

6F: The Titanic Collection

Planning for the Unit

Reading and Writing Assignments



Reading and Writing Assignments

Sub-Unit 1, Information Literacy

Sub-unit overview: Explore how to find the best sources for targeted research.

4 Lessons

Lesson	Reading	Writing
1: Evaluating Sources: Part 1	NOAA website ; Earth and Planetary Science, University of California, Berkeley website ; Marine Life Protection Act, Wikipedia ; The Ocean Foundation website ; Missouri Botanical Garden website ; The Guardian	
2: Evaluating Sources: Part 2	NASA website ; MIT News website ; CNN ; Terravivos website	Which of the four sources (discussed in class) do you think is the most credible? Which source do you think is the least credible? Support your thinking using evidence from one or more of the websites.
3: Avoiding Plagiarism		
4: Flex Day 1	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 2: Scavenger Hunt and Internet Research

Sub-unit overview: Race to find the answer in primary and secondary source texts.

4 Lessons



Lesson	Reading	Writing
1: Scavenger Hunt: Introducing the Collection	The <i>Titanic</i> Collection: "A Letter from Mary Lines;" "Testimony of Olaus Abelseth;" "There Is Your Beautiful Nightdress Gone" from <i>A Night to Remember</i> ; "Final Wireless Transmissions Aboard the RMS <i>Titanic</i> ;" "Discovery of the <i>Titanic</i> ;" "The Iceberg Was Only Part of It" Solo: "Testimony of Olaus Abelseth"	
2: Scavenger Hunt: Exploring the Collection	The <i>Titanic</i> Collection: "Sinking of the 'Titanic' Most Appalling Ocean Horror;" "Women and Children First!;" "Untitled Poem;" "May Be Waifs' Mother;" "'Rusticles on <i>Titanic</i> Contain New Iron-Eating Bacteria, Study Says' by <i>Epoch Times</i> ;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland;" "A Letter from Mary Lines;" Solo: "Women and Children First!"	
3: Internet Research	The <i>Titanic</i> Collection EXTRA: "The Harvest Of The Sea" by Charles Hanson Towne Solo: "There is Your Beautiful Nightdress Gone" from <i>A Night to Remember</i>	Write 1–2 paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources. EXTRA: Writing Prompt 1 (Informative): In "The Harvest of the Sea," the speaker personifies (gives human qualities to) the sea. What character traits does the speaker give the sea? Support your answer with at least two details from the poem. Writing Prompt 2 (Argumentative): Both "The Harvest of the Sea" and "Untitled Poem" discuss men who have died at sea. Which poem do you think honors these men the most? Use evidence from both poems to support your claim.
4: Flex Day 2	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

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Sub-Unit 3: Passport and Collection Research

Sub-unit overview: Research and write about the experiences of passengers on the *Titanic*.

4 Lessons

Lesson	Reading	Writing
1: Passport to the Titanic	The <i>Titanic</i> Collection: "A Letter From Mary Lines" Solo: "A Letter From Mary Lines"	
2: A Letter From the Past	Solo: "Sinking of the 'Titanic' Most Appalling Ocean Horror"	In character, write a letter to a friend or family member at home. Date the letter April 14, 1912. Describe your experiences aboard the <i>Titanic</i> . Use the information you've noted in your Passenger Profile to help craft your response. Your letter should include at least one fact from each of the documents.
3: Passport and Collection Research	The <i>Titanic</i> Collection: ""May Be Waifs' Mother;" "Discovery of the Titanic;" "The Iceberg Was Only Part of It;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland" Solo: ""May Be Waifs' Mother;" "Discovery of the Titanic;" "The Iceberg Was Only Part of It;" "Letter from the Dock, Wharf, Riverside and General Workers' Union of Great Britain and Ireland" EXTRA: Excerpt from the British Government report submitted to US Senate on April 15, 1912: "The Third-Class Passengers"	EXTRA: Writing Prompt 1 (Argumentative): What do you believe was the author's intent for this report? Use evidence from ""The Third-Class Passengers"" to support your claim. Writing Prompt 2 (Argumentative): Do you believe the British Government's account of the fate of the steerage passengers? Support your claim with evidence from "The Third-Class Passengers" and one of the following passages from The Titanic Collection: Excerpt: "Testimony of Olaus Abelseth" from United States Senate Inquiry; or Excerpt: Chapter 7—"There is Your Beautiful Nightdress Gone" from <i>A Night to Remember</i> by Walter Lord. Click NEXT at the end of "Testimony of Olaus Abelseth" to see the remaining texts from The Titanic Collection.
4: Flex Day 3	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

**Sub-Unit 4: Socratic Seminar and Internet Research**

Sub-unit overview: What else do you want to know about the *Titanic*? Investigate your questions in an open class discussion.

4 Lessons

Lesson	Reading	Writing
1: Preparing for the Socratic Seminar	The <i>Titanic</i> Collection	
2: Conducting the Socratic Seminar	The <i>Titanic</i> Collection	
3: Internet Research	The <i>Titanic</i> Collection	Write one or two paragraphs providing key information you discovered about your topic. Make sure to include two framed quotes from at least two sources.
4: Flex Day 4	Teacher choice: Activities to support a range of skills, determined by student need	Teacher choice: Grammar, Revision Assignments, and Writing Prompts determined by student need

Sub-Unit 5: Write an Essay

Sub-unit overview: Who is to blame for the loss of life on the *Titanic*? Who were the *Titanic* Orphans and how did they survive the sinking of the ship?

8 Lessons

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Lesson	Reading	Writing
1: Gathering Evidence	The <i>Titanic</i> Collection	<p>Research Option 1: Who's to blame for the loss of life on the <i>Titanic</i>? Research a list of several parties involved in the tragedy. Some options include the <i>Titanic</i>'s Captain Smith, the telegraph officers, the <i>Titanic</i>'s lookouts, the captain of the <i>Carpathia</i>, and the White Star Line's owners and shipbuilders.</p> <p>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.</p> <p>Research Option 2: Who were the <i>Titanic</i> orphans? Write an informative essay detailing the experience of the two young children known as the <i>Titanic</i> Orphans.</p> <p>As you conduct your research, be sure to look for relevant facts and concrete details about their lives before they boarded the doomed <i>Titanic</i>, 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.</p>
2: Making a Claim and Writing a Body Paragraph	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
3: Writing a Body Paragraph and an Introduction	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
4: Revising and Writing a Conclusion	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
5: Finishing and Editing the Essay	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.
6: Creating Citations and a Works Cited List	The <i>Titanic</i> Collection	The essay lessons use daily revision to organize and improve writing, enabling students to build up to the final, finished essay.

7: Media Project		
8: Social Media Project Presentations		