing size of  $\it Titanic$  compared to the world's tallest buildings at the time, from Sinking of the "Titanic" Most Appalling Ocean Horror (1912) by Jay Henry Mowbray

**591**  $\mathring{\phi}$ 



## Excerpt: "The Iceberg Was Only Part of It" from The New York Times

Author: William J. Broad Published: April 10, 2012



Titanic during sea trials, April 2, 1912

- What doomed the Titanic is well known, at least in outline. On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.
- Hundreds of books, studies and official inquiries have addressed the deeper question of how a ship that was so costly and so well built — a ship declared to be unsinkable — could have ended so terribly. The theories vary widely, placing the blame on everything from **inept** sailors to flawed rivets.
- Now, a century after the liner went down in the early hours of April 15, 1912, two new studies argue that rare states of nature played major roles in the catastrophe.
- The first says Earth's nearness to the Moon and the Sun a **proximity** not matched in more than 1,000 years — resulted in record tides that help explain why the Titanic encountered so much ice, including the fatal iceberg.

inept: unskilled inepto: sin capacitación

proximity: closeness proximidad: cercanía



**592** 

- And a second, put forward by a Titanic historian from Britain, contends that the icy waters created ideal conditions for an unusual type of mirage that hid icebergs from lookouts and confused a nearby ship as to the liner's identity, delaying rescue efforts for hours.
- The author, Tim Maltin, said his explanation helps remove the stain of blunder from what he regards as a tragedy.
- "There were no heroes, no villains," Mr. Maltin said in an interview. "Instead, there were a lot of human beings trying to do their best in the situation as they saw it." The title of his new book, "Titanic: A Very Deceiving Night," . . . alludes to how mirages could have wrought havoc with human observations.
- Scholars of the Titanic, as well as scientists, are debating the new theories. Some question whether natural factors can outweigh the significance of ineptitude. Others find the mirage explanation plausible — but only in limited scenarios. Over all, though, many experts are applauding the fresh perspectives . . .
- . . . From the start, news reports and inquiries said that the ice in the North Atlantic was unusually bad that year. The New York Times, in an article shortly after the sinking, quoted United States officials as saying that the winter had produced "an enormously large crop of icebergs."
- Recently, a team of researchers from Texas State University-San Marcos and Sky & Telescope magazine found an apparent explanation in the heavens. They published their findings in the magazine's April issue.
- The team discovered that Earth had come unusually close to the Sun and Moon that winter, enhancing their gravitational pulls on the ocean and producing record tides. The rare orbits took place between December 1911 and February 1912 — about two months before the disaster.
- The researchers suggest that the high tides refloated masses of icebergs traditionally stuck along the coastlines of Labrador and Newfoundland and sent them adrift into the North Atlantic shipping lanes.
- "We don't claim that our idea is conclusive," Donald Olson, a physicist at Texas State, said in an interview. But, he added, the team continues to gather new supporting evidence.
- Dr. Olson said that after the study's publication, "we found there had

contends: argues contiende: argumenta

alludes: indirectly points alude: señala de manera indirecta

havoc: wild destruction caos: destrucción a lo loco

ineptitude: lack of skillfulness ineptitud: falta de capacitación

plausible: believable plausible: creĺble

gravitational: force created by large heavenly bodies de gravedad: fuerza que ejercen los grandes cuerpos celestes

orbits: circular paths of heavenly bodies órbitas: rutas circulares de los cuerpos celestes

**593**  $^{\circ}$ 



been remarkable tidal events around the globe — in England and New Zealand." A Sydney newspaper, he noted, had a headline that told of "record tides."

- The icy waters that night created ideal conditions for an unusual kind of mirage, according to Mr. Maltin, who owns a public relations firm in London and has written three books on the Titanic. Andrew T. Young, an astronomer and mirage specialist at San Diego State University, helped him refine his theory.
- Most people know mirages as natural phenomena caused when hot air near the Earth's surface bends light rays upward. In a desert, the effect prompts lost travelers to mistake patches of blue sky for pools of water.
- But another kind of mirage occurs when cold air bends light rays downward. In that case, observers can see objects and settings far over the horizon. The images often undergo quick distortions — not unlike the wavy reflections in a funhouse mirror.
- In an interview, Mr. Maltin said he first learned of the possibility of cold mirages when reading a 1992 British inquiry on the Titanic's sinking. It suggested that the icy waters could have cooled the adjacent air and warped images that confused the Californian, a ship nearby that could have rushed to the Titanic's aid but instead did nothing.
- Fascinated, Mr. Maltin, who sailed boats in his youth, dug into navigational records and found that both the Californian and the Titanic had moved into the icy Labrador Current that night and had encountered conditions ideal for cold mirages. He then hunted through reams of official and unofficial testimony to see what people saw — or what they thought they saw.
- A drama of misperceptions ensues. Mr. Maltin's book shows how mirages could have created false horizons that hid the iceberg from the Titanic's lookouts. By this theory, the intersection of dark sea and starry sky would have looked blurry, reducing the contrast with the looming iceberg.
- Mr. Maltin cites three lookouts on the Titanic who, despite the night's remarkable clarity, testified to seeing an unusual haze on the horizon.
- George Symons described the distant view as "rather hazy."
- Frederick Fleet told an official inquiry of a "slight haze" on the horizon

phenomena: observable events fenómenos: eventos observables

ensues: follows sobreviene: sigue

- before the Titanic struck the iceberg. He said it was significant enough to have discussed with a colleague.
- Reginald Lee, his shipmate, described the iceberg as "a dark mass that came through that haze."
- Mr. Maltin suggests that the speeding Titanic would have slowed down if its crew and officers had understood how the cold night was bending light in confusing ways.
- As for the failed rescue, Mr. Maltin cites testimony that he sees as revealing the role of natural trickery. The Californian — a modest steamer with a small smokestack — knew the luxury liner was nearby but wrote off sightings of its lights and distress rockets.
- Mr. Maltin calculates that the two ships were about 10 miles apart when both stopped and began drifting in the Labrador Current. But cold mirages, he says, let the crews see the vessels as much closer — on the order of five miles. One Titanic officer said he could see the Californian's porthole lights.
- This sense of closeness as well as the funhouse distortions inherent in the play of mirages — helped create a disastrous series of false impressions, Mr. Maltin argues . . .
- . . The Californian's captain, Stanley Lord, said the nearby ship seemed to be a medium-size steamer rather than a giant passenger liner bearing four huge smokestacks. "I am positive," he testified, "it was not the Titanic." . . .
- ... The Californian's captain is often vilified as irresponsible and criminally negligent. But Mr. Maltin says Captain Lord may have genuinely mistaken the giant liner for a small ship.
- The title for Mr. Maltin's book comes from the concluding remarks the captain made when asked by an inquiry about the causes of the disaster.
- "It was," he replied, "a very deceiving night."

From The New York Times, April 10, 2012. © 2012 The New York Times. All rights reserved. Used by permission and protected by the Copyright Laws of the United States. The printing, copying, redistribution, or retransmission of this Content without express written permission is prohibited.

**595**  $^{\circ}$ 



## Cabins on the Titanic

1912-1913



BEDROOM OF PARLOR SUITE



First Class



**596** 



Second Class



Third Class

Credit: Second-class cabin: © National Museums Northern Ireland Collection Ulster Folk & Transport Museum

597 🔥



## Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland

(public domain)

The author of the letter, Ben Tillett, was a politician, member of the British socialist party, union leader, and author of three books.

April 18, 1912

#### resolved:

declaration of an important matter for thought and argument resolución: declaración de un asunto importante para pensar y

#### discutir bereaved:

suffering due to a death

afligido: que sufre debido a la muerte de alguien

deplore: hate deploramos: lamentamos

wanton: purposeful and unfair desconsiderado: decidido e iniusto

callous: coldhearted cruel: desalmado

antagonism: hatred antagonismo: odio provision: providing

disposición: provisto solicitude: concern

interés: preocupación

irrespective: without any judgment independientemente: sin importar

#### RESOLVED.

- The Executive of the Dock, Wharf, Riverside & General Workers' Union hereby offers its sincere condolences to the bereaved relatives of the Third Class passengers of the S/S Titanic, whose tragic sinking we deplore. We also send our sincere regret to the relatives of the Crew, who were drowned. We also offer our strongest protest against the wanton and callous disregard of human life and the vicious class antagonism shown in the practical forbidding of the saving of the lives of the third-class passengers. The refusal to permit other than the first-class passengers to be saved by the boats, is in our opinion a disgrace to our common civilization.
- We therefore call upon the Government and the Board of Trade to insist on the provision of adequate life-saving appliances in boats, rafts and belts, which shall not only provide means of safety to the passengers, but to the whole members of the ship's staff.
- We express our regret that in order to save time and cost, at the risk of life, shorter and quicker routes were insisted on, in spite of the knowledge of the presence of ice.
- We trust the saving of so many first-class passengers' lives will not deaden the solicitude of the Government for the lives of those who belong to the wage earning classes, and call upon the members of the Labour Party to force upon the Government the necessity of proper protection to the lives of all manners and all passengers, irrespective of class or grade.

Signed for the Executive, **BEN TILLETT** 



**598** 

confess: admit confesar: admitir

compartments: rooms compartimentos:

cuartos

luxuries: great comforts lujos: grandes comodidades

supreme: greatest suprema: la mayor

luxuriousness: rich

comfort suntuosidad:

abundante comodidad

boasting: bragging

jactancia: fanfarronerla

satisfied: happy satisfecho: contento

replied: answered replicó: contestó

capsize: turn over veulquen: volteen

permitted: allowed se le permitió: lo

dejaron

remarked: said comentó: dijo

capacity: available

space

capacidad: espacio

disponible

formulas: step-by-step plans of action

fórmulas: planes de acción paso por paso

identity: name identidad: nombre

triumph: victory triunfo: victoria

tattered: torn

andrajoso: destrozado

monitored: looked closely at

vigilaba: miraba con

atención

debris: broken pieces restos: pedazos rotos

mass: solid shape masa: forma sólida

theories: ideas teorías: ideas

catastrophe: disaster catástrofe: desastre

masses: large groups masas: grupos grandes

theory: idea teorĺa: idea

cites: uses as evidence cita: usa como prueba

haze: fog bruma: niebla

reconstruction: re-

creation

reconstrucción: repetición

trivial: unimportant trivial: sin importancia

affairs: business asuntos: negocios

haggle: arguments

over price regateo: discusión sobre el precio

visitation: punishing

disaster

aparición: desastre

castigador

transactions: dealings transacciones: tratos

perspective: point of

view

perspectiva: punto de

profoundly: deeply profundamente:

hondamente. intensamente

unconfessing: secretive

encubridor: callado

expedition: speeding up rapidez: aumento de la velocidad

means of: way (por) medio: a través

at hand: a nearby place (a) mano: cerca

bulkhead: separating

wall

mamparo: pared de separación

safeguard: protect salvaguardar: proteger

peril: danger riesgo: peligro

navigator: person who sets the direction of a

timonel: persona que fija el rumbo de un barco

trod: walked pisaron: caminaron

abyss: bottomless hole

abismo: agujero sin

fondo

squash: tennis-like games are played squash: juego parecido

Turkish baths: steam

baths

al tenis

(baño) turco: (baño de)

vapor

tapestry: decorative cloth wall covering tapiz: tela decorativa que se pone en la pared

service: set of matching plates and

dishes servicio: conjunto de

platos

Scavenger Hunt and Internet Research **599** 



#### • • (continued)

inadequacy: incomplete quality deficiencia: cualidad

incompleta

apparently: clearly aparentemente: al

parecer

sustaining: keeping

alive

sustentar: mantener

con vida

appointments:

furnishings

mobiliario: muebles

allotted: set aside asignado: reservado

aroused: excited and

moved

despertaron: agitaron y conmovieron

drastic: extreme drásticas: extremas

periodical: scheduled

and repeating

periódica: programada

y reptida

supremacy: ruling

power

supremacía: poder gobernante

vessel: ship buque: barco

perished: come to an

pereció: llegó a su fin

mortal: deadly letal: mortal

galley: row boat galera: barco de remos

fancied: imagined

fantaseaba: imaginaba

alternative: other

choice

alternativa: otra opción

mock: insult burlarse: insultar

cowardice: fearfulness cobardía: miedo

court: attract cortejar: atraer

common: widely accepted

común: ampliamente

aceptado

prevailed: succeeded

over all

prevaleció: triunfó

blush: sign (a primera) vista: (primera) señal

hath: has ha: tiene

steward: attendant asistente: acomodador

engulfed: completely

swallowed envuelto: sumergido

icebergs: large pieces of ice that break off

glaciers

témpanos: grandes pedazos de hielo que se desprenden de los

glaciares

**horizon:** area where the land or sea seems to meet the sky horizonte: zona donde la tierra o el mar parecen encontrarse

