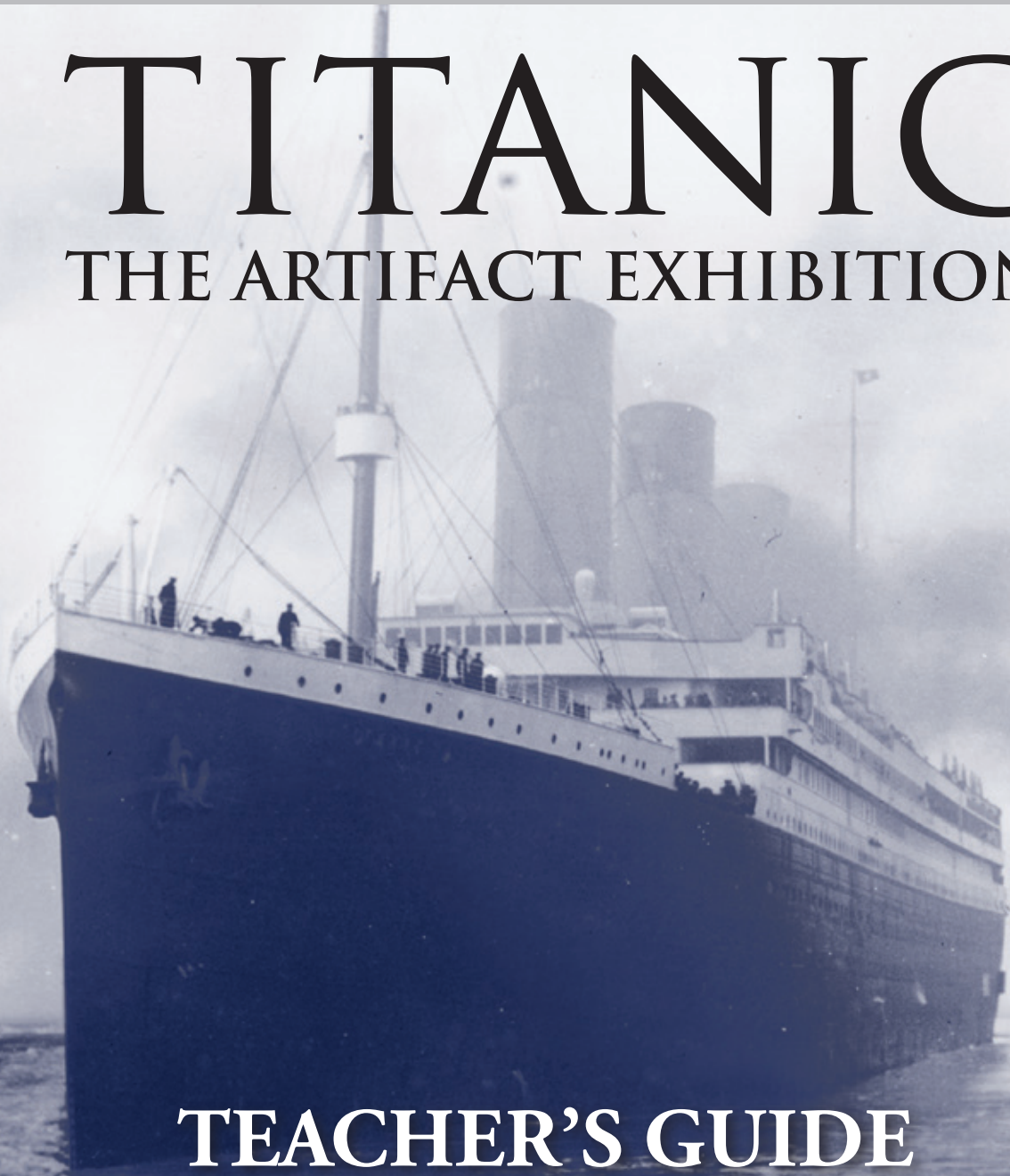




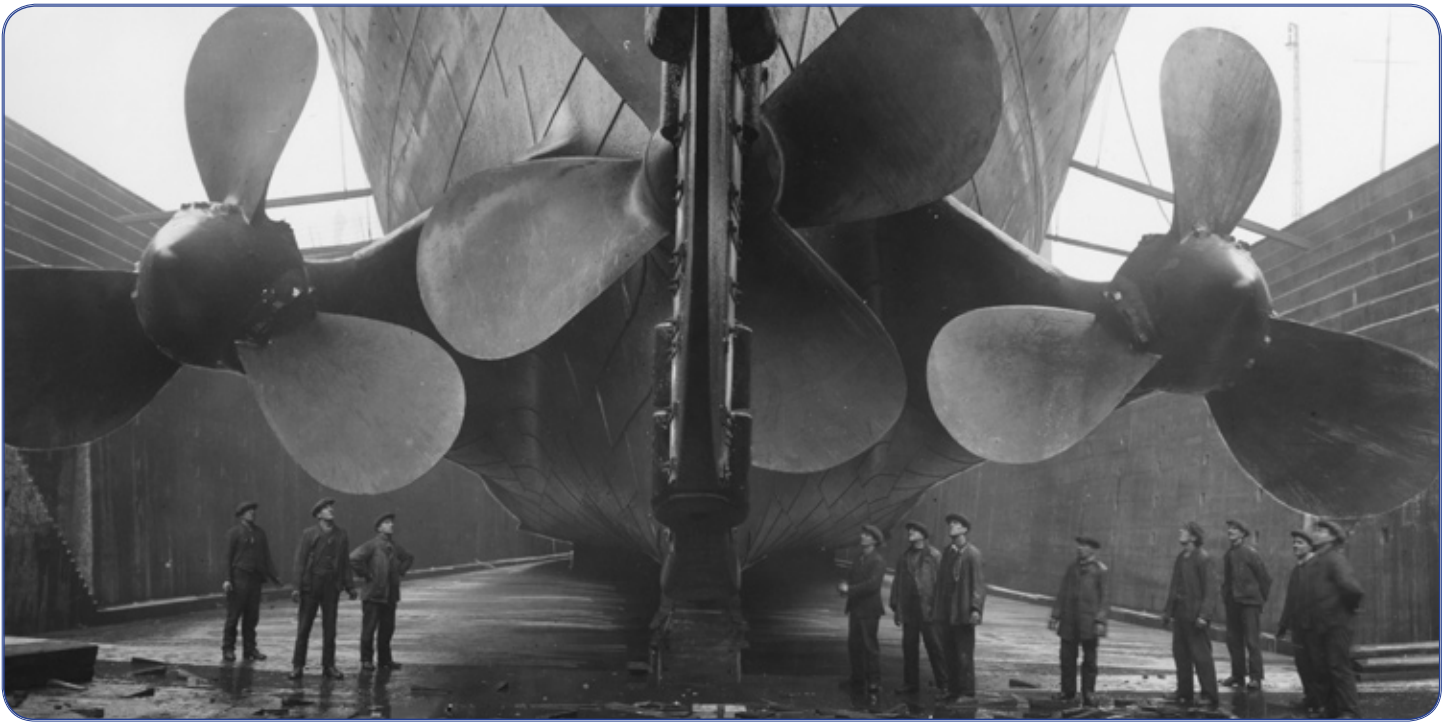
# TITANIC

## THE ARTIFACT EXHIBITION



**TEACHER'S GUIDE**  
CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

Winner of a 2007 NAI Interpretive Media Award for Curriculum



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Winner of a 2007 NAI  
 Interpretive Media Award  
 for Curriculum

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# TITANIC THE ARTIFACT EXHIBITION

**We want your field trip to be a positive experience for your class. Upon your return, please visit [www.prxi.com/fts](http://www.prxi.com/fts) to complete a brief survey. We value your feedback!**

## INTRODUCTION

We invite you and your school group to see *Titanic: The Artifact Exhibition* and take a trip back in time. The galleries in this fascinating Exhibition put you inside the *Titanic* experience like never before. They feature real artifacts recovered from the ocean floor along with room re-creations and personal histories, each highlighting a different chapter in the compelling story of *Titanic*'s maiden voyage. Board *Titanic* using a replica White Star Line ticket belonging to an actual passenger, touch an iceberg, and learn about artifact recovery and conservation.

*...a great catalyst for lessons in Science, History, Geography, English, Math, and Technology.*

*Titanic: The Artifact Exhibition* is a great catalyst for lessons in Science, History, Geography, English, Math and Technology. Many students are familiar with the compelling story behind the Ship's promised voyage and tragic demise. Innovative educational resources link this innate fascination to classroom-friendly lessons that will generate student interest before your visit and extend student learning beyond your field trip.

Our award-winning *Titanic* Teacher's Guide includes activities for elementary, middle, and high school levels aligned to your state curriculum standards as well as the national standards from NCSS and NCTE. These lessons, which come with ready-to-copy Student Activity Pages, are designed to be used by Social Studies and Language Arts classes before, during, and after your field trip. The Appendix includes suggestions and links for activities in Science and Math.

This Teacher's Guide features a variety of methods and projects for those educators who strive for differentiated instruction in their classrooms. While learning about *Titanic*, students can analyze primary sources, explore history through music, perform historical reenactments, sharpen their geography skills, and find connections to the Ship's story within their own communities and families.

Teachers will find something to engage students of all skill levels and interests. Thank you for sharing this innovative learning experience with your students. We look forward to seeing you at *Titanic: The Artifact Exhibition*.



# GETTING READY

## Preparing to Visit the Exhibition

*Titanic* was conceived in 1907 and met with disaster in 1912. The story has been told and retold, but never more poignantly and passionately than by the artifacts in this Exhibition. Painstakingly recovered from the debris field surrounding the wreck site and artfully conserved, these three-dimensional objects represent the vessel and the 2,228 souls who journeyed with her into history.

The galleries in the Exhibition—featuring real artifacts, room re-creations and personal histories—each highlight a different chapter in the compelling story of *Titanic*'s maiden voyage.

The **Construction Gallery** focuses on the design and invention of *Titanic*. It showcases the shipyards of Harland & Wolff, who hoped to be the most technologically advanced and progressive shipbuilder in the world.

The **Departure Gallery** allows students to feel what it was like to set sail that fateful day, April 10, 1912.

After boarding *Titanic*, students enter the **First Class Gallery**. Brass railings and a rich carpet runner lead down an elegant hallway and past a series of numbered doors. The focal point of this gallery is the first class stateroom. This cabin contains re-creations of *Titanic* furniture along with clothing and personal belongings of first class passengers.



The **Verandah Café Gallery** (above) features first class china, crystal, dinnerware, and silverware. Menus from the restaurants of *Titanic* are displayed.

In the **Passenger Gallery**, students learn individual stories and view personal artifacts recovered from the ocean floor.

The **Third Class Cabin Gallery** includes a re-creation of the simple accommodations offered to those passengers traveling in steerage. Though basic, these cabins provided much greater comfort than any other ship at that time.

By touching the frigid wall of ice in the **Iceberg Gallery**, students will discover how cold it was in the North Atlantic on the night *Titanic* sank. In -2 degrees Celsius (28 degrees Fahrenheit) water there was little chance for survival. Death from hypothermia came quickly.

The **Discovery Gallery** shows how *Titanic* was found and what lies in her debris field. Students will learn about artifact recovery and conservation efforts.

The **Memorial Gallery** lists over 2,200 names of those who were lost and those who were saved. Students will find the name from their boarding pass on this wall.

## What Students Want To Know

### How are these artifacts recovered from *Titanic*?

*Nautilie* and *MIR* submersibles are used to recover artifacts from the ocean floor. These machines are equipped with mechanical arms capable of scooping, grasping, and recovering the artifacts, which are then either collected in sampling baskets or placed in lifting baskets. The crew compartment of each submersible accommodates three people—a pilot, a co-pilot, and an observer—who each have a one-foot-thick plastic porthole between themselves and the depths. Both submersibles have the capabilities of operating and deploying a remotely operated vehicle, or ROV, from a 110-foot tether which is then flown inside the wreck to record images. It takes over two and a half hours to reach the *Titanic* wreck site. Each dive lasts about twelve to fifteen hours with an additional two hours to ascend to the surface.

## How are the artifacts conserved?

The conservation treatment begins once the artifact is exposed to the air, undergoing an immediate stabilization process. Once removed from the water, the artifact is cleaned with a soft brush and placed in a foam-lined tub of water. It then goes to the conservation laboratory where contaminating surface salts are leached out. Metal objects are placed in a desalination bath and undergo the first steps of electrolysis, a process that removes negative ions and salt from the artifact. Electrolysis is used to remove salts from paper, leather, and wood as well. These materials also receive treatments of chemical agents and fungicides that remove rust and fungus.



Once artifacts made of wood and leather begin to dry, they are injected with a water-soluble wax which fills artifact capillaries previously occupied by water and debris. Artifacts made of paper are freeze-dried to remove all the water and then treated to protect against mold. At this point conservation for exhibition is complete. All recovered artifacts are carefully maintained in an environment of controlled temperature, humidity, and light.

## Why did so many third-class passengers die in the sinking?

The forward part of the boat deck was promenade space for first-class passengers and the rear part for second-class passengers. People from these classes had the best chance of getting into a lifeboat simply because they could get to them more quickly and easily than passengers in third class, whose cabins and common areas were located on the Ship's lower levels.

## Are there still dead bodies on the bottom of the ocean?

No skeletons remain at the wreck site. Any bodies carried to the seabed with the wreck were eaten by fish and crustaceans.



## Chaperone Responsibilities

As a chaperone, you are responsible for helping your students get the most out of this very unique learning experience. To keep order, you need to stay with your assigned group of students throughout your visit. If you leave a gallery, they leave a gallery. If you are still in a gallery, they are still in a gallery. Please supervise your students in the retail area and in the restrooms as well.

Some of the more popular items in the store for students (from \$1–\$15) include *Titanic* pencils, models, and t-shirts; and for teachers (\$10–\$40) you will find *Titanic* books, DVDs, and posters.

While your students are busy learning, discovering, questioning and reflecting, we ask that you help us reinforce some basic rules of museum etiquette. Keep your voices low. Do not gather at the entrances or exits to the galleries. Do not lean against walls or block the flow of traffic for our other patrons. We have a very strict policy of no photography or cell phone use in the Exhibition. Some teachers may have assigned activities for students to complete as they move through the galleries. Please remind them not to lean on the glass cases or on the walls to write. They should use a notebook or a clipboard to fill out their papers.

We know that this is a fascinating Exhibition to view, but please remember that your top priority is to monitor your students and keep them focused so that they can meet their teachers' expectations.

We greatly appreciate your participation in making this a memorable field trip for everyone from your school. Thank you!

# National Curriculum Standards

## National Council for the Social Studies (NCSS)

## The National Council of Teachers of English (NCTE)

### Elementary School Teacher's Guide Lesson Plans: NCSS Early Grades

1. Culture: b, c
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, e, g
4. Individual Development and Identity: b, e, g, h
5. Individuals, Groups, and Institutions: b
7. Production, Distribution, and Consumption: b
8. Science, Technology, and Society: a

### Middle School Teacher's Guide Lesson Plans: NCSS Middle Grades

1. Culture: b, c, e
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, c, d, g, i
4. Individual Development and Identity: a, b, d, e, g,
5. Individuals, Groups, and Institutions: a, b
6. Power, Authority, and Governance: g, h
7. Production, Distribution, and Consumption: i
8. Science, Technology, and Society: a
9. Global Connections: a

### High School Teacher's Guide Lesson Plans: NCSS High School

1. Culture: b, d
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, c, d, i
4. Individual Development and Identity: a, b, h
5. Individuals, Groups, and Institutions: a, b
7. Production, Distribution, and Consumption: h
8. Science, Technology, and Society: a, b
9. Global Connections: a, c

**NCTE Standards:** 1, 3, 5, 7, 8, 12

# CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

## Elementary School Teacher's Guide

1. Pack Your Bags
2. Now and Then
3. Extra! Extra! Read All About It!
4. Artifacts
5. A Picture is Worth a Thousands Words!
6. Are We There Yet?
7. A Ticket to Ride
8. All Aboard! *Titanic* Boarding Passes... A Lesson in History
9. I Was There?
10. Telling Time

*"I would recommend this exhibit  
to all teachers for their students."*

The lessons in the Elementary School Teacher's Guide are specifically geared towards Social Studies in elementary school, with inherent Language Arts components. However, a unit on *Titanic* can be easily incorporated into many subjects. For example, in a music class the students can sing songs popular in the early 1900s. In PE class, the students can play games common at that time. For Art, students can frame black-and-white photos taken on a day that they come in period costume. In the Appendix, you will find a list of several recommended interdisciplinary activities for all levels, especially addressing math and science and including the link for our comprehensive *Titanic Science* curriculum.

For Reading, there are several excellent historical fiction books available for this level such as *White Star: A Dog on the Titanic*, *Dear America's Voyage on the Great Titanic: The Diary of Margaret Ann Brady*, and *Magic Tree House: Tonight on the Titanic*. These books are also a convenient way to teach the difference between fact and fiction. After reading one or listening as a class, the students can look for discrepancies when they visit the Exhibition.

The targeted grade level is 3–5. Many can be easily simplified for K–2. Teachers will also want to consult the Middle School Guide. Some of the lessons have components that must be done before the field trip to *Titanic: The Artifact Exhibition*, some are for after the trip, and some are for both. Most also have activities to be completed by the children while at the Exhibition. Please preview the lessons carefully so everyone will be prepared. Feel free to select all or part of the lessons. Older students may be able to complete all the work in the Guide designed to be done at the Exhibition, while one activity may be enough for the younger grades. Some lessons include reproducible Student Activity pages which you will find at the end of the lesson descriptions and instructions.





## Lesson 1: Pack Your Bags!



Leather bag recovered from the ocean floor.

Explain to the students that some of the people traveling on *Titanic* were going on vacation but many of them were moving to find new homes. Ask students to look for bags and suitcases at the Exhibition. You may want them to draw a picture to help them remember later.

Introduce the lesson:

Imagine that your family is moving to a new house but there's only enough room for you to bring 1 suitcase, just like the ones you saw on the field trip.

- Make a list of your most important things to go into your bag.
- List the reasons a family might have to move far away, especially if they can't take very many things with them.
- Pretend that someone far in the future has found this bag. What do the things inside tell them about you?

Write a report as this archaeologist in the future explaining what was “discovered” and what can be learned from it about life in the early 21st century.

## Lesson 2: Now and Then

*Student Activity page 12*

In this activity, students will compare objects from their own life to those of 1912. Instruct students to fill in column 1 of the chart (“Mine”) before the field trip. These can be their favorite of that item or what is typical for their family. Column 2 (“On *Titanic*”) will be filled in as they look at the artifacts and photographs at the Exhibition. Columns 3 and 4 can be completed and discussed after the trip. Further information for column 2 can be researched after the trip if necessary. Also, you may want to assign a specific number of the items to be done, like any 8 of the 10.

## Lesson 3: Extra! Extra! Read All About It!

*Titanic* had its very own newspaper published daily aboard the Ship, the *Atlantic Daily Bulletin*. It contained news articles, advertisements, daily menus, stock prices, horse-racing results, and society gossip.

This activity can be done before or after the field trip. Working in groups, your class is going to produce its own issue of the paper. Each group can be assigned one topic, page, or section. Possibilities include what children did for fun on the Ship, the biographies of the Ship's crew, biographies of some of its famous passengers, connections to your own community, and anything else you can think of that would be appropriate for a newspaper in 1912. Make sure illustrations and advertisements are included. Looking through Lessons 7–9 in the Middle School Guide may provide further ideas and information on topics to research.

The format for this project can vary depending on your class skills and resources. For example, each section of the “paper” could be done on a poster, and mounted for display. Desktop publishing can also be used for a professional-looking product.



Although his luggage containing this calling card was on *Titanic*, Mr. Irwin was not as he had missed the boat.

## Lesson 4: Artifacts

*Student Activity page 13*

Make sure students understand the definition of an artifact before beginning. Their task is going to be to find 3 artifacts at *Titanic: The Artifact Exhibition* whose owners have been identified. Most of these will be found in the Memorial Gallery room at the end of the Exhibition. The worksheet provides a chart and a creative writing assignment. After the field trip, have students research the lives of those individuals by looking up the people on the passenger lists available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) under the “People” section or via their “Search” function.

These biographies can be used as subjects for several forms of assessment. Some suggestions are a mobile, timeline, or poster with key events illustrated; an informative letter from the passenger; written reports; “autobiographies” presented in costume; “diary” entries; and skits, interviews, or dialogues among several “characters”. This part of the lesson correlates well with Lesson 9.

### **Lesson 5: A Picture is Worth a Thousand Words!**

*Student Activity page 14*

This lesson demonstrates to the students how we don't learn history only by reading books. They will look for and keep track of the photographs, diagrams, and models used in *Titanic: The Artifact Exhibition* to tell the Ship's story. They will tally each time the Ship is depicted in one of those 3 formats and answer questions about those totals. For lower grades, this makes an excellent counting and sorting activity. For all grades, it transitions easily into an art project.

