

Unit 6F: The *Titanic* Collection



© 2021 Amplify Education, Inc.

All trademarks and copyrights are the property of Amplify or its licensors.

amplify.com



The *Titanic* Collection

Everything about the *Titanic* was enormous. The contents of the kitchen alone illustrate the scale: Its pantries contained 40 tons of potatoes, 40,000 fresh eggs, and 36,000 apples, enough food to feed the 2,207 people on board. When disaster struck, it was also on an epic scale. Of those 2,207 people, only 712 survived. You'll discover that there are a lot of questions that need answers: Who was really to blame for the ship's sinking? Who were the *Titanic* orphans? Were third-class passengers really served gruel for supper (and what *is* gruel)? And, that's just the tip of the iceberg—bon voyage!

Materials

Your assigned text passages for these lessons can be accessed at least one of the following ways. Please follow your teacher's instructions on where to complete your reading.

- Print Student Edition
- Print Amplify ELA Grade 6 Anthology
- Digital eReader, accessible via computer or mobile device*

* **Reminder:** You can access this or any book in the Amplify Library by downloading it onto your device for offline reading.

Your teacher may also assign you Solos for some of these lessons. These Solo assignments can be completed any the following ways. Please follow your teacher's instructions on how to complete Solos.

- On paper in a printed version of the Solo activity
- On your mobile device via Mobile Solos
- On your computer using the digital Solo activity

The Student's Mindset

Take academic and social risks.

Write about one thing that grabs your attention.

Read carefully, observe closely, and share what you think.

Show your classmates the impact they are making.

Write with the reader in mind. Read with the writer in mind.



Rules for Writing Prompts

1. Write for 10 minutes.
2. Keep focused on your writing.
3. Try not to get distracted or take breaks.

Rules for Sharing

You'll be asked to share your writing after some activities in these at-home lessons. You can do this in person with someone in your home, or by calling a friend or classmate over the phone!

When you share, be sure to follow these rules:

1. If you are reading:
 - a. Read loudly and slowly.
 - b. When you're done, ask your listener to respond using the Response Starters.
2. If you are listening:
 - a. Wait until the reader has finished to respond.
 - b. Using the Response Starters, tell the reader which details made an impact on you.

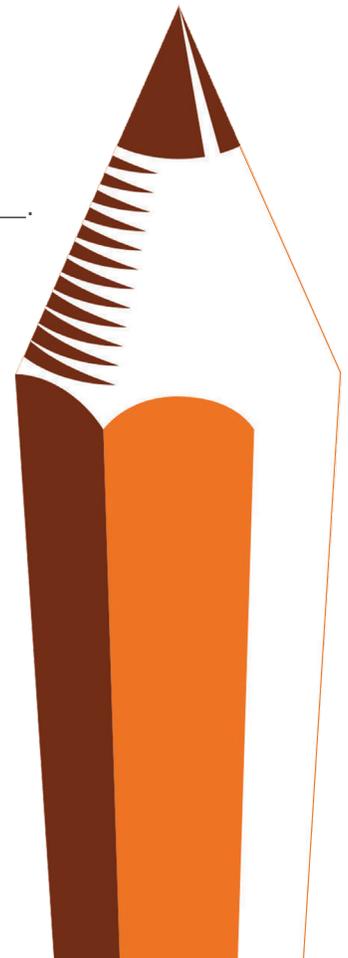
Response Starters

1. I liked when you used the word _____ because _____.
2. You created a clear picture of _____ when you wrote _____.
3. When you wrote _____, it helped me see that _____.

Close Reading Practice

During close reading, be sure to read carefully, observe closely, and share what you think using the following practices:

- Identify words or phrases that you notice.
- Make a note that explains what you noticed.
- Discuss your observations with a classmate over the phone, or with someone at home.

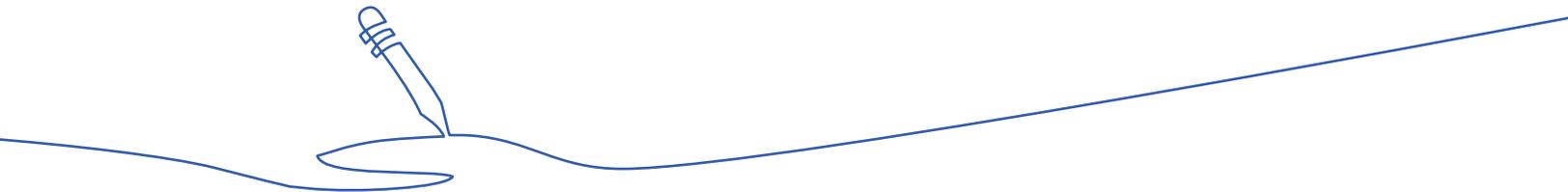


Unit 6F, Sub-Unit 1

Information Literacy



You can find everything you need to know, and more, on the Internet.
Let's get started...



Unit 6F, Sub-Unit 1: Information Literacy

LESSON 1 OVERVIEW

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

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.

LESSON 1 A Website's Credibility

You'll work on a research project in this unit, and this lesson is the first step in the process.

The Internet can be a good starting place for a research project, but it's not always easy to tell if the information on a website is factual, or if the site is credible.

Assessing Website Credibility

Ask yourself the following questions when determining a website's credibility:

- Does the website provide information about the author's background? Based on that information, does the author seem credible? How do you know?
- Does the website make any claims? Are the claims supported with evidence?
- Do the links work? Do they take you to credible websites?
- How recently was the source written or updated?
- Is the website operated by a respected organization?
- Is the information on the website mainly facts or opinions?

1. How else might you check on the credibility of a website?

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 1 Evaluating Sources

Using the list of questions you read at the start of this lesson, evaluate the following sources.

1. Complete the chart by reading the description of each source on the left, then ticking the box to indicate if you think this source sounds credible or not credible.

| Source | Credible | Not Credible |
|--|----------|--------------|
| 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 <i>The New York Times</i> about oil spills and bird life | | |

2. How does not knowing an author's identity affect the credibility of a source?

3. Do you assume that a well-known and respected news source is credible? _____

4. Is that a reasonable assumption? Why?

Although some sources are likely to be more credible than others, you should always question the source. You should corroborate (or validate) the source by double-checking the information with another credible source. You should also look for information about the author to check on their credentials.

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 1 Domain Extensions

The websites listed below all have different domain extensions (the three letters at the end of their URLs).

1. What do you think each domain extension is short for? Write your answers on the line after each URL.

- www.noaa.gov _____
- eps.berkeley.edu _____
- wikipedia.org/wiki/Marine_Life_Protection_Act _____
- www.oceanfdn.org _____
- www.mbgnet.net _____
- www.theguardian.com/environment/georgemonbiot/2016/feb/15/save-uk-seas-from-governments-who-make-a-mockery-of-marine-conservation

2. Is one type of domain extension more credible than another? Explain your answer.

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 2 OVERVIEW

This lesson involves extra practice with websites and requires Internet access. You're going to jump ahead to Lesson 3!

LESSON 3 OVERVIEW

I know *you'd* never copy someone else's work and attempt to turn it in as your own, but this lesson will help your classmates stay honest.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 2 Solo.

LESSON 3 Avoiding Plagiarism

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

1. What is an example of plagiarism?

2. Is it plagiarism to copy and paste text from Wikipedia? _____

3. Is it plagiarism to sing a popular song in the shower? _____

4. When would it be plagiarism to sing someone else's song?

Now that you know what plagiarism is, take a look at how to avoid it.

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.

To do this, think of the borrowed words as a picture or photograph and always surround them with a "frame."

LESSON 3 Avoiding Plagiarism

A completed, framed quote has three parts:

1. An 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, a book)

As the author indicates, "the Aztecs used cacao seeds in their religious ceremonies, offering the seeds as a sacrifice to the gods" (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).

However, not every idea and fact has to be cited. When you use ideas and facts that are common knowledge (e.g., vegetables are good for your health), well-known historical facts (e.g., George Washington was the first president of the United States), myths, common sense observations (e.g., the ocean is vast), or folklore, you do not need to cite your source.

How do you know if information is common knowledge? If it's something you think your readers will already know or could easily find in general reference materials, then it's probably common knowledge. But, when you aren't sure, always cite!

Examine this properly framed quote alongside the original text:

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."

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).

LESSON 3 Avoiding Plagiarism

5. Name the following elements of the framed quote:

- The source _____
- The opening frame (or introduction) _____
- The direct quote _____

Now you'll create your own framed quotes!

6. From the bank of options below, create three framed quotes. Each of your quotes should have an opening frame and a direct quote with source.

| | |
|--|--|
| <p>A. According to the text, B. According to the article, C. As the author states, D. The author argues that E. The text says,</p> | <p>F. "Most of the other children work on their family farms where they need to sell every bean to make money for their families to survive" (Dunn, 3).</p> <p>G. "Christopher Columbus was the first European to come in contact with cacao" (Spadaccini, 6).</p> <p>H. "By purchasing shade-grown coffee and organic chocolate products, consumers can help protect birds and other wildlife" (Lange, 5).</p> <p>I. "A study ties chocolate consumption to the number of Nobel Prize winners a country has and suggests it's a sign that the sweet treat can boost brain power" (Ritter and Marchione, 1).</p> |
|--|--|

• Quote 1: _____

• Quote 2: _____

• Quote 3: _____

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 3 Avoiding Plagiarism

7. Select a brief direct quote from the sentence below and rewrite it using the framing technique.

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.

Your framed quote: _____

LESSON 3 Paraphrasing

Properly framing a direct quote is one way to share 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.

When you paraphrase, you rewrite text in your own words. You express the author’s meaning without adding anything new or leaving anything out.

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. This gives the reader the impression that you wrote the whole paragraph.

