Unit 1/Week 3

Title: Finding the Titanic

Suggested Time: 5 days (45 minutes per day)

Common Core ELA Standards: RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6; RF.4.4; W.4.2, W.4.4, W.4.9, W.4.10; SL.4.1, SL.4.2; L.4.1, L.4.2, L.4.6

Teacher Instructions

*Refer to the Introduction for further details.*

**Before Teaching**

1. Read the Big Ideas and Key Understandings and the Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

Author and Titanic discoverer Robert Ballard works diligently to preserve the Titanic as a monument to those who lost their lives in the famous shipwreck.

Synopsis

Robert Ballard describes how he and his team discovered the Titanic in 1985. Through a flashback to the story of 12-year old Ruth Becker in 1912, Ballard portrays one of the many stories that has driven his interest to preserve the Titanic on the ocean floor.

1. Read entire main selection text, keeping in mind the Big Ideas and Key Understandings.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text Dependent Questions

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| **Text Dependent Questions** | **Answers** |
| Who is telling the story at this point? How do you know? (p. 83) | The author of the story, Robert Ballard, is using first person to describe how he and his team discovered the Titanic.  |
| What are Robert Ballard and his team trying to do? When is this happening? (p. 83) | They are trying to find the Titanic; the year is 1985. |
| How does the team use Argo? (p. 84) | Pulled along from above, Argo was a sled that took moving pictures right above the ocean floor. Ballard’s team was able to see these pictures from the ship’s video screen, as they looked for evidence of the Titanic.  |
| On p. 84, Ballard thinks about the people who “survived the shipwreck.” What does this mean and why does he share this? | He is thinking of the stories of people who had survived the Titanic, or lived to tell about the experience. He cannot forget the stories that have been told, including that of Ruth Becker’s. He shares her story in memory of those who had lost their lives as well as the survivors.  |
| Who is Ruth Becker? Who is telling the story in Chapters 2, 3 & 4? (p. 85) | Ruth Becker survived the Titanic when it sunk in 1912; she didn’t begin to tell her story until near the end of her life. A narrator tells the story in Chapters 2, 3 & 4. |
| On the bottom of p. 85, the narrator uses 4 short sentences to describe the rooms of wealthy, or rich, first-class passengers. Combine those ideas into 1 or 2 complex sentences.On p. 86, the narrator contrasts the rooms of the first-class passengers with the third-class passengers. Combine those sentences into 1 or 2 complex sentences. | One example could be: *Ruth peeked inside one of the rooms of a wealthy first-class passenger, finding it to be bigger and fancier than her whole cabin.*One example could be: *The third-class passengers, speaking many different languages, crowded the lower decks of the Titanic with their large trunks and suitcases, as they hoped to make new lives for themselves in America.* |
| A palace is a large and fancy building or mansion. What words and phrases does Robert Ballard use to describe the Titanic as “the floating palace?” (p. 85 – 87) | With nine decks and as tall as an eleven-story building, the Titanic is the largest ship afloat. It was very ornate, with gold plated light fixtures, a grand staircase, an elevator, steam baths, and swimming pool.  |
| How did Ruth end up on a lifeboat? (p. 88) | Ruth was separated from her mother and brother & sister as they were getting onto the lifeboats. Ruth’s mother screamed for her. Ruth walked to another boat and asked the officer if she could get in. He lifted her onto the packed boat, where she had to stand. |
| As they rowed towards the lights of what they hoped to be another boat, Ruth saw “distress signals” being sent up from the Titanic. Rereading the text on p. 90, what are “distress signals?” | These were the rockets that the crew of the Titanic sent up into the sky, alerting other ships that they were in trouble and required help. |
| Summarize the key events of Chapter 3.  | Ruth’s mother woke her up in the middle of the night when the ship had hit the iceberg. Women and children were evacuated off of the ship first. Ruth was separated from her family, but made it on to a lifeboat. As her lifeboat rowed towards the lights of what they hoped to be another ship, Ruth saw the hundreds of passengers still on the ship. Ruth watched the Titanic break in half and sink. |
| Why did Ruth’s eyes fill with tears of relief when she saw her mother, brother and sister on the rescue ship? (p. 94) | Ruth had been separated from her family and almost did not get on a lifeboat. She watched as the Titanic, still full of thousands of passengers, sunk. She couldn’t find her mother when she first got on the rescue ship. |
| When Ballard’s team found a bit of the Titanic with the Argo, why did they feel excited and sad? (p. 95) | They were excited to have finally found the ship; they were sad, as they thought of the stories of those who had died on the ship so long ago. |
| Compare the functions of Argo, Alvin and J.J, the tools the team uses while exploring the Titanic. | Argo was the sled that helped them identify the location of the Titanic. Alvin took the team down to the Titanic. JJ (Jason Junior) was the small robot that could go inside the ship to take pictures. |
| “We explored most of the great wreck over the next few days.” How is the word great used? How can a shipwreck be great? (p. 99) | In this context, ‘great’ refers to the size of the shipwreck—both in the passengers lost and in the size of the ship. Carrying over two thousand passengers, the Titanic was the largest ship to ever sail, and consequently the largest shipwreck when it hit the iceberg. |
| The team placed two plaques, or flat markers engraved with words, on the Titanic before they left. What did the plaques mean? | Ballard’s team left a plaque on the stern in the memory of all of the passengers who had lost their lives. They left a plaque on the bow asking anyone who visits the Titanic to leave it in peace. They did not want the Titanic to be disturbed. |