### **Lesson 6: Are We There Yet?**

*Student Activity page 15*

This is a geography activity that requires locating and labeling places on a map. You will need to provide a black-line master map for your students to use. Make sure it shows the Atlantic Ocean with land on either side. Students will also need an atlas.

Instructions are on the Student Activity page. The amount of detail expected on the map can vary with the grade level. For upper level grades, make sure the map has longitude and latitude lines marked on it. A simplified grid for longitude and latitude is also available on the Student Page. A map is provided to show *Titanic's* route.

### **Lesson 7: A Ticket to Ride**

*Student Activity page 17*

Tell your students they have been hired to redesign the tickets used to board *Titanic*. While on the field trip, they must fill in the chart on their Student Activity page. Their final ticket design must incorporate that information somehow. For examples, students can refer to the Boarding Pass they received at the Exhibition as well as the picture of an authentic ticket on their worksheet.



### **Lesson 8: All Aboard! Titanic Boarding Passes... A Lesson in History**

Continuing with the Boarding Pass referenced in Lesson 7, this lesson examines stratification in society and can also be expanded with the same biography activities as described in Lesson 4 and included in Lesson 9.

Upon arriving at the Exhibition, students will “board” *Titanic* using replica tickets from White Star Line. Each boarding pass includes the name of an actual passenger on board the Ship thus enhancing the historical relevance and personal experience for your students. Throughout the Exhibition, your class will learn about early 20th century grandeur as they walk through re-creations of several actual interiors of the Ship. When students view two painstakingly recreated passenger cabins—one first-class and one third-class—they can imagine what it would have been like to actually sail on *Titanic*. These two cabins also vividly illustrate the sharp differences between the wealthy passengers in first class and the poor immigrants who crowded the third class cabins. Students will track the experience of the passenger on their boarding pass as they move through the Exhibition.

#### **Before your field trip:**

Define and discuss the terms “first class” and “third class”. Many students will give a definition that has to do with school—“English class” or “Math class”. Lead students towards other definitions by asking: What does it mean to fly “first class” on an airplane? What does “class” mean in the phrases “upper class”, “middle class” and “working class”? Do you see examples of this in our daily life?

Explain to your students that on *Titanic*, passengers could book passage in the first-class, second-class, or third-class cabins. You may want to share with them what it would cost in each class in today's dollars and provide concrete examples of what has a comparable cost today: First Class Deluxe Parlor Suite = \$103,000; Second Class Ticket = \$57,200; Third Class Berth = \$900. Let students know that when they visit the *Titanic* Exhibition, they will see both a First Class and a Third Class cabin.

#### **At the Exhibition:**

Ask students to notice the differences between the First and Third class facilities. They may want to take notes while they are at the Exhibition. As they enter the Memorial Gallery, students will see the fate of their individual passengers by locating their names on the manifest.

#### **After the field trip:**

Have students create an illustration of the person from their Boarding Pass in a cabin appropriate to their status. Researching the specific person on Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) will provide additional details to incorporate, perhaps even a photograph of the person or a list of their personal belongings to include in the picture.

### **Lesson 9: I Was There!?**

*Student Activity page 18*

This activity has 2 parts, both of which enhance the students' concept of their place in history. The first makes connections to their family history and the second to their local community. Both activities use Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). Lists of passengers from *Titanic* are available online there in the "People" section. There is also a "Search" feature provided on the site.

Both activities are begun before the field trip, with a part to be done at the Exhibition, and extension activities for afterwards. The last column on the charts asks whether or not there is anything at the Exhibition that is connected to these people and if so, to describe what it is. These will most likely be found in the Memorial Gallery.

Once the data has been collected, this lesson can be used as a launching point for the biographical activities described in Lesson 4.



1. Students search for real passengers with their own last names. Have them enter their last name in the Search box on the upper right. This will pull up a list of articles for passengers with that last name. They will be able to read the biographies online and complete the Student Activity page. To avoid the possibility of a name not being found, students may work together and "borrow" a partner's name for the chart part of this lesson, or use a maiden name from their own family.

2. Have students search for their state to find passengers associated with their area. Students need to find out if it was the passengers' home, their destination, or perhaps they were just passing through.

This will be indicated in the "Local connection" column of the chart where a specific city or county should be included if given. You will need to provide students with a map of your state.

### **Lesson 10: Telling Time**

*Student Activity page 20*

In this activity students gain perspective of the time frame in which *Titanic* sank. They will learn what time of day and night some of the important events happened on the Ship. They will develop a sense of historical empathy by comparing those events to their own schedule. Students will have to keep track of their routine for one Sunday and Monday. For younger grades, parents may need to help with this part. This information is recorded in the last column of the time table on the Student Activity page. While at the Exhibition, the students will look for photographs or artifacts that demonstrate the events in the *Titanic* column.

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



## Lesson 2: Now and Then

|                        | Mine | On <i>Titanic</i> | How are they the same? | How are they different? |
|------------------------|------|-------------------|------------------------|-------------------------|
| <b>Song or music</b>   |      |                   |                        |                         |
| <b>Dressy clothes</b>  |      |                   |                        |                         |
| <b>Shoes</b>           |      |                   |                        |                         |
| <b>Jewelry</b>         |      |                   |                        |                         |
| <b>Hair style</b>      |      |                   |                        |                         |
| <b>Hat</b>             |      |                   |                        |                         |
| <b>Food</b>            |      |                   |                        |                         |
| <b>Sports or games</b> |      |                   |                        |                         |



## Lesson 4: Artifacts

*Titanic: The Artifact Exhibition* has many artifacts from the Ship for you to study. Sometimes we can even find out who owned these things a long time ago. Find 3 artifacts and see what they “tell” you. Make sure you are looking for articles whose owners’ names we know.

| What is the artifact? | What does it look like? | Who owned it? |
|-----------------------|-------------------------|---------------|
| 1.                    |                         |               |
| 2.                    |                         |               |
| 3.                    |                         |               |

On separate paper, write a short story about *Titanic* that includes all 3 artifacts as part of the story. Draw the artifacts to illustrate your story. Read your story to your class and show them your pictures.



## Lesson 5: A Picture is Worth a Thousand Words!

You won't be able to look at the real *Titanic* today because it is still on the bottom of the ocean but you will be able to see what the Ship looked like. As you walk through the Exhibition you will see the Ship shown in photographs, drawings, and in miniature models. Every time you see the whole Ship shown in one of these three ways, keep track of it in the proper column.

| Photograph | Drawing | Model |
|------------|---------|-------|
|            |         |       |

1. Add up the total of each: photograph, drawing, model. Which kind is used the most? Why do you think that is so? Which one teaches us more about the Ship? Why?
2. Create your own *Titanic* as a painting, drawing, collage, mosaic, model, or sculpture. Make it look as much like the real one as you can.

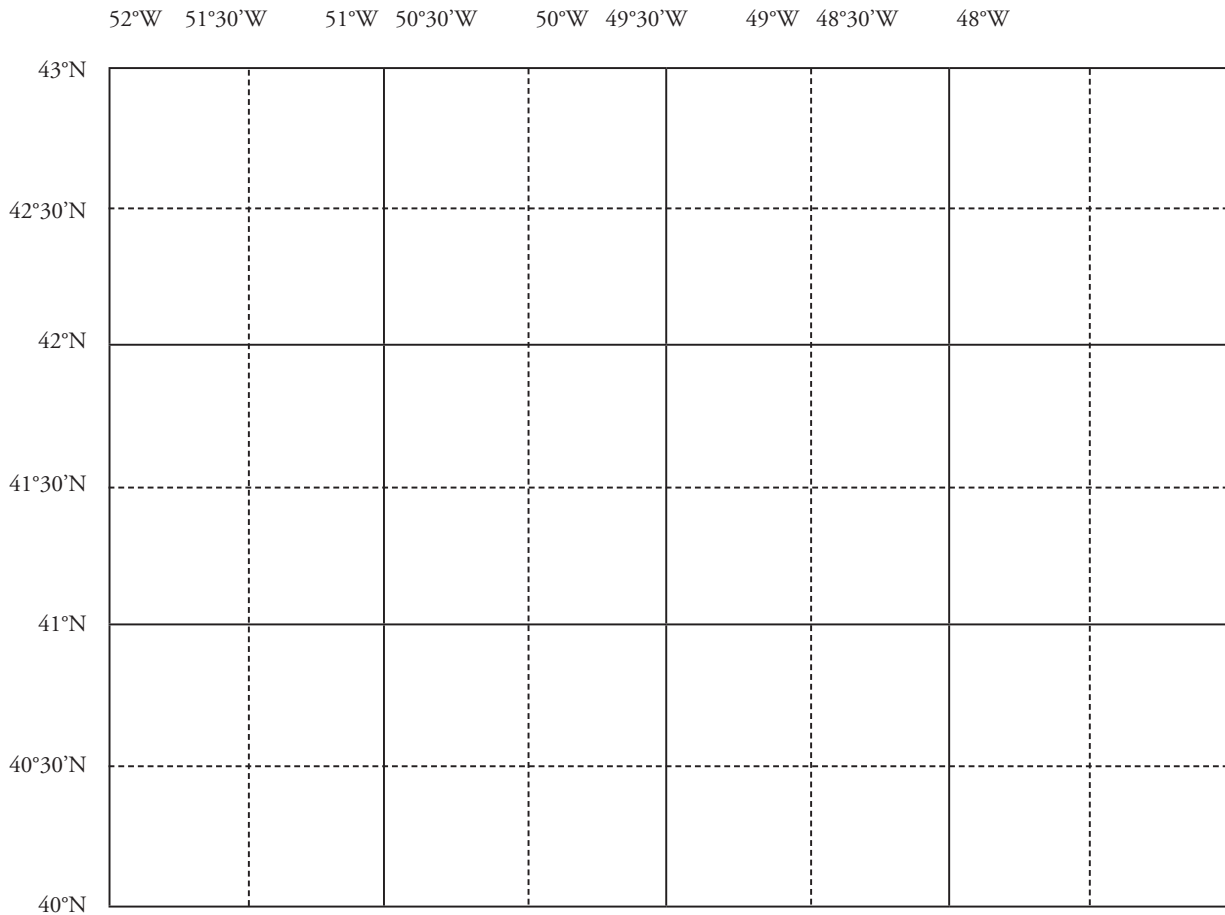
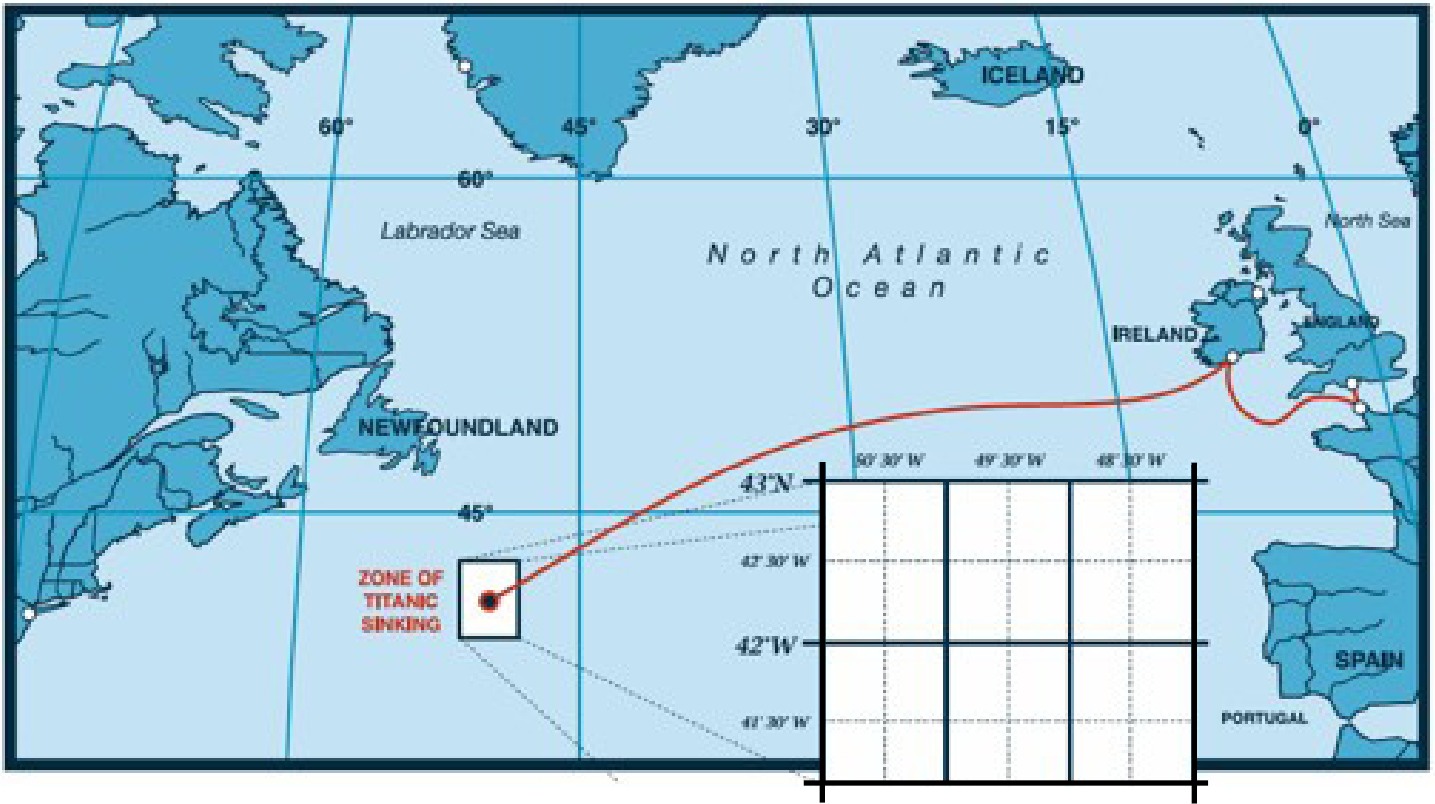


## Lesson 6: Are We There Yet?

Where was *Titanic* going when it hit the iceberg? Where did it sink into the ocean?

1. On your map, color the ocean light blue and label it Atlantic Ocean.
  
2. Color the land light green. Find where each of these countries is located and label them: Ireland, England, France, USA, and Canada.
  
3. Using the map below, draw in the route of *Titanic* in red. Put a star where the Ship sank.
  
4. If your state is shown in the map, label it and identify your city on the map.
  
5. Locate and label the icebergs and the Ship's positions.

|  |   |
|--|---|
| Icebergs reported by other ships       | 41°51'N, 49°52'W<br>41°27'N, 50°8'W<br>42°5'N, 50°7'W |
| <i>Titanic's</i> 1st emergency message | 41°46'N, 50°14'W                                      |
| Wreck found                            | 41°44'N, 49°56'W                                      |



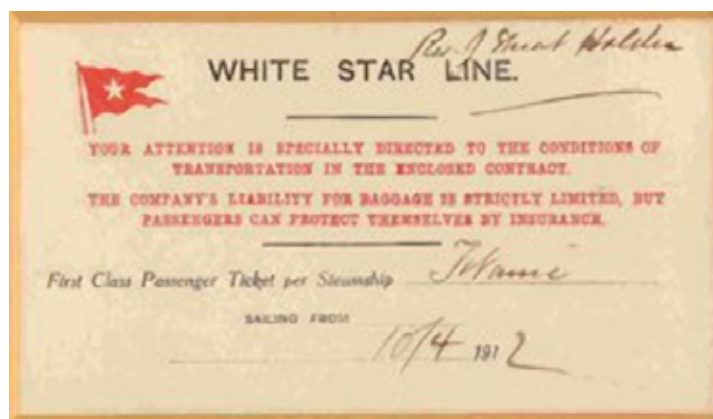


  
**Lesson 7: A Ticket to Ride**

Find this information at *Titanic: The Artifact Exhibition*. After the field trip, look up any information that you still need to find.

|                                   |  |
|-----------------------------------|--|
| <b>Date the Ship set out</b>      |  |
| <b>Place left</b>                 |  |
| <b>Scheduled arrival date</b>     |  |
| <b>Scheduled arrival date</b>     |  |
| <b>First Class ticket price</b>   |  |
| <b>Second Class ticket price</b>  |  |
| <b>Third Class ticket price</b>   |  |
| <b>Company that made the Ship</b> |  |
| <b>Captain's name</b>             |  |

You have been hired to redesign the ticket for *Titanic*! Make sure you include all the information from the chart on your ticket. Look at the Boarding Pass you received on the field trip and the ticket below for ideas.



First-class *Titanic* ticket.

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

  
**Lesson 9: I Was There?**

Part 1: Look for passengers on *Titanic* that had the same last name as you. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. If something that belonged to or mentions them can be seen at the Exhibition, explain what it is.

| Name | Boy or Girl? Age? | Class on Ship | Last residence | Job | At Exhibition |
|------|-------------------|---------------|----------------|-----|---------------|
|      |                   |               |                |     |               |
|      |                   |               |                |     |               |
|      |                   |               |                |     |               |

Answer questions on separate paper:

1. How many passengers on the Ship had the same last name as you? Did anyone have your whole name? Could any of these people be from your family? Why or why not?
2. Create a family tree on separate paper. Highlight the names of your relatives who were alive in 1912, the year *Titanic* sailed. Are any of them still alive?

Part 2: Look for passengers who are connected to your state. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip.

| Name | Boy or Girl? Age? | Class on Ship | Last residence | Job | At Exhibition |
|------|-------------------|---------------|----------------|-----|---------------|
|      |                   |               |                |     |               |
|      |                   |               |                |     |               |
|      |                   |               |                |     |               |

Put these people on a map of your state in their appropriate cities, towns, or counties. Be sure to add the names of those locations on the map. Put yourself on the map, too!

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



## Lesson 10: Telling Time

| TIME       | TITANIC  | ME |
|------------|--|----|
| Sunday     | April 14, 1912   |    |
| 8:30 a.m.  | Breakfast  |    |
| 9:00 a.m.  | Another ship reports icebergs in the area                              |    |
| 11:00 a.m. | Passengers go to church services                                       |    |
| 11:40 a.m. | Another ship reports icebergs in the area                              |    |
| 1:00 a.m.  | Lunch  |    |
| 1:42 p.m.  | Another ship sends a message about icebergs                            |    |
| 6:00 p.m.  | Dinner   |    |
| 7:30 p.m.  | Another ship warns about icebergs                                      |    |
| 8:55 p.m.  | The captain says goodnight to his friends after dinner.                |    |
| 9:00 p.m.  | Saloon stewards finish working in the restaurants                      |    |
| 9:20 p.m.  | Captain Smith gets ready for bed                                       |    |
| 9:30 p.m.  | The lookouts watch for icebergs; a message from another ship about ice |    |
| 10:00 p.m. | Bedtime! Lights are turned out.  |    |
| 11:39 p.m. | The Ship hits an iceberg   |    |

| TIME       | TITANIC  | ME |
|------------|--|----|
| Monday     | April 15, 1912   |    |
| 12:05 a.m. | The lifeboats are uncovered  |    |
| 12:10 a.m. | 1st call for help is sent  |    |
| 12:15 a.m. | The band plays music to calm people  |    |
| 12:25 a.m. | Women and children start to get in the lifeboats                                 |    |
| 12:45 a.m. | 1st lifeboat sails into the ocean  |    |
| 2:20 a.m.  | Last lifeboat sails; <i>Titanic</i> disappears in the water                      |    |
| 3:30 a.m.  | People in lifeboats see lights from a ship coming to save them, <i>Carpathia</i> |    |
| 4:10 a.m.  | 1st lifeboat gets to <i>Carpathia</i>  |    |
| 8:30 a.m.  | Last lifeboat gets to <i>Carpathia</i>   |    |

While on your field trip, look for photos that show some of the events in the chart. When you find pictures or artifacts that match an event, put a star next to the time on your chart.

1. What is the same between your Sunday/Monday and the Sunday/Monday that the Ship sank? What is different?
2. Pretend that you were on *Titanic*. Draw pictures to tell a story about your last day on the Ship and about being saved.

# CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

## Middle School Teacher's Guide

1. Artifacts
2. Find *Titanic!*
3. What Does *Titanic* Have to do With Me?
4. You Are There!
5. Classy Letters
6. That is SO 1912!
7. Lifestyles of the Rich and Famous
8. Sports Center
9. They're Playing Our Song
10. Extra! Extra! Read All About It!
11. Time Will Tell

*“Excellent topics for classroom discussion.  
All children should have a chance to see  
and learn from this.”*



The lessons in the Middle School Teacher's Guide are specifically geared towards Social Studies in middle school, with inherent Language Arts components. However, a unit on *Titanic* can be easily incorporated into many subjects. For example, in a music class the students can sing songs popular in the early 1900s. In PE class, the students can play games common at that time. For Art, students can frame black-and-white photos taken on a day that they come in period costume. In the Appendix, you will find a list of several recommended interdisciplinary activities for all levels, especially addressing math and science and including the link for our comprehensive *Titanic Science* curriculum.

