



# 6F: The *Titanic* Collection

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Unit Essay





# Day 1

Research

Research: Students will select their essay research topic from two options (argumentative or informative), and then identify credible sources and collect relevant information from those sources.

# Essay Prompts

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## Research Option 1: Argumentative Essay

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### 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 and on the Internet 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

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### 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.

# Calendar

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## Calendar of Essay Days

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Lesson 1: Gathering Evidence

Lesson 2: Making a Claim and Writing a Body Paragraph

Lesson 3: Writing a Body Paragraph and an Introduction

Lesson 4: Revising and Writing a Conclusion

Lesson 5: Finishing and Editing the Essay

Lesson 6: Creating Citations and a Works Cited List

## Elements of Your Research Essay

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An introduction to the essay that 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. It includes:

- A restatement of the claim
- A final thought

A Works Cited page

- Source information for Collections texts, web, and print.

# Which research option will you pick?

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[Click here to make your choice in Amplify](#)

Research Option 1: Argumentative Essay

Research Option 2: Informative Essay

Drag this circle to show your choice

# Planning Your Essay

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## Argumentative:

### Option 1:

-Pick two people/events that are at fault

### Option 2:

-Pick one person/event and give two reasons why (a paragraph about each)

## Informative:

Possible body paragraph topics (or combine some)

-The orphans' life before they boarded the *Titanic*

-What happened to them while on board

-What happened to them after they were rescued

-How they were identified

# How do I cite it?

## Collection

In the Amplify collection, copy and paste all of this information (or screenshot it)

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

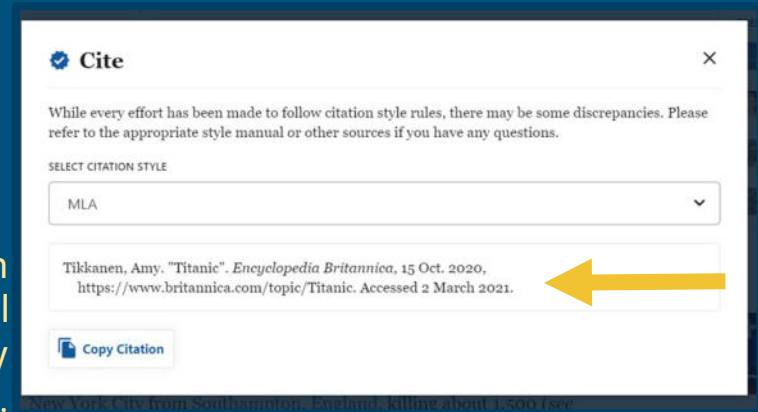
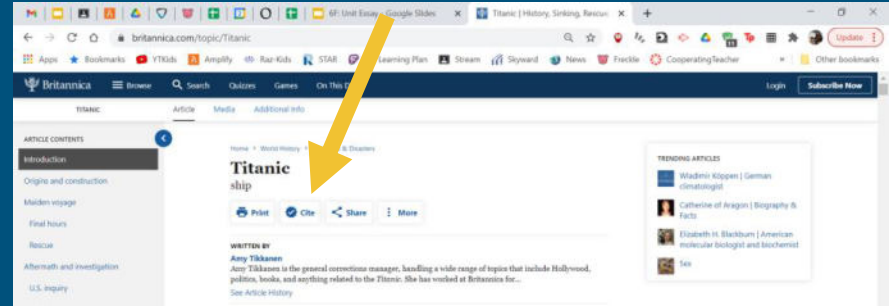
Author: Jay Henry Mowbray, Ph.D., LL.D

Publisher: The Minter Company, Harrisburg, PA

Published: 1912

If you are using a website, see if you can find a way to easily cite it. If not, you'll have to investigate and find all necessary information.

## Link to Amplify Titanic





# Step 1: select body paragraph topics

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You have to come up with two topics for body paragraphs for your writing. Think about the evidence you found and quotes that you can use in your essay.

Possible ideas:

Argumentative - two people/groups who are to blame? Two reasons one person/group is to blame?

Informative - focus on the two Titanic orphans? What were their lives like before? How did they survive? What were their lives like after?

*Use the graphic organizer provided to think through what points you want to use in your essay.*

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

Source:

Evidence #1a:

Body #1 (cause)

Evidence #1b:

Source:

responsible for the loss  
of life on the *Titanic*.