con el cielo

inexpressible: impossible to describe

inexpresable: imopsible de describir

testimony: official statement testimonio: declaración oficial

homestead: farmhouse granja: finca

collision: crash colisión: choque

steerage: cheapest

ticket

entrepuente: el boleto

más barato

lifebelts: floating inflatable rings worn around the body cinturones salvavidas:

anillos inflables flotantes que se ponen alrededor del cuerpo

hind: back **posterior:** trasera

**commenced:** began comencé: empecé

steep: almost straight

up-and-down empinada: casi parada

**illustrating:** showing ilustrando: mostrando

restraint: limiting influence

restricción: influencia limitante

liner: passenger ship

transatlántico: barco de pasajeros

heedless: without care

desatentos: sin poner atención

rivets: metal bolts remaches: pernos de

**prowl:** move in a sneaky threatening

way

metal

merodear: moverse de manera sigilosa y amenazante

untended: unwatched

desatendidos: sin

vigilancia

errant: out of place errantes: fuera de lugar

wireless: radio communication sin cables: radio comunicación

henceforth: from this

point on

de ahí en adelante: a partir de ese momento

outdated: useless and

anticuado: inÚtil v viejo

absurd: ridiculous absurda: ridícula

vessels: ships **buques:** barcos

appreciated: valued apreciaba: valoraba

distinction: unequal treatment

distinción: tratamiento

desigual



600 The Titanic Collection

#### •• (continued)

investigators: people who carry out an official search for information investigadores:

personas que realizan la bÚsqueda oficial de información

convoying: accompanying escolta: acompaña

topside: to the upper deck

a cubierta: a la cubierta superior

vertical: up-and-down positioned

vertical: en posición de arriba a abajo

surging: rushing emergiendo: saliendo deprisa

casualty: dead victims baja: muerto

distinctions: clear differences distinciones: claras diferencias

policy: guidelines **política:** normas

barred: blocked atrancó: bloqueó

enterprising: creative and inventive emprendedores: creativos e inventivos

milled: crowded around

circulaban: rosearon

quarters: rooms

alojamientos: cuartos

neglected: not helped descuidado: sin ayuda

indifferent: not interested

indiferente: sin interés

inquiries: searches for information investigaciones: bÚsquedas de información

accounts: reports recuentos: informes

contrast: sharp difference contraste: marcada diferencia

legislators: lawmakers legisladores: personas que hacen las leyes

hush-up: hiding of damaging information encubrimiento: ocultación de información dañina

discrimination: unfair and unequal treatment discriminación: trato injusto y desigual

testified: officially gave evidence in court testificó: dio pruebas oficialmente en un tribunal

moderate: mediumlevel

moderado: de nivel

medio

slinks: crawls se escurre: se desliza despicable: hated despreciable: odioso

hemmed: surrounded

and closed

acorralado: rodeado y

encerrado

crafty: sneaky taimado: astuto

branded: marked estigmatizados: marcados

sufficient: enough bastante: suficiente

neutralize: cancel out neutralizar: anular

lusty: healthy and

strong

vigorosa: sana y fuerte

clatt'ring: noisy traqueteantes: ruidosas

stout: strong sólida: fuerte

maiden: untested virgen: sin probar

foe: enemy

adversario: enemigo

sear: burn cauterizar: quemar

wreck: destruction of

the ship

naufragio: destrucción del barco

hull: body casco: cuerpo

trackless: unmarked sin huella: sin marca

unfurled: spread out

desplegado: extendido

Mme: Madame; the French title for a married woman **Sra.:** Señora, el tÍtulo en español que se le da a una mujer casada

guardian: protector and caretaker tutor: protector v responsable de alguien

**strategy:** plan used for achieving specific goals estrategia: plan para lograr una meta

**boiler:** tank used for creating steam to power the ship caldera: tanque empleado para producir el vapor necesario para mover el barco

vivid: clear vÍvidas: claras

portholes: windows claraboyas: ventanas

hull: body casco: cuerpo

majestic: royalseeming

majestuoso: como si fuera de un rev

intricate: detailed intrincado: detallado

designates: categorizes designa: define

plundered: stolen from saqueado: robado

Scavenger Hunt and Internet Research **601** (7)



#### •• (continued)

memorabilia:

historically valuable

objects

memorabilia: objetos con valor histórico, recuerdos

formations: shapes formaciones: formas

deterioration: falling

apart

deteriorándose: deshaciéndose

deteriorated: fallen

apart

deteriorado: deshecho

ensued: followed sobrevino: siguió

tides: levels of the rise and fall of the sea mareas: movimiento de ascenso y descenso del nivel del mar

encountered: met with encontró: se topó con

fatal: deadly letal: mortal

ideal: perfect ideales: perfectas

mirage: illusion espejismo: ilusión

delaying: slowing retrasando: demorando

**blunder:** big mistake torpeza: gran error

regards: views considera: ve (como)

deceiving: misleading engañosa: irreal

scenarios: situations

escenarios/ contextos?: situacions

perspectives: points

of view

perspectivas: puntos de vista

enhancing: improving realzando: mejorando

adrift: floating a la deriva: flotando

conclusive: final and

complete conclusiva: final y completa

tidal: related to the rise and fall of the sea

de las mareas: relacionado con el ascenso y descenso del nivel del mar

prompts: causes estimula: causa

distortions: acts of becoming misshapen distorsiones: actos de deformarse

inquiry: search for information investigación: bÚsqueda de información

adjacent: surrounding adyacente: que rodea

warped: twisted and bent

deformado: torcido y doblado

navigational: route planning de navegación:

planeación de ruta

reams: stacks resma: montones

horizons: areas where the land or ocean seem to meet the sky horizontes: zona donde la tierra o el mar parecen encontrarse con el cielo

intersection: meeting

points

intersección: punto de encuentro

looming: large and threatening acechante: grand y amenazador

clarity: clearness claridad: transparencia

colleague: co-worker colega: compañero de trabajo

modest: medium-sized modesto: de mediano tamaño

liner: passenger ship transatlántico: barco de pasajeros

inherent: found naturally inherente: que se encuentra naturalmente

vilified: harshly disapproved of vilipendiado: desaprobado duramente

negligent: responsible for failing to act in a

way that would prevent harm to the public negligente:

responsable de no actuar para prevenir un daño

genuinely: honestly genuinamente:

concluding: final concluyente: final

honestamente

executive: official head

person

ejecutivo: persona que está oficialmente

a cargo

condolences: expressions of sadness

for a death condolencias: expresiones de tristeza por una muerta

common: shared común: compartida

therefore: for this

reason

por lo tanto: por esta razón

routes: passages rutas: caminos

**presence:** appearance presencia: aparición

deaden: dull

entorpecer: desanimar

the Labour Party: one of the United Kingdom's major political party

Partido Laborista: uno de los principales partidos del Reino Unido



602 The Titanic Collection

appalling: awful espantosa: terrible

magnitude: large size magnitud: gran tamaño

calamity: disaster calamidad: desastre

kin: members of the same family parientes: miembros de la misma familia

ramifications: effects ramificaciones: efectos

frenetic: wild and energetic

frenética: violenta y enérgica

inexorable: unstoppable inexorables:

irrefranables, que no se pueden parar

manifestation: example manifestación: ejemplo

placid: calm plácido: tranquilo

render: make convertirlo: hacerlo

amidships: in the ship's

middle

en mitad del barco: en el medio del barco

intimately: very closely intimamente: muy de cerca

avail: do to help servir: aprovechar

unplumbed: unmeasured

insondable: sin medida

promenade: area for

strolling

paseo: área para pasear

tacit: agreed upon and unspoken

tácita: algo en lo que todos están de acuerdo sin haberlo comentado

nunca

meagre: poor and small exigua: escasa y pequeña

surfeited: completely satisfied

saciaban: satisfacían por completo

amplitude: plentiful size amplitud: abundancia en tamaño

compel: force obligará: forzará

formulation: creation formulación: creación

salvatory: safety salvamento: seguridad

apparatus: equipment aparto: equipo

immitigable:

impossible-to-weaken implacable: imposible de debilitar

assuaged: eased mitigar: apaciguar

lamentation: expressions of sorrow lamentación: expresión

de pena

amelioration: improvement

mejoriá: mejora

elemental: basic elemental: básico

superfluous: extra and

useless

superfluo: adicional e

inútil

davits: cranes that hold the lifeboats

pescantes: grúas que sostienen los botes salvavidas

cravens: cowards cobardes: miedosos

**scourged:** whipped azotaron: dieron latigazos

ignominy: well-known shame

ignominia: vergúenza muy conocida

chivalry: a type of polite behavior that a man shows toward women caballerosidad: tipo de conducta educada que un hombre le muestra a unea mujer

poignant: moving and

sad

conmovedor: emotivo y triste

bereft: suffering from a loss

despojados: que sufren una pérdida

clemency: kindness during punishment clemencia: bondad durante un castigo

fatigues: tiredness fatigas: cansancio

starboard: right estribor: derecha

port: left babor: izquierda

mast: ship's tall pole mástil: palo de una embarcación

cutters: ships belonging to the branch of the armed forces that enforces U.S. laws on

the seas

guardacostas: barcos de las fuerzas armadas de EE.UU. que hacen cumplir las leyes

lane: path of travel for

boats

carril: camino para los

barcos

appalled: shocked and disgusted consternado:

asombrado y asqueado

chivalrous: brave and honorable

caballeroso: valiente y

honorable

cavalier: unconcerned arrogante: desdeñosa

inexplicable: impossible

to explain

inexplicable: imposible

de explicar

cur: dog chucho: perro

watchword: saying consigna: dicho

Scavenger Hunt and Internet Research **603** 



#### ••• (continued)

countersign: answering password santo y seña: contraseña

scuttled: hurriedly ran huyó: corrió deprisa

chivalric: honorable caballerosos: honorables

filched: stole hurtó: robó

roll: list relación: lista

infamy: fame achieved through bad deeds infamia: fama lograda con malas acciones

lough: lake lago: lago

stricken: deeply troubled afligido: profundamente preocupado

wrought: created originado: creado

wrested: grabbed arrebatado: agarrado waifs: homeless children niño de la calle: niño sin hogar

porous: filled with poroso: lleno de

agujeros consortium: joined

group consorcio: grupo unido

conjunction: addition conjunción: adición

inept: unskilled inepto: sin capacitación

proximity: closeness proximidad: cercanía

contends: argues contiende: argumenta

alludes: indirectly points **alude:** señala de manera indirecta

havoc: wild destruction caos: destrucción a lo

ineptitude: lack of skillfulness ineptitud: falta de capacitación

plausible: believable plausible: creĺble

gravitational: force created by large heavenly bodies de gravedad: fuerza que ejercen los grandes cuerpos celestes

orbits: circular paths of heavenly bodies órbitas: rutas circulares de los cuerpos celestes

phenomena: observable events fenómenos: eventos observables

ensues: follows sobreviene: sigue

resolved: declaration of an important matter for thought and argument resolución: declaración de un asunto importante para pensar y discutir

bereaved: suffering due to a death afligido: que sufre debido a la muerte de alguien

deplore: hate deploramos: lamentamos

wanton: purposeful and unfair desconsiderado: decidido e injusto

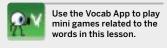
callous: cold-hearted cruel: desalmado

antagonism: hatred antagonismo: odio

provision: providing disposición: provisto

solicitude: concern interés: preocupación

irrespective: without any judgment independientemente: sin importar





604 The Titanic Collection

### Lesson 1—Scavenger Hunt: Introducing the Collection



- 1. Watch the video, then circle the true statements about the *Titanic* in the following list:
  - A. There were too few lifeboats.
  - B. There were too many lifeboats.
  - C. No one had confidence in this ship.
  - D. Most survivors were from first class.
  - E. Emergency plans were carefully made.
  - F. The people in charge were too confident.
- 2. Circle the word that completes this sentence:

The video narration says the Titanic was "deemed \_

- A. entirely
- B. practically
- C. absolutely
- D. possibly

Scavenger Hunt and Internet Research • Lesson 1 605 6





#### Lesson 1: Scavenger Hunt: Introducing the Collection

**Present:** Students watch a short video, then identify what they know and want to learn about the Titanic.

- Today we're going to begin a unit about the Titanic. Let's watch this video to learn a little about what happened.
- Project & Play: The Titanic, Created by Travis Grenier.
- S Students identify what they know about the Titanic by answering questions 1 and 2 on page 605.