The targeted grade level is 6–8. Teachers will also want to consult the Elementary and High School Guides. Some of the lessons have components that must be done before the field trip to *Titanic: The Artifact Exhibition*, some are for after the trip, and some are for both. Most also have activities to be completed by the children while at the Exhibition. Please preview the lessons carefully so everyone will be prepared. Feel free to select all or part of the lessons. Older students may be able to complete all the work in the Guide designed to be done at the Exhibition, while one activity may be enough for the younger grades. Some lessons include reproducible Student Activity pages which you will find at the end of the lesson descriptions and instructions.

## Lesson 1: Artifacts

*Student Activity page 28*

Students will find 4 artifacts at *Titanic: The Artifact Exhibition* whose owners have been identified. Most of these will be found in the Memorial Gallery room at the end of the Exhibition. The worksheet provides a chart to record their data.



Some of the artifacts are pieces of jewelry, like this three diamond ring.

After the field trip, have students complete the chart by researching the lives of those individuals on the passenger lists available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) under the “People” section or via their “Search” function. These biographies can be used as subjects for several forms of assessment, both individually and as group projects. Some suggestions are a mobile, timeline, or poster with key events illustrated; an informative letter from the passenger; written reports; “autobiographies” presented in costume; “diary” entries; and skits, interviews, or dialogues among several “characters”. These activities can also be used in Lessons 3 and 5.

## Lesson 2: Find Titanic!

*Student Activity page 29*

This is a geography activity that requires locating and labeling places on a map. You will need to provide a black-line master map for your students or you can expand the project by having them create their own maps. Make sure the map shows the Atlantic Ocean with land on either side. Students will need an atlas.

This activity can be done before or after your field trip. Instructions are on the Student Activity page. The amount of detail expected on the map can vary with your students’ skill level. Make sure the map has longitude and latitude lines marked. A simplified grid for longitude and latitude is also available on the Student Page. There is a map provided to show the route of *Titanic*.

## Lesson 3: What Does *Titanic* Have to do With Me?

*Student Activity page 31*

This activity has students relate to the passengers on *Titanic* by making connections with their local community and own family history. It works well in conjunction with Lessons 1 and 5. Students will record information in charts and then answer questions based on that data.

Begin the activity before your visit to the Exhibition with research on the website Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). Lists of passengers from *Titanic* are available there in the “People” section. There is also a “Search” feature provided on the site.

Part of the assignment will be completed during the field trip itself when students look for artifacts belonging to specific individuals. Most of these will be found in the Memorial Gallery of *Titanic: The Artifact Exhibition*. Once the data has been collected, this lesson can be as a launching point for the biographical activities in Lesson 1.

1. Students search for passengers with their own last names. Have them enter their last name in the Search box on the upper right. This will pull up a list of articles for passengers with that last name. They will be able to read the biographies online and complete the Student Activity page chart. To avoid the possibility of a name not being found, students may work together and “borrow” a partner’s name for the chart part of this lesson, or use a maiden name from their own family.
2. Have students search for their state to find passengers associated with their area. Students need to find out if it was the passengers’ home, their destination, or perhaps they were just passing through. This will be indicated in the “Local connection” column of the chart where a specific city or county should be included if given. You will need to provide students with a map of your state. They will also need resources for researching local history.



## Lesson 4: You Are There!

### Student Activity page 33

1. Students will extract facts from primary source accounts about *Titanic*, compare them to evidence they see at *Titanic: The Artifact Exhibition*, and write their own “eyewitness account”. Four brief excerpts are provided in the Appendix and others can be found at EyeWitness to History [www.eyewitnesstohistory.com/titanic.htm](http://www.eyewitnesstohistory.com/titanic.htm). This activity can be easily combined with Lesson 5.

2. An excellent book for primary source activities is *The Titanic Disaster Hearings: The Official Transcript of the 1912 Senate Investigation* by Tom Kuntz (Pocket Books, 1998). These transcripts can be developed into radio dramas and role playing activities.

## Lesson 5: Classy Letters

This lesson examines stratification in society and can also be expanded with the same biography activities as described in Lessons 1 and 3, and ties in with the writing assignments in Lessons 4 and 11.

Upon arriving at the Exhibition, students will “board” *Titanic* using replica tickets from the White Star Line. Each Boarding Pass includes the name of an actual passenger who made the voyage thus enhancing the historical relevance and personal experience for each of your students. Throughout the Exhibition, your class will learn about early 20th century grandeur as they walk through re-creations of several actual interiors of the Ship. When students view two painstakingly recreated passenger cabins—one First Class and one Third Class—they can imagine what it would have been like to actually sail on *Titanic*. These two cabins also vividly illustrate the sharp differences between the wealthy passengers in first class and the poor immigrants who crowded the third class cabins. Students will track the experience of the passenger on their Boarding Pass as they move through the Exhibition.



### Before your field trip:

Define and discuss the terms “first class” and “third class”. Many students will give a definition that has to do with school—“English class” or “Math class”. Lead students towards other definitions by asking: What does it mean to fly “first class” on an airplane? What does “class” mean in the phrases “upper class”, “middle class” and “working class”? Do you see examples of this in our daily life?

Explain to your students that on *Titanic*, passengers could book passage in the first class, second class, or third class cabins. You may want to share with them what it would cost in each class in today’s dollars and provide concrete examples of what has a comparable cost today: First Class Deluxe Parlor Suite = \$103,000; Second Class Ticket = \$57,200; Third Class Berth = \$900. Students learn more about some of the most elite First Class passengers in Lesson 7.



### At the Exhibition:

Ask students to notice the differences between the 1st and 3rd class facilities. They may want to take notes while they are at the Exhibition. As they enter the Memorial Gallery, students will see the fate of their individual passengers by locating their names on the manifest.

### After the field trip:

Have students write a letter from the person on their Boarding Pass and create an illustration of him/her in a cabin appropriate to their status. Researching the specific person on Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) will provide additional details to incorporate, perhaps even a photograph of the person or a list of their personal belongings to include in the picture. Ask students to address the following issues in their letters:

1. To whom would the passenger write?  
Show how the passenger feels about the person who will receive the letter.
2. Why is the passenger going to the US? What does the passenger expect to do or see once they get there?
3. What is the passenger's impression of life on *Titanic* so far? How do they feel about being onboard?
4. Include a detail that gives a hint about the unforeseen disaster about to happen? Does it seem unusually cold? Have there been rumors about warnings from other ships?
5. What does this passenger do during the day of April 14th? See Lesson 11 for suggestions.
6. Describe some of the interesting people met onboard. Working with a partner, students can incorporate each other into their letters, remembering that 1st and 3rd classes were segregated.

### Lesson 6: That is SO 1912!

*Student Activity page 34*

Students compare elements of today's culture to that of 1912. Column 1 (Mine) is the student's favorite or what is normal for his/her family. Column 2 will be filled in while visiting *Titanic: The Artifact Exhibition*. The rest of the assignment will be completed after the field trip.



Famous 1st class passenger and fashion designer,  
Lady Duff Gordon.

### Lesson 7: Lifestyles of the Rich and Famous

*Student Activity page 35*

Explain to students that the *Titanic* passenger list reads like a "Who's Who" of high society at the time. It has been reported that the combined personal fortunes of some of the elite passengers was more than \$250 million in 1912. This activity is begun before the field trip by using Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). It is completed while touring the Exhibition.

### Lesson 8: Sports Center

Students will work in groups to research what kinds of sports or other athletic activities were popular in 1912 and available on *Titanic*. Presentation is in the form of a sports news show.

Introduce the lesson:

"Tonight we begin our sports coverage live on the First Class Promenade Deck by interviewing a rising tennis ace. Plus, we'll talk strategy with *Titanic's* resident squash pro and find out which is more popular, the Gymnasium's mechanical horse or its camel!" These could be your opening lines for this next activity, in which you will research the sports and other recreational activities available to passengers.

Students will need to consult the Exhibition, library, and the internet for further information. They will create a broadcast to highlight the activities and facilities on the Ship for sports and exercise. Include the Gymnasium, Turkish Baths, swimming pool, and squash courts.

### Lesson 9: They're Playing Our Song

This lesson examines the elaborate art work on the covers of old sheet music as primary sources. It can be expanded to a music history class by researching the hit tunes of the time, such as “Alexander’s Ragtime Band” and “My Melancholy Baby”. Lists of contemporary popular music can be found by searching “music 1912” at Answers.com [www.answers.com](http://www.answers.com) or on Wikipedia. Explain to students that while the story that the band played until the Ship sank may not be true, music was prevalent. Among the paper artifacts recovered were sheet music from songs popular in 1912, such as “Kiss Me, My Honey, Kiss Me” by Irving Berlin and Ted Snyder. The White Star company hired 8 musicians to entertain the first- and second-class guests. Lunch and dinner were even introduced by the playing of a song, “The Roast Beef of Old England”.



a. The Smithsonian Institute has created a website ([americanhistory.si.edu/ONTHEMOVE/themes/story\\_41\\_1.html](http://americanhistory.si.edu/ONTHEMOVE/themes/story_41_1.html)) based on the art work from sheet music as a historical source. Other websites with databases of sheet music and their art work can be found at Duke University ([library.duke.edu/digitalcollections/hasm/](http://library.duke.edu/digitalcollections/hasm/)) and Johns Hopkins University ([levysheetmusic.mse.jhu.edu/](http://levysheetmusic.mse.jhu.edu/)). After looking at examples from the early 20th century, have students create a cover for their favorite song.

b. Have students write and perform their own song about *Titanic*. For inspiration, play “The Wreck of the Edmund Fitzgerald” about a ship wreck in the Great Lakes. Don’t forget an illustrated cover for it!

### Lesson 10: Extra! Extra! Read All About It!

*Titanic* had its very own newspaper published daily aboard the Ship, the *Atlantic Daily Bulletin*. Working with classmates, your group is going to produce its own issue of the paper. Your articles should explain what children did for fun on the Ship, the biographies of the Ship’s crew, biographies of some of its famous passengers, connections to your own community, and anything else you can think of that would be appropriate for a newspaper in 1912. Include illustrations and advertisements. Review Lessons 6–9 for ideas.

### Lesson 11: Time Will Tell

#### *Student Activity page 36*

In this activity students gain perspective of the time frame in which *Titanic* sank. They learn what time of day and night some of the important events happened on the Ship. They will develop a sense of historical empathy by comparing those events to their own schedule. Part of the assignment will be done at the Exhibition.

1. Students keep track of their routine for one Sunday and Monday. This information is recorded in the last column of the time table on the Student Activity page. While at the Exhibition, the students will look for photographs or artifacts that demonstrate the events in the *Titanic* column.
2. Students will research and identify the key people in the time line.



Frederick Fleet, the lookout, spotted the iceberg at 11:39 p.m.

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



## Lesson 1: Artifacts

We don't learn history just by reading about it in books! Artifacts are another way to learn what life was like long ago. While touring the Exhibition choose 4 artifacts whose owners have been identified. You should find many in the rooms towards the end of the Exhibition.

Part 1: For each artifact, identify as much as you can about its owner's life: gender, age, family, occupation, social status. Try to determine the purpose of their trip on *Titanic*. Vacation? Business? Immigration? Draw conclusions about the people from the artifacts you see at the Exhibition and support their biographical data with additional research.

| Artifact & Description | Name of Person | Gender & Age | Occupation | Social Status | Purpose of Trip | Survived? |
|------------------------|----------------|--------------|------------|---------------|-----------------|-----------|
| 1.                     |                |              |            |               |                 |           |
| 2.                     |                |              |            |               |                 |           |
| 3.                     |                |              |            |               |                 |           |
| 4.                     |                |              |            |               |                 |           |

Part 2: How much can we learn from an artifact? Someone in the future has found the luggage you packed to take on a long trip. What items would they find? What would those items reveal about you? Could the people who "discovered" your luggage make accurate guesses about you based on the "artifacts" packed in your suitcase? Explain why or why not.



## Lesson 2: Find *Titanic*!

It took over 70 years and significant advances in technology for *Titanic* to be found after its fateful maiden voyage. Use a map that contains North America, the Atlantic Ocean, and Europe. Make sure your map has lines of longitude and latitude as well as room for a key.

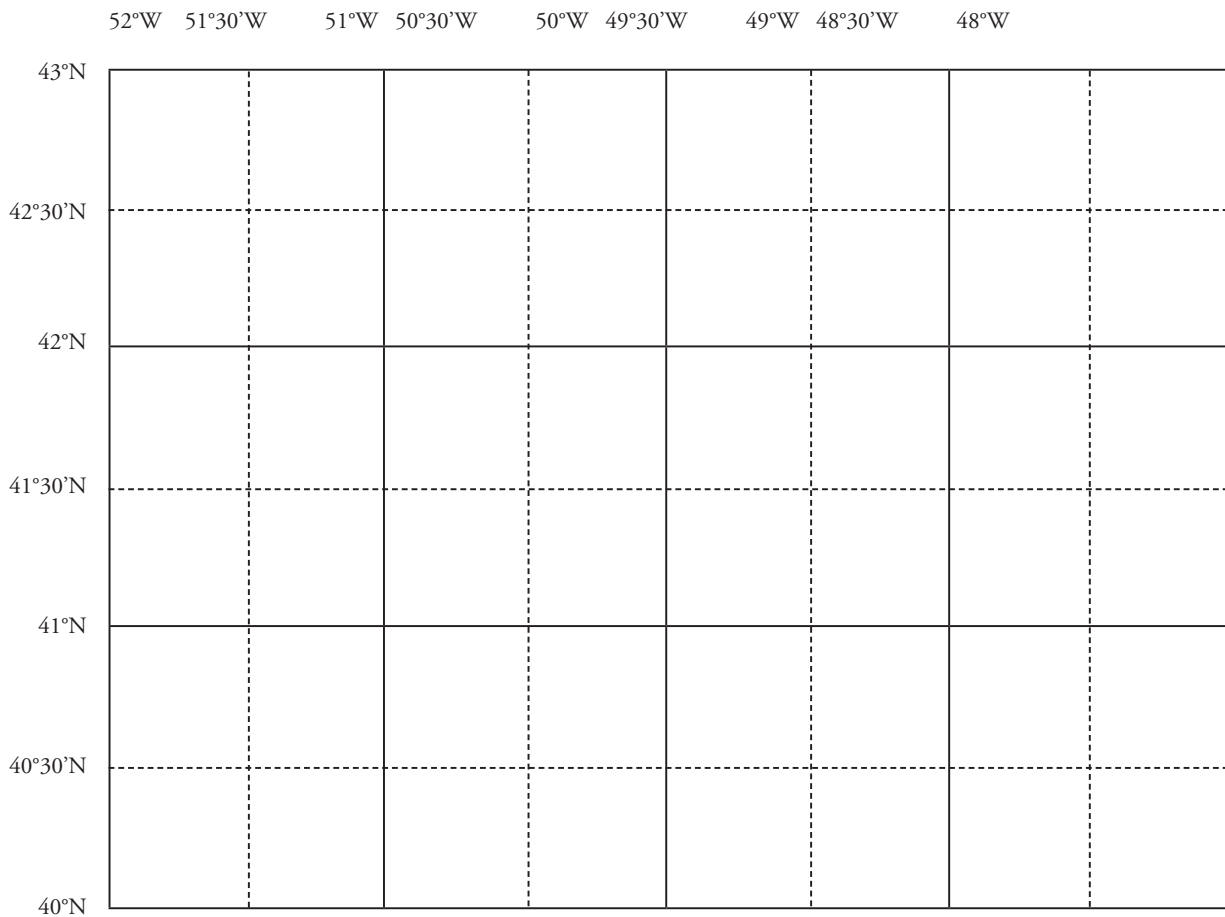
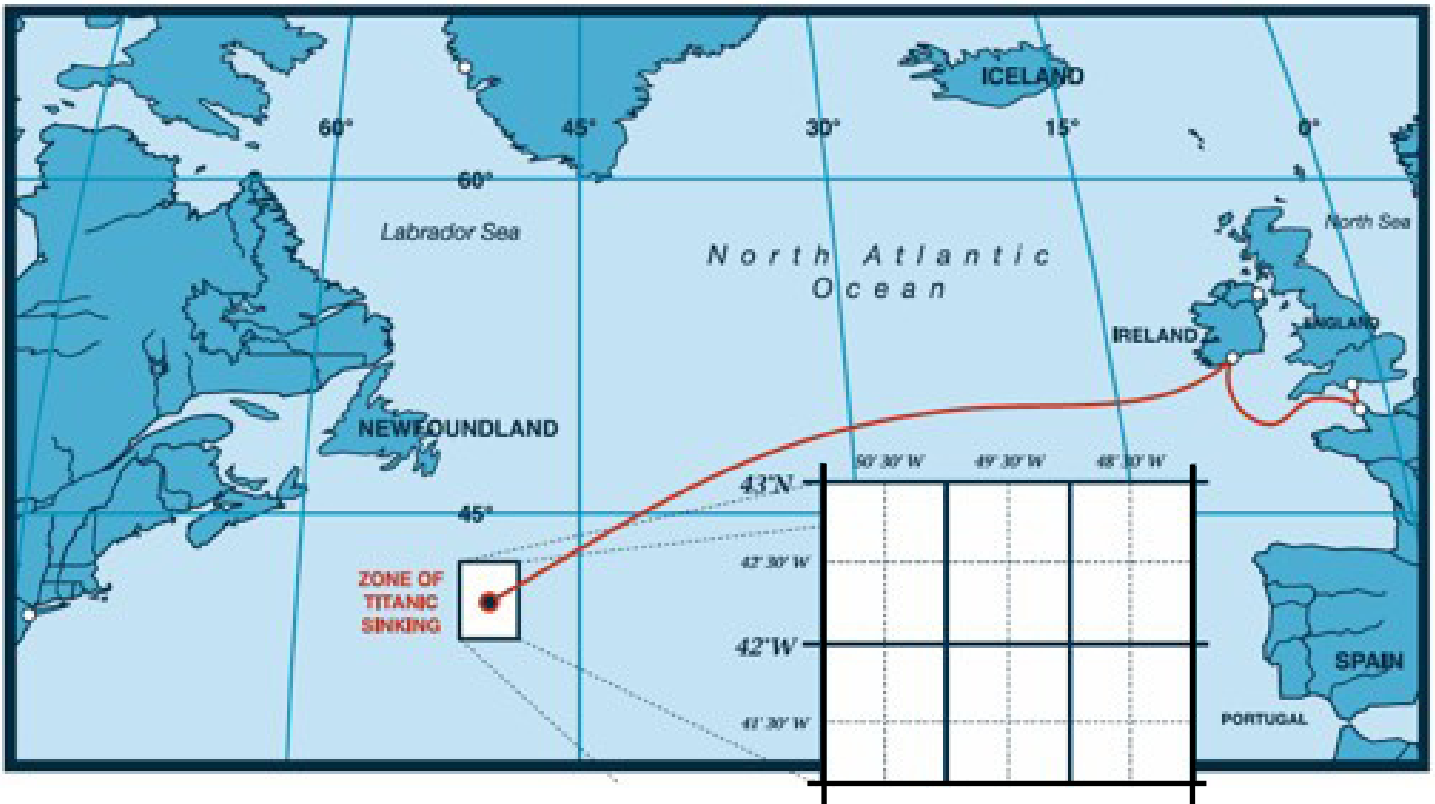
1. On your map, color land one color and water another color. Indicate these in the key.
2. After putting the places below on your map, explain on a separate piece of paper the significance of each of these locations in the story of *Titanic*, which you will learn as you tour *Titanic: The Artifact Exhibition*.

|                 |  |
|-----------------|--|
| Countries       | Ireland, England, France, United States, Canada, Greenland   |
| Cities          | Belfast, Ireland; Southampton, England; Cherbourg, France; Queenstown, Ireland; New York, New York; Halifax, Nova Scotia |
| Bodies of water | Atlantic Ocean, Labrador Sea, North Sea, English Channel, Irish Sea  |

3. Now plot these locations on your maps. Create a key to indicate what was at that site.

|  |   |
|--|---|
| Icebergs reported by other ships       | 41°51'N, 49°52'W<br>41°27'N, 50°8'W<br>42°5'N, 50°7'W<br>42°N, 51°W   |
| <i>Titanic's</i> 1st emergency message | 41°46'N, 50°14'W  |
| Corrected <i>Titanic</i> message       | 41°46'N, 49°14'W  |
| <i>Titanic</i> wreck site              | Stern section: 41°43'35" N, 49°56'54" W<br>Boilers: 41°43'32" N, 49°56'49" W<br>Bow: 41°43'57" N, 49°56'49" W |

4. Draw *Titanic's* route on your map. Indicate it in your key.



Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



### Lesson 3: What Does *Titanic* Have to do With Me?

Part 1: Look for passengers on *Titanic* that had the same last name as you. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. Indicate whether or not there is anything there associated with the person and, if so, what it is.

| Name, age & gender | Class on Ship | Last residence | Job | Survived? | At Exhibition |
|--------------------|---------------|----------------|-----|-----------|---------------|
|                    |               |                |     |           |               |
|                    |               |                |     |           |               |
|                    |               |                |     |           |               |
|                    |               |                |     |           |               |
|                    |               |                |     |           |               |
|                    |               |                |     |           |               |

1. How many passengers had the same last name as you? Did anyone have your whole name? Could any of these people be related to your family? Why or why not?
2. Create a family tree on separate paper. Highlight the names of your relatives who were alive in 1912, the year *Titanic* sailed. Are any of them still alive?