The term “patchwork plagiarism” comes from the way patchwork quilts look. These quilts are often made from many different pieces of old clothes. Small pieces of a shirt, a pair of pants, or a sweater may be collected and sewn together into a quilt.

Look at this example of patchwork plagiarism, in which the underlined phrases are taken directly from the text:

| Direct Quote | Patchwork Plagiarism |
|---|--|
| Nearly everyone loves chocolate, creating a high demand for cacao beans. With that popularity comes a high cost to the environment. | Just about <u>everyone loves chocolate,</u> which creates <u>a high demand for cacao beans.</u> With <u>that popularity,</u> there is a <u>high cost to the environment.</u> |

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 3 Paraphrasing

Complete the chart below. Read the original text sentences in the left column, then in the right column write a paraphrase for each sentence.

| Original Quote | Paraphrase |
|---|------------|
| <p>From "The Sweet Lure of Chocolate" by Jim Spadaccini</p> <p>While it is likely that Columbus brought the cacao beans he seized back to Europe, their potential value was initially overlooked by the Spanish King and his court.</p> | |
| <p>From "The Iceberg Was Only Part of It," <i>The New York Times</i>, by William J. Broad</p> <p>On a moonless night in the North Atlantic, the liner hit an iceberg and disaster ensued, with 1,500 lives lost.</p> | |

Unit 6F, Sub-Unit 1: Information Literacy

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 1, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6F, Sub-Unit 2

Scavenger Hunt and Internet Research



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



Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 OVERVIEW

Be the first to find the text or image with the answer and win the scavenger hunt (and learn a thing or two).

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 1, Lesson 4 Solo.

LESSON 1 *The Titanic*

Today you're going to begin a unit about the *Titanic*. Start by writing down what you already know about the *Titanic*.

1. Create a list of everything you already know about the *Titanic*.

2. Create a list of everything you would like to learn about the *Titanic*.

LESSON 1 Text Scavenger Hunt

Welcome to the first *Titanic* **text** scavenger hunt. To find the answer to this scavenger hunt question, you'll have to search through the texts in The *Titanic* Collection.

Text Scavenger Hunt Question: Which lifeboat rescued Miss Francatelli and her boss from the sinking *Titanic*?

1. Scan each of the following texts to find the answer to the scavenger hunt question. You'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - A Letter from Mary Lines (1912), page 158 of the Amplify ELA Grade 6 Anthology
 - "Testimony of Olaus Abelseth" from United States Senate Inquiry, page 160 of the Amplify ELA Grade 6 Anthology
 - Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember*, page 165 of the Amplify ELA Grade 6 Anthology
 - Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic*, page 168 of the Amplify ELA Grade 6 Anthology
 - Discovery of the *Titanic*, page 180 of the Amplify ELA Grade 6 Anthology
 - "The Iceberg Was Only Part of It" from *The New York Times*, page 185 of the Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Text Scavenger Hunt Question: Which lifeboat rescued Miss Francatelli and her boss from the sinking *Titanic*?

A Letter from Mary Lines (1912)

1. What things do Mary and her family attempt to bring on the lifeboat?

2. List three similes that Mary uses to describe the ocean and the iceberg.

3. Was the experience of getting into a lifeboat orderly or chaotic? Were passengers kept informed about what was happening to the ship? Explain your answer.

“Testimony of Olaus Abelseth” from United States Senate Inquiry

1. What words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank? Where was Mr. Abelseth when he heard these noises and what did he see?

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 1

- 2. What was Mr. Abelseth’s response when a call went out for sailors to step up and help after the ship hit the iceberg? Why did he react this way?

- 3. After reading Mr. Abelseth’s testimony, do you think steerage passengers were locked below deck after the *Titanic* hit the iceberg? Explain your answer using evidence from the testimony.

Chapter 7—“There Is Your Beautiful Nightdress Gone” from A Night to Remember

- 1. List four changes in ocean travel that occurred as a result of the *Titanic* disaster.

- 2. How were third-class (or steerage) passengers treated on the *Titanic*?

LESSON 1 Close Read 1

- 3. Do you think the inquiries on the sinking of the *Titanic* held in the United States and England were fair or unfair? Explain your answer.

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

- 1. What was the weather like on the night the *Titanic* sank?

- 2. How many warnings of icebergs did the *Titanic* operator receive?

- 3. How much time elapsed from the first mention of hitting an iceberg to the last transmission?

Discovery of the *Titanic*

- 1. Name two reasons why it was so hard for the *Knorr* to find the wreck of the *Titanic*.

LESSON 1 Close Read 1

2. What strategy did Ballard use for finding the sunken ship?

3. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why?

“The Iceberg Was Only Part of It” from *The New York Times*

1. Why were there unusually high tides two months before the *Titanic* sank?

2. How does the cold water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew?

3. How could a cold mirage have played a part in the sinking of the *Titanic*? This is an unusual argument to find in *The New York Times*. Trace the scientist's argument. Pick the evidence that you find most convincing and the evidence that you find most outrageous. Explain why.

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Text Scavenger Hunt 2

Now you'll complete another **text** scavenger hunt!

Text Scavenger Hunt 2 Question: At what time did the *Titanic* receive the first report of large quantities of ice in the area?

1. Scan each of the following texts to find the answer to the scavenger hunt question.
 - A Letter from Mary Lines (1912), page 158 of the Amplify ELA Grade 6 Anthology
 - "Testimony of Olaus Abelseth" from United States Senate Inquiry, page 160 of the Amplify ELA Grade 6 Anthology
 - Chapter 7—"There Is Your Beautiful Nightdress Gone" from *A Night to Remember*, page 165 of the Amplify ELA Grade 6 Anthology
 - Excerpts from various public domain sources: Final Wireless Transmissions Aboard the RMS *Titanic*, page 168 of the Amplify ELA Grade 6 Anthology
 - Discovery of the *Titanic*, page 180 of the Amplify ELA Grade 6 Anthology
 - "The Iceberg Was Only Part of It" from *The New York Times*, page 185 of the Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Text Scavenger Hunt 2 Question: At what time did the *Titanic* receive the first report of large quantities of ice in the area?

A Letter from Mary Lines (1912)

1. What things do Mary and her family attempt to bring on the lifeboat?

2. List three similes that Mary uses to describe the ocean and the iceberg.

LESSON 1 Close Read 2

- 3. Was the experience of getting into a lifeboat orderly or chaotic? Were passengers kept informed about what was happening to the ship? Explain your answer.

“Testimony of Olaus Abelseth” from United States Senate Inquiry

- 1. What words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank? Where was Mr. Abelseth when he heard these noises and what did he see?

- 2. What was Mr. Abelseth’s response when a call went out for sailors to step up and help after the ship hit the iceberg? Why did he react this way?

- 3. After reading Mr. Abelseth’s testimony, do you think steerage passengers were locked below deck after the *Titanic* hit the iceberg? Explain your answer using evidence from the testimony.

LESSON 1 Close Read 2

Chapter 7—“There Is Your Beautiful Nightdress Gone” from *A Night to Remember*

- 1. List four changes in ocean travel that occurred as a result of the *Titanic* disaster.

- 2. How were third-class (or steerage) passengers treated on the *Titanic*?

- 3. Do you think the inquiries on the sinking of the *Titanic* held in the United States and England were fair or unfair? Explain your answer.

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

- 1. What was the weather like on the night the *Titanic* sank?

- 2. How many warnings of icebergs did the *Titanic* operator receive?

LESSON 1 Close Read 2

- 3. How much time elapsed from the first mention of hitting an iceberg to the last transmission?

Discovery of the *Titanic*

- 1. Name two reasons why it was so hard for the *Knorr* to find the wreck of the *Titanic*.

- 2. What strategy did Ballard use for finding the sunken ship?

- 3. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why?

“The Iceberg Was Only Part of It” from *The New York Times*

- 1. Why were there unusually high tides two months before the *Titanic* sank?

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 1 Close Read 2

2. How does the cold water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew?

3. How could a cold mirage have played a part in the sinking of the *Titanic*?

LESSON 1 Image Scavenger Hunt

Now you'll complete an **image** scavenger hunt! You'll conduct this scavenger hunt using images from The *Titanic* Collection. Remember to read any captions to find additional clues.

Image Scavenger Hunt Question: Which passengers ate their meals closest to the boiler room?

1. Scan each of the following images to find the answer to the scavenger hunt question.
 - *Carpathia Manifest Records*, page 157 of the Amplify ELA Grade 6 Anthology
 - Amalgamated Musicians Union Poster, page 167 of the Amplify ELA Grade 6 Anthology
 - Three Menus: First-Class, Second-Class, Third-Class (Steerage), pages 173–175 of the Amplify ELA Grade 6 Anthology
 - Scraping Past the Berg, page 178 of the Amplify ELA Grade 6 Anthology
 - *The Sinking of the Titanic*, Max Beckmann, 1912–1913, page 182 of the Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 1 Close Read 3

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Image Scavenger Hunt Question: Which passengers ate their meals closest to the boiler room?

***Carpathia* Manifest Records**

1. Examine the “Calling or Occupation” column. What class do you think most of these passengers were traveling in?

2. Do you think that the government was asking for useful information? If you were the one taking a survey of the survivors of the *Titanic*, what questions would you have asked them and why?

Amalgamated Musicians Union Poster

1. What’s the most notable decorative element used in framing the photos of the musicians? Why do you think the artist chose this image?

2. The title states that the musicians “died at their posts like men.” Rewrite this part of the title using your own words.

3. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?

LESSON 1 Close Read 3

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

- 1. The first-, second-, and third-class menus are not the same. Name three differences and explain why you think these differences existed.

- 2. There is one striking addition to the third-class menu that none of the other menus have. What is it? Why is it included? Does it seem fair or unfair? Explain your answer.

- 3. Imagine you've never heard of the *Titanic*. The only artifacts that survived are these menus. What conclusions would you draw from what the passengers were served?