#### Lesson 1 Materials

- Carpathia Manifest Records Third-Class Menu (1912)
- Amalgamated Musicians Union Poster (1912)
- First-Class Menu
- Second-Class Menu
- Scraping Past the Berg, Sphere (April 27, 1912)
- The Sinking of the Titanic, Max Beckmann (1912-1913)
- The Titanic, created by Travis Grenier



#### Differentiation: Step A

ELL(Dev): You may choose to play the video more than once to support students who are reading below grade level with comprehension and ELL students with language acquisition.

### Lesson 1 (continued)

Benchmarks: ELA.6.R.3.2, ELA.6.C.1.4

Read: Students explore texts from The *Titanic* Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

- Introduce the scavenger hunt question: Which lifeboat rescued Miss Francatelli and her boss from the sinking Titanic?
- Tell students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. Tell students to raise their hand when they've found the answer.
- When everyone has raised their hand, share the correct answer: Boat 1 (from "There Is Your Beautiful Nightdress Gone" from A Night to Remember)
- Allow all students to find the text that answers the question.
- Writing Journal: Once all students have found the text containing the answer, direct them to pages 18-23 to answer the corresponding close reading questions.
- Call on a few students to share responses and discuss the close reading questions.

NOTE on Text 7: This is a particularly interesting article to discuss tracing an argument because it raises a lot of things that may seem outrageous at first, but then provides evidence. You may want to stop and discuss this article in more depth.

Welcome to the Titanic scavenger hunt. To find the answers to the scavenger hunt questions, you'll have to explore the texts and images in The Titanic Collection. Remember to read the captions of the images to find additional clues.

#### Text scavenger hunt question 1: Which lifeboat rescued Miss Francatelli and her boss from the sinking Titanic?

- 1. Scan each text to find the one that contains the answer to the scavenger hunt question.
  - 3 A Letter from Mary Lines (1912) (page 557)
  - 5 Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry (page 560)
  - 7 Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from A Night to Remember (page 567)
  - 9 Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS Titanic (page 571)
  - (17) "Discovery of the *Titanic*," *Lapham's Quarterly* editors (page 586)
  - 21) Excerpt: "The Iceberg Was Only Part of It" from The New York Times (page 592)
- 2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18-23 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.

606 The Titanic Collection • Lesson 1



#### Differentiation: Step B

You may choose to read all passages aloud before students complete the scavenger hunt or the close reading questions.



#### Lesson 1—Scavenger Hunt: Introducing the Collection (continued)

Text scavenger hunt question 2: At what time did the Titanic receive the first report of large quantities of ice in the area?

- 1. Scan each text to find the one that contains the answer to the scavenger hunt question.
  - 3 A Letter from Mary Lines (1912) (page 557)
  - 5 Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry (page 560)
  - 7 Excerpt: Chapter 7—"There Is Your Beautiful Nightdress Gone" from A Night to Remember (page 567)
  - 9 Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS Titanic (page 571)
  - (17) "Discovery of the Titanic," Lapham's Quarterly editors (page 586)
  - 21 Excerpt: "The Iceberg Was Only Part of It" from The New York Times (page 592)
- 2. Is the answer to the scavenger hunt question in the text? If so, raise your hand. If not, keep reading.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 18-23 of your Writing Journal.

Scavenger Hunt and Internet Research • Lesson 1 607





Read: Students explore more texts from The Titanic Collection to find the answer to a new scavenger hunt question.

- Introduce the scavenger hunt question: At what time did the Titanic receive the first report of large quantities of ice in the area?
- Instruct students to raise their hand when they've found the answer. When everyone has raised their hand, share the correct answer: 1:40 PM (from "Final Wireless Transmissions Aboard the RMS Titanic")
- Direct all students to go to the correct passage. Read the text aloud or have students take turns.
  - Writing Journal: Once all students have found the text that answers the question, direct them to pages 18-23 to answer the close reading questions that accompany that text.







#### Differentiation: Step C

ELL(Dev): You may choose to read the text overviews or the passages aloud before students complete the scavenger hunt to assist struggling readers with comprehension or ELL students with language acquisition.

5 min

#### Lesson 1 (continued) Benchmark: ELA.6.R.3.2

Work Visually: Students explore images from The Titanic Collection to find the answer to a scavenger hunt question, then

answer questions to show their understanding of the image.

Tell students that they will complete one more scavenger hunt. This time, the answer to the question will be found in an image instead of a text.

Introduce the scavenger hunt question: Which passengers ate their meals closest to the boiler room?

Instruct students to raise their hand when they've found the answer. When everyone has raised their hand, share the correct answer: Third class (from "Scraping Past the Berg," Sphere (April 27, 1912))

Direct all students to go to the correct image(s).

Writing Journal: Once all students have found the image or images that answer the question, direct them to pages 24-28 to answer the close reading questions that accompany the correct image(s).

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 1

#### Image scavenger hunt question: Which passengers ate their meals closest to the boiler room?

- 1. Scan each image to find the one that contains the answer to the scavenger hunt question.
  - 2 Carpathia Manifest Records (page 556)
  - 8 Amalgamated Musicians Union Poster (page 570)
  - ບ Three Menus: First-Class, Second-Class, Third-Class (Steerage) (page 578)
  - Scraping Past the Berg (page 583)
  - 18 The Sinking of the *Titanic*, by Max Beckmann (page 588)
- 2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 24–28 of your Writing Journal.

608 The Titanic Collection • Lesson 1



#### Lesson 2—Scavenger Hunt: Exploring the Collection

#### Share: What You Learned

Work with a partner to list new things that you learned about the *Titanic* in the last lesson.



Work with a partner to complete activity 1 on page 29 in your Writing Journal.



#### What You're Curious About:

You've learned a lot about the *Titanic* so far. For this activity, think about what you'd still like to find out about it.

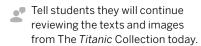


Complete question 2 independently on page 29 of your Writing Journal.

Scavenger Hunt and Internet Research • Lesson 2 609 (



Share: Students share what they've learned about the Titanic.



Assign student partners.

Ask students to turn to their partners and discuss a few new facts they learned in the last lesson.

Writing Journal: Students work in pairs to complete activity 1 on page 29.



### What You're Curious About:

Students write about something related to the Titanic that they would like to learn more about.

Students write about something they are wondering about since they started to learn about the Titanic.

Writing Journal: Students answer question 2 independently on page 29.







#### Differentiation: Step E

ELL(Dev): Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level. Students who are reading below grade level should be paired with students who are reading on or above grade level.



#### Lesson 2 Materials

- Margaret Brown and Captain Rostron (1913)
- Molly Brown's Claim for Property Lost Aboard the Titanic (1913)
- Titanic Deck (circa 1912)
- How the "Titanic" Gradually Sank Bow First With her Lights Blazing to the Last, Sphere (April 27, 1912)
- Cabins on the *Titanic* (1911–1913)
- Steamship "Titanic" Showing Length As Compared With Highest Buildings (1912)

#### Lesson 2 (continued)

Work Visually: Students explore images from The *Titanic* Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

- Instruct students to search through the images from The Titanic Collection independently to find the answer to the scavenger hunt question: How many hats did Molly Brown pack in her luggage for her trip to New York, and what was their total cash value?
- Instruct students to raise their hand when they've found the answer.
- When everyone has raised their hand, share the correct answer: 15 hats, \$260 total (from Molly **Brown's Claim for Property Lost** Aboard the Titanic, 1913)
- Direct all students to go to the correct image(s).
- Writing Journal: Once all students have found the image or images that answer the question, direct them to pages 30-35 to answer the close reading questions that accompany the correct image(s).

Image scavenger hunt question 1: How many hats did Molly Brown pack in her luggage for her trip to New York, and what was their total cash value?

- 1. Scan each image to find the one that contains the answer to the scavenger hunt question.
  - 4 Margaret Brown and Captain Rostron (page 559)
  - 6 Molly Brown's Claim for Property Lost Aboard the *Titanic* (page 566)
  - Titanic Deck (page 573)
  - 6 How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last, Sphere (page 585)
  - Steamship "Titanic" Showing Length as Compared with Highest Buildings (page 600)
  - 22 Cabins on the Titanic (page 596)
- 2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 30-35 of your Writing Journal.



610 The Titanic Collection • Lesson 2



## Lesson 2—Scavenger Hunt: Exploring the Collection

Text scavenger hunt question 1: According to Henrietta Mann, what will eventually be left of the Titanic wreckage?

- 1. Scan each text to find the one that contains the answer to the scavenger hunt question.
  - 1 Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror (page 548)
  - 11) Excerpt: Chapter 6—"Women and Children First!" from Sinking of the Titanic and Great Sea Disasters (page 574)
  - 13 Untitled Poem (page 581)
  - (15) "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers." from The New York Times (page 584)
  - (9) "Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says" from Epoch Times (page 589)
  - 23 Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (page 598)
- 2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 36-41 of your Writing Journal.

Tip: You will find the answer at the beginning of the text.

Scavenger Hunt and Internet Research • Lesson 2 611 (





#### Lesson 2 (continued)

Benchmarks: ELA.6.R.3.2, ELA.6.C.1.4

Read: Students explore texts from The Titanic Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

- Instruct students to search through the texts from The Titanic Collection independently to find the answer to the scavenger hunt question: According to Henrietta Mann, what will eventually be left of the Titanic wreckage?
- Instruct students to raise their hand when they've found the answer.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hand, share the correct answer: A rust stain (from "Rusticles on **Titanic Contain New Iron-Eating** Bacteria, Study Says")
- Direct all students to go to the correct passage. Read the text aloud or have students take turns.
  - Writing Journal: Once all students have found the text that answers the question, direct them to pages 36-41 to answer the close reading questions that accompany that text.



#### Differentiation: Step H

ELL(Dev): You may choose to read all passages aloud before students complete the scavenger hunt or the close reading questions.

#### Lesson 2 (continued)

Work Visually: Students explore images from The *Titanic* Collection to find the answer to a scavenger hunt question, then answer questions to show their understanding of the image.

- Instruct students to search through the images from The Titanic Collection independently to find the answer to the scavenger hunt question: Was the Titanic's length greater than the height of the pyramids?
- Instruct students to raise their hand when they've found the answer.
- When everyone has raised their hand, share the correct answer: Yes (from "Steamship 'Titanic' **Showing Length As Compared** With Highest Buildings" (1912))
- Direct all students to go to the correct image(s).
- Writing Journal: Once all students have found the image or images that answers the question, direct them to pages 30-35 to answer the close reading questions that accompany the correct image(s).

Image scavenger hunt question 2: Was the Titanic's length greater than the height of the

- 1. Scan each image to find the one that contains the answer to the scavenger hunt question.
  - 4 Margaret Brown and Captain Rostron (page 559)
  - 6 Molly Brown's Claim for Property Lost Aboard the *Titanic* (page 566)
  - Titanic Deck (page 573)
  - 6 How the "Titanic" Gradually Sank Bow First with Her Lights Blazing to the Last, Sphere (page 585)
  - 20 Steamship "Titanic" Showing Length as Compared with Highest Buildings (page 591)
  - 22 Cabins on the Titanic (page 596)



Complete the image scavenger hunt close reading questions that correspond to the correct photo set, located on pages 30-35 of your Writing Journal.





## Lesson 2—Scavenger Hunt: Exploring the Collection

Text scavenger hunt question 2: What is the name of the "new Atlantic bride"?