Part 2: Look for passengers who are connected to your state. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. Indicate whether or not there is anything at the Exhibition associated with the person and, if so, what it is.

| Name, age & gender | Class on Ship | Job | Local connection | Survived? | At Exhibition? |
|--------------------|---------------|-----|------------------|-----------|----------------|
|                    |               |     |                  |           |                |
|                    |               |     |                  |           |                |
|                    |               |     |                  |           |                |
|                    |               |     |                  |           |                |
|                    |               |     |                  |           |                |
|                    |               |     |                  |           |                |

- Put these people on a map of your state in their appropriate cities, towns, or counties. Be sure to add the names of those locations on the map. Put yourself on the map, too.
- Do any of these people have descendants still living in the area? If so, who are they?
- Research what life was like in your home town around 1912. Visit your library and contact your local historical society for help. What was newsworthy? Create a timeline of significant local, national, international, and *Titanic*-related events, 1910–1915. Add events from your own family’s history, such as births, deaths, and marriages that fall into the time frame. Illustrate your timeline with photographs from that period.





## Lesson 4: You Are There!

Your Social Studies textbook is a secondary source. This means that you have to rely on its authors' ability and authority to tell you about what went on in the past. But from where do the authors get their information? And what if you don't trust the authors?

That's where primary sources come in. A primary source is an account by an eyewitness, someone who was present at the time of an event. Primary sources are not only written documents. They come in many forms such as an article, diary, letter, photograph, video, or audio recording.

Real accounts about *Titanic* can be found at EyeWitness to History [www.eyewitnesstohistory.com/titanic.htm](http://www.eyewitnesstohistory.com/titanic.htm) and in the appendix of your teacher's guide. Make a list of facts about *Titanic* and her sinking that you learned from these articles. Record the facts in this chart and indicate in which primary source account you found them. While at *Titanic: The Artifact Exhibition*, look for artifacts and photographs that illustrate those facts. You may even see excerpts from those primary sources on the walls at the Exhibition.

| Fact | Primary Source | Evidence at Exhibition |
|------|----------------|------------------------|
|      |                |                        |
|      |                |                        |
|      |                |                        |
|      |                |                        |
|      |                |                        |
|      |                |                        |
|      |                |                        |

Now it's your turn! Write your own "eyewitness account" about the Ship on separate paper. Include the artifacts you saw and the facts you learned on your field trip. You could organize it in the form of a newspaper article, a diary entry, or perhaps a letter to a friend.



## Lesson 6: That is SO 1912!

Fill in column 1 before your trip, column 2 as you examine the signs, posters, artifacts, and photographs during your trip, and columns 3 and 4 after your visit. Brainstorm other categories to add to the end of the chart.

|  | 1. Mine | 2. On <i>Titanic</i> | 3. Similarities | 4. Differences |
|--|---------|----------------------|-----------------|----------------|
| <b>Song or music</b>                   |         |                      |                 |                |
| <b>Hat</b>                             |         |                      |                 |                |
| <b>Dressy clothes</b>                  |         |                      |                 |                |
| <b>Athletic clothes</b>                |         |                      |                 |                |
| <b>Shoes</b>                           |         |                      |                 |                |
| <b>Jewelry</b>                         |         |                      |                 |                |
| <b>Hair style</b>                      |         |                      |                 |                |
| <b>Food</b>                            |         |                      |                 |                |
| <b>Sport</b>                           |         |                      |                 |                |
| <b>Non-sport game or entertainment</b> |         |                      |                 |                |
| <b>Luggage/purse</b>                   |         |                      |                 |                |
| <b>Sending a message</b>               |         |                      |                 |                |
|  |         |                      |                 |                |
|  |         |                      |                 |                |

Create a Venn Diagram to discuss the similarities and differences you found in the trends of 1912 and today. Why do you think styles have or haven't changed much? Decorate your diagram with drawings of the items on both sides.



## Lesson 7: Lifestyles of the Rich and Famous

Before your field trip, research the following celebrities onboard *Titanic*. Use Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). While at the Exhibition, indicate whether or not they are included in any of the displays. If so, explain how.

| CELEBRITY                         | CLAIM TO FAME | SURVIVED? | IN EXHIBITION? |
|-----------------------------------|---------------|-----------|----------------|
| John Jacob & Madeleine Astor      |               |           |                |
| Margaret "Molly" Brown            |               |           |                |
| Lucy Christiana, Lady Duff Gordon |               |           |                |
| Jacques Futrelle                  |               |           |                |
| Dorothy Gibson                    |               |           |                |
| Benjamin Guggenheim               |               |           |                |
| Henry B. Harris                   |               |           |                |
| Francis David Millet              |               |           |                |
| Harry Molsen                      |               |           |                |
| Isidor & Ida Straus               |               |           |                |
| Charles Eugene Williams           |               |           |                |
| Richard Harris Williams II        |               |           |                |

Name \_\_\_\_\_

Class \_\_\_\_\_

Date \_\_\_\_\_



## Lesson 11: Time Will Tell

Part 1: In this activity you will begin by learning what time of day and night some of the important events of the Ship's last 24 hours. Compare the times to your schedule for one Sunday and Monday. Write this information in the last column.

| TIME            | TITANIC  | ME |
|-----------------|--|----|
| Sunday          | April 14, 1912   |    |
| 8:30–10:30 a.m. | Breakfast is served  |    |
| 9:00 a.m.       | <i>Caronia</i> reports icebergs in the area  |    |
| 11:00 a.m.      | Passengers go to church services led by <b>Captain Smith, Reginald Barker</b> , and <b>Father Thomas Byles</b>                                       |    |
| 11:40 a.m.      | <i>Noordam</i> reports icebergs in the area  |    |
| 12:00 p.m.      | Officers measure that they sailed 546 miles since noon Saturday  |    |
| 1:00–2:30 p.m.  | Lunch is served; children are allowed to use the Gymnasium   |    |
| 1:42 p.m.       | Another ship, <i>Baltic</i> , sends a message about icebergs   |    |
| 6:00 p.m.       | Sixth <b>Officer Moody</b> guesses they will reach icebergs by 11:00   |    |
| 6:00–7:00 p.m.  | Dinner is served   |    |
| 7:15 p.m.       | First <b>Officer Murdoch</b> asks <b>Samuel Hemming</b> to close a hatch on the forward deck as the glow from a light makes it hard to spot icebergs |    |
| 7:30 p.m.       | <b>Harold Bride</b> gets a message from <i>Californian</i> about icebergs  |    |
| 8:55 p.m.       | <b>Captain Smith</b> says good night to the <b>Wideners</b> and goes to the Bridge   |    |
| 9:00 p.m.       | Saloon stewards finish working in the restaurants  |    |
| 9:20 p.m.       | <b>Captain Smith</b> goes to his cabin   |    |
| 9:30 p.m.       | Second <b>Officer Lightoller</b> asks the lookouts to watch for icebergs; <b>Jack Phillips</b> ignores a message from <i>Mesaba</i> about icebergs   |    |

| TIME       | TITANIC  | ME |
|------------|--|----|
| 10:00 p.m. | Lights are turned out, 3rd class passengers go to bed; <b>Lightoller</b> , <b>Archie Jewell</b> , and <b>George Symons</b> finish work; <b>Murdoch</b> , <b>Frederick Fleet</b> , and <b>Reginald Lee</b> go on duty |    |
| 10:55 p.m. | <b>Jack Phillips</b> tells <i>Californian</i> to “Shut up!” when they report another iceberg   |    |
| 11:39 p.m. | <b>Fleet</b> sees an iceberg, which the Ship hits 37 seconds later   |    |

|            |  |  |
|------------|--|--|
| Monday     | <b>April 15, 1912</b>  |  |
| 12:05 a.m. | <b>Captain Smith</b> orders <b>Chief Officer Wilde</b> to uncover the lifeboats after talking with <b>Thomas Andrews</b> |  |
| 12:10 a.m. | 1st distress signal sent   |  |
| 12:15 a.m. | The band starts to play music to calm people   |  |
| 12:25 a.m. | Order is given to put women and children in the lifeboats  |  |
| 12:45 a.m. | 1st lifeboat lowered into the ocean; <b>Ruth Becker</b> and her family go up   |  |
| 12:55 a.m. | Rockets fired to signal distress   |  |
| 1:00 a.m.  | <b>Douglas Spedden</b> brings his teddy bear in lifeboat #3  |  |
| 1:15 a.m.  | Water reaches the name <i>Titanic</i> on the bow   |  |
| 1:30 a.m.  | Passengers still on the Ship begin to panic  |  |
| 1:45 a.m.  | <i>Carpathia</i> hears its last report from <i>Titanic</i>   |  |
| 1:50 a.m.  | <b>Billy</b> and <b>Lucille Carter</b> escape in lifeboat #4   |  |
| 2:00 a.m.  | Over 1,500 people still on <i>Titanic</i>  |  |
| 2:17 a.m.  | <i>Virginian</i> receives last SOS message from <i>Titanic</i>   |  |
| 2:20 a.m.  | Last lifeboat launched; <i>Titanic</i> disappears in the water   |  |
| 3:30 a.m.  | People in lifeboats see signal rockets from <i>Carpathia</i>   |  |
| 4:10 a.m.  | 1st lifeboat, #2, reaches <i>Carpathia</i>   |  |
| 5:30 a.m.  | <i>Californian</i> learns that <i>Titanic</i> sank   |  |
| 8:30 a.m.  | Last lifeboat, #12, reaches <i>Carpathia</i> ; <i>Californian</i> arrives at the rescue scene                            |  |

Complete these assignments on separate paper:

- Think about how you would feel and what you would have done had you been on the Ship. Tell your story in a series of drawings or develop a skit to tell about your adventures during *Titanic's* last day. Write a journal pretending you are telling about your adventures to your great-grandchildren.
- Compare and contrast your schedule to that of *Titanic*.
- How has daily life changed for someone your age since 1912?
- While on your field trip look for photos and or artifacts that show some of the events in the chart. When you find evidence that matches, highlight that event on your chart.

Part 2: Identify the people named in the *Titanic* column. Search for them at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org).

# CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

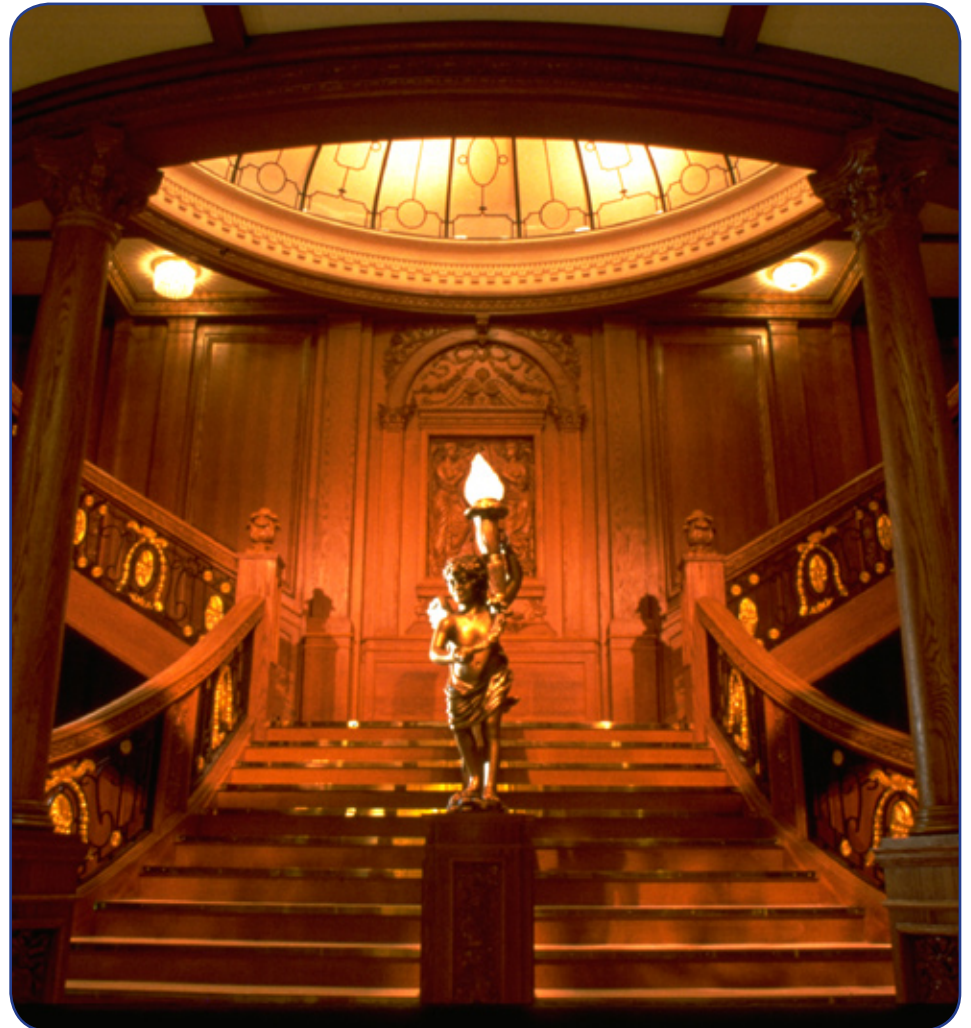
## High School Teacher's Guide

1. Artifacts
2. Find *Titanic*!
3. What Does *Titanic* Have to do With Me?
4. Says Who?! Primary Source Analysis
5. That is SO 1912!
6. Lifestyles of the Rich and Famous
7. Sports Center
8. They're Playing Our Song
9. I Can Do Better Than That!
10. That's Not How it Happened!
11. Time Will Tell

*"This exhibit makes me want to  
dive down to Titanic myself!"*

The lessons in the High School Teacher's Guide are specifically geared towards Social Studies in high school, with inherent Language Arts components. However, a unit on *Titanic* can be easily incorporated into many subjects. In the Appendix, you will find a list of several recommended interdisciplinary activities for all levels, especially addressing math and science and including the link for our comprehensive *Titanic Science* curriculum.

The targeted grade level is 9–12. Teachers will also want to consult the Middle School Guide. Some of the lessons have components that must be done before the field trip to *Titanic: The Artifact Exhibition*, some are for after the trip, and some are for both. Most also have activities to be completed by the students while at the Exhibition. Please preview the lessons carefully so everyone will be prepared. Feel free to select all or part of the lessons. Older students may be able to complete all the work in the Guide designed to be done at the Exhibition, while one activity may be enough for the younger grades. Some lessons include reproducible Student Activity pages which you will find at the end of the lesson descriptions and instructions.







## Lesson 2: Find *Titanic*!

*Student activity page 47*

This is a geography activity that requires locating and labeling places on a map. You will need to provide a black-line master map for your students to use or you can expand the project by having them create their own maps. Make sure the map shows the Atlantic Ocean with land on either side. Students will need an atlas.

This activity can be done before or after your field trip. Instructions are on the Student Activity page. The amount of detail expected on the map can vary with your students' skill level. Make sure the map has longitude and latitude lines indicated. There is a map provided to show the route of *Titanic*.

## Lesson 3: What Does *Titanic* Have to do With Me?

*Student Activity page 49*

This activity has students relate to the passengers on *Titanic* by making connections with their local community and own family history. It works well in conjunction with Lessons 1 and 4. They will be recording information in charts and then answering questions based on that data.

Begin the activity before your visit to the Exhibition with research on the website Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). Lists of passengers from *Titanic* are available there in the "People" section. There is also a "Search" feature provided on the site.

Part of the assignment will be completed during the field trip itself when students look for artifacts belonging to specific individuals. Most of these will be found in the Memorial Gallery of *Titanic: The Artifact Exhibition*. After the field trip, there are extension activities provided and the biographies from this lesson can be used for the assignments described in Lesson 1.

1. Students search for passengers with their own last names. Have them enter their last name in the Search box on the upper right. This will pull up a list of articles for passengers with that last name. They will be able to read the biographies online and complete the Student Activity page chart. To avoid the possibility of a name not being found, students may work together and "borrow" a partner's name for the chart part of this lesson, or use a maiden name from their own family.

## Lesson 1: Artifacts

*Student Activity page 45*

Students will find 5 artifacts at *Titanic: The Artifact Exhibition* whose owners have been identified. Most of these will be found in the Memorial Gallery room at the end of the Exhibition. The worksheet provides a chart for recording data. After the field trip, have students complete the chart by researching the lives of those individuals on the passenger lists available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) under the "People" section or via their "Search" function.

1. Once the chart part of the activity is complete, the information on the people and their personal belongings can be used for a variety of activities. Individual students create a written dialog amongst the 4 people from their chart. Groups create and/or perform skits featuring one or all of their people. For example, imagine Captain Smith has invited these people to dine at the Captain's table. Create a dialogue for their conversation. Students demonstrate their knowledge of contemporary politics and issues by incorporating those facts in the characters' conversations. Rewrite the information into short biographies. Draw or find portraits of the people as well as the pictures of the artifact as illustrations. Write an eyewitness journal entry as one of the people. These activities can also be used in several other biography-related lessons in this Guide.

2. In Part 2, the artifacts the students researched will be used in an original advertisement for a *Titanic* Exhibition. Formats could include both illustrated and spoken ads.

3. In Part 3, students will practice "reading" artifacts to see how historians draw conclusions from them.

2. Have students search for their state to find passengers associated with their area. Students need to find out if it was the passengers' home, their destination, or perhaps they were just passing through. This will be indicated in the "Local connection" column of the chart where a specific city or county should be included if given. You will need to provide students with a map of your state. They will also need resources for researching local history.

3. Students will use local newspapers to compare how the news of the Ship's sinking was reported. This activity works well in conjunction with Lesson 4.

4. Students will see how much or how little their town has changed since 1912.

#### **Lesson 4: Says Who?! Primary Source Analysis**

*Student Activity page 52*



Primary sources recovered from the wreck site include many paper artifacts such as this purser's safety envelope.

Introduce the Lesson:

Your social studies or history textbook is a secondary source. This means that you have to rely on its authors' ability and authority to tell you about what went on in the past. But from where do the authors get their information? And what if you don't trust the authors? That's where primary sources come in. A primary source is an account by an eyewitness, someone who was present at the time of an event. Primary sources are not only written documents. They come in many forms such as an article, diary, letter, photograph, video, or audio recording.

1. While at the Exhibition students will look for examples of written primary sources, copy down an excerpt, and then determine why the designers included that particular one in the display. Tell your students before they begin how many examples you expect them to locate. After the trip, students will read accounts from real survivors.

Four brief excerpts are provided in the Appendix. More can be found at EyeWitness to History [www.eyewitnesstohistory.com/titanic.htm](http://www.eyewitnesstohistory.com/titanic.htm). These documents serve as examples for students before they write their own "eyewitness" accounts about *Titanic*.

2. An excellent book for primary source activities is *The Titanic Disaster Hearings: The Official Transcript of the 1912 Senate Investigation* by Tom Kuntz (Pocket Books, 1998). These transcripts can be developed into radio dramas and role playing activities.

#### **Lesson 5: That is SO 1912!**

*Student Activity page 54*

Students compare elements of today's culture to that of 1912. Column 1 (Mine) is the student's favorite or what is normal for his/her family. Column 2 will be filled in while visiting *Titanic: The Artifact Exhibition*. The rest of the assignment will be completed after the field trip.