Vocabulary

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|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction  |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text | stern (p. 90)plaque (p. 99) | loomed (p. 96)expedition (p. 101)steward (p. 85)fixtures (p. 85) |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | bow (p. 90)survived (survivor) (p. 84)voyage (p. 87)wreckage (wreck; shipwreck) (p. 95)monument (p. 100)floating palace (p. 85-87)great (p. 99)distress signal (p. 90)wealthy (p. 85)third class (p. 86) | grand (p. 85)damage (p. 88)drenched (p. 93)submarine (p. 96)hull (p. 85)distance (p. 92)drifted (p. 92)bursts (p. 90) |

Culminating Task

* Re-Read, Think, Discuss, Write

*A monument is a structure in memory of people who have died. What evidence does the author use to show the Titanic should be left as a monument to those who died in the wreck?*

Answer: Ballard explains that the Titanic, the largest ship of its kind, carried over two thousand passengers, many of whom died when it hit the iceberg and sunk in 1912. By highlighting the human aspect of the Titanic through the story of Ruth Becker, Ballard wants to honor the memories of those who lost their lives. Ballard uses the Argo, Alvin & JJ, scientific equipment to help discover and take pictures of the Titanic, but that would not disrupt the ship.

Additional Tasks

* How do the illustrations help you understand the different settings?

Answer: The variety of black and white photographs, paintings and colored photos are used to compare the discovery of the Titanic in 1985 with original images of the ship in 1912.

Note to Teacher

* Do not read the “Background” selection prior to reading this selection. Use it later in the lesson if students need additional support in understanding the selection. See the introduction for a complete discussion of background knowledge and pre-reading.