- 1. Scan each text to find the one that contains the answer to the scavenger hunt question.
  - 1 Introduction from Sinking of the "Titanic" Most Appalling Ocean Horror (page 548)
  - 11) Excerpt: Chapter 6—"Women and Children First!" from Sinking of the Titanic and Great Sea Disasters (page 574)
  - 13 Untitled Poem (page 581)
  - (15) "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers." from The New York Times (page 584)
  - (19) "Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says" from Epoch Times (page 589)
  - 23 Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (page 598)
- 2. Once your teacher has confirmed the answer to the question, complete the corresponding close reading questions in the Writing Journal.



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 36-41 of your Writing Journal.

Scavenger Hunt and Internet Research • Lesson 2 613 (



Read: Students explore texts from The *Titanic* Collection to search for the answer to a scavenger hunt question, then answer questions to show their understanding of the text.

- Instruct students to search through the texts from The Titanic Collection independently to find the answer to the scavenger hunt question: What is the name of the "new Atlantic bride"?
- Instruct students to raise their hand when they've found the answer.
- Remind students that they will find the answer toward the beginning of the text; if they don't see it quickly, they should move on to the next text. When everyone has raised their hand, share the correct answer: Titanic (from "Untitled Poem")
- Direct all students to go to the correct passage. Read the text aloud or have students take turns.
- Writing Journal: Once all students have found the text that answers the question, direct them to pages 36-41 to answer the close reading questions that accompany that text.

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 2



#### Differentiation: Step J

ELL(Dev): You may choose to read all passages aloud before students complete the scavenger hunt or the close reading questions.

#### **Before You Begin Lesson 3:**

In Lesson 3, use the complete digital lesson so students have access to the Internet to gain a greater understanding of how to choose appropriate research sources as they develop and sharpen their Information Literacy skills.

#### Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

# Passport and Collection Research



The Passport and Collection Research sub-unit requires students to research one passenger from the voyage of the Titanic. Students examine primary and secondary source documents for the information they need to write a letter from their passenger's point of view. After completing their writing, students sharpen their close reading skills as they explore the texts in The Titanic Collection.

# Sub-Unit 3



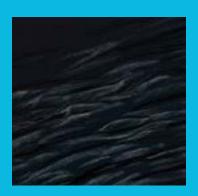
Lesson 1: Passport to the Titanic



Lesson 2: A Letter From the Past



Lesson 3: Passport and Collection Research



Lesson 4: Flex Day 3

## Sub-Unit 3 at a Glance

### Lesson Objective

### **Lesson 1:** Passport to the Titanic

**Research:** Students will analyze primary source documents to research and role-play the identity of a specific *Titanic* passenger.

**Reading:** Students will compare and contrast the information presented in a primary source survivor letter to a secondary source about the survivor.

**Speaking & Listening:** Students will interpret and discuss photographs to explain how the details add to their passenger's profile.



Step B in Lesson 1 involves Internet research and should be saved for a class period when students have access to the Internet.

### Reading

#### The Titanic Collection

A Letter from Mary Lines (1912)

#### **Lesson 2:** A Letter From the Past

**Writing:** Students will write a letter in the voice of their assigned Titanic passenger, describing their experiences aboard the Titanic before the disaster.

**Speaking & Listening:** Students synthesize information about their assigned passenger to role-play and interact with other passengers.

#### The Titanic Collection

### Lesson 3: Passport and Collection Research

**Research:** Students will independently analyze one text and one image, and integrate this information to demonstrate increased understanding of the topic.

**Speaking & Listening:** Students will work with a group who researched the same text to identify and summarize key findings from the text.

#### The Titanic Collection:

- "Discovery of the *Titanic*," by Lapham's Quarterlyeditors
- Excerpt: "The Iceberg Was Only Part of It," from *The New York Times*
- "MAY BE WAIF'S MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers." from The New York Times
- Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland

### Lesson 4: Flex Day 3

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

Writing Prompt	Benchmark Stack
No analytical writing prompt.	ELA.K12.EE.4.1 ELA.6.C.4.1 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.6.R.2.1 ELA.6.R.3.3
In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the <i>Titanic</i> .	ELA.K12.EE.4.1 ELA.6.C.1.2 ELA.K12.EE.1.1 ELA.K12.EE.3.1
No analytical writing prompt.  Extra: Challenge Writing available in the digital lesson.	ELA.6.R.3.3 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.6.C.4.1 ELA.6.C.5.1
	Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.

## Sub-Unit 3 Preparation Checklist

### Lesson 1 Pages 99-116 ☐ Print out passengers' names and cut into strips for easy distribution. You may also write the Student Edition page number on these strips to help students locate their passenger's passport. Step B in Lesson 1 involves Internet research and should be saved for a class period when students have access to the Internet. Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key. Lesson 2 Page 116-117 ☐ Plan to arrange students in small groups. Lesson 3 Pages 118-119 ☐ Plan to arrange students in small groups. Lesson 4: Flex Day ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress. ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign. ☐ Prepare any texts, materials, or directions you may need to project or distribute.

**Note:** There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.





#### Overview

Get ready to become a Titanic passenger. Which class will you travel? Will you have lobster or gruel for supper? Will you survive?

#### Suggested Reading

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- Library of Congress
- OCLC WorldCat
- Google Books

- HathiTrust Digital Library
- Project Gutenberg
- Digital Public Library of America



### Lesson 1—Passport to the Titanic

Read the definitions of "primary source," "secondary source," and "tertiary source."

Primary sources are original documents, creative works, and artifacts created during a specific period. They include eyewitness accounts and published articles that report information and/or events for the first time, such as...

- · original documents: diaries, letters, speeches, autobiographies, interviews, film documentation, official records, and newspaper and journal articles.
- creative works: poetry, fiction, music, and visual art.
- artifacts: pottery, furniture, buildings, clothing, tools, and maps.

**Secondary sources** are created later by someone who did not experience firsthand the events you are researching. They often provide interpretations and analyses of primary sources, and may even include images and/or quotations from primary sources. Examples include...

- publications: newspaper, magazine, and journal articles.
- · histories, biographies, textbooks, and web pages.

Tertiary sources provide an overview or summary of primary and secondary sources, such as...

· encyclopedias, almanacs, timelines, and dictionaries.

Passport and Collection Research • Lesson 1 615



#### Lesson 1: Passport to the Titanic

Benchmark: ELA.6.C.4.1

Introduce: Students discuss and define source types and role-playing in preparation for today's lesson.

- Explain to students that they will role-play during this lesson, assuming the identities of Titanic passengers.
- S Ask a student to read aloud the definitions of "primary source," "secondary source," and "tertiary source" from page 615 of the Student Edition, while the class follows along.
- Project: A menu image from Three Menus and "Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says."
- Ask students which one is a primary source and which one is a secondary source.
- Project: Passport image.
- Ask students what type of source this is.
- Let them know that this is a tricky one—usually a passport would be a primary source document, but these were created by researchers to provide students with biographies of the passengers. They are secondary source documents.



Lesson 1 Materials Cabins on the Titanic First-Class Menu Second-Class Menu Third-Class Menu

Passports

"Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says"

List of 26 Titanic passengers





Research: Students compare a letter written by Mary Lines to a secondary source to compare the types of information provided.

- **NOTE:** Students will need devices to do the research.
- Direct students to page 616 of the Student Edition.
- Assign pairs.
- S Students complete Activities 1-3 in the Student Edition with their partner.
- Writing Journal: Students answer question 1 on page 44 with their partner.
- Share responses.
- Research, review, and share reliable secondary sources of additional information about Titanic passenger Mary Lines with your students. See the "Preparation" section in the digital lesson for some suggested websites.
- Students complete Activities 4-7 in the Student Edition with their partner.
- Writing Journal: Students answer question 2 on page 44 with their partner.
- Share responses.
- Students complete Activity 8 in the Student Edition with their partner.
- Writing Journal: Students answer questions 3 and 4 on page 44 with their partner.
- Share responses.
- Discuss the differences and similarities in how the two sources present Mary Lines' experience during the sinking of the Titanic.
- A primary source, such as this letter written by Mary Lines herself, puts you, the reader, into her position and helps you to understand her emotions and thoughts.
- The secondary source, such as an encyclopedia or a biography, will give you some key factual information that can help provide a clear picture of the event as a whole.

#### Lesson 1—Passport to the Titanic (continued)

- 1. With your partner, read "A Letter from Mary Lines (1912)" on page 557 and answer the questions below.
- 2. Why is this considered a primary source?
- 3. What kind of information can you find in this **primary source**?
  - Are there key dates from her life?
  - · Is there information about key events?
  - · Is there description of Mary's thoughts and emotions?



Go to page 44 of your Writing Journal to answer question 1 with your partner.

- 4. With your partner, look for a secondary source from the Internet that will provide you with additional information about Titanic passenger Mary Lines.
  - Assess the website. Do you think this a dependable source? (Is the author an expert? Is it a respected site?)
  - Will this source help you find biographical information about Titanic passenger Mary Lines? If the answer is no, look for a different source.
- 5. What is the address of your website?
- 6. Answer the following questions to review the website
  - · Is this a credible source?
  - · Is the author an expert?
  - Is this a respected site?

If you answered "no" for any of the questions, look for a different source.

- 7. What kind of information can you find in this **secondary source**?
  - · Are there key dates from her life?
  - · Is there information about key events?
  - Is there description of Mary's thoughts and emotions?



616 The Titanic Collection • Lesson 1



Go to page 44 of your Writing Journal to answer question 2 with your partner.

8. With your partner, compare Mary Lines' letter to your secondary source of information.



Go to page 44 of your Writing Journal to answer questions 3 and 4 with your partner.

Passport and Collection Research • Lesson 1 617 🚇

As you research your assigned Titanic passenger, try to find information that helps you understand the events AND how they thought and felt during the experience.

Present: Students are assigned a passenger on the Titanic and assume the identity of their passenger.

- Assign one passenger to each student by handing out strips of paper with each passenger's name.
- S Students find their passenger's profile on pages 619-631.
- Circulate to make sure students are able to find the passport for their passengers in the Student Edition.
- Writing Journal: Once students have located their passenger's passport, direct them to complete their passenger profile on page 45.
- On-the-Fly: Circulate around the room to support students.

#### Lesson 1—Passport to the Titanic (continued)

Search through the *Titanic* passports on pages 619–631 to find your passenger, then complete the passenger profile on page 45 of your Writing Journal.

#### 1st Class

- 1. John Jacob Astor IV
- 2. Karl Howell Behr
- 3. Mrs. J.J. (Margaret "Molly") Brown
- 4. Charlotte Cardeza
- 5. William Ernest Carter
- 6. Dorothy Gibson
- 7. Ida Sophia Fischer Hippach
- 8. Mary Marvin
- 9. Mary Eloise Hughes Smith
- 10. Isidor Straus

#### 2nd Class

- 11. Charlotte Collyer
- 12. Reverend John Harper
- 13. Eva Hart
- 14. Wallace Hartley
- 15. Michel and Edmond Navratil
- 16. Robert Phillips

#### 3rd Class

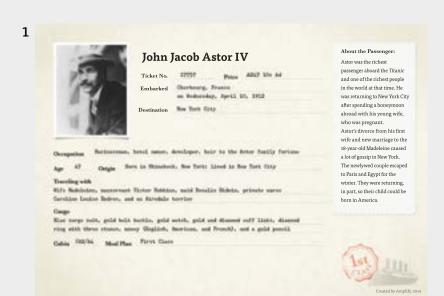
- 17. Frank John Goldsmith
- 18. Frank John William Goldsmith
- 19. Neshan Krekorian
- 20. Josef Van De Velde
- 21. Johan Cervin Svensson
- 22. Anders Johan Andersson
- 23. Alfrida Konstantia Brogren Andersson
- 24. Anna Sofia Turja
- 25. Nicola Lulic
- 26. Frederick Joseph Goodwin



Complete the passenger profile for your passenger on page 45 of your Writing Journal.