Source:

Evidence #2a:

Body #2 (cause)

Evidence #2b:

Source:

Source:

Body #1

Source:

The Titanic Orphans  
were \_\_\_\_\_  
and \_\_\_\_\_.

Source:

Body #2

Source:

Source:

cite (+ quote)

introduce

Body #1

topic sentence  
\* no questions!

introduce

Source:

cite (+ quote)

thesis for introduction

The Titanic Orphans  
were \_\_\_\_\_  
and \_\_\_\_\_.

not in planning materials  
- explain  
- transition

Source:

cite (+ quote)

introduce

Body #2

topic sentence  
\* no questions!

introduce

Source:

cite (+ quote)

# Start Your Research!

Collection

Body Paragraph #1

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[Link to Amplify Titanic](#)

Idea (ie Lifeboats)	Quote	Source

# Start Your Research!

Collection

Body Paragraph #2

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[Link to Amplify Titanic](#)

Idea (ie Lifeboats)	Quote	Source



# Day 2

Make a claim and  
write a body paragraph

Skill Practice: Students will analyze a sample essay and identify where the writer describes and explains evidence and makes transitions between paragraphs.

Writing: Students will write a claim statement about their research topic and draft a body paragraph that uses textual evidence to support their claim.

# Start with an activity in Amplify

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Look at evidence and transitions in this [activity in Amplify](#).



# Step 2: Write Body Paragraph #1

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Topic sentence

Introduce

Cite

Explain

Transition

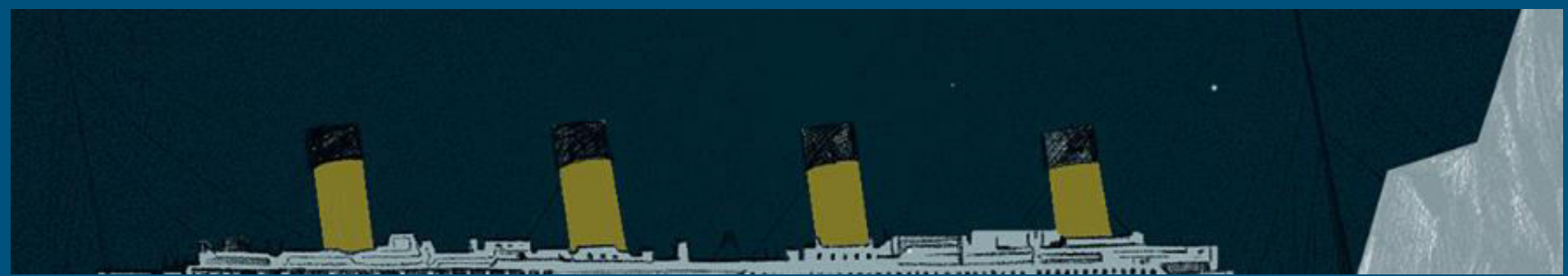
Introduce

Cite

Explain

Summarize argument

- Topic sentence
- Introduce
- Cite
- Explain
- Transition
- Introduce
- Cite
- Explain
- Summarize argument



# Day 3

Write a body paragraph  
and an introduction

Skill Practice: Students will analyze the introduction to a sample essay and identify the lead, key background information, and claim.

Writing: Students will select and describe textual evidence to draft a second body paragraph and then write an introduction to their essay.

# Write Body Paragraph #2

Pick up where you left off yesterday

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Topic sentence

Introduce

Cite

Explain

Transition

Introduce

Cite

Explain

Summarize argument

- Topic sentence
- Introduce
- Cite
- Explain
- Transition
- Introduce
- Cite
- Explain
- Summarize argument

# Write your Introduction

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An introduction to the essay that includes:

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

Look at a sample and complete this [Amplify Activity](#)

# Write Your Introduction

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Lead  
Background information  
Claim

- Lead
- Background information
  - Introduce the general topic
- Claim
  - Combine the topic sentences from your body paragraphs



# Day 4

Revise and write a conclusion

Revision: Students will review Spotlight examples of strong Use of Evidence, then revise their body paragraphs to add or describe evidence further to support their claims.

Writing: Students will review the Elements of a Conclusion and write a conclusion to their essay.