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**“Finding the Titanic”**

1. Who is telling the story at this point? How do you know? (Pg. 83)
2. What are Robert Ballard and his team trying to do? When is this happening? (Pg. 83)
3. How does the team use Argo? (Pg. 84)
4. On page 84, Ballard thinks about the people who “survived the shipwreck.” What does this mean and why does he share this? (Pg. 84)
5. Who is Ruth Becker? Who is telling the story in Chapters 2, 3 & 4? (Pg. 85)
6. On the bottom of page 85, the narrator uses 4 short sentences to describe the rooms of wealthy, or rich, first-class passengers. Combine those ideas into 1 or 2 complex sentences. (Pg. 85). On page 86, the narrator contrasts the rooms of the first-class passengers with the third-class passengers. Combine those sentences into 1 or 2 complex sentences. (Pg. 86)
7. A palace is a large and fancy building or mansion. What words and phrases does Robert Ballard use to describe the Titanic as “the floating palace?” (Pgs. 85-87)
8. How did Ruth end up on a lifeboat? (Pg. 88)
9. As they rowed towards the lights of what they hoped to be another boat, Ruth saw “distress signals” being sent up from the Titanic. Rereading the text on page 90, what are “distress signals?” (Pg. 90)
10. Summarize the key events of Chapter 3.
11. Why did Ruth’s eyes fill with tears of relief when she saw her mother, brother and sister on the rescue ship? (Pg. 94)
12. When Ballard’s team found a bit of the Titanic with the Argo, why did they feel excited and sad? (Pg. 95)
13. Compare the functions of Argo, Alvin and J.J, the tools the team uses while exploring the Titanic.
14. “We explored most of the great wreck over the next few days.” How is the word great used? How can a shipwreck be great? (Pg. 99)
15. The team placed two plaques, or flat markers engraved with words, on the Titanic before they left. What did the plaques mean?

Supports for English Language Learners (ELLs)

to use with Basal Alignment Project Lessons

When teaching any lesson, it is important to make sure you are including supports to help all students. We have prepared some examples of different types of supports that you can use in conjunction with our Basal Alignment Project Lessons to help support your ELLs. They are grouped by when they would best fit in a lesson. While these supports reflect research in how to support ELLs, these activities can help ALL students engage more deeply with these lessons. Note that some strategies should be used at multiple points within a lesson; we’ll point these out. It is also important to understand that these scaffolds represent options for teachers to select based on students’ needs; it is not the intention that teachers should do *all* of these things at every lesson.

**Before the reading:**

* Read passages, sing songs, watch videos, view photographs, discuss topics (e.g., using the [four corners strategy](http://www.theteachertoolkit.com/index.php/tool/four-corners)), or research topics that help provide context for what your students will be reading. This is especially true if the setting (e.g., 18th Century England) or topic (e.g., boats) is one that is unfamiliar to the students.
* Provide instruction, using multiple modalities, on selected vocabulary words that are *central to understanding the text*. When looking at the lesson plan, you should note the Tier 2 words, particularly those words with high conceptual complexity (i.e., they are difficult to visualize, learn from context clues, or are abstract), and consider introducing them ahead of reading. For more information on selecting such words, go [here](https://achievethecore.org/page/3167/selecting-and-using-academic-vocabulary-in-instruction). **You should plan to continue to reinforce these words, and additional vocabulary, in the context of reading and working with the text. (See additional activities in the During Reading and After Reading sections.)**

**Examples of Activities:**

* Provide students with the definition of the words and then have students work together to create [Frayer models](http://www.theteachertoolkit.com/index.php/tool/frayer-model) or other kinds of word maps for the words.
* When a word contains a prefix or suffix that has been introduced before, highlight how the word part can be used to help determine word meaning.
* Keep a word wall or word bank where these new words can be added and that students can access later.
* Have students create visual glossaries for whenever they encounter new words. Then have your students add these words to their visual glossaries.
* Create pictures using the word. These can even be added to your word wall!
* Create lists of synonyms and antonyms for the word.
* Have students practice using the words in conversation. For newcomers, consider providing them with [sentence frames](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion) to ensure they can participate in the conversation.
	+ Practice spelling the words using different spelling practice strategies and decoding strategies. Students could take turns spelling with a partner.
* Use graphic organizers to help introduce content.

**Examples of Activities:**

* Have students fill in a [KWL chart](http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html) about what they will be reading about.
* Have students research setting or topic using a pre-approved website and fill in a chart about it. You could even have students work in groups where each group is assigned part of the topic.
* Have students fill in a bubble map where they write down anything that they find interesting about the topic while watching a video or reading a short passage about the topic. Then students can discuss why they picked the information.