618 The Titanic Collection • Lesson 1



2 About the Passenger: Karl Howell Behr Booked a ticket on *Titanic* to pursue his love Helen Ticket No. Monypeny Newsom. Helen's mother had tried to discourage the relationship and had taken Helen to Europe to Destination In India separate the couple. Behr invented a fake business trip to Europe and bought a ticket on the Titanic in order to return to America on the same boat as Helen Origin . Seen in Brooklyn, New York: Lived on the Sant Coast. Police bomin observes Richard Servic Williams Steen French

 $Library\ of\ Congress/Prints\ \&\ Photographs\ Division/\ LC-USZ62-40303; (1st\ Class\ John\ Jacob\ Astor).$ 

Passport and Collection Research • Lesson 1 619 📵

3



#### Mrs. J.J. (Margaret "Molly") **Brown**

Ticket No. 27423 Price #27 14+ 54 Embarked Churtourg, France on Wednesday, April 10, 1912 Destination Dessey, Coloredo

Human-rights activist, philanthropist, and socialite

Age 44 Origin Surv in Fannibal, Minesuri; lived in Denser, Calorado

Traveling with 16/2

\$27,607 worth of items, including 14 hats, "street furs," a \$20,000 menklace, crutes of ancient models for the Denver Museum, lace gowns, Missoos, and souvemire

First class, most likely the B dock; brass bod, lasp, curtains, dressing table, washbasin, white walls

Meal Plan Piret Class



About the Passenger:

A good friend of John Jacob Astor and family, whom

she had stayed with in Cairo,

the first ship back to New York

to be with him.

Egypt. After learning that her grandson was ill, she took

Library of Congress/Prints & Photographs Division/LC-USZ62-94037 (1st Class Molly Brown).

4



#### **Charlotte Cardeza**

Price A512 6: 74 Ticket No. 17755 Embarked on Wednesday, April 10, 1912

Destination Seturnies to Perceptuals after a safari in Africa and a trip to Thomas's bunting meetle

in Ringery.

About the Passenger:

Cardeza had circumnavigated the globe twice with her son aboard their steam yacht Eleanor, which she often navigated herself. Thomas was ill, and they were returning to see doctors in America.

Occupation World traveller, hig game burter

Age 58 Origin Born and lived in Surmantoes, Fennsylvania

Traveling with

Son Thomas, staff Anna Ward and Gustavo Lorsson

14 trucks, four suitases, three crutes, ambicine chest containing 36 feather beat, 90 drocces. 22 hatpins, 10 for costs. 91 pairs of glores, and a \$14,000 Bures ruby and discond ring

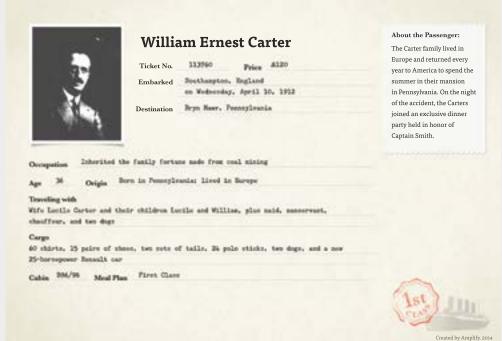
MSI-53-55 and soreunt room MICL. one of only two Millianaire Sciton and the most expensive ruits on board: had the assention of a small sportsons, including two bedrooms, wardrobs rece. sitting room, both, fireplace, and 50-foot private prosenade

Most Plan Piret Class



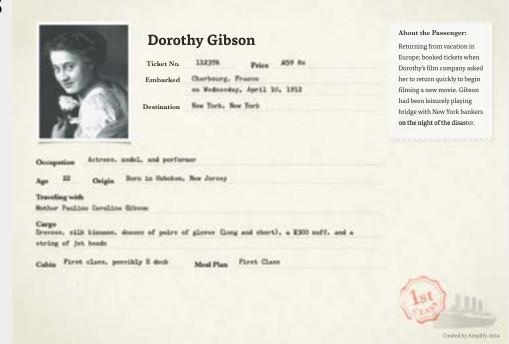
 $Courtesy\ of\ Thomas\ Jefferson\ University, Archives\ and\ Special\ Collections, Philadelphia\ (Charlotte\ Drake\ Cardeza).$ 

620 The Titanic Collection • Lesson 1



The National Archives and Records Administration (1st William Earnest Carter).

6



Passport and Collection Research • Lesson 1 621





### Ida Sophia Fischer Hippach

Price #57 19: 74 333361 Ticket No. Embarked on Wednesday, April 10, 1912

Destination Returning to Chicago after a trip to Serlie. Austria, and Turis

For hurband co-nemed a well-known plate glass company

Origin Unicago, Illimie 44

Traveling with

Nor daughter, Jean Gertrude Hippach (17 years ald)

Doctinations Seturning to Oblongo after a trip to Berlin, Austria, and Paris

New clother from Paris

Cabin BBA, which had electric lights, an electric fam, and an electric curling iron

Meal Plan Piret Class



About the Passenger:

Ida and her daughter were traveling to allow Jean to

study music in Berlin and to

help Ida recover from the

death of two of her sons, who were killed in a fire in

The two were originally scheduled to return earlier aboard the Olympic but changed their plans to allow

more time for shopping in

Chicago in 1903.

Paris.

Chicago History Museum/Getty Images (1st Class Ida Sophia Fischer Hippach).

8



### **Mary Marvin**

113773 Price A53 2s Ticket No. Embarked Southwester, Regland,

on Wednesday, April 10, 1912 Destination Returning home after a lessence to Europe

For husband's family sweed a metion picture production company.

Origin New York City

for busheed, Denist Murvin

Med Plan Piret Class



In 1912, Daniel and Mary restaged their wedding for filming by the family's production company, Biograph. It was known as the first wedding ceremony captured on film.



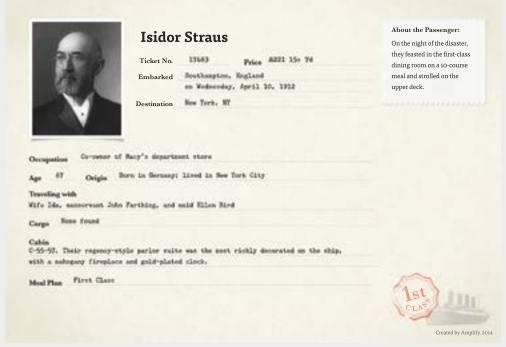
Universal Images Group/Getty Images (1st Class Mary Marvin).

**622** The *Titanic* Collection • Lesson 1



AP Photo/The Herald-Dispatch (1st Class Mary Eloise Hughes Smith).

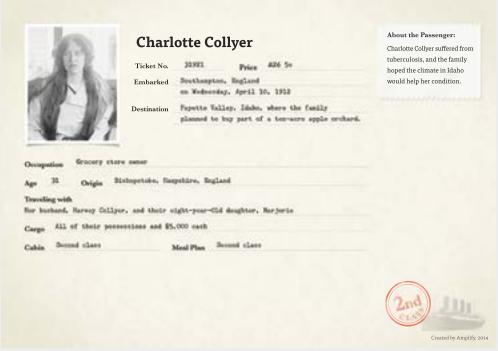
10



Library of Congress/Prints and Photographs Division/LC-USZ62-54251 (1st Class Isidor Straus)

Passport and Collection Research • Lesson 1 623





 $Library\ of\ Congress/Prints\ \&\ Photographs\ Division/LC-DIG-ggbain-19397\ (2nd\ class\ Charlotte\ Collyer)$ 

12



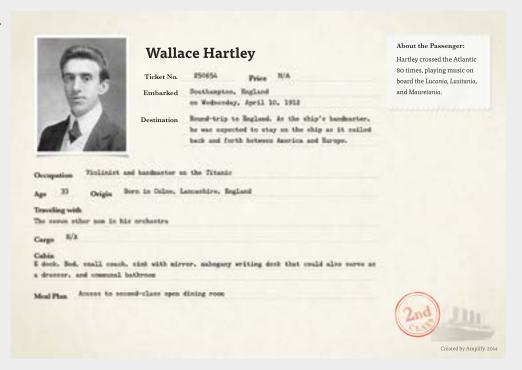
Topical Press Agency/Hulton Archive/Getty Images (2nd class Reverend John Harper)

**624** The *Titanic* Collection • Lesson 1

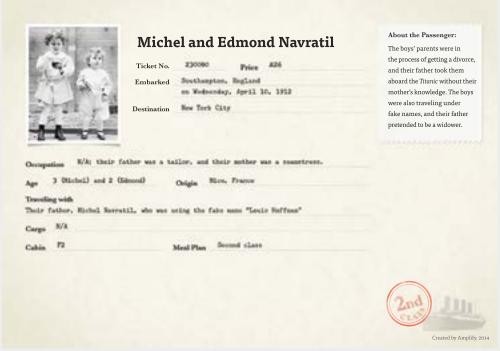


© Brian Harris/Alamy (2nd class Eva Hart)

14

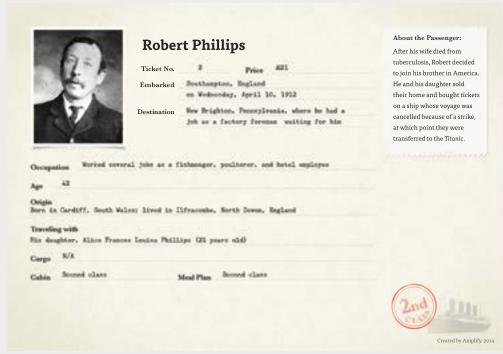


Passport and Collection Research • Lesson 1 625



 $Library\ of\ Congress/Prints\ \&\ Photographs\ Division/LC-DIG-ggbain-10354\ (2nd\ class\ Michel\ and\ Edmond\ Navratil)$ 

16



Colville/Hulton Archive/Getty Images (2nd Class Robert Phillips)

**626** The *Titanic* Collection • Lesson 1



 $Library\ of\ Congress,\ Prints\ \&\ Photographs\ Division,\ LC-USZ62-34976\ (3rd\ class\ Frank\ John\ Goldsmith)$ 

18



Library of Congress/Prints & Photographs Division/LC-USZ62-34976 (3rd class Frank John William Goldsmith)

Passport and Collection Research • Lesson 1 627







20 About the Passenger: Josef Van De Velde The White Star agency urged Josef Van De Velde to come Price 49 10s Ticket No. to America by telling him he Embarked Settlemeter, Regland could earn lots of money as a on Wednesday, April 10, 1912 farmer. He in turn, urged others from Denderhoutem Destination Travelling to America to find work as a farmer to travel with him. Occupation Farner (formerly, a waver) Origin Denderhouten, Belgius 8/3. Meel Plan N/E

628 The Titanic Collection • Lesson 1



22



Passport and Collection Research • Lesson 1 629





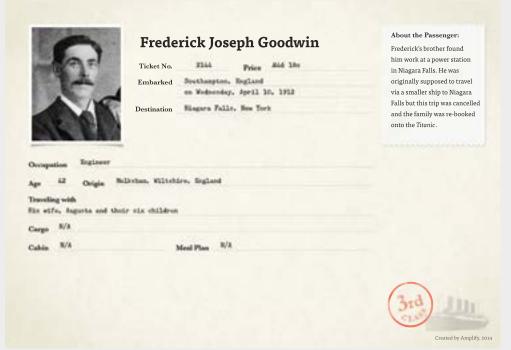
24



630 The *Titanic* Collection • Lesson 1



26



Passport and Collection Research • Lesson 1 631





Work Visually: Students interpret and discuss photographs to explain how the details add to their passenger's profile.

- Group students into pairs, partnering them with someone in their class of travel.
- Direct students to analyze and discuss the different class cabins with their partner.
- Determine what you think those details in the photographs convey about the passengers.
  - Now, tell students to examine and discuss all three of the dining menus with their partner.
  - Writing Journal: Direct students to complete the activity on page 46.

### Lesson 1 (continued) Benchmark: ELA.6.C.4.1

Share: Students read their passenger profile aloud to the class.

- Share: Call on 2 or 3 volunteers to share their passenger profiles. Each volunteer should call on 1-3 listeners to comment.
- Exit Ticket: Project.

#### End of Lesson 1

## Lesson 2: A Letter From the Past

Review: Students review their passenger profile and the cabins and menus from the Titanic.

Project: Cabins on the Titanic image and Three Menus images.

Ask students what they remember about the different classes of cabins and the menus from the Titanic.

### Lesson 1—Passport to the Titanic (continued)

With your partner, take a look at your class cabin accommodations in image 22, Cabins on the Titanic, on pages 596-597 and discuss...

- · how the cabins are different.
- · if you're happy with your cabin.
- if the picture is a primary, secondary, or tertiary source.