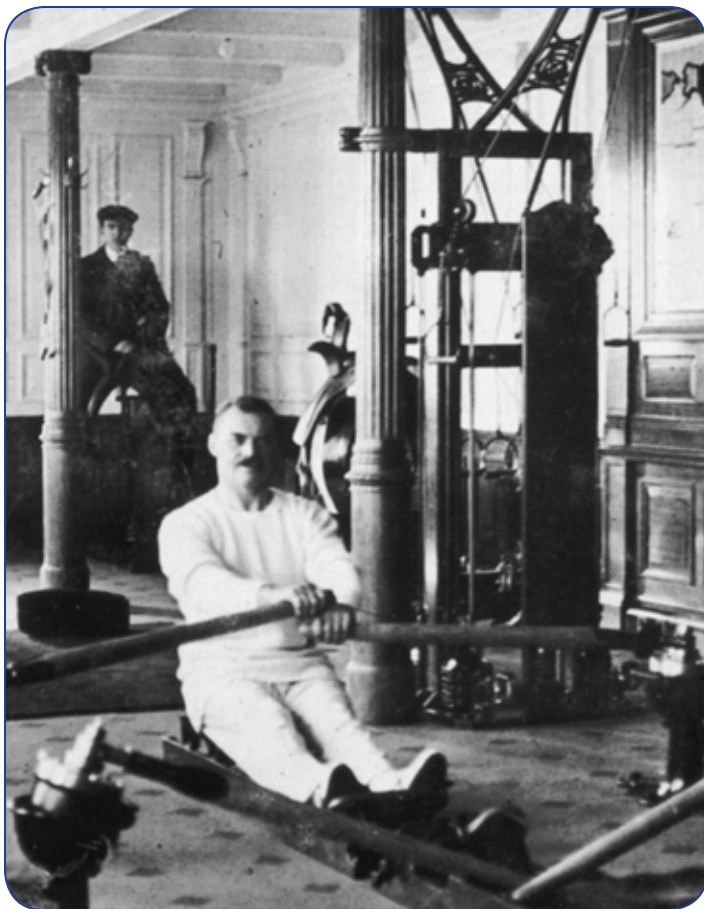
#### **Lesson 6: Lifestyles of the Rich and Famous**

*Student Activity page 56*

Explain to students that the *Titanic* passenger list reads like a "Who's Who" of high society at the time. It has been reported that the combined personal fortunes of some of the elite passengers was more than \$250 million in 1912. This activity is begun before the field trip by using Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). It is completed while touring the Exhibition. This activity can also be used with the assignments described in Lesson 1



Mr. and Mrs. John Astor take their dog, Kitty, for a walk.



## Lesson 8: They're Playing Our Song

This lesson examines the elaborate art work on the covers of old sheet music as primary sources. It can be expanded to a music history class by researching the hit tunes of the time, such as “Alexander’s Ragtime Band” and “My Melancholy Baby”. Lists of contemporary popular music can be found by searching “music 1912” at Answers.com [www.answers.com](http://www.answers.com) or on Wikipedia. Explain to students that while the story that the band played until the Ship sank may not be true, music was prevalent. Among the paper artifacts recovered were sheet music from songs popular in 1912, such as “Kiss Me, My Honey, Kiss Me” by Irving Berlin and Ted Snyder. The White Star company hired 8 musicians to entertain the first- and second-class guests. Lunch and dinner were even introduced by the playing of a song, “The Roast Beef of Old England”.

a. The Smithsonian Institute has created a website ([americanhistory.si.edu/ONTHEMOVE/themes/story\\_41\\_1.html](http://americanhistory.si.edu/ONTHEMOVE/themes/story_41_1.html)) based on the art work from sheet music as a historical source. Other websites with databases of sheet music and their art work can be found at Duke University ([library.duke.edu/digitalcollections/hasm/](http://library.duke.edu/digitalcollections/hasm/)) and Johns Hopkins University ([levysheetmusic.mse.jhu.edu/](http://levysheetmusic.mse.jhu.edu/)).

After looking at examples from the early 20th century, have students create a cover for their favorite song. Make sure it reflects not only the song’s message, but trends and cultural norms of our times.



Musical instruments were found in the debris field, including this clarinet.

b. Have students write and perform their own song about *Titanic*. For inspiration, play “The Wreck of the Edmund Fitzgerald” about a ship wreck in the Great Lakes. Don’t forget an illustrated cover for it!

c. Two big hits in 1912 were “Alexander’s Ragtime Band” and “My Melancholy Baby”. Other popular songs from the time can be easily found via internet searches. Try to find lyrics and recordings. Compare and contrast them to today’s big hits.

## Lesson 7: Sports Center

Students will work in groups to research what kinds of sports or other athletic activities were popular in 1912 and available on *Titanic*. Presentations are in the form of a sports news show.

Introduce the lesson:

“Tonight we begin our sports coverage live on the First Class Promenade Deck by interviewing a rising tennis ace. Plus, we’ll talk strategy with *Titanic*’s resident squash pro and find out which is more popular, the Gymnasium’s mechanical horse or its camel!” These could be your opening lines for this next activity, in which you will research the sports and other recreational activities available to passengers.

Students need to consult the Exhibition, library, and the internet for further information. Students will create a broadcast to highlight the activities and facilities on the Ship for sports and exercise. Make sure they include the Gymnasium, Turkish Baths, swimming pool, and squash courts and find out who T.W. McCawley and Fred Wright were.

d. Have student create and record a radio show, complete with news broadcasts and popular music, circa 1912. The research done for several of the other lessons in the Guide can be applied here, such as combining it with Lesson 8.

### Lesson 9: I Can Do Better Than That!

Students with an interest in architecture or drafting will appreciate this activity. They will design a Gallery room to add to *Titanic: The Artifact Exhibition* to teach more about what people did for fun in 1912. Students can build a model or diorama and include descriptions of the didactics, photographs, and artifacts for their exhibition. For a lower level activity, students locate and describe the places on a diagram of the Ship where such activities took place. In addition to the places and activities included in Lessons 5–8, the Ship also had a Library, Smoking Rooms, Lounges, a darkroom, a Reading and Writing Room, saloons, restaurants, and reception rooms.

### Lesson 10: That's Not How it Happened!

Much of what we think we know about *Titanic* comes from Hollywood. For this activity students will compare what they learned from *Titanic: The Artifact Exhibition* with the way movies portray the Ship and its voyage. Both A&E TV and National Geographic have *Titanic* documentaries that can supplement the historical information.

- Choose one or as many movies as you would like to show your students. Perhaps break the class into groups and assign each group a different film for another level of comparisons. Have students take notes as they watch the videos to keep track of the discrepancies.

After viewing the film, have them consult the individual movie's "goofs" link at The Internet Movie Database [www.imdb.com](http://www.imdb.com) for specific anachronisms and factual errors.

Assignments for Students:

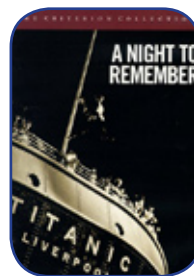
- Turn your notes into an essay about the responsibility you feel Hollywood has or doesn't have to be accurate when portraying historical events.
- Write a letter to The History Channel explaining why you think an episode for their "History vs. Hollywood" series should be made about *Titanic*.



### Lesson 11: Time Will Tell

Students will create a timeline of events on *Titanic's* fateful night. As they tour the Exhibition, have students record the dates, times, and events of key moments as found on the walls, signs, and posters. After the field trip, students will compile this information into a timeline for April 14 and 15, 1912.

| TITLE   | YEAR | RATED |
|---|------|-------|
| <i>Titanic</i>                                      | 1997 | PG-13 |
| <i>Titanic</i> (TV)                                 | 1996 | NR    |
| <i>S.O.S Titanic</i> (TV)                           | 1979 | NR    |
| <i>The Unsinkable Molly Brown</i>                   | 1964 | NR    |
| <i>A Night to Remember</i>                          | 1958 | NR    |
| <i>Titanic</i>                                      | 1953 | NR    |
| <i>Atlantic (Titanic: Disaster in the Atlantic)</i> | 1929 | NR    |



Courtesy of [www.Meredith.vox.com](http://www.Meredith.vox.com), [www.allposters.com](http://www.allposters.com), and [www.shopping.yahoo.com](http://www.shopping.yahoo.com).

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

  
**Lesson 1: Artifacts**

We don't learn history just by reading about it in books! Artifacts are another way to learn what life was like long ago. While touring the Exhibition find artifacts from at least 5 passengers. You should find many in the rooms toward the end of the Exhibition.

Part 1: For each artifact, identify as much as you can about its owner's life: gender, age, family, occupation, social status. Try to determine the purpose of their trip on *Titanic*. Vacation? Business? Immigration? Draw conclusions about the owners from the artifacts you see at the Exhibition and support their biographical data with additional research.

| Artifact & Description | Name of Person | Gender & Age | Occupation | Social Status | Purpose of Trip | Survived? |
|------------------------|----------------|--------------|------------|---------------|-----------------|-----------|
| 1.                     |                |              |            |               |                 |           |
| 2.                     |                |              |            |               |                 |           |
| 3.                     |                |              |            |               |                 |           |
| 4.                     |                |              |            |               |                 |           |
| 5.                     |                |              |            |               |                 |           |

Part 2: On separate paper, design an advertisement featuring at least 3 of these artifacts as reasons to see *Titanic: The Artifact Exhibition*.

Part 3: How much can we learn from an artifact? If someone in the future found the luggage you brought on a trip, what would it tell them about you and life in early twenty-first century America? What items would they find? Could they make accurate assumptions about you based on your “artifacts”? Find out with this activity. Trade backpacks, purses, or wallets with a classmate. Imagine that you are an archaeologist. Delve into the artifacts to draw conclusions about their owners. For example, you could predict that the person likes to read if you find a well-used library card or likes to be healthy if you find a gym membership. Present your study of “An Early 21st Century American High School Student” to the class.



## Lesson 2: Find *Titanic*!

It took over 70 years and significant advances in technology for *Titanic* to be found after its fateful maiden voyage. Create a map with the features listed below. Make sure your map has lines of longitude and latitude as well as room for a key.

1. After putting the places below on your map, explain the significance of each location in the story of *Titanic*, which you will learn as you tour *Titanic: The Artifacts Exhibition*. Use 2 different colors to shade land and water.

|                 |  |
|-----------------|--|
| Countries       | Ireland, England, France, United States, Canada, Greenland   |
| Cities          | Belfast, Ireland; Southampton, England; Cherbourg, France; Queenstown, Ireland; New York, New York; Halifax, Nova Scotia |
| Bodies of water | Atlantic Ocean, Labrador Sea, North Sea, English Channel, Irish Sea  |

2. Now plot these locations on your map. Create a key to indicate what was at that site.

|   |   |
|---|---|
| Icebergs reported by other ships        | 41°51'N, 49°52'W<br>41°27'N, 50°8'W<br>42°5'N, 50°7'W<br>42°N, 51°W   |
| <i>Titanic</i> 's 1st emergency message | 41°46'N, 50°14'W  |
| Corrected <i>Titanic</i> message        | 41°46'N, 49°14'W  |
| <i>Titanic</i> wreck site               | Stern section: 41°43'35" N, 49°56'54" W<br>Boilers: 41°43'32" N, 49°56'49" W<br>Bow: 41°43'57" N, 49°56'49" W |

3. Draw *Titanic's* route on the map. Indicate it in your key. Make sure your wreck site is accurate. She sank approximately 1000 miles due east of Boston, Massachusetts, and 375 miles southeast of St. John's, Newfoundland.
4. The very technology that helped scientists and explorers find *Titanic's* final resting place could have helped her avoid the disaster in 1912. Research advances in geographical and transportation technology, such as global positioning systems, or GPS. Explain when in *Titanic's* timeline of tragedy these inventions could have come into play.





Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_



### Lesson 3: What Does *Titanic* Have to do With Me?

Part 1: Look for passengers on *Titanic* that had the same last name as you. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. Indicate whether or not there is anything there associated with the person and, if so, what it is.

| Name | Age & Gender | Class on Ship | Last Residence | Job | Survived? | At Exhibition |
|------|--------------|---------------|----------------|-----|-----------|---------------|
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |

- How many passengers had the same last name as you? Did anyone have your whole name? Could any of these people be from your family? Why or why not?
- Why were each of these people traveling and where were they going?
- Create a family tree on separate paper. Highlight the names of your relatives who were alive in 1912, the year *Titanic* sailed. Are any of them still alive?

Part 2: Look for passengers who are connected to your state. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. Indicate whether or not there is anything there associated with the person and, if so, what it is.

| Name | Age & Gender | Class on Ship | Last Residence | Job | Survived? | At Exhibition |
|------|--------------|---------------|----------------|-----|-----------|---------------|
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |
|      |              |               |                |     |           |               |

- Put these people on a map of your state in their appropriate cities, towns, or counties. Be sure to add the names of those locations on the map. Put yourself on the map, too!
- Could any of these people be from your family? Why or why not? Do any of them have descendants in the area? If so, who are they?
- Determine why was each of these people was traveling.

Part 3: Using the archives of your local newspaper, often available online, find the headlines related to *Titanic*. Samples are provided below and also in the Additional Resources section.

- For each article, write a paragraph to summarize the main idea. Include the date, headline, and author of the article in your summary.
- Use the website University of Virginia: RMS *Titanic* Headlines [www.lva.lib.va.us/whowhere/exhibits/titanic/heads.htm](http://www.lva.lib.va.us/whowhere/exhibits/titanic/heads.htm) to compare and contrast your local paper's story about the sinking to other newspapers' reports.
- Write your own newspaper article to review *Titanic: The Artifact Exhibition* for your school or community paper.



Images courtesy of Michael Pooock, [www.maritimequest.com](http://www.maritimequest.com)

- Part 4: Research what life was like in your home town around 1912. Visit your library and contact your local history society for help. What was newsworthy? Search these sites to find local history books for your area: Amazon [www.amazon.com](http://www.amazon.com) and Arcadia Publishing [www.arcadiapublishing.com](http://www.arcadiapublishing.com).
- Create a “Then and Now” presentation with photographs to show how things have changed in your community since 1912.
  - Create a timeline of significant local, national, international, and *Titanic*-related events, 1905–1920. Add events from your own family’s history that fall into the time frame, such as births, deaths, immigrations, and marriages.



## Lesson 4: Says Who?! Primary Source Analysis

1. For this activity you will use the written primary sources at *Titanic: The Artifact Exhibition*. Your task is to look for as many different written primary sources as you can find, not counting the quotes on the walls. A good place to find them is by looking for paper artifacts in the display cases. Create a chart like the one shown below to record your data. Copy down an interesting quote directly from the text. Two have been filled in for examples.

| PRIMARY SOURCE            | QUOTE FROM SOURCE   |
|---------------------------|---|
| Menu for 1st class dinner | <i>“Arrange poached salmon on warmed plates.... Garnish each plate with a cucumber fan and a sprig of fresh dill....”</i> |
| 1st class ticket          | <i>“The Company’s liability for baggage is strictly limited, but passengers can protect themselves by insurance.”</i>     |
|                           |   |
|                           |   |
|                           |   |
|                           |   |
|                           |   |
|                           |   |
|                           |   |
|                           |   |

2. For each of the primary sources you find think about why the Exhibition designers chose that particular one to include as an example in a display for *Titanic: The Artifact Exhibition*. What points or main ideas about *Titanic* do they support or illustrate?

3. Pretend you are a *Titanic* survivor being interviewed. Write your own “eyewitness account” of the Ship’s sinking. In addition to the quotes you read on the walls at the Exhibition, read other real accounts at EyeWitness to History [www.eyewitnesstohistory.com/titanic.htm](http://www.eyewitnesstohistory.com/titanic.htm) or from hand-outs your teacher may provide.



## Lesson 5: That is SO 1912!

Fill in column 1 before your trip, column 2 as you examine the signs, posters, artifacts, and photographs during your trip, and columns 3 and 4 after your visit. Brainstorm other categories to add to the end of the chart.

|  | 1. Mine | 2. On <i>Titanic</i> | 3. Similarities | 4. Differences |
|--|---------|----------------------|-----------------|----------------|
| <b>Song or music</b>                   |         |                      |                 |                |
| <b>Hat</b>                             |         |                      |                 |                |
| <b>Dressy clothes</b>                  |         |                      |                 |                |
| <b>Athletic clothes</b>                |         |                      |                 |                |
| <b>Shoes</b>                           |         |                      |                 |                |
| <b>Jewelry</b>                         |         |                      |                 |                |
| <b>Hair style</b>                      |         |                      |                 |                |
| <b>Food</b>                            |         |                      |                 |                |
| <b>Sport</b>                           |         |                      |                 |                |
| <b>Non-sport game or entertainment</b> |         |                      |                 |                |
| <b>Luggage/purse</b>                   |         |                      |                 |                |
| <b>Sending a message</b>               |         |                      |                 |                |
|  |         |                      |                 |                |
|  |         |                      |                 |                |

a. Illustrate a scene aboard the Ship featuring at least 5 of the items from the “On *Titanic*” column. Create a matching scene from your life today featuring the items from the “Mine” column for those same categories.

b. Create a Venn Diagram to discuss the similarities and differences you found in the trends of 1912 and today. Do you think styles have changed significantly? Why or why not? Use your Diagram as the basis for an essay about changes in culture over the past century.



## Lesson 6: Lifestyles of the Rich and Famous

Before your field trip, research the following celebrities onboard *Titanic*. Use Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). While at the Exhibition, indicate whether or not they are included in any of the displays. If so, explain how.

| Celebrity                            | Claim to Fame | Survived? | In Exhibition? |
|--------------------------------------|---------------|-----------|----------------|
| John Jacob & Madeleine Astor         |               |           |                |
| Margaret "Molly" Brown               |               |           |                |
| Lucy Christiana,<br>Lady Duff Gordon |               |           |                |
| Jacques Futrelle                     |               |           |                |
| Dorothy Gibson                       |               |           |                |
| Benjamin Guggenheim                  |               |           |                |
| Henry B. Harris                      |               |           |                |
| Francis David Millet                 |               |           |                |
| Harry Molsen                         |               |           |                |
| Isidor & Ida Straus                  |               |           |                |
| Charles Eugene Williams              |               |           |                |
| Richard Harris Williams II           |               |           |                |

Pick one of the celebrities who did not survive the disaster. Research his or her life in more detail and write an obituary.



# CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

## Appendix

1. Interdisciplinary Activities
2. Project Ideas
3. Facts & Figures
4. Primary Sources: Eyewitness Reports
5. Epilogue: *Carpathia*

*“Titanic was just a ship  
before I went to this exhibit.”*

# 1. INTERDISCIPLINARY ACTIVITIES

## Science and Math

*Titanic Science* shows students how the cutting edge of science and technology in 1912 and the advances of today's research come together to give new insights into the tragic tale of *Titanic*. It's a story about scientific investigation and the search for answers.

An imaginative 48-page Teacher's Guide is available for elementary, middle and high school students. Each lesson is correlated to the appropriate National Science Standards and National Social Studies Standards. Several activities promote open-ended problem solving. Relevant background information is provided for each activity, along with additional resources such as books, websites and videos that expand on the lesson. To access this guide, go to *Titanic Science* [www.titanicscience.com](http://www.titanicscience.com) and click on Teacher Resources. Or go to RMS *Titanic* [www.rmstitanic.net](http://www.rmstitanic.net), click on "Library", then "Teacher Page".

Elementary school **science, math, language arts:**

RMS *Titanic* [www.rmstitanic.net/pdf/titanic-fun-facts.pdf](http://www.rmstitanic.net/pdf/titanic-fun-facts.pdf)

Middle school **science and math:**

RMS *Titanic* [www.rmstitanic.net/pdf/titanicartifacttg.pdf](http://www.rmstitanic.net/pdf/titanicartifacttg.pdf)

The website Ocean Explorer [oceanexplorer.noaa.gov/explorations/o4titanic/edu/edu.html](http://oceanexplorer.noaa.gov/explorations/o4titanic/edu/edu.html) leads you to comprehensive lesson plans for grades 5–6, 7–8, and 9–12 revolving around the **science of ocean exploration** such as marine archaeology and biodeterioration.

The **passenger lists** available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) can be used for a large variety of **statistical, graphing, and database** assignments. For example, what percentage of 1st class passengers survived, as compared to 2nd or 3rd? What was the ratio of men to women on the Ship? What was their ratio for survival? See the chart with these numbers in this Appendix.

*Titanic* Commercial Cargo Manifest [www.titanic-whitestarships.com/MGY\\_Cargo.htm](http://www.titanic-whitestarships.com/MGY_Cargo.htm) has the **cargo manifest** that originally appeared in newspapers soon after the sinking. This list is an excellent source for **math** problems.



## Humanities

High School **Essential Questions:**

RMS *Titanic* [www.rmstitanic.net/pdf/essential-questions.pdf](http://www.rmstitanic.net/pdf/essential-questions.pdf).

An Inquiry Unit is a way to creatively engage students in the process of problem solving. These thought-provoking classroom activities are designed to stimulate class discussions, generate personal essays and/or assign research papers. This unit includes an Evaluation Rubric for classroom use.

The site Anderson, Kill, & Olick: Estate of Hans Jensen vs The White Star Line [www.andersonkill.com/titanic/home.htm](http://www.andersonkill.com/titanic/home.htm) features a **mock trial** in which a victim's family sues the White Star shipping company for negligence.

At Voices from the *Titanic* [www.create.cett.msstate.edu/create/classroom/lplan\\_view.asp?articleID=67](http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=67) you will find examples of a *Titanic*-related **language arts** activity for upper grades. There are also many existing lesson plans online to coordinate with well-known *Titanic*-related stories, such as Walter Lord's *A Night to Remember*.

For a list of **nonfiction books**, go to RMS *Titanic* [www.rmstitanic.net](http://www.rmstitanic.net), Library, *Titanic* books.

Both A&E and National Geographic have study guides available to coordinate with their *Titanic* documentaries: Biography.com [www.aetv.com/class](http://www.aetv.com/class) and National Geographic *Xpeditions* [www.nationalgeographic.com/xpeditions](http://www.nationalgeographic.com/xpeditions).

