

Handling the Titanic: The You/You Board

Classroom Groups use activity from each column. You will be completing four activities. When you finish with those, you should work on other activities on the board. Mark off the activity once it is completed. Look at all the choices in each column and choose the one that is appropriate for you.

	Problem Solving	Critical Thinking	Comprehension	Writing
Level 1	Read the article. How could the owners of the Titanic have made their ship safer? Find at least 3 different ways.	Think of words that would describe Ruth Barker and fill in a Circle Map. Remember, Ruth's name is in the middle, descriptors go in the larger circle and the sources of your knowledge go in the frame of reference box.*	Read the story and find 3 examples of cause and effect in Robert Ballard's sections and 5 in Ruth Barker's sections. Rank them as a flow map (or a web-flow map).*	How might Ruth Barker have described the disaster on the Titanic? Write a journal entry telling what happened from Ruth's point of view. Use details from the different resources you have read or seen.
Level 2	Watch the video, "Titanic Disaster" on YouTube. After learning as much as all the problems, write an explanation explaining which problem you think was biggest reason the sinking of the Titanic was such a disaster and how that problem could have been prevented.	Read the newspaper article about Milena Dean. How do you think she feels about selling her things? Have you ever had to give up something that was meaningful to you? Explain your situation and how it is similar and different to Milena's situation.	Read <i>Is Any Right About</i> pages 104-107. Then, use the scale to fill in the organization map poster. Ruth Is Any has three details. Check your map with the answer key and write down any you missed and explain why.*	Finding the Titanic was big news. There were many news reports about the event. Imagine you got to interview Robert Ballard. What would you ask? How would he answer? Write 3 (or more) questions and his responses.*
Level 3	Read the article written by businessman, Gregory P. Smith. What lessons could you learn from the sinking of the Titanic? Write a paragraph explaining the lessons you could learn and why those would be important lessons for you.	Read the <i>Spiegel</i> from the story. Decide whether you think the wreckage from the Titanic should remain untouched or should be brought up. Explain your opinion clearly with well explained reasons in a paragraph or two.*	Read <i>Is Any Right About</i> pages 104-107. Then create an organizational outline that includes the main idea of each of the four sections and what the pictures show (except for the third section).	If Robert Ballard met Ruth Barker, what would their conversation be like? Write down a script of what each person may have said and asked the other.*

*You may work with a partner if you choose to. You may choose not to fully to complete with a partner.

Houghton Mifflin 4th Grade Titanic

Thomas G. Gunning



Houghton Mifflin 4th Grade Titanic:

Houghton Mifflin Reading ,2003 Set of selected representative elements of HM reading curriculum materials for fourth grade teacher s edition is incomplete including teaching materials for Theme 1 of the six themes comprising the complete curriculum One Hundred and Sixty Minutes William Elliott Hazelgrove,2021-09-01 One hundred and sixty minutes That is all the time rescuers would have before the largest ship in the world slipped beneath the icy Atlantic There was amazing heroism and astounding incompetence against the backdrop of the most advanced ship in history sinking by inches with luminaries from all over the world It is a story of a network of wireless operators on land and sea who desperately sent messages back and forth across the dark frozen North Atlantic to mount a rescue mission More than twenty eight ships would be involved in the rescue of Titanic survivors along with four different countries At the heart of the rescue are two young Marconi operators Jack Phillips 25 and Harold Bride 22 tapping furiously and sending electromagnetic waves into the black night as the room they sat in slanted toward the icy depths and not stopping until the bone numbing water was around their ankles Then they plunged into the water after coordinating the largest rescue operation the maritime world had ever seen and thereby saving 710 people by their efforts The race to save the largest ship in the world from certain death would reveal both heroes and villains It would begin at 11 40 PM on April 14 when the iceberg was struck and would end at 2 20 AM April 15 when her lights blinked out and left 1500 people thrashing in 25 degree water Although the race to save Titanic survivors would stretch on beyond this most people in the water would die but the amazing thing is that of the 2229 people 710 did not and this was the success of the Titanic rescue effort We see the Titanic as a great tragedy but a third of the people were rescued and the only reason every man woman and child did not succumb to the cold depths is due to Jack Phillips and Harold McBride in an insulated telegraph room known as the Silent Room These two men tapping out CQD and SOS distress codes while the ship took on water at the rate of 400 tons per minute from a three hundred foot gash would inaugurate the most extensive rescue operation in maritime history using the cutting edge technology of the time wireless