Still with your partner, examine the different class menus in image 12, Three Menus: First-Class, Second-Class, Third-Class (Steerage), on pages 578-580 and discuss...

- · how they are different.
- · if you're happy with your menu.
- · if they are primary, secondary, or tertiary sources.



Using the menu that matches your passenger's class, complete the activity on page 46 of your



Raise your hand to share your passenger profile with the class (found on page 45 of your

- 1. Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself.
- 2. Share which class cabin you are in, and share how you feel about your cabin and your dinner.



632 The Titanic Collection • Lesson 1

### Lesson 2—A Letter From the Past

Review your passenger profile on page 45 of your Writing Journal.

Join other members of your class of travel (first, second, or third class) and form a group.

- 1. Introduce yourself to your group. Share your name, country of origin, and one interesting fact about yourself or your journey.
- 2. Raise your hand to introduce one of the passengers you met in your group.
- 3. Share that passenger's name, country of origin, and one interesting fact about them or their journey.



Think about your passenger and revisit page 45 of your Writing Journal to review your passenger profile.



Turn to page 47 in your Writing Journal to write a letter in character as your passenger, describing your experiences aboard the Titanic.

Passport and Collection Research • Lesson 2 633





### Lesson 2 Materials

- Cabins on the Titanic
- First-Class Menu
- Second-Class Menu
- Third-Class Menu
- Passports
- List of 26 Titanic passengers



### Differentiation: Step H

Students who struggle to write with focus may benefit from completing this writing with a partner who has the same passenger.



Group & Share: Students engage in a collaborative discussion by roleplaying to express their ideas and build understanding.

- Instruct students to form groups based on their passenger's class of travel and introduce themselves to members of their group.
- Pretend that you are a traveler, and see if you can express some of the information and ideas you gathered in your reading.
- When listening to the other speakers in your group, see if you can detect some of the information and ideas you discovered in your readings, or new information you didn't notice before.
- S Students complete activities 1–3 on page 633 of their Student Edition.
- Share: Call on 2 or 3 volunteers to share. Each volunteer should call on 1-3 listeners to comment.
- What information or ideas did you notice during the role-play?
- What information or ideas did you discover through the role-play that you didn't notice in your readings?



#### **Lesson 2** (continued)

Benchmarks: ELA.K12.EE.4.1, ELA.6.C.1.2

Write & Share: Students write a letter from their assigned passenger's point of view using real facts and events and share them with the class.

- Direct students to page 633 of the Student Edition.
- Warm-Up: Use the digital lesson to make sure students have language to start writing.
- Writing Prompt: Students write their letters on page 47.
  - > On-the-Fly: Circulate around the room to support students.
  - Share: Call on 2 or 3 volunteers to share. Each volunteer should call on 1-3 listeners to comment.
- Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 2

## Lesson 3: Passport and Collection Research

Benchmark: ELA.6.R.3.3

Research: Students read selfselected texts from The Titanic Collection and answer close reading questions.

- In your scavenger hunt lessons, you've seen many images and read several texts in The Titanic Collection. Today, you'll choose one additional text you're interested in reading.
- The ideas you generate here will be used again at the end of the lesson when you integrate the information presented by different media types.
- Instruct students to look through the texts and choose one.
- When you finish reading, answer the close reading questions that correspond to that text.
- Writing Journal: Students complete the close reading questions that correspond to their chosen text.

## Lesson 3—Passport and Collection Research

Look through the texts listed below and select one that interests you:

- (15) "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers."
- (17) "Discovery of the *Titanic*," *Lapham's Quarterly* editors (page 586)
- 21 Excerpt: "The Iceberg Was Only Part of It," The New York Times (page 592)
- 23 Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (page 598)



After reading your chosen text, answer the close reading questions that correspond to it, located on pages 49-52 of your Writing Journal.

634 The Titanic Collection • Lesson 3

### **Lesson 3 Materials**

- The Sinking of the *Titanic*, Max Beckmann (1912–1913)
- Amalgamated Musicians Union Poster (1912)
- Margaret Brown and Captain Rostron (1913)
- Titanic Deck (circa 1912)



#### Look through the images listed below and select one that interests you:

- 4 Margaret Brown and Captain Rostron (1913) (page 559)
- 8 Amalgamated Musicians Union Poster (1912) (page 570)
- Titanic Deck (circa 1912) (page 573)
- 18 The Sinking of the Titanic, Max Beckmann (1912–1913) (page 588)



After selecting the image that interests you, answer the close reading questions that correspond to it, located on pages 53-56 in the Writing Journal.



With your group, discuss what you learned from your text today.



When you've finished discussing, complete the activity on page 57 of your Writing Journal. Be prepared to share your response with the class.

Passport and Collection Research • Lesson 3 635



### Before You Begin Lesson 4:

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.



### **Lesson 3** (continued)

Benchmark: ELA.6.R.3.3

Work Visually: Students choose an image to explore in The Titanic Collection.

- Instruct students to look through the images and choose one.
- When you've selected your image, answer the close reading questions that correspond to it.
- Keep in mind that the ideas you generate here will be used again at the end of the lesson to integrate the information presented by different media types.
- Writing Journal: Students complete the close reading questions that correspond to their chosen image.



Discuss: Students who read the same text discuss what they learned from it, then share their discoveries with the class.

- Divide students into groups with others who read the same text.
- Direct them to identify and share with their group one interesting or surprising fact from the text they examined today.
- Writing Journal: Students complete the activity on page 57.
- Share: Call on a student from each group to share. Write the name of the text being discussed on the board.

Wrap-Up: Project. Exit Ticket: Project.

End of Lesson 3

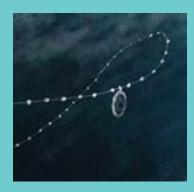
## Socratic Seminar and Internet Research



Students prepare for a Socratic seminar. Class discussion focuses on the importance and power of open-ended questions when engaging in a thoughtful discussion. Students learn that a successful Socratic seminar requires an emphasis on inquiry and thoughtful discussion over debate.

The Internet Research lesson allows students to put their new research and close reading skills to the test as they conduct research online.

## Sub-Unit 4



Lesson 1:
Preparing for the Socratic Seminar



Lesson 2:
Conducting the
Socratic Seminar



Lesson 3: Internet Research



Lesson 4: Flex Day 4

## Sub-Unit 4 at a Glance

## Lesson Objective

## **Lesson 1:** Preparing for the Socratic Seminar

**Speaking & Listening:** Students will review the format and goals of a Socratic seminar, then collaborate to develop discussion guidelines that meet goals and to generate open-ended questions.

## **Lesson 2:** Conducting the Socratic Seminar

Speaking & Listening: Students will use the Socratic method to discuss the Titanic disaster, following classestablished protocol.

Research: Students will work in pairs to generate an open-ended research question about the *Titanic*, identify credible Internet sources, and conduct Internet research to answer the question using two sources.

### Lesson 3: Internet Research

Research: Students will generate a research question about the *Titanic*, identify credible Internet sources, and conduct Internet research to find the answer.

Writing: Students will use evidence from multiple credible sources and framed quotes to describe key information about their research topic.



Lesson 3 involves Internet research and should be saved for a class period when students have access to the Internet.

## Lesson 4: Flex Day 4

The teacher selects from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts.

Reading	Writing Prompt	Benchmark Stack	
The <i>Titanic</i> Collection	No analytical writing prompt.	ELA.K12.EE.1.1 ELA.K12.EE.4.1	
The <i>Titani</i> c Collection	No analytical writing prompt.	ELA.K12.EE.4.1 ELA.6.C.4.1 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.6.1 ELA.6.C.1.4 ELA.6.C.2.1	
The <i>Titanic</i> Collection	Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.	ELA.6.C.4.1 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.6.R.2.1 ELA.6.R.2.3 ELA.6.C.1.4	
		Each Flex Day activity provides practice with particular skills and benchmarks. Consult the Flex Day Activities Guide to see what is targeted by each activity.	

## Sub-Unit 4 Preparation Checklist

## Lesson 1 Pages 127-129 ☐ Plan to arrange students in small groups and assign each group a text from The Titanic Collection. ■ Have chart paper ready. Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key. Lesson 2 Pages 130-131 □ Post the chart paper with rules for the Socratic seminar. □ Plan to put students in pairs for the second part of the lesson. ☐ If possible, prepare for students to use the Internet later in this lesson to conduct research. Lesson 3 This lesson involves Internet research and should be saved for a class period when students have access to the Internet. Lesson 4: Flex Day ☐ Review each lesson activity to identify which one(s) will best support your students' skill progress. ☐ Each activity requires distinct preparation. Review the Instructional Guide for each activity you will assign. ☐ Prepare any texts, materials, or directions you may need to project

**Note:** There may be activities in these lessons that students will revise or refer to in a subsequent lesson. By keeping track of lessons that students complete in a print format, you can have students refer to their print work when they reach these activities. In addition, your students will need to copy any Writing Prompts completed in a print lesson into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

or distribute.



### Overview

Socrates was a famous Greek philosopher. He was a deep thinker who believed in the power of asking questions and thoughtful discussion. In these lessons, you'll be the ones asking the questions and discussing the answers.

### **Suggested Reading**

Is your curiosity sparked? Want to dive deeper into this topic? Check out the list of websites below for a wealth of reference materials. And don't forget, your school and local libraries are great places to continue exploring your interests.

- Internet Archive
- · Library of Congress
- OCLC WorldCat
- Google Books

- HathiTrust Digital Library
- · Project Gutenberg
- Digital Public Library of America



## Lesson 1—Preparing for the Socratic Seminar



A Socratic seminar is a formal discussion based on a text in which students ask and answer a series of open-ended questions designed to promote critical thinking, questioning,

Everyone is expected to answer at least one question and to generate at least one question to ask other students.

Socrates, Greek philosopher, 470 BCE-399 BCE

- 1. Which rule will help during a class discussion?
  - A. Send a text message to at least two friends during the seminar.
  - B. Feel free to call out answers at any time.
  - C. Listen carefully to the student speaking.
  - D. Find a point to argue against.

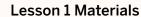


Work with your group to write down three or four rules for a class discussion on page 60 of your

2. What are the roles of language, listening, speaking and participation when having a discussion? How do you make sure the questions are clear so they allow a variety of people to respond and share ideas?

Socratic Seminar and Internet Research • Lesson 1 637





No materials.



### Differentiation: Step A

- ELL(Dev): Plan how you will assign groups for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.
- ELL(Dev): If you have several lower-level ELL students, you may want to point out that rules are often written as commands (e.g., "Raise your hand to respond") or with modal verbs such as "must" and "should."



### **Lesson 1:** Preparing for the Socratic Seminar

Benchmark: ELA.K12.EE.4.1

Introduce & Discuss: Students discuss the concept of the Socratic seminar and work together on a set of seminar rules to follow.

- Tell students that they will participate in a Socratic seminar about the *Titanic*, with some questions generated by you and some by them. Emphasize that this is not a debate.
- A debate focuses on defending your beliefs and proving others wrong. A Socratic seminar is a dialogue focused on building deeper understanding through cooperation.
- Before beginning the seminar, tell students they need to establish a set of rules for proper behavior.
- S Students circle the correct answer to the question in Activity 1 on page 637. Call on a few students to share their responses.
- Lead a discussion using the questions in Activity 2 of the Student Edition.
- Draw a "Rules for Seminar" T-chart on chart paper and label the columns "Rules for speaking" and "Rules for listening." Have volunteers share suggestions and write them in the chart.
- Divide students into small groups.
- Have students work in small groups to draft more guidelines for a class discussion.
- Writing Journal: Students write rules for their class discussion on page 60.
- Call on each group to share a rule it has written and add it to the class T-chart.
- Refer to the digital lesson for a complete list of suggested rules for speaking and listening.



## Lesson 1 (continued) Benchmark: ELA.K12.EE.4.1

Discuss: Students consider the difference between open-ended and closed-ended questions, then work in pairs to write an openended question.

- Define closed-ended questions (requiring only a yes/no or one-word answer) and openended questions (requiring an explanation) for students.
- **Divide students into pairs.**
- Students work with their partners to complete the activity on page 638.
  - Discuss why open-ended questions might be better for discussion.
  - Writing Journal: Students write an open-ended question independently on page 60, then share it with their partner to make sure it's open-ended.