## 2. PROJECT IDEAS

*Additional suggestions for Research Projects, Creative Writing Activities, and Journal Prompts:*

### The People

- Imagine the thoughts of Captain Smith as the Ship is going down.
- You made it into a lifeboat. Debate the reasons for and against rowing back to save more people.
- As the captain of *Californian* explain your actions and decisions that night.
- What were the fates of the passengers who survived the sinking?
- Read *Terror on the Titanic* by R.A. Montgomery (Skylark, 1997) from the *Choose your Own Adventure*® series aloud and let the class vote on the decisions. Have students try their hand at writing their own version as a passenger on *Titanic*.
- Imagine the experiences of the crew aboard the rescue ship *Carpathia* and the recovery ship, *Mackay-Bennett*.

### The Aftermath

- Describe a research and recovery expedition to the wreck site as the operator of a submersible.
- Create a travel brochure to advertise an adventure aboard a recovery and exploration expedition today.
- Compare the travel times for a trans-Atlantic voyage, from the Age of Exploration to today.
- Search online for real *Titanic* artifacts and other memorabilia available for purchase.
- Explore the science behind which artifacts have survived and why.
- What safety procedures and changes have been implemented as a direct result of this disaster?
- What marine life calls the Ship's remains home?
- Compare and contrast the inquiries in the US (Senate hearings) and Britain (Board of Trade investigation).

### The Ship

- What were the fates of *Titanic's* sister ships, *Olympic* and *Britannic*, as well as that of the last surviving White Star Line ship, *Nomadic*?
- Create a travel brochure to advertise *Titanic* in 1912.
- Investigate unusual cargo, such as “dragon’s blood” and a new car.
- Investigate animals onboard as pets, livestock, and food.
- Compare and contrast *Titanic* to a modern cruise ship.
- Measure out the dimensions of a lifeboat (30 x 9 x 4 ft.) on the floor and mark with tape to have students see how many of them would fit (collapsible dimensions, 27.5 x 8 x 3 ft.).
- Recreate an authentic dinner aboard the Ship using the actual menus found at *Titanic-Titanic: Dining* [www.titanic-titanic.com/titanic\\_dining.shtml](http://www.titanic-titanic.com/titanic_dining.shtml) and in *Recipes from the Great Liner* by Rick Archbold and Dana McCauley (Weidenfeld & Nicholson, 1997).
- The black line master of Ship diagram on page 70 can be used for activities such as coloring class sections, or indicating locations of artifacts seen at the Exhibition.



*Terror on the Titanic*  
by R.A. Montgomery

### 3. FACTS AND FIGURES

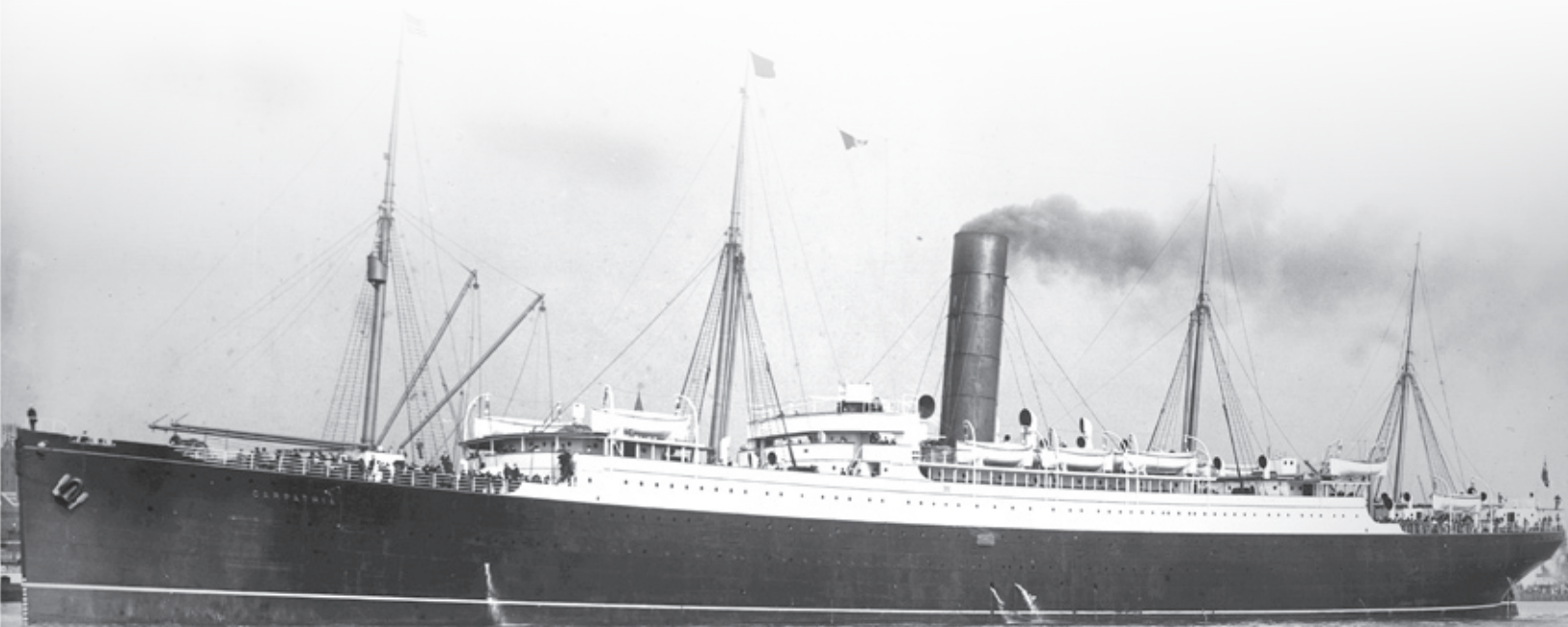
#### KEY SHIPS

|                          | <i>RMS Titanic</i>            | <i>RMS Carpathia</i>    | <i>SS Californian</i> |
|--------------------------|-------------------------------|-------------------------|-----------------------|
| <b>Length</b>            | 882 ½ ft. (22 school buses)   | 558 (14 buses)          | 447 (11 buses)        |
| <b>Width</b>             | 92 ½ ft.                      | 64 ½ ft.                | 54 ft.                |
| <b>Speed</b>             | 21–24 knots (24–27 mph)       | 14–17 knots (16–20 mph) | 13 knots (15 mph)     |
| <b>Funnels</b>           | 4 (3 working + 1 fake)        | 1                       | 1                     |
| <b>Capacity</b>          | about 3,300                   | about 1,700             | about 50              |
| <b>Owner</b>             | White Star Line               | Cunard Line             | Leyland Line          |
| <b>Captain</b>           | Edward John Smith             | Arthur Henry Rostron    | Stanley Tutton Lord   |
| <b>Wireless operator</b> | John Phillips<br>Harold Bride | Harold Cottam           | Cyril Evans           |
| <b>Departure</b>         | England                       | New York                | England               |
| <b>Destination</b>       | New York                      | Adriatic Sea            | Boston                |
| <b>Sank</b>              | 1912                          | 1918                    | 1915                  |
| <b>Gross tonnage</b>     | 46,329                        | 13,500                  | 6,200                 |

#### *Titanic*

|   |
|---|
| Net tonnage: 21,831   |
| Displacement: 66,000 tons   |
| Reciprocating engines: 30,000 i.h.p                                 |
| Turbine engine: 16,000 s.h.p  |
| Height: 175 ft. keel to funnel top, 60 ½ ft. waterline to boat deck |

*Carpathia* started picking up survivors around 4:00 am.



## TITANIC'S PASSENGERS

Lifeboat Capacity: 1,178

|                 | 1st class  | 2nd class  | 3rd class   | Crew       |
|-----------------|------------|------------|-------------|------------|
| <b>Capacity</b> | <b>505</b> | <b>564</b> | <b>1134</b> | <b>900</b> |

|                |            |            |            |            |
|----------------|------------|------------|------------|------------|
| <b>Onboard</b> | <b>329</b> | <b>285</b> | <b>710</b> | <b>899</b> |
| Men            | 173        | 157        | 486        | 876        |
| Women          | 151        | 106        | 148        | 23         |
| Children       | 5          | 22         | 76         | x          |

|                 |            |            |            |            |
|-----------------|------------|------------|------------|------------|
| <b>Survived</b> | <b>199</b> | <b>119</b> | <b>174</b> | <b>214</b> |
| Men             | 54         | 15         | 69         | 194        |
| Women           | 141        | 82         | 82         | 20         |
| Children        | 4          | 22         | 23         | x          |

|             |            |            |            |            |
|-------------|------------|------------|------------|------------|
| <b>Lost</b> | <b>130</b> | <b>166</b> | <b>536</b> | <b>685</b> |
| Men         | 119        | 142        | 417        | 682        |
| Women       | 10         | 24         | 66         | 3          |
| Children    | 1          | 0          | 53         | x          |

*(some numbers are approximates)*



Only 705 made it onto the lifeboats that could have held over a thousand people.



Water drains from a lifeboat hoisted aboard the *Carpathia*.  
Photo courtesy of Michael Pocock, [www.maritimequest.com](http://www.maritimequest.com)

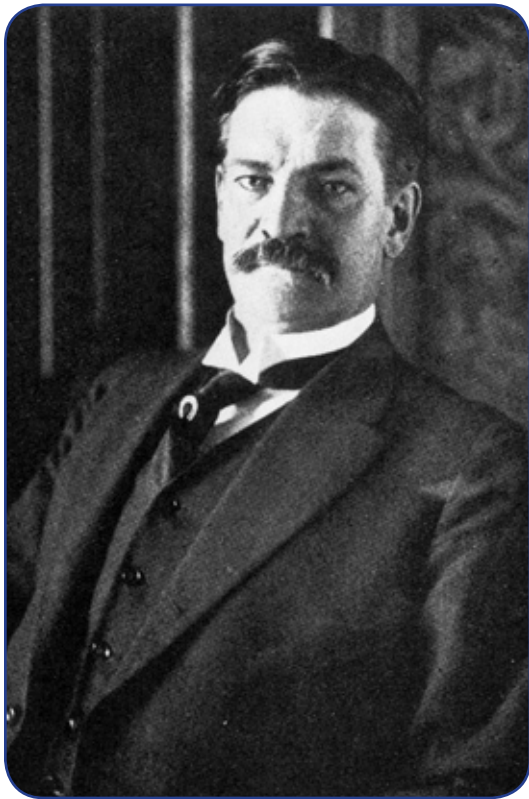
## 4. PRIMARY SOURCES: EYEWITNESS REPORTS

### 1. 2nd class passenger Marshall Drew, an 8-year-old British boy, was traveling with his aunt and uncle who were raising him:

When the *Titanic* struck the iceberg, I was in bed. However, for whatever reason, I was awake and remember the jolt and cessation of motion. A steward knocked on the stateroom door and directed us to get dressed, put on life preservers and go to the boat deck, which we did. The steward as we passed was trying to arouse passengers who had locked themselves in for the night. Elevators were not running. We walked up to the boat deck. All was calm and orderly. An officer was in charge. 'Women and children first,' he said, as he directed lifeboat number 11 to be filled. There were many tearful farewells. We and Uncle Jim said good-bye.... The lowering of the lifeboat 70 feet to the sea was perilous. Davits, ropes, nothing worked properly, so that first one end of the lifeboat was tilted up and then far down. I think it was the only time I was scared. Lifeboats pulled some distance away from the sinking *Titanic*, afraid of what suction might do.... As row by row of the porthole lights of the *Titanic* sank into the sea this was about all one could see. When the *Titanic* upended to sink, all was blacked out until the tons of machinery crashed to the bow.... As this happened hundreds and hundreds of people were thrown into the sea. It isn't likely I shall ever forget the screams of these people as they perished in water said to be 28 degrees.



### 2. 1st class passenger Colonel Archibald Gracie, a 53-year-old American, had to jump from the top deck:

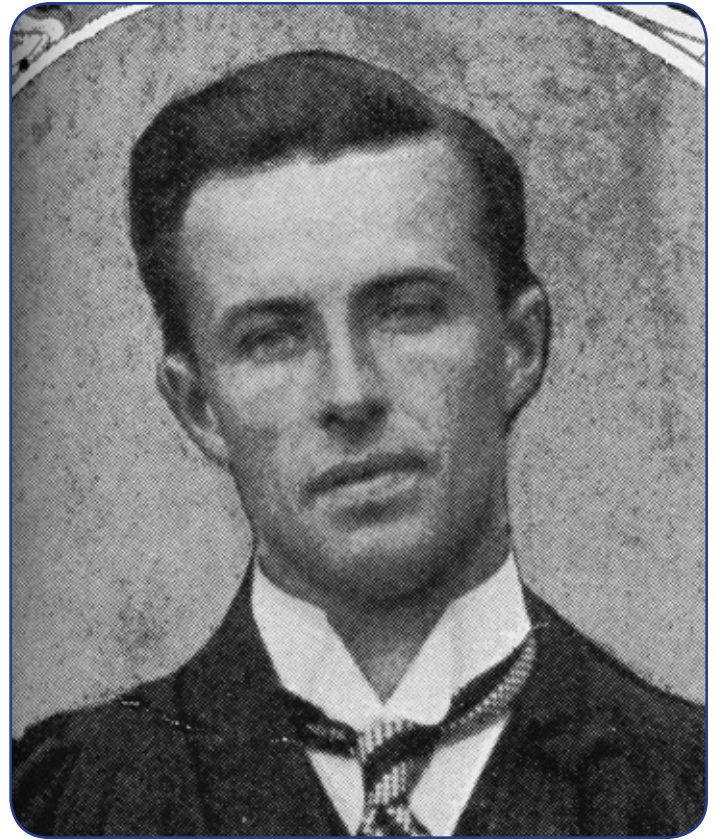


My friend Clinch Smith made the proposition that we should leave and go toward the stern. But there arose before us from the decks below a mass of humanity several lines deep converging on the Boat Deck facing us and completely blocking our passage to the stern. There were women in the crowd as well as men and these seemed to be steerage passengers who had just come up from the decks below...

After sinking with the ship, it appeared to me as if I was propelled by some great force through the water. This might have been occasioned by explosions under the water, and I remembered fearful stories of people being boiled to death. Again and again I prayed for deliverance, although I felt sure that the end had come. I had the greatest difficulty in holding my breath until I came to the surface. I knew that once I inhaled, the water would suffocate me. When I got under water I struck out with all my strength for the surface.... There was nothing in sight save for the ocean, dotted with ice and strewn with large masses of wreckage. Dying men and women all about me were groaning and crying piteously. By moving from one piece of wreckage to another, at last I reached a cork raft. Soon the raft became so full that it seemed as if she would sink if more came on board her. The crew for self preservation therefore had to refuse to permit any others to climb on board. This was the most pathetic and horrible scene of all.

### 3. 34-year-old British school teacher Lawrence Beesley was traveling in 2nd class:

“As I dressed, I heard the order shouted ‘All the passengers on deck with the life belts on.’ We all walked up slowly with the life belts tied on over our clothing, but even then we presumed that this was merely a wise precaution the captain was taking. The ship was absolutely still, and except for the gently, almost unnoticeable, tilt downwards, there were no visible signs of the approaching disaster. But, in a few moments, we saw the covers being lifted from the boats and the crews allotted to them standing by and uncoiling the ropes, which were to lower them. We then began to realize that it was more serious matter than we had at first supposed. Presently we heard the order ‘All men stand back away from the boats. All ladies retire to the next deck below.’ The men all stood away and waited in absolute silence, some leaning against the end railings of the deck, others pacing slowly up and down. The boats were then swung out and lowered. When they were level with the deck where all the women were collected, the women got in quietly, with the exception of some, who refused to leave their husbands. In some cases they were torn from their husbands and pushed into the boats, but in many instances they were allowed to remain, since there was no one to insist that they should go.”



### 4. 7-year old Eva Hart was a 2nd-class passenger on her way to Canada with her parents:



“She [Mother] felt this little ‘bump’ as she always described it, because we were a very long way from it. We were on the port side of the ship and the collision was on the starboard side of the ship, and had she been asleep it wouldn’t have awakened her...she immediately awakened my father... My father went away and spoke to one of the sailors and came back and said ‘We’ve hit an iceberg...they’re going to launch the lifeboats but you’ll all be back on board for breakfast.’ They started to lower the boats and my father put my mother and I in without any trouble at all.... I never saw him again...he told me to hold my mummy’s hand and be a good girl, that’s all he said. The panic seemed to me to start after the boats had gone, we could hear it...after we were rowing away from the ship...then we could hear the panic of people rushing about on the deck and screaming and looking for lifeboats...I was terrified...it was dreadful...the bow went down first and the stern stuck up in the ocean what seemed to me like a long time...but it stood up stark against the sky and then keeled over and went down, you could hear the screaming and thrashing about in the

water...and finally the ghastly noise of the people thrashing about and screaming and drowning, that finally ceased. I remember saying to my mother once, ‘How dreadful that noise was’ and I’ll always remember her reply and she said ‘Yes, but think back about the silence that followed it...because all of a sudden the ship wasn’t there, the lights weren’t there and the cries weren’t there.’”

## 5. EPILOGUE: *CARPATHIA*

### *Carpathia's* Launch and Accommodations

The RMS *Carpathia* was a transatlantic passenger steamship owned by the Cunard Line. It was built by C.S. Swan and Hunter Ltd. at their Wallsend Shipyard at Newcastle-upon-Tyne in England. Construction began in September 1901, and she launched in August of the next year. By April of 1903, she was ready to begin her journey down the River Tyne towards her sea trials in the North Sea.

Unlike *Titanic*, *Carpathia* was not a luxury liner built to please the wealthy passengers. *Carpathia* was more of an intermediate-sized workhorse, a basic but durable ship intended for mostly second- and third-class passengers. *Carpathia* was also designed to carry cargo, including chilled beef from the U.S. kept in refrigerated compartments as well as mail to and from America.

Though *Carpathia* was built for passengers with moderate to low incomes, she still provided a class of service rarely found for travelers of that status. For example, though the majority of *Carpathia's* third-class passengers stayed in dormitory-style areas, nearly 500 could book two-, four-, or six-berth cabins. It was in the common areas that *Carpathia* outshone most previous ships of her kind. The second-class public rooms included a spacious ladies room and library as well as a gentleman's smoking room; the third class public rooms included a wood-paneled dining saloon, a large smoking room, a ladies sitting room, a bar, and a covered promenade.



*Carpathia* at dock in New York.

### The Rescue

At 12:35 a.m. on April 15, Harold Cottam, *Carpathia's* wireless operator, informed Captain Henry Rostron that an urgent distress signal had just been received from *Titanic*. Cottam's shift had already ended, but he was waiting for another ship (the *Parisian*) to reply to an earlier message. Cottam kept his headphones on as he removed his jacket and prepared to turn in for the night. It was then Cottam received the message, "Come at once. It is a distress message; CQD"

Captain Rostron immediately began preparing *Carpathia* to help the stricken vessel. An extra shift of stokers was called to duty to "make all possible speed to the *Titanic*." Since Rostron knew *Titanic* had struck an iceberg, he doubled *Carpathia's* lookouts. The ship's three doctors set up *Carpathia's* dining halls as triage areas. The officer's cabins, including Rostron's, were prepared to accommodate the survivors. All hands were called on deck.

Within two hours of hearing of *Titanic's* first distress signal, *Carpathia* entered an ice field. "Between 2:45 and 4 o'clock, the time I stopped my engines, we were passing icebergs on every side and making them ahead and having to alter our course several times to clear the bergs," said Rostron at the U.S. Senate's *Titanic* investigation. This slowed *Carpathia's* path to *Titanic*—"I had to take extra care and every precaution to keep clear of anything that might look like ice," reported Rostron, who had over 1,000 people on board his own ship to be worried about. The 58-mile journey ended up taking about three-and-a-half hours to complete. At 4 a.m., the first of *Titanic's* lifeboats was spotted. Rostron brought his ship alongside it, and began bringing survivors on board.

Minutes later, Rostron saw the remaining lifeboats bobbing in the frigid ocean waters within a four-mile radius of *Carpathia*. He recalled something else as well: "I also saw icebergs all around me. There were about 20 icebergs that would be anywhere from 150 to 200 feet high and numerous smaller bergs." Rostron successfully maneuvered *Carpathia* around the dangerous icebergs. By 8:30 a.m. the *Carpathia* reached every lifeboat and all survivors were on board. In total, 705 people survived the *Titanic* disaster. Three people taken aboard *Carpathia* had already died of exposure and another man died shortly after rescue. A service was held for the four dead men at 4 p.m. that day, and they were buried at sea.