# Write your Conclusion

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

- A restatement of the claim
- A final thought

Look at a sample and complete this [Amplify Activity](#)

# Write your Conclusion

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## Sample Essay: Titanic — Claim Statement and Conclusion

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### **Claim Statement**

First and second-class passengers have a much better chance of survival than those in third class on the *Titanic*.

### **Conclusion**

Being a passenger on the *Titanic* was an extremely unfortunate fate. Even the survivors must have suffered greatly from losing the family members they had been traveling with. But people in first and second class certainly had a greater chance of being among the survivors than those in third class. At least some people had a bit of good fortune on their side in the midst of tragedy.



# Write Your Conclusion

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- Restate your claim
- Recap your main points
- Final thought
  - (so what? What should the reader think/do/feel after reading?)

# PUT IT IN A GOOGLE DOC!

Now that you have written all four paragraphs, you'll need to go through and copy and paste all of your paragraphs (the slides with green backgrounds) into the google doc attached to this assignment

# Revise for CONTENT

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Look at your body paragraphs. Are there:

- Any places where you could add more details?
- Any places where you could add more evidence?
- Any places you can clarify what you mean in your elaborations?
- Any places you need to add transitions between your thoughts?

Find TWO places to revise your body paragraphs for either clarification or to add additional evidence. Highlight those changes in yellow.



# Day 5

Open the Google Doc that you copied your essay into at the end of Day 4.

Finishing and editing the conclusion

Fix citations

Writing: Students will edit their essays for clarity, cohesion, spelling, and punctuation.

# Edit your Essay

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## Editing Process

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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

# Edit your Essay

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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

If google underlines something in red or blue, FIX IT!

# Edit your Essay: citations

## 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).

# Edit your Essay: citations

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## 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).





# Day 6

Open the Google Doc that you copied your essay into at the end of Day 4.

Add a Works Cited Page

Revision: Students will revise their essays to include in-text citations for their sources.

Writing: Students will create a Works Cited page for their sources.

Speaking & Listening: Students will practice adapting their speech to the demands of a particular text, demonstrating a command of formal English.

# Add a Works Cited Page

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1. In your google doc, click at the bottom of the page, below the conclusion.
2. Click “Ctrl+Enter” to give yourself a page break (the cursor will jump to a new page)
3. Follow the directions on the right to set up a Works Cited Page

## Guidelines for a Works Cited Page

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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 each word in a title except for small words.
5. Put your citations in alphabetical order by author's last name.
6. Follow the punctuation and formatting styles in the examples below the best you can. You do not have to include a piece of information if it is missing from your source.
7. Use the digital editing tools to format your Works Cited Page appropriately.

# Add a Works Cited Page

## 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' 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.

- Zimmerman, 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*

## Works Cited

*Lapham's Quarterly*, eds. *Titanic Collection*. 2014. Web.

Nicholas, Anthony. "Third Class Treatment" *americandailyherald.com*. 17 April 2012. Web. 19 Feb. 2015.

Hot tip:  
Google Docs has a citation builder built in. Ask Mrs. Wallace how to do it.

# Finish it Up!

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When your essay is finished, and it has four paragraphs and a works cited page, turn it in under the assignment that is called “6F Unit Essay”

# Rubric

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Your essay will be graded on the following criteria:

- Quality of evidence/credibility of sources
- Focus and logic for each paragraph
- Conventions
- Citations/Works Cited
  - Minimum two sources!

Name:

6F

Unit Essay: *The Titanic*

# Think about the standards

GRADE YOURSELF! Drag the checkmarks over the box (meeting - cover the words) where you think you are.



Expanding	Meeting	Progressing	Getting Started
	Key Ideas & Details - Uses evidence to understand how different elements of text connect to one another in grade level texts.		
	Vocabulary - Uses strategies to figure out unknown words.		
	Grammar - Uses appropriate language conventions in speaking and writing.		
	Writing - Able to write for a variety of purposes independently using appropriate organizational structures and all steps of the writing process with teacher support.		
	Citations - Properly gives credit to sources to avoid plagiarism.		
	Learning Habits - Completes assignments with attention to quality and timeliness and seeks assistance when necessary.		

Name:

6F

Unit Essay: *The Titanic*

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