## Lesson 1—Preparing for the Socratic Seminar (continued)

Use these questions to guide your discussion.

- 1. How will people take turns talking?
- 2. What do you do if you have a question or answer to share?
- 3. How can we show that we're listening to each other?
- 4. What do we do if someone is talking too much? What if someone isn't talking?
- 5. How do we agree, disagree, or build on what someone else says?

Which questions are closed-ended? Which are open-ended? Discuss with your partner and check the correct answer.

 $\square$  Open-Ended  $\square$  Closed-Ended

9. Why do you think they were the best?  $\square$  Open-Ended  $\square$  Closed-Ended

7. What did you like about the movie?

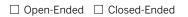
☐ Open-Ended ☐ Closed-Ended

10. Who was the main character of the movie?

□ Open-Ended	□ Closed-Ended

8 What were the best scenes in the movie?

What was	likable	about	the	main	chara	acter?
Wilat Was	iinabic	about	LIIC	mam	Citait	acter:



П	Open-Ended	П	Closed-Ended
$\Box$	Open-Ended	$\Box$	Closed-Ellded



Write an open-ended question about a song or movie you like on page 60 of your Writing Journal. Share your question with your partner to make sure it's open-ended.

± 638 The Titanic Collection • Lesson 1



#### Differentiation: Step B

ELL(Dev): You may choose to write a few examples of open- and closed-ended questions on the board to support ELL students before they complete the activity on their own.



Refer to pages 548–598 of your Student Edition to locate and read the text assigned to your

Work together to write two or three open-ended questions about this text to ask the class during

Make sure your questions are thought-provoking so that your classmates have a lot to think about and discuss.



Go to page 60 in your Writing Journal to record your group's open-ended questions.



Take part in a brief practice seminar, taking care to follow your classroom's established seminar guidelines.

Socratic Seminar and Internet Research • Lesson 1 639 🙏



**Brainstorm:** Students work in small groups to read an assigned text and generate open-ended questions.

- Divide students into small groups.
- Assign one text from The Titanic Collection to each group, providing page numbers for each reading.
- Instruct students to work together to create 2 or 3 openended questions for their text.
- Writing Journal: Students record their groups' open-ended questions on page 60.
- Instruct students to share their questions, then choose a few exemplar open-ended questions to write on the board.



Discuss: Students participate in a brief practice seminar.

- Divide students into small groups.
- Conduct a brief practice seminar to familiarize students with the format and flow of the seminar as well as expectations for the next lesson.
- Call on groups to share a question with the class and discuss, following the class's established Socratic seminar guidelines (e.g., Whoever poses the current question calls on a specific student by name and invites that student to respond).
- Wrap-Up: Project Poll 1. Exit Ticket: Project.

End of Lesson 1

### **Lesson 2:** Conducting the Socratic Seminar

Benchmark: ELA.K12.EE.4.1

Discuss: Students write questions they would like to ask during the Socratic seminar.



Prepare for Socratic seminar:

- · Arrange desks in a circle, allowing students to clearly see one another during the seminar.
- Post the "Rules for Seminar" T-chart from the last lesson. Review
- · Remind students that they are required to pose a question or respond to a question-or bothduring this seminar.
- · Tell students to listen carefully and take notes on important people and events addressed during the discussion.



Writing Journal: On page 61, students write 2 openended questions to ask during the seminar.



> On-the-Fly: Circulate around the room to support students.



Pose the first guided question (or ask a volunteer to pose a question) and allow a discussion to ensue. Be mindful of keeping the discussion on topic; ask a new question when the discussion fades or digresses.



Writing Journal: Students fill out the chart on page 62 throughout the seminar, taking notes in the blank space on page 63.



All students must participate, either by posing or responding to a question, or both.



### Lesson 2 (continued)

Benchmark: ELA.K12.EE.4.1

Review: Students reflect on key issues raised during the seminar.



Have students review their seminar notes.



Direct students to choose 3 or 4 topics or questions they would like to explore further.



Writing Journal: Students write 3 or 4 topics they'd like to research further on page 64.

## Lesson 2—Conducting the Socratic Seminar

First, you're going to come up with two open-ended questions you'd like to ask during today's seminar.



Write your two questions on page 61 of your Writing Journal.

For each question asked during the seminar, write down the main topic and your thoughts about it.



Fill out the chart on page 62 of your Writing Journal during the seminar, using the blank space on page 63 to take additional notes.



Now that you've completed the seminar discussion, take a few moments to review the notes in your chart and choose a few topics to research further.



Record three or four topics you'd like to learn more about on page 64 of your Writing Journal.

1 640 The Titanic Collection • Lesson 2



#### Lesson 2 Materials

No materials.



#### Differentiation: Step G

ELL(Dev): Plan how you will assign pairs for this activity. ELL students should be assigned to work with non-ELL students or ELL students at a different level.

### Differentiation: Step H

ELL(Dev): ELL students or students who are below grade level in reading/writing may benefit from brainstorming open-ended questions with a partner before writing them down.



Share with your partner the three or four topics that you would like to learn more about. Together, decide on one person, topic, or issue to investigate further.



Write a question about your chosen topic on page 64 of your Writing Journal.



Conduct research to find the answer to the new question you composed. Use at least two sources.

Use the information literacy criteria you learned for evaluating credible research sources. Fill in the Source Credibility Checklist for both your first and second sources to make sure they are credible.



Working with your partner, complete the Source Credibility Checklist for both sources on pages 65-66 of your Writing Journal and write the answer to your research question on page 67.

Socratic Seminar and Internet Research • Lesson 2 641 🙏

### Before You Begin Lesson 4:

**Before You Begin Lesson 3:** 

This lesson involves Internet

access to the Internet.

research and should be saved for

a class period when students have

Lesson 4 is a Flex Day. Select from the range of activities to guide students to work on needed skills: grammar, revising an existing piece of writing, creating a new piece of writing, practicing close reading and discussion, or working visually with complex texts. Please see instructions in the digital lesson.

### Lesson 2 (continued)

Benchmark: ELA.6.C.4.1

**Brainstorm:** Students work in pairs to generate a research question based on the seminar.

- Assign student partners.
- Have partners compare the topics that interest them. Ask them to choose one topic that they will both investigate further.
  - Writing Journal: Direct students to write their question on page 64.
- Remember that a good research question...

is open-ended.

- · may begin with "how" or "why."
- is arguable or open to debate.
- Here's an example of a good research question: Why didn't the Titanic have enough lifeboats for all of the passengers?
- Here's an example of a poor research question: Who decided on the number of lifeboats for the Titanic?

## Lesson 2 (continued)

Benchmarks: ELA.6.C.4.1, ELA.K12.EE.4.1

Select Text: Students work in pairs to identify credible sources and gather information to research their questions.

Students search through the Collection texts or use the Internet when devices are available to find the answers to their new questions.

NOTE: We highly recommend students have access to the Internet to conduct their research for this step.

Writing Journal: Students work in pairs to complete the Source Credibility Checklist for both sources on pages 65-66 and write the answer to their research question on page 67.

Wrap-Up: Project.

Exit Ticket: Project.

End of Lesson 2





## Write an Essay



Students spend six lessons researching and writing a four-paragraph essay. This lesson sequence reinforces skills learned in earlier units, including writing a compelling introduction and a strong conclusion. Students also learn how to create in-text citations, frames for quotes, and a Works Cited page.

The unit concludes with a multimedia project and presentation. Students will create a social media profile for a Titanic passenger using our Spinnr app. This project requires students to revisit their research to find relevant information for the profile. It will also require them to use devices for Lesson 1 to conduct their research, and Lessons 7 and 8 to create and present their media projects.

### **Essay Prompts:**

### Research Option 1: Argumentative Essay

Who's to blame for the loss of life on the Titanic? Research a list of several parties involved in the tragedy. Some options include the *Titanic*'s Captain Smith, the telegraph officers, the *Titanic*'s lookouts, the captain of the Carpathia, and the White Star Line's owners and shipbuilders.

### Research Option 2: Informative Essay

Write an informative essay detailing the experience of the two young children known as the Titanic orphans. As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed *Titanic*, how they managed to survive the sinking, and what happened to them after the disaster.

#### Note:

Each Print essay sub-unit follows the same developmental path as the digital lesson, although there are digital-only activities specific to each sub-unit's Essay Prompt and text(s). We recommend you prepare and project as needed as you work through the Print essay activities to get the most out of essay lessons.

This is one of a group of lessons in which students are drafting a polished essay in clear stages. Therefore, if students do not have access to the digital lesson as they begin the essay, or will not have access during portions of the essay lessons, it is best to have them complete their writing for all lessons in print, rather than the digital writing space.

However, as with other writing assignments, your students will need to copy their final essay into the corresponding digital writing space if you want that writing to be included in Productivity and other reports.

## Sub-Unit 5



Lesson 1



Lesson 2



Lesson 3



Lesson 4



Lesson 5



Lesson 6



Lesson 7



Lesson 8

## Sub-Unit 5 at a Glance & Preparation Checklist

## **Lesson Preparation** Reading Lesson 1 The Titanic Collection **NOTE:** Students should have completed the Information Literacy lessons before starting this Internet research project. ☐ Prepare for students to use the Internet while working on their research. ☐ Review the essay rubric found in the Materials section so you are aware of the skills that will be emphasized in this unit. After students

The Titanic Collection Lesson 2

- ☐ Plan to put students in pairs for part of this activity.
- ☐ Write the claim statement for the sample research essay on the board: First-class and second-class passengers had a much better chance of survival than those in third class on the *Titanic*.

finish writing their essays, you will use this rubric to assess each essay.

☐ Print the Essay Graphic Organizer and Sentence Starters based on how you decide students will use them during the sub-unit.

Note that lesson Solos can be completed in the digital curriculum, through the Amplify Mobile Solos app, or in print. Solo Activities PDFs can be found in the Materials section of the digital Unit Guide, along with a Solo Answer Key.

The Titanic Collection Lesson 3

☐ Ensure students have access to Sample Essay 1 if needed.

The Titanic Collection Lesson 4

- ☐ Prepare to show examples of places where students provided strong evidence to support their claims in the work you collected yesterday.
- ☐ Identify students who may struggle to identify two places in their writing where they could revise. Mark one place in their writing where they could revise, then let them use that as a model to find the second place.
- ☐ Ensure students have access to Sample Essay 1 if needed.

## Benchmark Stack Writing Prompt **Essay Prompt:** ELA.K12.EE.1.1 ELA.6.C.4.1 Research Option 1: Argumentative Essay ELA.K12.EE.5.1 Who's to blame for the loss of life on the Titanic? Research a list ELA.K12.EE.6.1 of several parties involved in the tragedy. Some options include ELA.6.C.1.3 the Titanic's Captain Smith, the telegraph officers, the Titanic's ELA.6.C.1.4 lookouts, the captain of the Carpathia, and the White Star Line's owners and shipbuilders. Research Option 2: Informative Essay Write an informative essay detailing the experience of the two young children known as the Titanic orphans. As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed Titanic, how they managed to survive the sinking, and what happened to them after the disaster. The essay lessons use daily revision to organize and improve writing, ELA.6.C.1.3 enabling students to build up to the final, finished essay. ELA.6.C.1.4 ELA.K12.EE.1.1 ELA.K12.EE.4.1 ELA.6.C.4.1 Write one or two paragraphs providing key information you ELA.K12.EE.5.1 discovered about your topic. Make sure to include two framed ELA.6.C.1.3 quotes from at least two sources. ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.6.C.1.4 The essay lessons use daily revision to organize and improve writing, ELA.6.C.1.3 enabling students to build up to the final, finished essay. ELA.6.C.1.4 ELA.6.C.1.5 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1

ELA.6.V.1.1

## **Lesson Preparation**

## Reading

### Lesson 5

No additional prep.

The Titanic Collection

### Lesson 6

- ☐ Prepare examples of 4 student essays.
- ☐ When students finish writing their essays, use the essay rubric found in the Materials section to assess them.

### The Titanic Collection

### Lesson 7

**NOTE:** The last 2 lessons involve extensive use of Amplify's simulated social media app, Spinnr, and should be saved for a class period when students have access to devices.

☐ Prepare to organize students into pairs to rehearse their presentations at the end of class.