Titanic John Welshman,2017-07-27 A century after her sinking social historian John Welshman reconstructs the fascinating individual histories of twelve of the passengers aboard the doomed liner including a minute by minute account of the ship s last tragic hours Literacy for the 21st Century Gail E. Tompkins,2004 CD ROM contains concrete illustrations of real classroom teaching and connections between chapter content and teaching *A Complete Catalogue of the Books of Houghton Mifflin Company, 1864-1922* Houghton Mifflin Company,1927 **Houghton Mifflin Reading: The Nation's Choice** ,2003-01-03 Best Books for Children, Preschool Through Grade 6 ,2006 *Assessing and Correcting Reading and Writing Difficulties* Thomas G. Gunning,2002 This text provides numerous examples and thorough coverage of procedures for assessing and instructing struggling readers of all ages In keeping with current theory the text emphasizes prevention and early intervention It is based on the premise that student performance is variable and that assessment and

instruction are planned and modified to meet the varied needs and levels of students Gunning does not subscribe to a medical model that emphasizes deficiencies but rather focuses on what students can do This text calls for inclusion not exclusion but recognizes that struggling learners need expert carefully planned assessment and instruction Assessment coverage includes a grounding in basic concepts of tests and measurement While formal standardized measures are described emphasis is placed upon informal but highly regarded techniques such as the informal reading inventory miscue analysis running records observation think alouds holistic scoring of writing and portfolio assessment In addition to chapters devoted specifically to assessment ways to connect assessment and instruction are mentioned throughout the text Coverage of instructional techniques is thorough and practical Nine chapters are devoted to instructional techniques □□□□□□ □□□□□ (Jody Rosen),2023-11-07 19 19 6 4 19 0 5 The Atlantic The New York Times Book Review Kirkus Reviews Publishers Weekly Paris to the Moon Adam Gopnik **Houghton Mifflin Student Dictionary** ,1986 A dictionary for use in grades six through nine with an entry list derived from printed materials used in schools Includes a section on how to use the dictionary

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Table of Contents Houghton Mifflin 4th Grade Titanic

1. Understanding the eBook Houghton Mifflin 4th Grade Titanic
 - The Rise of Digital Reading Houghton Mifflin 4th Grade Titanic
 - Advantages of eBooks Over Traditional Books
2. Identifying Houghton Mifflin 4th Grade Titanic
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Houghton Mifflin 4th Grade Titanic
 - User-Friendly Interface
4. Exploring eBook Recommendations from Houghton Mifflin 4th Grade Titanic

- Personalized Recommendations
 - Houghton Mifflin 4th Grade Titanic User Reviews and Ratings
 - Houghton Mifflin 4th Grade Titanic and Bestseller Lists
5. Accessing Houghton Mifflin 4th Grade Titanic Free and Paid eBooks
 - Houghton Mifflin 4th Grade Titanic Public Domain eBooks
 - Houghton Mifflin 4th Grade Titanic eBook Subscription Services
 - Houghton Mifflin 4th Grade Titanic Budget-Friendly Options
 6. Navigating Houghton Mifflin 4th Grade Titanic eBook Formats
 - ePub, PDF, MOBI, and More
 - Houghton Mifflin 4th Grade Titanic Compatibility with Devices
 - Houghton Mifflin 4th Grade Titanic Enhanced eBook Features
 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Houghton Mifflin 4th Grade Titanic
 - Highlighting and Note-Taking Houghton Mifflin 4th Grade Titanic
 - Interactive Elements Houghton Mifflin 4th Grade Titanic
 8. Staying Engaged with Houghton Mifflin 4th Grade Titanic
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Houghton Mifflin 4th Grade Titanic
 9. Balancing eBooks and Physical Books Houghton Mifflin 4th Grade Titanic
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Houghton Mifflin 4th Grade Titanic
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Houghton Mifflin 4th Grade Titanic
 - Setting Reading Goals Houghton Mifflin 4th Grade Titanic
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Houghton Mifflin 4th Grade Titanic

- Fact-Checking eBook Content of Houghton Mifflin 4th Grade Titanic
- Distinguishing Credible Sources

13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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