## On Board *Carpathia*, the Ship of Widows

The mood on board *Carpathia* was a mixture of relief and grief—relief at having been rescued from the frigid waters of the Atlantic and grief for the loss of husbands, wives, and children who had not been so lucky. Ohio resident Mary Wick, who lost her husband George in the sinking, summed up the mood in an interview she gave to the *Cleveland Plain Dealer* five days after the disaster: “It seemed ages before we were picked up by the *Carpathia*—the ship of widows... the scenes of grief were terrible...oh it was so ghastly.”

Only four of the rescued wives aboard *Carpathia* reunited with their husbands. Those not so fortunate tried to console each other. Groups of dozens of women gathered in the ship’s dining saloons, weeping and holding one another. The mood aboard *Carpathia* was not helped by the weather. A heavy storm struck the day after rescue and continued for three days; a blanket of fog formed in the middle of the storm and slowed the ship’s pace considerably.

The crew and passengers of *Carpathia* made every effort to comfort the survivors. Most of the crew had already given



*Titanic* survivors on *Carpathia*'s deck.

up their accommodations. Soon *Carpathia*'s own passengers relinquished their berths and donated clothing to the many who had left *Titanic* with little more than the bare essentials on their backs. “They have been most kind to us,” wrote Elizabeth Nye on the back of a piece of paper torn from the *Carpathia*'s wireless log book. “The ship is of course filled with its own passengers but they found places for all of us to sleep—but none of us slept well after going through such a nightmare.” Mrs. Nye became a widow at age 29.

## Arrival in New York



Crowds wait for the rescue ship on the docks in New York.

After picking up *Titanic*'s survivors, Captain Rostron ordered that *Carpathia* sail directly to New York. Halifax was closer, but would have meant navigating through more ice. Three days later, at just past 9:30 p.m. on April 18th, *Carpathia* docked at Cunard's Pier 54 at Fourteenth Street. *Carpathia* was followed by small boats full of reporters and photographers, who shouted questions at survivors through megaphones and whose flashes illuminated the crowded decks of the ship as it sailed into the harbor. A crowd of 10,000 people gathered at the Battery to get the first glimpse of the rescue ship.

Nearly 30,000 assembled in the rain-soaked streets around the dock, choking off traffic for blocks. Doctors and nurses from every hospital in the city stood on the pier. Ambulances idled, ready to ferry survivors to area hospitals. The first *Titanic* survivor to walk down *Carpathia*'s gangplank toward the hushed, anxious crowd was a woman in a dress, “Obviously patched up from contributions of the *Carpathia*'s passengers, her face red from weeping...she started down the gangplank, stopped, perplexed, almost ready to drop with terror and exhaustion” according to a *New York Times* reporter on the scene. For over two hours survivors streamed down the gangplank to the pier. The last of them made the trek just after midnight—four small children who had taken ill on *Carpathia*.



After their rescue by *Carpathia* and arrival in New York City, *Titanic* crew members receive dry clothes. *New York Times*



*Carpathia's officers.*



Captain Arthur H. Rostron of *Carpathia*.

### ***Titanic* Passengers Thank Captain Rostron**

On May 29, 1912, the *Titanic* Survivor's Committee honored the captain and crew of *Carpathia* in a ceremony held in the ship's first-class dining saloon. The *Carpathia* was making its first return to New York since delivering *Titanic's* survivors just over a month earlier.

The survivor's committee, chaired by survivor Fredric Seward, presented Captain Arthur Rostron and his officers and crew with gold, silver, and bronze medals. They also gave Captain Rostron a silver loving cup as a symbol of their gratitude to the man who had navigated dangerous waters deep in the night to come to their rescue. The 15-inch silver cup bore the following inscription:

*Presented to Captain A.H. Rostron, R.N.R., commander of the R.M.S Carpathia. In grateful recognition and appreciation of his heroism and efficient service in the rescue of the survivors of the Titanic on April 15, 1912, and of the generous and sympathetic treatment he accorded us on his ship.*

Other members of the Survivors Committee in attendance besides Mr. Seward were Karl Behr, Margaret "Molly" Brown—who handed the loving cup to Captain Rostron—Isaac Frauenthal, George Harder, Frederic Spedden, and Mauritz Björnström-Steffansson. The group had formed while still on board *Carpathia* just two days after their rescue.

“All I can say is that, first, I tried to do my duty as a sailor; second, I tried to do it toward suffering humanity. But I will not take the credit for the achievement of that night when we went to the aid of the people of the *Titanic*. I do not deserve this credit. My crew does deserve it, and to them I want to give my heartfelt thanks for their loyalty, valor, and fidelity to the trust that was imposed. I cannot think of them too highly for they have brought this honor to me and to themselves, and I feel humbly proud of what has been done for me through their valor.”

—ARTHUR ROSTRON,  
Captain of the *Carpathia*

“The eyes of the world are upon you and were upon you when you came to us on the open ocean, when we saw the *Carpathia* coming to us out of the dawn, and to all of you we wish to give our heartfelt thanks. For your hospitality, for your devotion, for your unselfishness, and for all that was done for us we never can be adequately grateful, and as a slight token of that appreciation we wish you to accept the medals that we have had struck for every man and woman of this ship.”

—FREDERIC SEWARD,  
First-class *Titanic* passenger and survivor

## The Fate of *Carpathia*

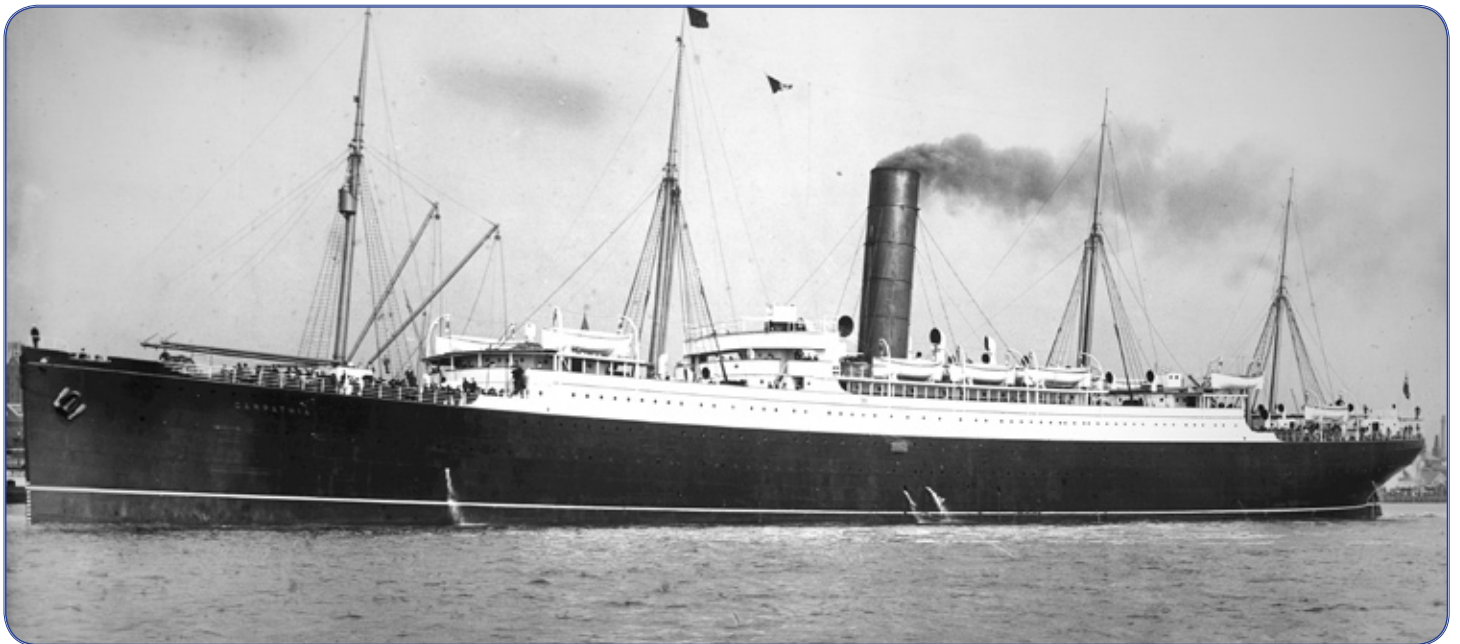
Just over six years after *Titanic* sank, the *Carpathia* joined her at the bottom of the sea. On July 17, 1918, as World War I raged, *Carpathia* steamed toward New York from Liverpool, England. She was part of a convoy of ships made necessary by the dangerous German U-boats patrolling the waters off Britain. *Carpathia*'s convoy, passing by the east coast of Ireland, was followed by the German submarine U-55, captained by Wilhelm Werner. There were three lines of ships in the group; in the center of the middle column, Werner spotted the *Carpathia*.

The U-55 fired three torpedoes at *Carpathia*, hitting her each time. Two of the torpedoes struck the engine room towards the middle of the ship, killing five crew members; the other struck *Carpathia*'s forward section. Captain William Prothero of the *Carpathia* knew his ship was doomed, and had all hands abandon ship. Of the 280 passengers and crew on board, 275 survived. They were picked up by a minesweeper, the HMS *Snowdrop*. *Carpathia* disappeared beneath the sea two-and-a-half hours after the attack.

The wreck of *Carpathia* lay in over 500 feet of water off the east coast of Ireland for 81 years before she was discovered by a team from the National Underwater and Marine Agency founded by American author Clive Cussler.



Titanic survivors arrive at the rescue ship, *Carpathia*



*Carpathia*.

# ADDITIONAL RESOURCES

History of *Titanic*

Field Trip Scavenger Hunt

Newspaper Headlines

Ship Diagram

Word Search

Crossword Puzzles

Answer Key

*“What a great cultural experience for all of us;  
this is what field trips should be!”*

## HISTORY OF *TITANIC*

There are many books and online sources available for further information on *Titanic*. It is worth noting that even the factual information about *Titanic* varies widely between the different sources. For all that is known and theorized about *Titanic*, it is in many ways still a mystery.

*Titanic's* accommodations were the most modern and luxurious on any ocean and included:

- Electric light and heat in every room
- Electric elevators
- Swimming pool and Turkish Bath
- Squash court
- Two barber shops
- Gymnasium with mechanical horse and camel
- A six-story, glass-domed grand staircase
- Two musical ensembles
- Two libraries

### The Plan

The intensely competitive trans-Atlantic steamship business had seen recent major advances in ship design, size and speed at the onset of the 20th century. White Star Line, one of the leaders, determined to focus on size and elegance rather than pure speed. In 1907, White Star Line's managing director J. Bruce Ismay and Lord James Pirrie, a partner in Harland & Wolff (White Star Line's shipbuilder) conceived of three magnificent steam ships which would set a new standard for comfort, elegance, and safety. The first two were to be named *Olympic* and *Titanic*, the latter name chosen by Ismay to convey a sense of overwhelming size and strength. The third would be named *Britannic*.

Construction of *Titanic* started in March 1909. Harland & Wolff's Belfast shipyards had to be redesigned to accommodate the immense projects while White Star's pier in New York had to be lengthened to enable the ships to dock. The "launch" of the completed steel hull in May, 1911, was a heavily publicized spectacle. She was then taken for "fitting out" which involved the construction of the Ship's many facilities and systems, her elaborate woodwork and fine decor.

### The Voyage

The maiden voyage lured the "very best people": British nobility, American industrialists, the cream of New York and Philadelphia society. It also attracted many poor emigrants, hoping to start a new life in America or Canada. The journey began at Southampton on Wednesday April 10, 1912, at noon. By sundown, *Titanic* had stopped in Cherbourg, France, to pick up additional passengers. That evening she sailed for Queenstown, Ireland, and at 1:30 PM on Thursday, April 11, she headed out into the Atlantic.

The winter of 1912 had been unusually mild, and unprecedented amounts of ice had broken loose from the arctic regions. *Titanic* was equipped with Marconi's new wireless telegraph system and her two Marconi operators kept the wireless room running 24 hours a day. On Sunday, April 14, the fifth day at sea, *Titanic* received five different ice-warnings, but the captain was not overly concerned. The Ship steamed ahead at 22 knots and the line's Managing Director J. Bruce Ismay relished the idea of arriving in New York a day ahead of schedule.

### The Night

On the night of April 14, wireless operator Jack Phillips was busy sending chatty passengers' messages to Cape Race, Newfoundland, where they could be relayed inland to friends and relatives. He received a sixth ice-warning that night and put that message under a paperweight at his elbow. It never reached Captain Edward J. Smith or the officer on the bridge. By all accounts, the night was uncommonly clear and dark, moonless but faintly glowing with an incredible sky full of stars. The sea was, likewise, unusually calm and flat; "like glass" said many survivors. The lack of waves made it even more difficult to spot icebergs since there was no telltale white water breaking at the edges of the bergs.

At 11:40, Frederick Fleet, the lookout in the crow's nest, spotted an iceberg dead ahead. First Officer William Murdoch ordered the Ship turned hard to port. The Ship turned slightly, but it was much too large, moving much too fast, and the iceberg was much too close: 37 seconds later, the greatest maritime disaster in history began. During that night of heroism, terror, and tragedy, 705 lives were saved, 1502 lives were lost, and many legends were born.

  
**Scavenger Hunt**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Relive the fateful journey of the world's most famous ship as  
you lead your own expedition through *Titanic: The Artifact Exhibition***

1. How many passengers and crew were on board *Titanic* on her maiden voyage?
  - a. 1,500
  - b. 2,228
  - c. 1,324
2. Who was the Managing Director of Design at Harland & Wolff?
  - a. J. Bruce Ismay
  - b. Lord Pirrie
  - c. Mr. Thomas Andrews
3. Where did *Titanic* stop to collect mail and additional passengers before setting sail across the North Atlantic for New York?
  - a. Cherbourg & Queenstown
  - b. Belfast & Southampton
  - c. Southampton & Halifax
4. What were the first names of Captain Smith's wife and daughter?
  - a. Ellen & Harriet
  - b. Elisabeth and Hannah
  - c. Eleanor & Helen
5. The *Titanic* crew tested the Ship's whistles each day at this time.
  - a. noon
  - b. midnight
  - c. dawn
6. How old was Madeleine Force when she married Col. John Jacob Astor?
  - a. 18
  - b. 21
  - c. 26
7. How many tons of coal were carried by *Titanic* when she left England on April 10, 1912?
  - a. 7,500
  - b. 4,300
  - c. 6,000
8. What is the name of the submersible that has played a major role in the recovery expeditions to the wreck site?
  - a. IFREMER
  - b. *Nadir*
  - c. *Nautilus*
9. How many perfume vials were packed in Adolph Saalfeld's luggage?
  - a. 70
  - b. 65
  - c. 55
10. How long did it take *Titanic* to sink?
  - a. 4 hours & 20 minutes
  - b. 1 hour & 30 minutes
  - c. 2 hours & 40 minutes

What is the name of the passenger on your boarding pass?

What class were you traveling in?

Did you survive the sinking?

Name one interesting fact about your passenger.

What was the highlight of your visit to the Exhibition?

**TITANIC**  
THE ARTIFACT EXHIBITION

*Answer Key on page 78*

THE WEATHER  
For Syracuse and vicinity—  
slight chance tonight or Tuesday  
clear Tuesday.

# THE SYRACUSE HERALD.

To Sell Real Estate  
Use a Herald Classified  
Ad and Get Results.

PRICE TWO CENTS VOL. 36 NO. 25,583 SYRACUSE, N. Y., MONDAY EVENING, APRIL 13, 1912.—SIXTEEN PAGES ON SALE EVERYWHERE IN SYRACUSE AT OR BEFORE 8 P. M.

## TITANIC'S PASSENGERS ALL RESCUED

### Giant New Liner Limping in Toward Halifax, Badly Damaged

#### DEFALCATION AT NEW BERLIN BANK EXCEEDS \$300,000

#### Examination of Books Shows Big Increase in Arnold's Shortage.

#### CASHIER IS IMPROVING

#### Defaulter's Health Not as Bad as Reported—Deputies Gather at Doors of Bank—Arnold Came Frequently to Syracuse and Entertained Lavishly.

Newark, April 12.—The announcement by Federal bank examiners that the assets of the First National bank at Newark would probably exceed \$300,000 threw the people of this village into excitement today and another morning of the institution such as occurred yesterday was expected today.

It was said that the bank had been closed for several days and that the assets were being examined by the Federal examiners. It was also said that the bank had been closed for several days and that the assets were being examined by the Federal examiners.

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### HOW TITANIC'S 1,300 PASSENGERS WERE RESCUED AFTER LINER SMASHED BOWS ON HUGE ICEBERG



#### U. S. WARNING TO MEXICO HINT THAT INVASION IS NEAR

#### State Department's Forceful Note Brings Relations to Crisis.

Washington, April 12.—The State department's forceful note to the controlling factors in Mexico, warning them against any encroachment of American territory, has brought the relations between the United States and Mexico to the critical point.

It is recalled that last month the State department issued a note to the controlling factors in Mexico, warning them against any encroachment of American territory.

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#### FACTS ABOUT THE TITANIC, THE WORLD'S BIGGEST SHIP

Length, 523 ft.  
Beam, 92 ft.  
Draft, 34 ft.  
Displacement, 52,310 tons.  
Speed, 21 knots.  
Horsepower, 29,000.  
Passengers, 2,200.  
Crew, 900.

#### MEXICAN REBELS ROUTED WITH LOSS OF 400 MEN

Mexico City, April 12.—The rebels of General Huerta's army were routed today in a decisive battle in the State of Sonora, according to a dispatch received here.

#### RECALLS SPANISH WAR

It is recalled that last month the State department issued a note to the controlling factors in Mexico, warning them against any encroachment of American territory.

#### PASSENGERS OF TITANIC REPRESENT VAST AMOUNT OF THE NATION'S WEALTH

#### John Jacob Astor and Bride, Alfred Vanderbilt, R. Guggenheim and George D. Widener Among Those on Board—Fatal Disaster Would Seriously Affect Business of the World.

New York, April 12.—The passengers of the Titanic represent a vast amount of the nation's wealth, according to a report received here.

It is recalled that last month the State department issued a note to the controlling factors in Mexico, warning them against any encroachment of American territory.

It is recalled that last month the State department issued a note to the controlling factors in Mexico, warning them against any encroachment of American territory.

#### WORLD'S BIGGEST SHIP CRASHES INTO ICEBERG AT NIGHT

#### S. O. S. Wireless Signal of Distress Brings Many Other Liners in Great Race to Scene of Disaster.

#### STEAMERS CARPATHIA AND VIRGINIA FIRST THERE—TAKE ON PASSENGERS

#### New York Offices of White Star Line Receive Telling of Successful Transfer at Sea—Titanic Limping Toward Halifax, Kept Afloat by Watertight Compartments—1,300 Leave Stricken Titanic in Small Boats.

Halifax, N. S., April 12.—The rescue of the Titanic was a feat of the greatest magnitude, according to a report received here.

It is recalled that last month the State department issued a note to the controlling factors in Mexico, warning them against any encroachment of American territory.

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Image courtesy of Michael Pocock, www.maritimequest.com

New York, April 16.--The official announcement of the White Star line of positive news that there are 868 survivors on board the steamship Carpathia and the fact that only the names of 315 of those saved have been sent in by wireless, shows that there are 533 persons rescued from the Titanic whose names have not been received here. Col. Astor, Maj. Butt and many other noted men are not on the Carpathia.

THE WEATHER  
For Syracuse and vicinity--Cloudy and calm tonight and Wednesday.

THE SYRACUSE HERALD.

5 The Herald is Read in 24,000 Homes within Six Miles of The Herald Office.

PRICE TWO CENTS VOL. 96, NO. 10,964 SYRACUSE, N. Y., TUESDAY EVENING, APRIL 16, 1912. EIGHTEEN PAGES ON SALE EVERYWHERE IN SYRACUSE AT 10c BEFORE 9 P. M.

1,341 GO DOWN WITH TITANIC  
CARPATHIA, ONLY RESCUE SHIP, SAVES 868 PERSONS

CARPATHIA BRINGING SURVIVORS

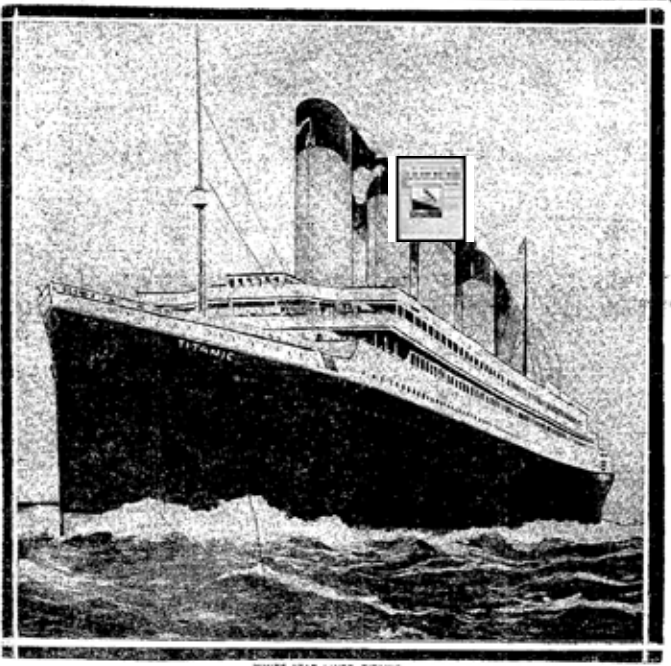
Commander Will Arrive in New York City Thursday Night With Titanic Folk.