#### The Titanic Collection

### Lesson 8

**NOTE:** The last 2 lessons involve extensive use of Amplify's simulated social media app, Spinnr, and should be saved for a class period when students have access to devices.

☐ Prepare for students to present their projects in front of the class.

### The Titanic Collection

Writing Prompt	Benchmark Stack
The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	ELA.K12.EE.5.1 ELA.6.C.1.3 ELA.6.C.3.1 ELA.6.C.5.2 ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.6.1
The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	ELA.K12.EE.1.1 ELA.6.C.2.1 ELA.6.C.4.1 ELA.6.C.5.2
The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	ELA.K12.EE.5.1 ELA.6.C.2.1 ELA.6.C.5.1 ELA.6.C.5.2 ELA.6.C.4.1
The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.	ELA.6.C.2.1 ELA.6.C.5.1

## Sub-Unit 5 Essay Lessons

### **Lesson 1:** Gathering Evidence



**Present:** Students review the Essay Prompt and the work they will do on the essay in this lesson.



Tell students that they will be working on a research paper based on topics from the Collection.



Their essays will...

- be either argumentative or informative.
- consist of 4 paragraphs: an introduction, 2 body paragraphs, and a conclusion.
- be written about a topic they select from the 2 options.
- include a Works Cited page that lists the resources they cited in their research.

**NOTE:** If some students want to research a question they generated in either of the Internet Research lessons, they may do so, as long as you judge the question worthy of researching.



**Writing Journal:** Direct students to page 70 in the Writing Journal.



Read aloud the Research Options.



Review the Calendar of Essay Days on page 646 and Elements of a Research Essay on page 647 of the Student Edition.

### Lesson 1 Materials

- Research Option 1 Projection
- Research Option 2 Projection
- Essay Rubric
- Essay Graphic Organizer
- Titanic Essay Sentence Starters

## **Lesson 1** (continued)



**Select:** Students select an option to research and write about for their essay.



**Writing Journal:** Students review the 2 research options on page 70 of their Writing Journal.



Both informational and argumentative essays require a claim to be made in the first paragraph.



**Work Visually:** Students conduct research on their selected topic.



If possible, students should use online resources for their research during this activity.



35 min

Have students review the Collection and the Internet if possible to choose credible sources for their essays.



**Writing Journal:** Students fill in the chart on page 72 for each source they find.



Wrap-Up: Project.

#### End of Lesson 1

### Differentiation for Essay:

An Essay Graphic Organizer is provided in Materials to assist students who need support planning for their essay. The Essay Graphic Organizer can be utilized as a whole document, or different pages can be handed out to students based on their needs.

## **Lesson 2:** Making a Claim and Writing a Body Paragraph

**Review:** Students review the research project options and the calendar to see what work they have completed and preview the work to do in this lesson.

Review the Elements of a Research Essay on page 647 of the Student Edition.

Review the calendar to preview the work students will complete in today's lesson.

Select Text & Share: Students identify places in the sample essay where the writer describes and explains the evidence and makes a transition between paragraphs, then share what they found.

You are going to use the evidence from your research to write 2 body paragraphs and a transition sentence.

Remember to write a transition sentence at the start of the second paragraph to show how it relates to the first. Let's take a look at how this was done in the sample essay.

**Project:** Sample Essay.

Use the Sample Essay with Highlighted Transitions and Evidence to support the discussion.

Read the Sample Essay 1 aloud.

Ask volunteers to locate:

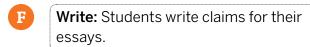
· sentences where the writer describes and explains the textual evidence in the 2 body paragraphs.

 transition sentences between body paragraphs.

• the central claim sentence.

Discuss student responses.

### Lesson 2 (continued)



Writing Journal: Students complete Activities 1 and 2 on page 73.

On-the-Fly: Circulate around the room to support students.

G **Write:** Students write body paragraphs for their essays.

If you finish your first body paragraph early, you can choose another point and start your second body paragraph.

Writing Journal: Students write their body paragraphs on page 74.

On-the-Fly: Circulate around the room to support students.

#### End of Lesson 2

### **Lesson 2 Materials**

- Sample Essay with Highlighted Transitions and Evidence
- Elements of a Research Essay
- Sample Essay 1

## **Lesson 3:** Writing a Body Paragraph and an Introduction

- Η Check-In & Write: Students answer questions to check the progress of their essays, then write the second body paragraph for their essays.
- **Project:** Self-Assessment activity from the digital lesson.
- Writing Journal: Students note which things they say "No" to.
- Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who answered "Yes" to question 6.
- **Project:** Elements of a Research Essay.
- Review the elements of a body paragraph so students can make sure they have all of the components.
- Writing Journal: Students write their second and third body paragraphs on page 75.
- On-the-Fly: Circulate around the room to support students.
- Present & Select Text: Students review the Elements of an Introduction, then identify the elements of an introduction in the sample essay to prepare for writing their own essay introductions.
  - Read aloud the Elements of an Introduction on page 647 of the Student Edition.
    - Let's look for the elements of an introduction in the sample essay: lead, key background or context, and claim.

### **Lesson 3** (continued)

- Writing Journal: Students complete Activities 1 and 2 on page 76 using the Sample Essay 1 handout.
- Share responses. Ask students if they agree or disagree with an answer, and have them explain why.
  - **Project:** Highlighted Sample Essay Introduction.
  - **Write:** Students write their introductions.
  - Writing Journal: Students write 2 or 3 leads on page 76.
- On-the-Fly: Circulate around the room to support students.
  - Writing Journal: Students write their introductions on page 77.
  - Wrap-Up: Project Poll 1. dl.

#### End of Lesson 3

### Lesson 3 Materials

- Elements of a Research Essay
- Introduction
- Sample Essay 1

15 min

# **Lesson 4:** Revising and Writing a Conclusion

K

**Spotlight:** Students analyze the Spotlights showing supporting evidence for claims to prepare for their own revisions.

<u>▶</u>

**Project:** Spotlight app and read aloud the samples prepared or the samples selected from students' Writing Journals.

•

Call on students to discuss how the evidence in each Spotlight supports the writer's claim.



**Select Text & Revise:** Students identify places to revise their body paragraphs, then write additional evidence or describe evidence further.



13 min

**Writing Journal:** Students revise and rewrite their body paragraphs on pages 78 and 79.



Discuss responses.



**Present & Select Text:** Students read the Elements of a Conclusion and identify and discuss the conclusion in the sample essay.



Read aloud the Elements of a Conclusion on page 647 of the Student Edition.



**OPT: Project:** Digital activity for Select Text.



Use Sample Essay 1 to support students as you highlight and discuss the elements of a conclusion.

### Lesson 4 (continued)



**Write & Share:** Students restate their claim and write a final thought to draft their essay conclusions, then share with the class.



**Writing Journal:** Students write their conclusions on page 80.



16 min

**On-the-Fly:** Circulate around the room to support students.

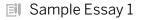


**Share:** Select 2 or 3 students to read aloud their favorite 1 or 2 conclusions.

### End of Lesson 4

### **Lesson 4 Materials**





# **Lesson 5:** Finishing and Editing the Essay

- Check-In & Revise: Students answer questions about the progress of their essays, then review the Elements of a Research Essay to help them complete all the elements of their essay.
- **Project:** Self-Assessment activity from the digital lesson.
- Writing Journal: Students note which things they say "No" to.
- Circulate to review student responses to the Self-Assessment. Make a note to revisit during writing any students who answered "Yes" to question 6.
- Read aloud the Elements of a Research Essay on page 647 of the Student Edition.
- You can complete whatever parts of your essay still need some work. Focus on revising your introduction, body paragraphs, or conclusion to make your essay stronger.
- Writing Journal: Students make improvements to their essay components, then write a complete draft on page 85.
- If devices are available, direct students to type their revised essays into their digital workspace.
- **Revise:** Students use Editing Process guidelines to edit their essays.
- Go over the steps of the Editing Process on page 648 of the Student Edition.
  - **Writing Journal:** Students use the Editing Process to edit their essays.

## **Lesson 5** (continued)

- Write: Students write a final copy of their essay.
- Writing Journal: Students write the final copy of the essay on page 85.
  - Share: Students share their writing, demonstrating command of formal English, and provide feedback to others.
  - Reading your writing aloud is a great way to catch errors and look for new writing opportunities.
  - Give students a few minutes to find one moment in their essay—no more than a paragraph—that they want to share.
    - Share: Call on 2 or 3 volunteers to share. Each volunteer should call on 1–3 listeners to comment.
  - As you read, pay attention to spelling, punctuation, and grammar, and note any changes you might want to make.

#### End of Lesson 5

### **Lesson 5 Materials**

- Elements of a Research Essay
- Editing Process



# **Lesson 6:** Creating Citations and a Works Cited List

S

### **Spotlight Intros & Conclusions:**

Spotlight student writing to provide examples of strong leads in introductions and restatements of the claims in conclusions.



Read aloud 2 strong introductions and 2 strong conclusions from student essays.



What are the claims in these introductions?



What are the leads? What makes them effective?



What are the restatements of the claims in the conclusions? What makes them effective?



**Revise:** Students write their in-text citations to show where their evidence comes from.



Read aloud the Guidelines for In-Text Citations on page 646 of the Student Edition.



101

Answer any questions students may have. Explain that when citing texts from the Collection, students should include paragraph (par.) numbers from the text in parentheses at the end of the quotation.



**Writing Journal:** Students review and finalize the in-text citations in their essays on page 85.

### Lesson 6 (continued)



**Write:** Students create a Works Cited page to show sources used in their essay.



Read aloud the Guidelines for a Works Cited page.



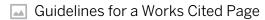
Explain that students also need a complete list of citations titled "Works Cited" below their essay.

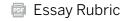


**Writing Journal:** Students create their Works Cited pages on page 87.

### End of Lesson 6

### **Lesson 6 Materials**





## Before You Begin Lessons 7 & 8:

These lessons involve extensive use of a timeline-generating website and should be saved for a class period when students have access to the Internet.

### **Amplify ELA Staff Credits:**

The following team created this version of Amplify ELA. Included are content experts, curriculum developers, designers, editors, illustrators, managers, marketers, producers, and writers.

India AmosJessica GrahamJackie PiersonKirsten AndersonMostafa HabibBrenda PilsonBrian AnthonyCaroline HadilaksonoJill PrestonAndrew AveryKen HarneyDiana ProjanskyJennifer BallIan Scott HorstHannah Pulit

Amanda Behm Susan Kano Theodora Redding Laurie Bell Anna Katterjohn Max Reinhardsen

Maia BenaimIrene KellySyed RizviBrian BlackSean KelleyAmanda RodiAllie BogusTeri KinneyDeborah SabinCandy BrattonLinni KralKelly Saxton

Catherine Cafferty Robert Kurilla Miranda Schwartz Kristen Cenci Tashi Lama Rachel Schwartz Irene Chan Andrea Lausevic Sabir Shrestha Susan Chicoski Christina Lee Kamilah Simpson Alexandra Clarke Melissa Lewis Abigail Sindzinski Alix Clyburn Amy Liu Jennifer Skelley Fred Cofone Dan Lucas Aimee Smith Samuel Crane Patrick Mahony Matt Soucy Barbara Crook Shivani Manghnani Jordan Stine Monica Dalvi Rebecca Mazzoni Stacey Sundar Krista Daly Tre McClendon Elizabeth Thiers Elizabeth Dantzler Susan Meyer Nancy Tsai

Gregg Driben Meredith Mormile Elizabeth Von Schoff
Matthew Ely Ian Nies Leah Walker
Ayala Falk Tory Novikova Claire Wang
Pedro Ferreira Zoe O'Brian Karen Wang
E. Ferri Erin O'Donnell Augustina Warton

Yasuko Morisaki

Jonathan Tully

**Emily Turner-Julier** 

Jeff Miller

Nan FitzgeraldChris O'FlahertyMargaret WickhamAna FonsecaChioma OkparaPaige WomackBeth FreyEddie PeñaSarah WorthingtonNicole GaluszkaLesley PerezJessica Yin Gerena

Sarah Garrett Lisa Perniciaro Ana Zapata

Roza Gazarian Mike Peterson

Bonnie Dobkin

Dawn Dolinski

Udi Goldstein Emmely Pierre-Louis