**During reading:**

* Read the text aloud first so that ELLs can hear the passage read by a fluent reader before working with the text themselves.
* Allow ELLs to collaborate in their home languages to process content before participating in whole class discussions in English. Consider giving them the discussion questions to look over in advance (perhaps during the first read) and having them work with a partner to prepare.
* Encourage students to create sketch-notes or to storyboard the passage when they are reading it individually or with a partner. This will help show if they understand what they are reading as they are reading it.
* Ask questions related to the who, what, when, why, and how of the passage. For students that may need a little more help, provide them with [sentence stems](https://achievethecore.org/page/3159/ell-supports-for-writing-and-discussion).
* Continue to draw attention to and discuss the words that you introduced before the reading.

**Examples of Activities:**

* Have students include the example from the text in their glossary that they created.
* Create or find pictures that represent how the word was used in the passage.
* Practice creating sentences using the word in the way it was using in the passage.
* Have students discuss the author’s word choice.
* Use graphic organizers to help organize content and thinking.

**Examples of Activities:**

* Have students fill in a chart to keep track of their 5ws while they read to help them summarize later and figure out the central idea of a passage.
* It may again be beneficial to have somewhere for students to store new words that they encounter while reading the text. Students could use a chart to keep track of these new words and their meanings as they read.
* If you had students fill in a KWL, have them fill in the “L” section as they read the passage.
* Utilize any illustrations or text features that come with the story or passage to better understand the reading.
* Compare/contrast the passage with what the illustrations convey about the passage. Have students consider if the illustrations look the way they visualized the passage in their own minds or if the passage matches their predictions based on the illustrations.
* Identify any text features such as captions and discuss how they contribute to meaning.

**After reading:**

* Present directions for any post-reading assignments orally and visually; repeat often; and ask English Language Learners to rephrase.
* Allow ELLs to use English language that is still under development. Students should not be scored lower because of incorrect spelling or grammar (unless the goal of the assignment is to assess spelling or grammar skills specifically). When grading, be sure to focus on scoring your students only for the objective(s) that were shared with students.
* Scaffold questions for discussions so that questioning sequences include a mix of factual and inferential questions and a mix of shorter and more extended responses. Questions should build on each other and toward inferential and higher-order-thinking questions. There are not many factual questions already listed in the lesson instructions, so you will need to build some in as you see fit. More information on this strategy can be found [here](https://achievethecore.org/aligned/creating-sequencing-text-dependent-questions-support-english-language-learners/).
* Reinforce new vocabulary using multiple modalities

**Examples of activities:**

* Using the words that you had students work with before reading, have students write sentences in reference to the passage that you just finished reading.
* Require students to include the words introduced before reading in the culminating writing task.
* For newcomers, print out pictures that represent the words that you focused on and have students match the words to the pictures.
* Based on different features of the words, have the students sort them into different categories and explain their choices. For example, the students could sort the words by prefixes, suffixes, connotation, etc.
* After reading the passage, continue to examine important sentences (1–2) in the text that contribute to the overall meaning of the text. Guide students to break apart these sentences, analyze different elements, and determine meaning. More information on how to do this, including models of sentence deconstruction, can be found [here](https://achievethecore.org/page/3160/juicy-sentence-protocol).
* Provide differentiated scaffolds for writing assignments based on students’ English language proficiency levels.

**Examples of Activities:**

* For all students, go over the prompt in detail, making sure to break down what the prompt means before having the students get to work. Then have the students explain the directions back to you.
* Have students create an evidence tracking chart during reading, then direct them to look back over their evidence chart and work with a group to see if their evidence matches what the rest of the class wrote down. If some of the chart does not match, students should have a discussion about why.
* For students who need more support, model the proper writing format for your students and provide them with a properly formatted example for reference.
* For newcomers, you may consider creating sentence or paragraph frames to help them to write out their ideas.
* To further discussion about the passage, have students create their own who, what, when, where, why, and how questions related to the passage to ask each other and have students pair up and practice asking each other the questions. If available, pair students of the same home language to support the use of language still under development.