BEYOND WIRELESS REACH

Intense Interest Centers in Slow Approach of Rescue Ship With First Authentic Details of Great Tragedy--Carpathia's Wireless Plans Feasible.

New York, April 16.--Intense interest centers in the gradual approach to New York of the Carpathia, bearing the survivors of the Titanic, reported to number 868. It is the ship which promises to bring the first authentic details of the great tragedy and the rescue which followed.

WORLD'S BIGGEST SHIP WHICH WENT DOWN CAUSING THE LOSS OF HUNDREDS OF LIVES



WHITE STAR LINER, TITANIC.

AWFUL TRAGEDY SHOCKS WORLD

Little Doubt Remains That Ice-Strewn North Atlantic Has Swallowed Great Ship With Its Hundreds, Including Many of Nation's Wealthiest and Most Noted Men.

WILD SCENES OF GRIEF ASHORE

Most Terrible Marine Disaster of History Brings Universal Grief--The Liners Looked Upon as Possible Carriers of Missing Report Failure to Find Any Survivors.

The appalling magnitude of the wreck of the giant liner Titanic has been but little mitigated by the fragmentary information which has filtered in up to this afternoon.

But except for this, the favorable details are insignificant compared with the supreme fact that the Titanic is at the bottom of the Atlantic and that the shattered wreck took with her 1,341 victims to their death.

Five messages giving the exact whereabouts of the vessel were received by the Carpathia, who gave the number to about 868 and took to the positive announcement of the wreck that she took 315 survivors of the Titanic on board the Carpathia.

LAST HOPES VANISHED

Four-hour dispatchs this morning to the fact that the Carpathia had not seen the Titanic, and that the Carpathia had not seen the Titanic, and that the Carpathia had not seen the Titanic.

GREAT GRIEF STRUCK

London, Paris and New York are great centers and are shocked by the news of the disaster. The fact that the Carpathia had not seen the Titanic, and that the Carpathia had not seen the Titanic.

WOMEN AND CHILDREN SAVED

All the women and children on board the Carpathia, for the latter passengers are women and children.

HOPE FOR MISSING HOST GROWS DIM

Wireless messages received early this afternoon in New York make it appear that no more than 868 of the Titanic's passengers were saved. These are on the Carpathia.

Flashes from the Virginia and Parisian, which it was hoped had picked up survivors of the awful sea tragedy, intimate that these ships found no survivors.

Virginia Goes Two Late. New York, April 16.--The ship Virginia, which it was hoped had picked up survivors of the awful sea tragedy, intimate that these ships found no survivors.

Parisian Goes Two Late. New York, April 16.--The ship Parisian, which it was hoped had picked up survivors of the awful sea tragedy, intimate that these ships found no survivors.

AMONG THE PROMINENT PASSENGERS WHO WERE SAVED WERE:

- MR. JAMES EARL ARTHUR, PRESIDENT OF BOSTON... MR. JAMES EARL ARTHUR, PRESIDENT OF BOSTON... MR. JAMES EARL ARTHUR, PRESIDENT OF BOSTON...

Additional particulars concerning the wreck of the Titanic will be found on pages 3, 7, 9, 12 and 13.



New York, April 17--The sinister mystery of the Titanic was deepened to-day by vague reports that there are not as many as 868 survivors on the Carpathia—that 2,000 were drowned, and that the Carpathia, creeping in silent mourning toward port, will bear a tale horrible beyond belief.

For January, the circulation was 1,000,000 copies, the largest in the history of the paper.

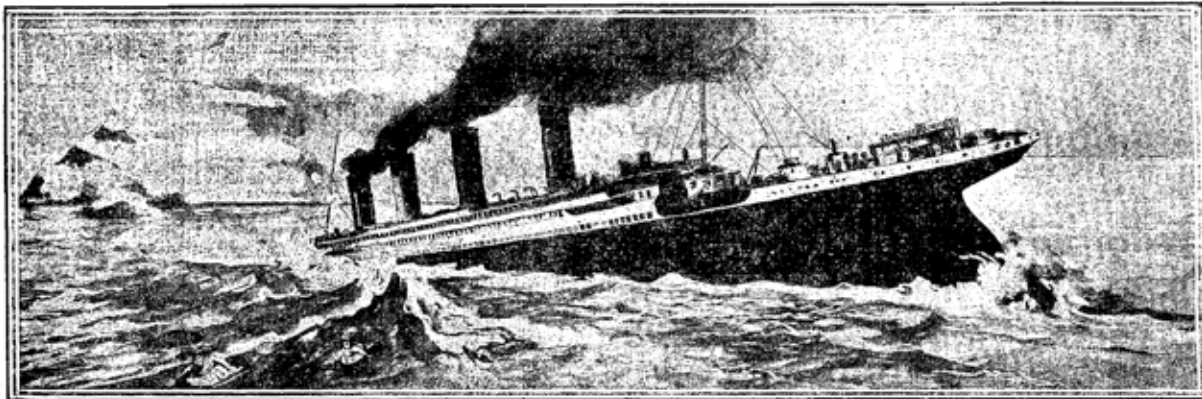
THE SYRACUSE HERALD.

5 The Herald is Read in 24,000 Homes Within Six Miles of the Herald Office.

PRICE TWO CENTS VOL. 36, NO. 10,965 SYRACUSE, N. Y., WEDNESDAY EVENING, APRIL 17, 1912 TWENTY-TWO PAGES SYRACUSE AT 10 BEFORE 8 P. M. ON SUNDAY EVERYWHERE IN

TITANIC DEATH LIST GROWS

LINER TITANIC SINKING AFTER FATAL COLLISION WITH ICEBERG



ONLY 705 ARE ON CARPATHIA

Latest Wireless Message From Comander Confirms the News That the Disaster Is Greater Than First Reported.

New York, April 17--Fears that the Titanic disaster would be even greater than the wireless dispatches of the past twenty-four hours have indicated were practically confirmed this afternoon when the Comander received the following dispatch from Wladimir Thompson of the Boston Globe, who is a passenger on the steamship Franconia:

"Boston, Franconia maintained communication with Carpathia at 8:15 A. M. New York time. Later we then 23 miles east of Andrews Channel, 100 miles from the Titanic wreck. The ship of 700 survivors aboard. Franconia is making general inquiries from the Carpathia to Radio Station."

TWENTY PERISH IN ARKANSAS FLOODS

The Situation Becomes Worse Hourly--Families Are Living in Trees.

Chicago, April 17--Twenty people were drowned in the floods in Clark county, Ark., according to reports received by the government at Chicago, Ark., has received the bodies of six victims recovered in the ravine here. Thousands of people are living in trees. To Radio, Ark., has received reports of bodies and people in the ravine. It is reported that the situation is becoming worse.

Washington, April 17--The situation in the flooded region of the United States is becoming more and more serious. The situation in the flooded region of the United States is becoming more and more serious. The situation in the flooded region of the United States is becoming more and more serious.

U. S. GOVERNMENT TO SUMMON PASSENGERS OF TITANIC IN STERN PROBE OF TRAGEDY

Washington, April 17--Embassy of the United States will be summoned to Washington to call witnesses of the Titanic disaster to determine the responsibility of the shipping officials in view of the loss of all the passengers on the great liner.

A resolution will be introduced in the House to direct the transportation committee of a subcommittee to make a thorough probe of the Titanic disaster and to report the committee in a separate report to the House and to the Senate.

CRUISER GETS OFFICIAL WORD FROM CARPATHIA

Washington, April 17--The cruiser Chester was a starting point with its sister ship, the Raleigh on the New England coast today and at 3 o'clock this afternoon established communication with the Carpathia, which is carrying the Titanic's survivors to New York.

SHIP CAPTAIN SAYS TITANIC DECLINED HELP

Reports Picking Up S. O. S. and Then Word That Olympic's Aid Was at Hand.

New York, April 17--The captain of the Olympic, which was the first ship to pick up the Titanic's survivors, says that the Titanic declined help from the Olympic.

HUNDRED COFFINS TAKEN TO SCENE OF TITANIC WRECK

Cable Ship Chartered by the White Star Line as a Mid-ocean Morgue.

The cable ship Silesia, which was chartered by the White Star Line as a mid-ocean morgue, has taken to the scene of the Titanic wreck 100 coffins.

CARPATHIA LOCATED BY WIRELESS MESSAGE

New York, April 17--The Carpathia was located by a wireless message from the Titanic's survivors.

Two Women Well Known in Syracuse Are Among Missing in Sea Tragedy

Two women well known in Syracuse are among the missing in the Titanic disaster.

OVER 2,000 LOST, STRANGE MESSAGE FROM CARPATHIA

New York, April 17--The following message was received here to-day from the wireless station at Casperstown, N. S., via Halifax: "We are now in communication with the Carpathia and in a position to announce officially that the Titanic struck an enormous iceberg and sank. Over 2,000 lost. Seven hundred survivors, mostly women, on the Carpathia."

The message had evidently been delayed in transmission. It came from the same source which was responsible for a delayed report yesterday that the Titanic had been wrecked.

The following wireless message was received here by the Marconi station at Casperstown, N. S., on Monday to-day: "Commander Frank Morgan of the Carpathia is in the vicinity of the Titanic wreckage. The Carpathia is carrying 705 survivors of the Titanic. The Carpathia is carrying 705 survivors of the Titanic. The Carpathia is carrying 705 survivors of the Titanic."

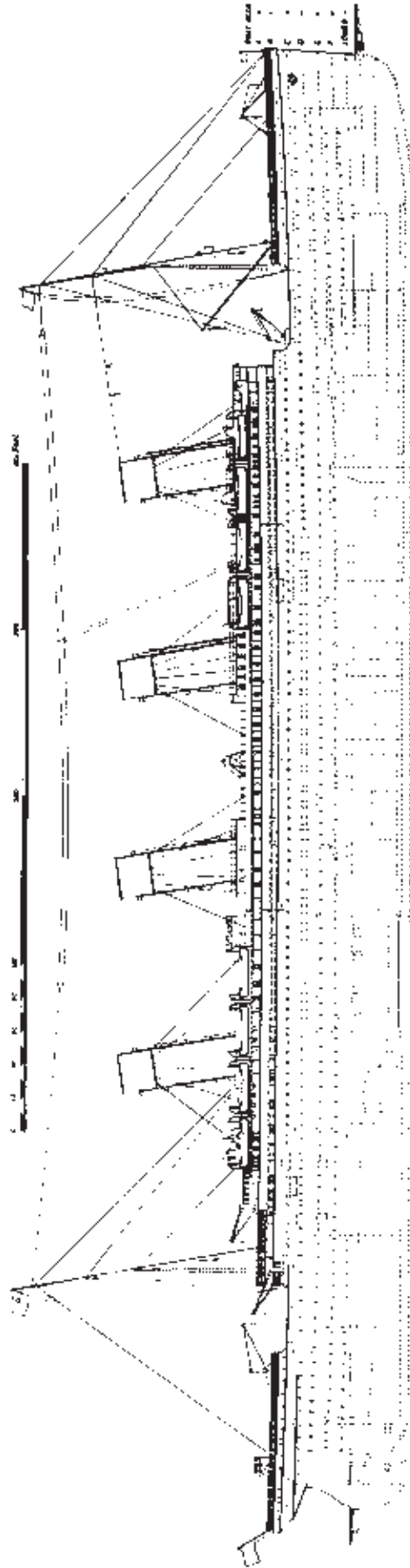
BODIES OF VICTIMS FOUND BY LINER

Seven bodies of victims of the Titanic were found by the Carpathia.

Seven bodies of victims of the Titanic were found by the Carpathia. The bodies were found in the sea near the wreck of the Titanic.

Image courtesy of Michael Pocock, www.maritimequest.com

  
Ship Diagram



S G T O R B J O W S T U H Y L  
U T Y R O S Q K H Q A O Y V Y L  
X C I T N A L T A P Q D R E C  
P J M Q O U M J R E S C U E H  
Y U S E E C P X V M V E N Q Y  
P N G O P O F T W I T W W O I  
L S B V U A A D I X M Z W H T  
X I Q T L T R S A U H L K O R  
I N T M A V H R M G F I O W C  
N K W J K O T A R I H G Y F I  
F A H M D I B E M C T J S U N  
S B B L F U B E O P B H H A A  
R L K A J E T A F Z T P I J T  
E E C V C Q L M M I S O P G I  
M T O I I X H J V S L E N L T

ARTIFACT

ATLANTIC

COAL

ICEBERG

LIFEBOAT

RESCUE

SHIP

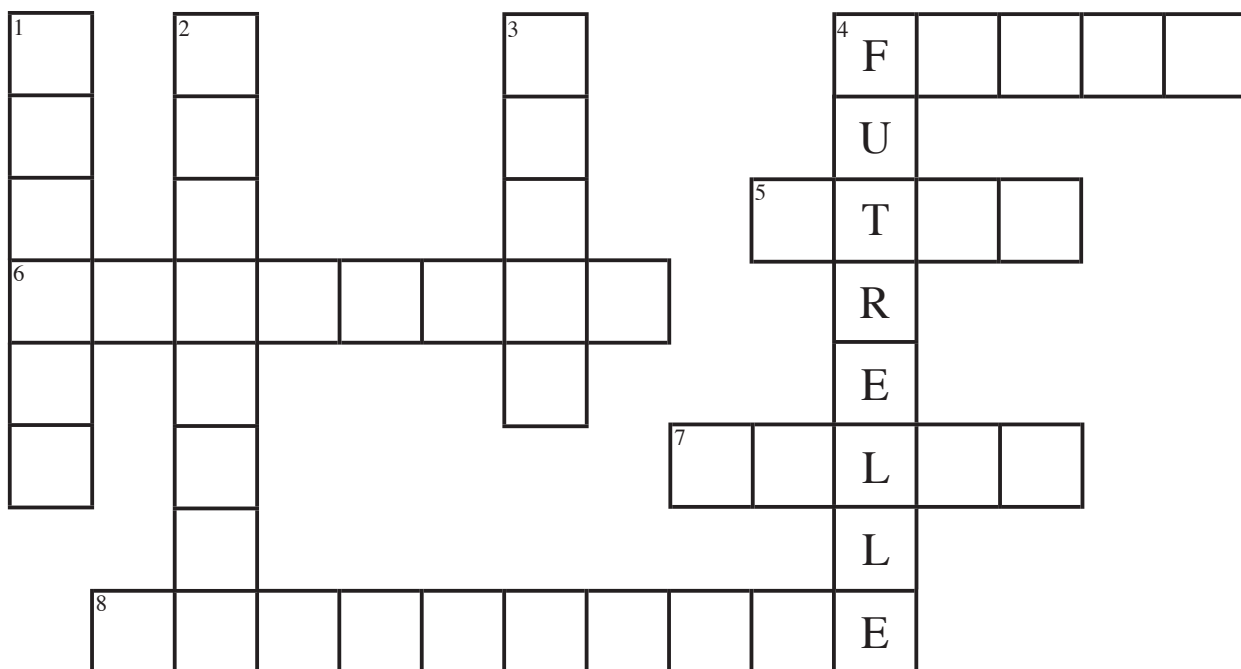
SMITH

SOUTHAMPTON

*TITANIC*

UNSINKABLE

  
 Crossword Puzzle



**ACROSS**

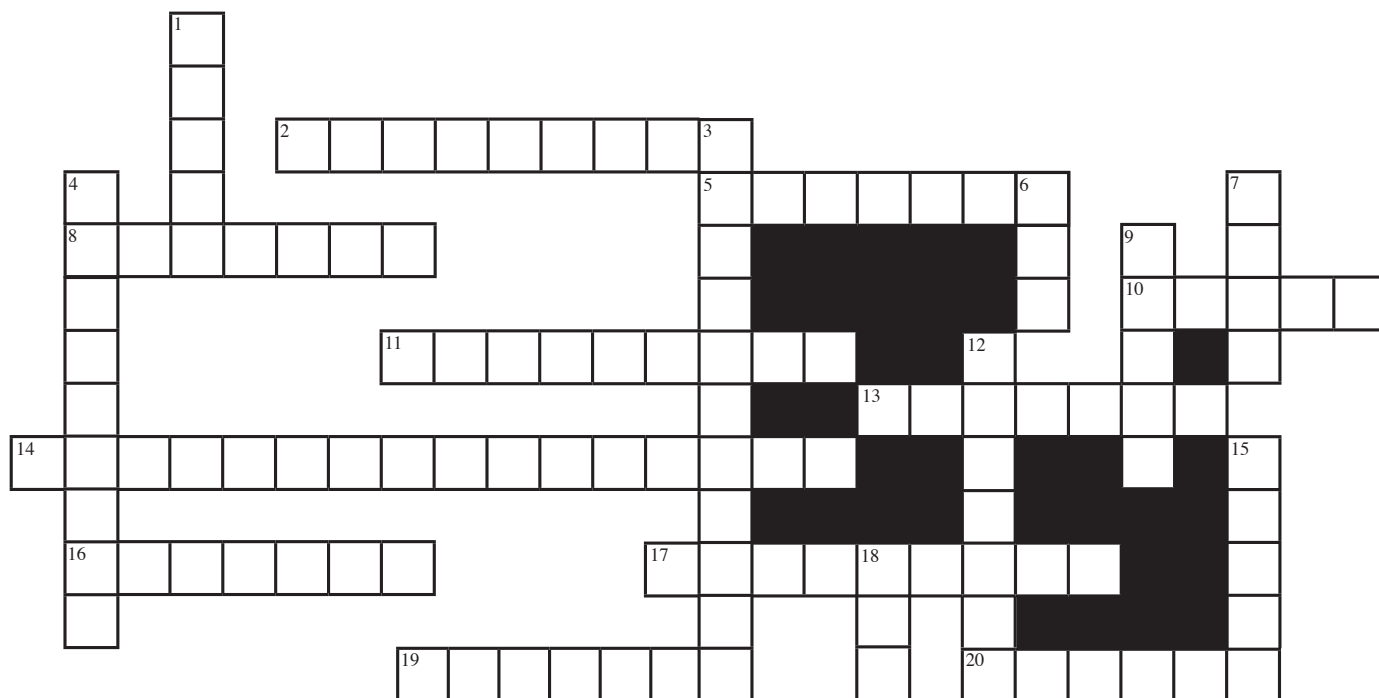
- 4 Frederick \_\_\_\_\_ saw the iceberg first
- 5 White \_\_\_\_\_ Line
- 6 *Titanic* is at the bottom of the \_\_\_\_\_ Ocean
- 7 Famous teddy bear on *Titanic*
- 8 Turns out that *Titanic* was not \_\_\_\_\_

**DOWN**

- 1 Captain Smith's first name
- 2 Women and \_\_\_\_\_ first
- 3 Month that *Titanic* sails
- 4 Passenger from Georgia who wrote books

*Answer Key on page 78*

  
 Crossword Puzzle



**ACROSS**

- 2 Reddish brown growths of rust caused by iron-eating bacteria on the Ship's wreck
- 5 One of *Titanic's* sister ships
- 8 City in Canada where many victims are buried
- 10 Number of working funnels
- 11 Name of the ship that rescued survivors
- 13 The cause of the Ship's sinking
- 14 R.M.S.
- 16 Kind of car in the Ship's cargo
- 17 Right-hand side of a ship
- 19 Edward J. Smith
- 20 Number of lifeboats on the Ship

**DOWN**

- 1 Month of the Ship's launch
- 3 Passengers boarded the Ship in this British port
- 4 City in France where the Ship made a stop
- 6 Distress signal before SOS
- 7 Left-hand side of a ship
- 9 Rear-end of a ship
- 12 City where *Titanic* was built
- 15 Managing director of the White Star Line
- 18 Front-end of a ship

*Answer Key on page 78*

## Scavenger Hunt Answers: Page 70

1. b 2,228
2. c Mr. Thomas Andrews
3. a Cherbourg and Queenstown
4. c Eleanor and Helen
5. a noon
6. a 18
7. c 6,000
8. c Nautilic
9. b 65
10. c 2 hours and 40 minutes

## Crossword Answers: Page 77

### Across:

2. Rusticles
5. *Olympic*
8. Halifax
10. Three
11. *Carpathia*
13. Iceberg
14. Royal Mail Steamer
16. Renault
17. Starboard
19. Captain
20. Twenty

### Down:

1. April
3. Southampton
4. Cherbourg
6. CDQ
7. Port
9. Stern
12. Belfast
15. Ismay
18. Bow

## Crossword Answers: Page 76

### Across:

4. Fleet
5. Star
6. Atlantic
7. Polar
8. Unsinkable

### Down:

1. Edward
2. Children
3. April
4. Futrelle