Scraping Past the Berg

- 1. Look closely at the illustrations of the rooms on the *Titanic*. What differences do you see between the first- and third-class dining saloons?

LESSON 1 Close Read 3

- 2. The caption beneath the illustration states, "THROUGH THE PORTHOLES WE SAW ICE RUBBING AGAINST THE SHIP'S SIDES." According to the picture, where would you need to be to have the best view of the iceberg?

The Sinking of the Titanic

- 1. What is the main focus of this painting?

- 2. List five words that describe the scene depicted in the painting.

- 3. If you were asked to rename the painting, what would you call it?

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 OVERVIEW

There's more to learn: dive into The *Titanic* Collection and see for yourself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 1 Solo.

LESSON 2 Facts About the *Titanic*

1. Write a list of new facts about the *Titanic* that you discovered in the last lesson.

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 Image Scavenger Hunt 1

Now get ready to complete another **image** scavenger hunt! Remember that you will find the answer to the scavenger hunt question by exploring in The *Titanic* Collection.

Be sure to read any captions to find additional clues.

Image Scavenger Hunt 1 Question: 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 of the following images to find the answer to the scavenger hunt question.
 - Margaret Brown and Captain Rostron, page 160 of the Amplify ELA Grade 6 Anthology
 - *Titanic* Deck, page 170 of the Amplify ELA Grade 6 Anthology
 - How the “Titanic” Gradually Sank Bow First with Her Lights Blazing to the Last, page 180 of the Amplify ELA Grade 6 Anthology
 - Cabins on the *Titanic*, pages 188 and 189 of the Amplify ELA Grade 6 Anthology
 - Molly Brown’s Claim for Property Lost Aboard the *Titanic*, page 164 of the Amplify ELA Grade 6 Anthology
 - Steamship “Titanic” Showing Length as Compared with Highest Buildings, page 184 of the Amplify ELA Grade 6 Anthology
2. Once you’ve found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 1

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

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

Margaret Brown and Captain Rostron

1. Look closely at Molly Brown’s attire. Describe her outfit.

LESSON 2 Close Read 1

- 2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?

***Titanic* Deck**

- 1. How would you describe the atmosphere on the open-air deck?

- 2. Are the people on the deck first-class, second-class, or third-class (steerage) passengers? Support your response with evidence from the image.

- 3. Imagine what a cruise might be like today. Describe the differences and similarities.

LESSON 2 Close Read 1

How the “Titanic” Gradually Sank Bow First with Her Lights Blazing to the Last

- 1. Thinking about what you have learned about the *Titanic* disaster so far, do you think this is an accurate portrayal of events during the sinking? Why or why not?

- 2. Compare this image with the Max Beckmann painting *The Sinking of the Titanic* (page 182 of the Amplify ELA Grade 6 Anthology). What are the similarities and differences between these two images?

Cabins on the *Titanic*

- 1. What luxuries does the first-class room have that the second-class room doesn't have? What luxuries does the second-class room have that the third-class room lacks?

- 2. Imagine you are designing a travel brochure for the *Titanic*. Write a caption for each of the cabins.

LESSON 2 Close Read 1

Molly Brown’s Claim for Property Lost Aboard the *Titanic*

- 1. Name three things this list tells you about Molly Brown.

- 2. What class is Molly Brown: first, second, or third? _____

- 3. Imagine that you were a third-class passenger. Write a similar list documenting the items that you might have lost. How are the two lists different?

Steamship “Titanic” Showing Length as Compared with Highest Buildings

- 1. How do the comparisons in this illustration help you to understand the size of the *Titanic*?

LESSON 2 Close Read 1

2. Would the chart have the same impact without the illustration? Why or why not?

3. What in this illustration surprises you most? Explain your answer.

LESSON 2 Scavenger Hunt 2

Now you'll complete a **text** scavenger hunt!

Scavenger Hunt 2 Question: According to Henrietta Mann, what will eventually be left of the *Titanic* wreckage?

1. Scan each of the following texts to find the answer to the scavenger hunt question. Remember that you'll find the answer toward the beginning of one of these texts. If you don't see it quickly, you should move on to the next text.
 - Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror*, page 152 of the Amplify ELA Grade 6 Anthology
 - Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters*, page 170 of the Amplify ELA Grade 6 Anthology
 - Untitled Poem, page 176 of the Amplify ELA Grade 6 Anthology
 - "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers," from *The New York Times*, page 179 of the Amplify ELA Grade 6 Anthology
 - "Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says" from *Epoch Times*, page 183 of the Amplify ELA Grade 6 Anthology
 - Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland, page 190 of the Amplify ELA Grade 6 Anthology
2. Once you've found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 2

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt 2 Question: According to Henrietta Mann, what will eventually be left of the *Titanic* wreckage?

Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror*

1. How many people could the *Titanic* hold? How many people could the lifeboats hold?

2. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?

3. What point is the author trying to make when he describes some of the luxuries on the ship?

Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*

1. What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?

2. What selection process did the officers use to determine which men should row the lifeboats? Would you have used the same process? Explain your response.

LESSON 2 Close Read 2

- 3. Explain what the author means in the last paragraph when he writes about the two kinds of volunteers.

Untitled Poem

- 1. Who is the narrator of the poem?

- 2. Which lines tell of a fight? Who is the fight between?

- 3. Line 15 reads, "I sat, the stricken city, bruised between grief and shame..." Explain what this means.

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

- 1. Where were the children at the time this article was written?

LESSON 2 Close Read 2

- 2. Did Mr. Hoffman care about the children? How do you know? Use evidence from the text to explain your answer.

- 3. This article provides limited information. What questions about the orphans does it answer?

“Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times*

- 1. What are *Halomonas titanicae* and how are they affecting the sunken *Titanic*?

- 2. What problem might *Halomonas titanicae* cause?

LESSON 2 Close Read 2

3. How might *Halomonas titanicae* be useful in recycling? Explain your answer, including two quotes from the article.

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

1. What prompted Tillett to write this letter?

2. According to Tillett, what decisions led to the *Titanic* disaster?

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?

LESSON 2 Scavenger Hunt 3

Are you ready for another **image** scavenger hunt? Go!

Scavenger Hunt 3 Question: Was the *Titanic's* length greater than the height of the pyramids?

1. Scan each of the following images to find the answer to the scavenger hunt question.
 - Margaret Brown and Captain Rostron, page 160 of the Amplify ELA Grade 6 Anthology
 - *Titanic* Deck, page 170 of the Amplify ELA Grade 6 Anthology
 - How the “Titanic” Gradually Sank Bow First with Her Lights Blazing to the Last, page 180 of the Amplify ELA Grade 6 Anthology
 - Cabins on the *Titanic*, pages 188 and 189 of the Amplify ELA Grade 6 Anthology
 - Molly Brown’s Claim for Property Lost Aboard the *Titanic*, page 164 of the Amplify ELA Grade 6 Anthology
 - Steamship “Titanic” Showing Length as Compared with Highest Buildings, page 184 of the Amplify ELA Grade 6 Anthology
2. Once you’ve found the answer to the question, review just that image and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 3

NOTE: You only need to answer the close reading questions under the title of the image that provided you with the correct answer to the scavenger hunt question.

Scavenger Hunt 3 Question: Was the *Titanic's* length greater than the height of the pyramids?

Margaret Brown and Captain Rostron

1. Look closely at Molly Brown’s attire. Describe her outfit.

2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?

LESSON 2 Close Read 3

Titanic Deck

- 1. How would you describe the atmosphere on the open-air deck?

- 2. Are the people on the deck first-class, second-class, or third-class (steerage) passengers? Support your response with evidence from the image.

- 3. Imagine what a cruise might be like today. Describe the differences and similarities.

How the “Titanic” Gradually Sank Bow First with Her Lights Blazing to the Last

- 1. Thinking about what you have learned about the *Titanic* disaster so far, do you think this is an accurate portrayal of events during the sinking? Why or why not?

LESSON 2 Close Read 3

- 2. Compare this image with the Max Beckmann painting *The Sinking of the Titanic* (page 182 of the Amplify ELA Grade 6 Anthology). What are the similarities and differences between these two images?

Cabins on the *Titanic*

- 1. What luxuries does the first-class room have that the second-class room doesn't have? What luxuries does the second-class room have that the third-class room lacks?

- 2. Imagine you are designing a travel brochure for the *Titanic*. Write a caption for each of the cabins.

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

- 1. Name three things this list tells you about Molly Brown.

LESSON 2 Close Read 3

- 2. What class is Molly Brown: first, second, or third? _____
- 3. Imagine that you were a third-class passenger. Write a similar list documenting the items that you might have lost. How are the two lists different?

Steamship “Titanic” Showing Length as Compared with Highest Buildings

- 1. How do the comparisons in this illustration help you to understand the size of the *Titanic*?

- 2. Would the chart have the same impact without the illustration? Why or why not?

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 2 Close Read 3

3. What in this illustration surprises you most? Explain your answer.

LESSON 2 Scavenger Hunt 4

Here's one more opportunity for you to show off your detective skills with a final **text** scavenger hunt!

Scavenger Hunt 4 Question: What is the name of the “new Atlantic bride”?

1. Scan each of the following texts to find the answer to the scavenger hunt question.
 - Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror*, page 152 of the Amplify ELA Grade 6 Anthology
 - Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*, page 170 of the Amplify ELA Grade 6 Anthology
 - Untitled Poem, page 176 of the Amplify ELA Grade 6 Anthology
 - “MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers,” from *The New York Times*, page 179 of the Amplify ELA Grade 6 Anthology
 - “Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times*, page 183 of the Amplify ELA Grade 6 Anthology
 - Letter from the Dock, Wharf, Riverside and General Workers’ Union of Great Britain and Ireland, page 190 of the Amplify ELA Grade 6 Anthology
2. Once you’ve found the answer to the scavenger hunt question, read just that text and answer the close reading questions that correspond to it in the Close Read.

LESSON 2 Close Read 4

NOTE: You only need to answer the close reading questions under the title of the text that contains the correct answer to the scavenger hunt question.

Scavenger Hunt 4 Question: What is the name of the “new Atlantic bride”?

Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror*

- 1. How many people could the *Titanic* hold? How many people could the lifeboats hold?

- 2. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?

- 3. What point is the author trying to make when he describes some of the luxuries on the ship?

Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*

- 1. What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?

- 2. What selection process did the officers use to determine which men should row the lifeboats? Would you have used the same process? Explain your response.

LESSON 2 Close Read 4

- 3. Explain what the author means in the last paragraph when he writes about the two kinds of volunteers.

Untitled Poem

- 1. Who is the narrator of the poem?

- 2. Which lines tell of a fight? Who is the fight between?

- 3. Line 15 reads, "I sat, the stricken city, bruised between grief and shame..." Explain what this means.

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

- 1. Where were the children at the time this article was written?

LESSON 2 Close Read 4

- 2. Did Mr. Hoffman care about the children? How do you know? Use evidence from the text to explain your answer.

- 3. This article provides limited information. What questions about the orphans does it answer?

“Rusticles on Titanic Contain New Iron-Eating Bacteria, Study Says” from *Epoch Times*

- 1. What are *Halomonas titanicae* and how are they affecting the sunken *Titanic*?

- 2. What problem might *Halomonas titanicae* cause?

LESSON 2 Close Read 4

3. How might *Halomonas titanicae* be useful in recycling? Explain your answer, including two quotes from the article.

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

1. What prompted Tillett to write this letter?

2. According to Tillett, what decisions led to the *Titanic* disaster?

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?

Unit 6F, Sub-Unit 2: Scavenger Hunt and Internet Research

LESSON 3 OVERVIEW

This lesson has more information about the *Titanic*, but it requires Internet access. You're going to jump ahead to Sub-unit 3!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 2, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6F, Sub-Unit 3

Passport and Collection Research



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



Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 1 OVERVIEW

Titanic passengers were from every walk of life—from John Jacob Astor, the richest man in the world, to poor immigrants, hoping to find a better life. Which passenger will *you* become?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Close Reading Practice guidelines.
3. Complete the Sub-unit 2, Lesson 4 Solo.

LESSON 1 Understanding Primary and Secondary Sources

During this lesson, you will take on the identity of a *Titanic* passenger. But before you slip on your role-playing shoes, you'll need to confirm your understanding of primary and secondary source materials.

Review the following chart:

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, dictionaries

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 1 Understanding Primary and Secondary Sources

Refer to the image of the second-class menu on page 174 of the Amplify ELA Grade 6 Anthology, and the text on page 183 of the Amplify ELA Grade 6 Anthology.

The menu is an original document from the *Titanic*, so it is an example of a primary source. The article was written nearly a century after the *Titanic* disaster, therefore it is a secondary source.

Now take a look at this passport for John Jacob Astor IV.



John Jacob Astor IV

| | | | |
|--------------------|---|--------------|-------------|
| Ticket No. | 17757 | Price | £247 10s 6d |
| Embarked | Cherbourg, France on Wednesday, April 10, 1912 | | |
| Destination | New York City | | |

Occupation Businessman, hotel owner, developer, heir to the Astor family fortune

Age 47 **Origin** Born in Rhinebeck, New York; lived in New York City

Traveling with
Wife Madeleine, manservant Victor Robbins, maid Rosalie Bidois, private nurse Caroline Louise Endres, and an Airedale terrier

Cargo
Blue serge suit, gold belt buckle, gold watch, gold and diamond cuff links, diamond ring with three stones, money (English, American, and French), and a gold pencil

Cabin C62/64 **Meal Plan** First Class

About the Passenger:

Astor was the richest passenger aboard the *Titanic* and one of the richest people in the world at that time. He was returning to New York City after spending a honeymoon abroad with his young wife, who was pregnant. Astor's divorce from his first wife and new marriage to the 18-year-old Madeleine caused a lot of gossip in New York. The newlywed couple escaped to Paris and Egypt for the winter. They were returning, in part, so their child could be born in America.



Created by Amplify. 2014

Usually a passport would be a primary source document. But this passport and the others included in this lesson were created by researchers to provide you with biographies of the passengers. So they are secondary source documents.

LESSON 1 Passenger Profiles

Now it's time to become a *Titanic* passenger! If your teacher has assigned a passenger profile to you, scan the following pages to find that person's passport. If your teacher has not assigned a passenger profile to you, choose one to use.



John Jacob Astor IV

Ticket No. 17757 **Price** £247 10s 6d

Embarked Cherbourg, France
on Wednesday, April 10, 1912

Destination New York City

Occupation Businessman, hotel owner, developer, heir to the Astor family fortune

Age 47 **Origin** Born in Rhinebeck, New York; lived in New York City

Traveling with
Wife Madeleine, manservant Victor Robbins, maid Rosalie Bidois, private nurse Caroline Louise Endres, and an Airedale terrier

Cargo
Blue serge suit, gold belt buckle, gold watch, gold and diamond cuff links, diamond ring with three stones, money (English, American, and French), and a gold pencil

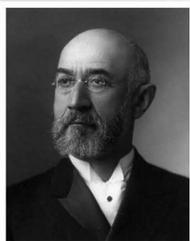
Cabin C62/64 **Meal Plan** First Class

About the Passenger:

Astor was the richest passenger aboard the *Titanic* and one of the richest people in the world at that time. He was returning to New York City after spending a honeymoon abroad with his young wife, who was pregnant. Astor's divorce from his first wife and new marriage to the 18-year-old Madeleine caused a lot of gossip in New York. The newlywed couple escaped to Paris and Egypt for the winter. They were returning, in part, so their child could be born in America.



Created by Amplify, 2014



Isidor Straus

Ticket No. 17483 **Price** £221 15s 7d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination New York, NY

Occupation Co-owner of Macy's department store

Age 67 **Origin** Born in Germany; lived in New York City

Traveling with
Wife Ida, manservant John Farthing, and maid Ellen Bird

Cargo None found

Cabin
C-55-57. Their regency-style parlor suite was the most richly decorated on the ship, with a mahogany fireplace and gold-plated clock.

Meal Plan First Class

About the Passenger:

On the night of the disaster, they feasted in the first-class dining room on a 10-course meal and strolled on the upper deck.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



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

Ticket No. 17610 Price £27 14s 5d
 Embarked Cherbourg, France on Wednesday, April 10, 1912
 Destination Denver, Colorado

About the Passenger:
 A good friend of John Jacob Astor and family, whom she had stayed with in Cairo, Egypt. After learning that her grandson was ill, she took the first ship back to New York to be with him.

Occupation Human-rights activist, philanthropist, and socialite
 Age 44 Origin Born in Hannibal, Missouri; lived in Denver, Colorado
 Traveling with N/A
 Cargo \$27,887 worth of items, including 14 hats, "street furs," a \$20,000 necklace, crates of ancient models for the Denver Museum, lace gowns, kimonos, and souvenirs
 Cabin First class, most likely the B deck; brass bed, lamp, curtains, dressing table, washbasin, white walls
 Meal Plan First Class



Created by Amplify, 2014



Charlotte Cardeza

Ticket No. 17755 Price £512 6s 7d
 Embarked Cherbourg, France on Wednesday, April 10, 1912
 Destination Returning to Pennsylvania after a safari in Africa and a trip to Thomas's hunting castle in Hungary.

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, big game hunter
 Age 58 Origin Born and lived in Germantown, Pennsylvania
 Traveling with Son Thomas, staff Anna Ward and Gustave Lesueur
 Cargo 14 trunks, four suitcases, three crates, medicine chest containing 38 feather boas, 70 dresses, 22 hatpins, 10 fur coats, 91 pairs of gloves, and a \$14,000 Burma ruby and diamond ring
 Cabin B51-53-55 and servant room B101, one of only two Millionaire Suites and the most expensive suite on board; had the amenities of a small apartment, including two bedrooms, wardrobe room, sitting room, bath, fireplace, and 50-foot private promenade
 Meal Plan First Class



Created by Amplify, 2014

LESSON 1 Passenger Profiles



William Ernest Carter

| | | | |
|-------------|--|--------------|------|
| Ticket No. | 113760 | Price | £120 |
| Embarked | Southampton, England on Wednesday, April 10, 1912 | | |
| Destination | Bryn Mawr, Pennsylvania | | |

Occupation Inherited the family fortune made from coal mining

Age 36 **Origin** Born in Pennsylvania; lived in Europe

Traveling with
Wife Lucile Carter and their children Lucile and William, plus maid, manservant, chauffeur, and two dogs

Cargo
60 shirts, 15 pairs of shoes, two sets of tails, 24 polo sticks, two dogs, and a new 25-horsepower Renault car

Cabin B96/98 **Meal Plan** First Class

About the Passenger:
The Carter family lived in Europe and returned every year to America to spend the summer in their mansion in Pennsylvania. On the night of the accident, the Carters joined an exclusive dinner party held in honor of Captain Smith.



Created by Amplify, 2014



Karl Howell Behr

| | | | |
|-------------|---|--------------|-----|
| Ticket No. | 111369 | Price | £30 |
| Embarked | Cherbourg, France on Wednesday, April 10, 1912 | | |
| Destination | New York, NY | | |

Occupation Lawn tennis champion

Age 26 **Origin** Born in Brooklyn, New York; lived on the East Coast

Traveling with
Fellow tennis champion Richard Norris Williams

Cargo None Found

Cabin C148; port side of C deck **Meal Plan** First Class

About the Passenger:
Booked a ticket on Titanic to pursue his love Helen Monypeny Newsom. Helen's mother had tried to discourage the relationship and had taken Helen to Europe to 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.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Dorothy Gibson

Ticket No. 112378 Price £59 8s

Embarked Cherbourg, France
on Wednesday, April 10, 1912

Destination New York, New York

Occupation Actress, model, and performer

Age 22 Origin Born in Hoboken, New Jersey

Traveling with Mother Pauline Caroline Gibson

Cargo Dresses, silk kimonos, dozens of pairs of gloves (long and short), a \$300 muff, and a string of jet beads

Cabin First class, possibly E deck Meal Plan First Class

About the Passenger:
Returning from vacation in Europe; booked tickets when Dorothy's film company asked her to return quickly to begin filming a new movie. Gibson had been leisurely playing bridge with New York bankers on the night of the disaster.



Created by Amplify, 2014



Mary Eloise Hughes Smith

Ticket No. 13695 Price £60

Embarked Cherbourg, France
on Wednesday, April 10, 1912

Destination Returning to America after a honeymoon to Europe, Egypt, and the Middle East

Occupation Newlywed, daughter of a member of the House of Representatives

Age 18 Origin Huntington, West Virginia

Traveling with Her husband, Lucian Philip Smith

Cargo N/A

Cabin C31 Meal Plan First Class

About the Passenger:
The Smiths may not have known that Mary was newly pregnant.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Ida Sophia Fischer Hippach

Ticket No. 111361 Price £57 19s 7d
 Embarked Cherbourg, France on Wednesday, April 10, 1912
 Destination Returning to Chicago after a trip to Berlin, Austria, and Paris

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 Chicago in 1903. The two were originally scheduled to return earlier aboard the Olympic but changed their plans to allow more time for shopping in Paris.

Occupation Her husband co-owned a well-known plate glass company
 Age 44 Origin Chicago, Illinois
 Traveling with Her daughter, Jean Gertrude Hippach (17 years old)
 Destination: Returning to Chicago after a trip to Berlin, Austria, and Paris
 Cargo New clothes from Paris
 Cabin B18, which had electric lights, an electric fan, and an electric curling iron
 Meal Plan First Class



Created by Amplify, 2014



Mary Marvin

Ticket No. 113773 Price £53 2s
 Embarked Southampton, England, on Wednesday, April 10, 1912
 Destination Returning home after a honeymoon in Europe

About the Passenger:
 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.

Occupation Her husband's family owned a motion picture production company.
 Age 18 Origin New York City
 Traveling with Her husband, Daniel Marvin
 Cargo N/A
 Cabin D30 Meal Plan First Class



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Charlotte Collyer

Ticket No. 31921 **Price** £26 5s

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Payette Valley, Idaho, where the family
planned to buy part of a ten-acre apple orchard.

Occupation Grocery store owner

Age 31 **Origin** Bishopstoke, Hampshire, England

Traveling with
Her husband, Harvey Collyer, and their eight-year-old daughter, Marjorie

Cargo All of their possessions and \$5,000 cash

Cabin Second class **Meal Plan** Second class

About the Passenger:
Charlotte Collyer suffered from tuberculosis, and the family hoped the climate in Idaho would help her condition.



Created by Amplify, 2014



Reverend John Harper

Ticket No. 248727 **Price** £33

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Chicago, Illinois, for revival meetings at
Moody Church

Occupation Baptist minister

Age 39 **Origin** London, England

Traveling with
His daughter, Annie Harper (6 years old), and his niece,
Jessie Wills Leitch (31 years old)

Cargo N/A

Cabin Second class **Meal Plan** Second class

About the Passenger:
Reverend Harper was returning to Chicago to host a series of revival meetings. His wife had died when Annie was born.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Eva Hart

Ticket No. 13529 Price £26 5s

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Winnipeg, Manitoba, Canada, where her father
intended to open a drug store

Occupation Student

Age 7 Origin Ilford, greater London, England

Traveling with Her parents, Benjamin and Esther Hart

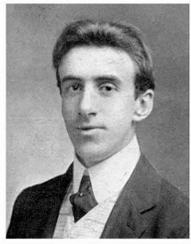
Cargo N/A

Cabin Second class Meal Plan Second class

About the Passenger:
Eva had never been on a ship before her voyage on the *Titanic*. During the trip, her mother felt unsafe, hardly left their cabin, and stayed awake at night.



Created by Amplify, 2014



Wallace Hartley

Ticket No. 250654 Price N/A

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Round-trip to England. As the ship's bandmaster,
he was expected to stay on the ship as it sailed
back and forth between America and Europe.

Occupation Violinist and bandmaster on the Titanic

Age 33 Origin Born in Colne, Lancashire, England

Traveling with The seven other men in his orchestra

Cargo N/A

Cabin E deck. Bed, small couch, sink with mirror, mahogany writing desk that could also serve as
a dresser, and communal bathroom

Meal Plan Access to second-class open dining room

About the Passenger:
Hartley crossed the Atlantic 80 times, playing music on board the *Lucania*, *Lusitania*, and *Mauretania*.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Michel and Edmond Navratil

Ticket No. 230080 Price £26
 Embarked Southampton, England
 on Wednesday, April 10, 1912
 Destination New York City

About the Passenger:
 The boys' parents were in the process of getting a divorce, and their father took them aboard the Titanic without their mother's knowledge. The boys were also traveling under fake names, and their father pretended to be a widower.

Occupation N/A; their father was a tailor, and their mother was a seamstress.

Age 3 (Michel) and 2 (Edmond) Origin Nice, France

Traveling with Their father, Michel Navratil, who was using the fake name "Louis Hoffman"

Cargo N/A

Cabin F2 Meal Plan Second class



Created by Amplify, 2014



Robert Phillips

Ticket No. 2 Price £21
 Embarked Southampton, England
 on Wednesday, April 10, 1912
 Destination New Brighton, Pennsylvania, where he had a job as a factory foreman waiting for him

About the Passenger:
 After his wife died from tuberculosis, Robert decided to join his brother in America. He and his daughter sold their home and bought tickets on a ship whose voyage was cancelled because of a strike, at which point they were transferred to the Titanic.

Occupation Worked several jobs as a fishmonger, poulterer, and hotel employee

Age 42

Origin Born in Cardiff, South Wales; lived in Ilfracombe, North Devon, England

Traveling with His daughter, Alice Frances Louisa Phillips (21 years old)

Cargo N/A

Cabin Second class Meal Plan Second class



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Frank John Goldsmith

Ticket No. 363291 **Price** £20 10s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Detroit, Michigan. Emily's sister, Elizabeth, lived in Detroit and encouraged the family to emigrate.

About the Passenger:
Frank's wife, Emily, was the only one of her eight brothers and sisters who had not emigrated to America. Her sister told her it was a wonderful country.

Occupation Tool maker

Age 33 **Origin** Strood, Kent, England

Traveling with
Wife Emily, son Frankie, friends Thomas Theobald and Alfred Rush.

Cargo
Emily's Singer sewing machine packed in a wooden, carpet-lined case, handmade tools, a bottle of Eno's Fruit Salts, and a bag of Gibson's Fruit Tablets (friends told him these could prevent seasickness)

Cabin Third class **Meal Plan** Access to the third-class dining hall



Created by Amplify, 2014



Frank John William Goldsmith

Ticket No. 363291 **Price** £20 10s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Detroit, Michigan

About the Passenger:
Frank has a brother, Bertie who died in 1911 from diphtheria. His father was a toolmaker and his mother was a dressmaker.

Occupation N/A

Age 9 **Origin** Strood Kent England

Traveling with
His parents, Frank John Goldsmith and Emily Alice Goldsmith (née Brown)

Cargo N/A

Cabin N/A **Meal Plan** N/A



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Neshan Krekorian

Ticket No. 2654 Price £7 4s 7d

Embarked Cherbourg, France
on Wednesday, April 10, 1912

Destination City of Brantford in Ontario, Canada

Occupation Assembly line worker at General Motors Company

Age 25 Origin Abosknak, Turkey

Traveling with Fellow countrymen who also wanted to move to Canada

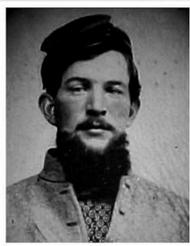
Cargo N/A

Cabin E-57 located on F-Deck Meal Plan N/A

About the Passenger:
Neshan Krekorian did not like the cramped third-class quarters. He saw ice for the first time ever through his cabin's portholes.



Created by Amplify, 2014



Josef Van De Velde

Ticket No. 345780 Price £9 10s

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Traveling to America to find work as a farmer

Occupation Farmer (formerly, a weaver)

Age 35 Origin Denderhoutem, Belgium

Traveling with Friends from his hometown

Cargo N/A

Cabin N/A Meal Plan N/A

About the Passenger:
The White Star agency urged Josef Van De Velde to come to America by telling him he could earn lots of money as a farmer. He in turn, urged others from Denderhoutem to travel with him.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Johan Cervin Svensson

Ticket No. 7538 Price £9 4s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Beresford, South Dakota

About the Passenger:
He was traveling to join family members in South Dakota. Before he left his mother sewed money into the lining of his jacket.

Occupation N/A

Age 14 Origin Halland, Sweden

Traveling with N/A

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify, 2014



Anders Johan Andersson

Ticket No. 347082 Price £31 5s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Manitoba, Canada

About the Passenger:
The family was traveling to the city of Winnipeg in Manitoba to see Alfrida's (Anders wife) sister.

Occupation Farmer

Age 39 Origin Kisa Östergötland Sweden

Traveling with His wife and five children

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Alfrida Konstantia Brogren Andersson

Ticket No. 347082 Price £31 5s 6d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Manitoba, Canada

Occupation N/A

Age 39 Origin Kisa Östergötland Sweden

Traveling with
Her husband and five children

Cargo N/A

Cabin N/A Meal Plan N/A

About the Passenger:
Her children's names were Ingeborg, Sigvard, Sigrid, Ellis and Ebba. The family was also traveling on the ship with one of Alfrida's sisters and her husband.



Created by Amplify, 2014



Anna Sofia Turja

Ticket No. 4138 Price £9 16s 10d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Ashtabula, Ohio

Occupation N/A. She was traveling to America in search of a job.

Age 18 Origin Oulainen, Finland

Traveling with
Friends from Finland. Among them, her neighbor, Sanni Riihivuori.

Cargo N/A

Cabin N/A Meal Plan N/A

About the Passenger:
She sent a letter to one of her sisters saying that about 100 other Finnish people were planning to board *Titanic* from a port in Hanko, Finland.



Created by Amplify, 2014

LESSON 1 Passenger Profiles



Nicola Lulic

Ticket No. 315098 Price £8 13s 3d

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Chicago, Illinois

About the Passenger:
Born in Croatia, he had been in the Austrian Army but wanted to go to the United States to work as a miner.

Occupation Miner

Age 29 Origin Konjsko Brdo Croatia

Traveling with
He served as a translator for Jan Jalsevac and other immigrant passengers whom, in return, paid his ticket on *Titanic*.

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify, 2014



Frederick Joseph Goodwin

Ticket No. 2144 Price £46 18s

Embarked Southampton, England
on Wednesday, April 10, 1912

Destination Niagara Falls, New York

About the Passenger:
Frederick's brother found him work at a power station in Niagara Falls. He was originally supposed to travel via a smaller ship to Niagara Falls but this trip was cancelled and the family was re-booked onto the *Titanic*.

Occupation Engineer

Age 42 Origin Melksham, Wiltshire, England

Traveling with
His wife, Augusta and their six children

Cargo N/A

Cabin N/A Meal Plan N/A



Created by Amplify, 2014

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 1 Work Visually

Scan the images of the **Cabins on the *Titanic*** on pages 188 and 189 of the Amplify ELA Grade 6 Anthology. Find and examine the image of the cabin that matches your class of travel.

Next, turn to pages 173–175 of the Amplify ELA Grade 6 Anthology and review all three dining menus. Then refer to the menu that matches your class of travel.

1. What three items from your menu would you have selected for dinner?

Now introduce yourself to a friend, family member, or caregiver as the *Titanic* passenger whose profile you developed. Share your name, country of origin, and one interesting fact about yourself. Also share which class cabin you are in and how you feel about your cabin and your dinner.

LESSON 1 Role-Playing

NOTE: If your teacher was able to arrange for you to have a discussion with a classmate for this activity, continue working here. If you are not able to connect with a classmate, skip ahead to the writing activity.

Role-playing can help you put together the information and ideas you have gathered—and maybe even make you feel a little closer to the people who were involved in history! It is also a great way to build your understanding of the topic.

Introduce yourself to your classmate as the *Titanic* passenger whose profile you developed. Share your name, country of origin, and one interesting fact about yourself. Also share which class cabin you are in and how you feel about your cabin and your dinner.

1. What information or ideas did you discover through the role-play discussion that you didn't notice in your readings?

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 2 OVERVIEW

There's more to learn: dive into The *Titanic* Collection and see for yourself.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Rules for Sharing, Response Starters, and Close Reading Practice guidelines.
3. Complete the Sub-unit 3, Lesson 2 Solo.

LESSON 2 Working with the Text

In your Scavenger Hunt lessons, you looked at many images and read several texts from The *Titanic* Collection. Now you'll choose one additional text that you're interested in reading.

Review the following list of texts from The *Titanic* Collection. Choose ONE that you have not yet worked with.

- "Testimony of Olaus Abelseth" from United States Senate Inquiry, page 160 of the Amplify ELA Grade 6 Anthology
- Discovery of the *Titanic* (page 180)
- "The Iceberg Was Only Part of It" from *The New York Times* (page 185)
- Introduction from *Sinking of the "Titanic" Most Appalling Ocean Horror* (page 152)
- Chapter 6—"Women and Children First!" from *Sinking of the Titanic and Great Sea Disasters* (page 170)
- "MAY BE WAIFS' MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers," (page 179)
- A Letter from Mary Lines (1912) (page 158)
- Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland (page 190)

Circle the title of the text that you have chosen to read.

LESSON 2 Close Read 1

Read the text you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the Close Reading questions for one text.

“Testimony of Olaus Abelseth” from United States Senate Inquiry

- 1. What words did Mr. Abelseth use to describe the noises he heard as the *Titanic* sank? Where was Mr. Abelseth when he heard these noises and what did he see?

- 2. What was Mr. Abelseth’s response when a call went out for sailors to step up and help after the ship hit the iceberg? Why did he react this way?

- 3. After reading Mr. Abelseth’s testimony, do you think steerage passengers were locked below deck after the *Titanic* hit the iceberg? Explain your answer using evidence from the testimony.

Discovery of the *Titanic*

- 1. Which TWO reasons does the article include to explain why it was so hard for the *Knorr* to find the wreck of the *Titanic*?
 - a. No one knew exactly where in the North Atlantic it was located.
 - b. The submarine used to look for the wreck had mechanical issues and had to be repaired several times.
 - c. No one realized there was enough left of the ship to make it visible.
 - d. The submarine used to look for the wreck had to travel 2.5 miles above the ocean floor.

LESSON 2 Close Read 1

2. What strategy did Ballard use for finding the sunken ship?

3. What is expected to happen to the wreck of the *Titanic* in 50 years' time? Why?

“The Iceberg Was Only Part of It” from *The New York Times*

1. There were unusually high tides two months before the *Titanic* sank because...

- a. Earth was located close to the moon and the sun at that time.
- b. the weather had been stormy and there had been a lot of rain.
- c. recent earthquakes had caused the tides to be more extreme than usual.

2. How does the cold water mirage theory explain why the *Californian* didn't come to the rescue of the *Titanic*'s passengers and crew?

LESSON 2 Close Read 1

3. How could a cold water mirage have played a part in the sinking of the *Titanic*?

Introduction from *Sinking of the “Titanic” Most Appalling Ocean Horror*

1. How many people could the *Titanic* hold? How many people could the lifeboats hold?

2. According to the author, why did the *Titanic* lack the appropriate number of lifeboats?

3. What point is the author trying to make when he describes some of the luxuries on the ship?

Chapter 6—“Women and Children First!” from *Sinking of the Titanic and Great Sea Disasters*

1. What was “the cur in human shape” (2) hoping to achieve by changing clothing as the *Titanic* sank?

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 2 Close Read 1

- 2. What selection process did the officers use to determine which men should row the lifeboats? Would you have used the same process? Explain your response.

- 3. Explain what the author means in the last paragraph when he writes about the two kinds of volunteers.

“MAY BE WAIFS’ MOTHER. Mme. Navratil of Nice Believes Babies Saved from Titanic Are Hers,” from *The New York Times*

- 1. Where were the children at the time this article was written? Who were they with?

- 2. What was Mr. Hoffman’s relationship with the children? Did he care about them? How do you know? Use evidence from the text to explain your answer.

LESSON 2 Close Read 1

- 3. This article provides limited information. Which TWO questions about the orphans does it answer?
 - a. Which city were the orphans sent to?
 - b. Who is “Hoffman”?
 - c. Where is Mme. Navratil’s husband?
 - d. Who is Mme. Navratil?

A Letter from Mary Lines (1912)

- 1. What things do Mary and her family attempt to bring on the lifeboat?

- 2. List three similes that Mary uses to describe the ocean and the iceberg.

- 3. Was the experience of getting into a lifeboat orderly or chaotic? Were passengers kept informed about what was happening to the ship? Explain your answer.

LESSON 2 Close Read 1

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

1. Which TWO were reasons why Tillett wrote this letter?
 - a. To offer his condolences to the families of the passengers and crew who died on the *Titanic*
 - b. To say that the union disagrees with the claim that people's treatment aboard the ship was not class-based
 - c. To give the names of the people he believed to be responsible for the sinking of the *Titanic*
 - d. To argue that the union had no connection to the disaster and did not know how it happened

2. According to Tillett, what decisions led to the *Titanic* disaster?

3. Why is Tillett worried that the life-saving appliances he suggests may not be provided?

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 2 Work Visually

For this activity, you'll choose one additional image from The *Titanic* Collection to examine.

Review the following list of images. Choose ONE that you have not yet worked with.

- *Carpathia* Manifest Records, page 157 of the Amplify ELA Grade 6 Anthology
- Amalgamated Musicians Union Poster (page 167)
- *The Sinking of the Titanic*, Max Beckmann (page 182)
- Margaret Brown and Captain Rostron (page 160)
- *Titanic* Deck (page 170)
- Steamship "Titanic" Showing Length as Compared with Highest Buildings (page 184)

Circle the title of the image that you have chosen to examine.

LESSON 2 Close Read 2

Examine the image you selected, then answer the accompanying close reading questions.

NOTE: You only need to answer the Close Reading questions for one image.

***Carpathia* Manifest Records**

1. Examine the "Calling or Occupation" column. What class do you think most of these passengers were traveling in?

2. Do you think that the government was asking for useful information? If you were the one taking a survey of the survivors of the *Titanic*, what questions would you have asked them and why?

LESSON 2 Close Read 2

Amalgamated Musicians Union Poster

1. Which element used to decorate the frames of the photos of the musicians stands out most to you? Why do you think the artist chose this image?

2. The title states that the musicians “died at their posts like men.” Rewrite this part of the title using your own words.

3. Why do you think that the band decided to stay on deck and play music, even as the ship began to sink?

The Sinking of the Titanic

1. What is the main focus of this painting?

2. List five words that describe the scene in the painting.

LESSON 2 Close Read 2

3. If you were asked to rename the painting, what would you call it?

Margaret Brown and Captain Rostron

1. Look closely at Molly Brown's attire. Describe her outfit.

2. Captain Rostron was also awarded a Congressional Medal of Honor by President Taft for his role in rescuing *Titanic* survivors. Do you think he deserved these honors? Why or why not?

***Titanic* Deck**

1. The people on the deck are _____ passengers.

- a. first-class
- b. second-class
- c. third-class (steerage)

2. Support your response with two or three pieces of evidence from the image.

LESSON 2 Close Read 2

3. How would you describe the atmosphere on the open-air deck?

Steamship “Titanic” Showing Length as Compared with Highest Buildings

1. How do the comparisons in this illustration help you to understand the size of the *Titanic*?

2. Would the chart have the same impact without the illustration? Why or why not?

3. What in this illustration surprises you most? Explain your answer.

LESSON 2 Share What You Learned

You have collected some new information about the *Titanic* disaster.

1. What was one interesting or surprising fact that you discovered from reading a new text and reviewing a new image from The *Titanic* Collection?

Share your answers to the close reading questions and your response to question 1 above with a friend, family member, or caregiver using the Rules for Sharing. Ask your friend, family member, or caregiver to use the Response Starters to give you feedback.

Unit 6F, Sub-Unit 3: Passport and Collection Research

LESSON 3 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 3 Solo.

LESSON 3 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6F, Sub-Unit 4

Socratic Seminar and Internet Research



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 one asking the questions and discussing the answers.



Unit 6F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 OVERVIEW

Do you think texting during the seminar is acceptable? You and your classmates make the rules.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 3, Lesson 4 Solo.

LESSON 1 The Socratic Seminar

Today you're going to learn about a type of discussion called a **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, and conversation.

This type of discussion is not a debate. It depends on a spirit of cooperation and responses that grow from the thoughts of others.

LESSON 1 Establishing Seminar Protocol

Before beginning a Socratic seminar, it is important to establish a set of rules for proper behavior during a discussion.

1. Which rule will help during a discussion? Circle your answer.
 - 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.

Now it's your turn to come up with two more rules for a successful discussion. Use these questions to guide your thinking:

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

LESSON 1 Establishing Seminar Protocol

2. What are your two rules for a Socratic seminar?

LESSON 1 Seminar Questions

During Socratic seminars, participants are expected to ask and answer thoughtful questions. There are different types of questions a person could ask during a discussion.

A closed-ended question is a question that may be answered with a very limited (or “closed”) response, such as “yes” or “no.” An open-ended question is a question that requires more thought and an explanation.

1. Which type of question is better for having a discussion?
 - a. A closed-ended question
 - b. An open-ended question
2. Indicate whether each question on the chart below is either closed-ended or open-ended by marking the correct column.

| Questions | Closed-ended | Open-ended |
|--|--------------|------------|
| Did you like the movie? | | |
| What did you like about the movie? | | |
| What were the best scenes in the movie? | | |
| Why do you think they were the best? | | |
| Who was the main character of the movie? | | |
| What was likable about the main character? | | |

Unit 6F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 1 Seminar Questions

3. Write an open-ended question about a song or movie you like.

Check that your question is open-ended by asking a friend, family member, or caregiver to answer it.

LESSON 1 Working with the Text

Now you will write two or three **open-ended** questions about a text from The *Titanic* Collection to ask during a discussion with a classmate over the phone for the next lesson. If your teacher has assigned a text to you, use that one. Otherwise choose which text you would like to use for this activity.

1. Title of The *Titanic* Collection text that you will use: _____

Review your text and then write two or three open-ended questions about the text that you will ask. Make your questions thought-provoking, so that the other participant will have a lot to think about and discuss.

2. My questions are:

Unit 6F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 OVERVIEW

“Women and children first” was the rule for admittance to a lifeboat, but was it fair? If you were in charge of getting passengers off the sinking *Titanic*, how would you have done it differently? What open-ended questions would you like to ask?

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Review the Review the Rules for Sharing and Response Starters.
3. Complete the Sub-unit 4, Lesson 1 Solo.

LESSON 2 The Socratic Seminar

Refer to the rules that you came up with for the Establishing Seminar Protocol activity during the previous lesson.

If your teacher was able to arrange for you to have a discussion with a classmate, share your rules and listen to the rules that your classmate thought of. (If you are not able to connect with a classmate, share your rules with a friend, family member, or caregiver and ask them to think of one or two more rules for a successful discussion.)

1. Write down any rules you heard from your classmate (or friend, family member, or caregiver) that are different from the rules you came up with earlier.

Now refer to the open-ended questions that you came up with for the Working with the Text activity during the previous lesson.

Take turns with your classmate asking your questions and answering theirs. If you are having your discussion with a friend, family member, or caregiver (or if the discussion with your classmate slows down), take turns asking and answering these other questions:

- Do you think that an event like the *Titanic* disaster could happen today?
- How was social class an important factor in surviving the disaster?
- What were the most important consequences of this disaster?
- How important is it to tell the story of the *Titanic* to future generations? Explain.

Unit 6F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 2 The Socratic Seminar

Use the following chart to record any thoughts, ideas, and additional questions you have about the discussion topics.

| Question topic | My thoughts, ideas, and additional questions |
|----------------|--|
| | |
| | |
| | |
| | |

LESSON 2 Reflecting on the Seminar

Now that you've completed your discussion, take a few moments to review the notes in your chart.

1. Choose one topic or idea that you would like to learn more about and list it here:

Research questions should be open-ended. They often, but not always, begin with "how" or "why." They should also be arguable or open to debate.

Examples of good research questions are:

- Why didn't the *Titanic* have enough lifeboats for all of the passengers?
- Who decided on the number of lifeboats for the *Titanic*?

An example of a poor research question is:

- How many *Titanic* passengers were rescued?

2. Write one new question about the topic or idea you identified in your response to question 1 that you would like to answer:

Now that you've come up with an intriguing research question, consider how you might be able to answer it. You will not conduct the research during this unit, but you may find it rewarding to answer your question on your own.

Unit 6F, Sub-Unit 4: Socratic Seminar and Internet Research

LESSON 3 OVERVIEW

This lesson requires Internet access. Jump ahead to Lesson 4 or Sub-unit 5!

LESSON 4 OVERVIEW

Today is a Flex Day. Your teacher decides what happens today based on your work to date. The way in which your teacher helps you today depends on what they have seen in your work.

Prep

Before you begin this lesson:

1. Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
2. Complete the Sub-unit 4, Lesson 3 Solo.

LESSON 4 Flex Day

This is a Flex Day. Your teacher will direct you to respond to a Writing Prompt, complete a Revision Assignment, do a grammar exercise, and/or reread some part of the text.

Unit 6F, Sub-Unit 5

Write an Essay



The pieces of writing you do over the next few classes will build on each other to create an essay that is longer and more polished than the short writing you normally do in these Amplify lessons. Putting these pieces together into a finished product will take all of the skill and thought you usually bring to your writing, plus extra attention to careful organization.



ESSAY LESSONS: OVERVIEW

Calendar of Essay Lessons

What you'll be doing to write your essay:

| | |
|------------------------|--|
| <p>Lesson 1</p> | <p>Step 1: Choose an essay prompt: Choose from two research essay topics.</p> <p>Step 2: Gather evidence: Collect evidence from The <i>Titanic</i> Collection that will be useful in your essay.</p> |
| <p>Lesson 2</p> | <p>Step 3: Make a claim: Write a claim statement in response to the essay prompt you chose.</p> <p>Step 4: Write the first body paragraph: Write the first body paragraph, explaining pieces of evidence that support your claim.</p> |
| <p>Lesson 3</p> | <p>Step 5: Write the second body paragraph: Finish writing the body paragraphs. Describe and explain more evidence for your claim.</p> <p>Step 6: Write an introduction: Review the Elements of an Introduction, then write your introductory paragraph.</p> |
| <p>Lesson 4</p> | <p>Step 7: Revise your body paragraphs: Add more evidence or more explanation to the evidence in your body paragraphs.</p> <p>Step 8: Write a conclusion: Review the Elements of a Conclusion, then write your conclusion.</p> |
| <p>Lesson 5</p> | <p>Step 9: Edit your essay: Edit your essay using the Editing Process.</p> <p>Step 10: Write the final copy: Rewrite your essay to create a final copy.</p> |
| <p>Lesson 6</p> | <p>Step 11: Create citations: Make sure you've properly cited the quotes and information in your essay.</p> <p>Step 12: Create a works cited list: Make a list of the works you cited in your essay.</p> |

ESSAY LESSONS: OVERVIEW

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 sources in the Collection to collect evidence and prove your case. Write an argumentative essay identifying the guilty party and include 2 pieces of evidence proving their guilt. Be sure to include a list of the resources you used in your research.

Research Option 2: Informative Essay

Who Were the *Titanic* Orphans?

Write an informative essay detailing the experience of the 2 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.

Be sure to include a list of resources used while researching this project.

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 1 OVERVIEW

Explore the texts and images in The *Titanic* Collection for information about your topic.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson

LESSON 1 Review Essay Prompt and Calendar

Step 1: Choose an essay prompt

You will now be working on a research paper based on topics from The *Titanic* Collection. Your essay will...

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

Your final essay will include these elements:

Elements of Your Response to Text Essay

An introduction to the essay and claim. It includes:

- A lead
- Relevant background or context of the topic and the texts
- A statement of the claim

Body paragraphs to develop the reasoning and evidence. Each includes:

- Specific textual evidence that supports the claim
- Description of the key parts of your evidence
- Clear explanation of how this evidence supports the claim
- In-text citations

A conclusion that wraps up the ideas about the claim/argument. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collection texts

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 1 Review Essay Prompt and Calendar

Both informative and argumentative essays require a claim to be made in the first paragraph, so once you have chosen your research question, you should not change your topic—or you will have to do a lot of rewriting.

1. Take a few minutes to review the two research options in the Essay Lessons Overview. Which one would you like to explore further? Circle your choice.
 - Research Option 1: Argumentative Essay: Who's to blame for the loss of life on the *Titanic*?
 - Research Option 2: Informative Essay: Who were the *Titanic* orphans?

LESSON 1 Gathering Evidence

Step 2: Gather evidence

Review The *Titanic* Collection in the Amplify ELA Grade 6 Anthology to see which resources will be useful in completing your essay. Choose valid and relevant sources, and use the skills you learned in the Information Literacy lessons when assessing sources.

1. Complete the chart below, filling in source information (author, title, publisher, date, place of publication, and line number for texts; or artist, title, and date of creation for images) in the left column and relevant information for your essay in the right column.

| Collection Source | Information for My Topic |
|-------------------|--------------------------|
| | |
| | |
| | |
| | |

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 1 Gathering Evidence

| Collection Source | Information for My Topic |
|-------------------|--------------------------|
| | |
| | |
| | |

LESSON 1 Wrap-Up

Answer the following questions to determine whether you are ready to start your research paper.

1. Have I found two or three valid sources that provide useful information about my topic?
 - a. Yes
 - b. No
2. Is the information I've gathered focused on my topic?
 - a. Yes
 - b. No
3. Do I have enough information to write an introduction, two body paragraphs, and a conclusion?
 - a. Yes
 - b. No
4. Are there any gaps in my research?
 - a. Yes
 - b. No

LESSON 2 OVERVIEW

Stake a claim and back it up with evidence! But be sure to frame your quotes properly...beware of plagiarism!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 2 Claim Statement

Step 3: Make a claim

You're going to use the evidence from your research to write the body paragraphs for your essay. But first, you need to decide on the claim you will make for your essay.

A claim is a statement, written as a complete sentence, that makes a clear point that can be supported by evidence. To write your claim statement, think about your research for your chosen topic, then state your main point about what the evidence in your research showed you.

What idea are you trying to explain in your research essay? Write a claim statement that answers the question for the research option you chose. Your claim statement should be written as a complete sentence and make a clear point that can be supported by the evidence you have gathered.

When you write your body paragraphs, you should only focus on one general idea, or claim, for each paragraph. You'll also need to describe and explain how the textual evidence you chose in Lesson 1 supports your claim, and write a transition sentence at the start of each new body paragraph to show how it relates to the one before it.

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 4 OVERVIEW

A strong conclusion ties your essay together and leaves the reader with something to think about.

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 4 Revise Body Paragraphs

Step 7: Revise your body paragraphs

Today you are going to spend some time revising your body paragraphs. You will work on adding more explanation to your evidence, or adding new evidence to help support your claim.

1. Underline two places in each of your body paragraphs to revise. One could be a place where you can add more evidence to support the claim in your essay, and another could be a place where you can develop your evidence further in order to support your claim.
2. For each place you have identified as needing revision, write 3–5 sentences that present additional evidence or describe your evidence further. Reread your body paragraphs with the new sentences and then revise so the sentences connect clearly with one another.
3. When you are done, compare what you wrote before and after your revision. Which version do you think supports your claim most effectively? Circle your choice.
 - I prefer my original version without revisions.
 - I prefer the revised version.
 - I would like to keep some parts of the revised version, but not all.

LESSON 4 Write a Conclusion

Step 8: Write a conclusion

You've worked hard on the introduction and body paragraphs of your essay. Now it's time to write the last piece of your essay—the conclusion.

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 5 OVERVIEW

Edit your essay!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 5 Edit Your Essay

Step 9: Edit your essay

You have worked on all the elements of your essay. Today 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.

Make any necessary changes to your essay, following the Editing Process guidelines on the following page.

LESSON 5 Edit Your Essay

Editing Process

1. Read each part of your essay aloud to yourself, quietly and slowly.
2. Arrange what you have written in the appropriate order. Make sure to incorporate your revisions into your body paragraphs or delete them if you don't want to use them. This list shows you how the pieces you have written will go together:
 - Introduction
 - Body paragraphs with revisions and in the order you prefer
 - Conclusion
3. Reread your essay to correct any errors in spelling, punctuation, and grammar. Follow these basic rules:
 - The first letter of every sentence is capitalized.
 - Every sentence ends with a period, a question mark, or an exclamation point.
 - There are no obvious spelling errors.
 - The word "I" is capitalized.
4. Refer to the following guidelines to make sure you have written your direct quotes correctly:
 - Make sure you have an introduction to your quote (e.g., According to the text,).
 - Use double quotation marks to show where the quote begins and ends.
 - Use single quotation marks around any dialogue within the direct quote.
 - Only include the end punctuation of your quote if it is a question mark or exclamation point.
 - At the end of the sentence, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number (if available). For example: (Smith 10) or (ABC News)
 - Add the period after the parentheses (Smith 10).

Unit 6F, Sub-Unit 5: Write an Essay

LESSON 6 OVERVIEW

You used evidence from the text to back up your claim—now you'll make sure you credit your sources!

Prep

Before you begin this lesson:

- Gather the following materials:
 - Any handouts from your teacher
 - Reading assignment(s) for this lesson
 - Any writing you've completed for your essay in previous lessons and Solos

LESSON 6 In-Text Citations

Step 11: Create citations

Now you're going to edit the citations in your essay, following the Guidelines for In-Text Citations.

Reread your essay and check that your citations are complete and correct. (See Guidelines for In-Text Citations below.)

Make sure you have an opening frame, that you quoted the text, and that you have cited the text used.

GUIDELINES FOR IN-TEXT CITATIONS

An in-text citation 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

How to write a direct quote:

- Make sure you have an introduction to your quote.
- Use double quotation marks to show where the quote begins and ends.
- Use single quotation marks around any dialogue within the direct quote.
- Only include the end punctuation of your quote if it is a question mark or exclamation point.
- At the end of the direct quote, cite the source you are using in parentheses with the author's last name or source title, followed by the paragraph or page number, for example: (Smith 10) or (ABC News).
- Add the period after the parentheses: (Smith 10).

LESSON 6 In-Text Citations

Examples of properly formatted in-text citations:

A source with an author and a page or a paragraph number: As the author explains, “He was born on December 8, 1886, in the beautiful old silver town of Guanajuato, capital of the Mexican state of the same name” (Hamill 11). According to the 2007 *Chicago Tribune* article, “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (Avila 3).

A quotation that ends in a question mark or exclamation point: Early in their relationship, Diego wondered “Why didn’t she trust my judgment? Hadn’t she come herself to ask for it?” (Rivera 7).

A source that has an author but no page or paragraph number: According to the text, “Named for the valley in which it was situated, called Cullumah, meaning ‘beautiful’ to the native Nisenan Indians, the new ‘town’ was called Coloma” (Weiser).

A source with no author, but there is a title: According to this article, “A visit to the Museo Frida Kahlo is like taking a step back in time” (“A Tribute to Frida Kahlo: Biography”).

If your sentence already includes the title of the text and the author’s name, provide just the name of the website in the citation: In “Art lovers fret as kin cashes in on Frida Kahlo name,” Oscar Avila writes that “This sort of commercialization has outraged many intellectuals and Kahlo devotees” (chicagotribune.com).

A quotation that contains dialogue (or any quoted text): After seeing the response to his candy drops, “Halvorsen called the airlift the ‘healing balm on the wounds of war’” (abcnews.com).

LESSON 6 Works Cited List

Step 12: Create a works cited list

Refer to the guidelines below as you create a works cited list for your essay.

NOTE: These guidelines reference internet sources and digital word processing functions such as double spacing. You can disregard those references for your written Works Cited page.

GUIDELINES FOR A WORKS CITED PAGE

1. Title the page “Works Cited.” Center this title.
2. Double space all citations.
3. Indent the second line of each citation one-half inch.
4. Capitalize the first word and the last word in a title, as well as any nouns, verbs, adjectives, and adverbs.
5. Put your citations in alphabetical order by author’s last name.
6. Do your best to follow the punctuation and formatting styles in the examples below.

Examples of Citations:

Citing a Book

Author’s last name, first name. *Title of book*. City of publication: Publisher’s name, year. Format.

Herrera, Hayden. *Frida: A Biography of Frida Kahlo*. New York: Harper Perennial, 2002. Print.

If only the name of the editor is available, start with the editor’s name and put “ed.” Or “eds.” after the name as follows: *Lapham’s Quarterly*, eds. *Titanic Collection*. 2014. Web.

Citing a Newspaper or Magazine Article

Author’s last name, first name. “Title of Article.” *Name of Newspaper/Magazine*. Day Mo. Year, Edition: Pages. Format.

Kennedy, Randy. “‘Frida Kahlo’s Garden’ to Sprout in New York City.” *The New York Times*. 17 June 2014, late ed.: C.3. Print.

Citing an Article From a Website

Author’s last name, first name. “Title of Article.” *Name of site*. Name of sponsor or publisher. Posting date. Format. Date you viewed the article.

Zimmermann, Kim Ann. “Mexican Culture: Customs & Traditions.” *livescience.com*. Purch, 10 Feb. 2015. Web. 18 Feb. 2015.

If there is no date available include “n.d.” as follows:

Weiser, Kathy. “California Legends: Coloma - Gold Town to Ghost Town,” *legendsofamerica.com*. n.d. Web. 18 Feb. 2015.

Citing an Image From a Website

Artist’s last name, first name. Title of Work. Date of creation. Name of website.

Kahlo, Frida. *Still Life with Parrot and Fruit*. 1951. *fridakahlofans.com*.

