I. **Main Concept:** Reading-The Titanic
   - Compare/Contrast
   - Predict/Infer

   **Concept Statement:** During this reading assignment, students will be using technology (Internet Sites) to find answers to questions to “predict” and “infer” if they are survivors on the Titanic Voyage.

   **Other Connections:**
   - Technology- locating facts on Web Site/ Search on Internet
   - Math- Probability
   - Social Studies-maps & timelines

II. **Lesson Objectives:**

   - **Day #1**- Students ask:
     - What do I “K”-now about the Titanic Voyage-K-W-L chart
     - What do I “W”-ant to know about the Titanic Voyage -K-W-L chart
   - **Day #2:** Students create Venn Diagram with teacher: **COMPARE** and **CONTRAST** the difference between travelers: (first, second, third class)
   - What is a crew members duty on the Titanic?
   - Students **PREDICT/INFER** as to if you are a “SURVIVOR” on the Titanic based on how you traveled? (first, second, third, possibly a crew member)
   - **Day #3**- Students share **characteristics** about Titanic ticket. (see Day #3)
   - **Day #4**- Students make an **“INERENCE”** as to how a person traveled based on what “class” of ticket they received.
   - **Day #5**- Students make “**PREDICTION**” on the back of ticket as to if “Passenger” is a Survivor and WHY-based on how they traveled? (First class, Second class, Third Class)
Benchmark B: Identify, describe and discuss the core concepts of technology tools, Materials, Skills

- 2. Select and use tools to design, make and modify technology.
- 3. Cite examples of how tools and machines extend human capabilities (e.g., automobiles are more efficient than walking great distances).

Technology and Citizenship

- 1. Explore and compare common uses of technology in daily life, and the advantages and disadvantages those uses provide.
- 2. Discuss basic issues related to responsible use of technology and information, and describe personal consequences of inappropriate use.

Benchmark C: Explain and demonstrate the influence of technology throughout history

Technology and History

- 1. Describe the advantages that resulted from people making and using tools (e.g., importance of the gristmill, sawmill, carding mill to early Ohio settlements).

Inventors/Inventions

- 2. Explain the role of Ohio's inventors in the social and economic development of society (e.g., Thomas Edison, the Wright Brothers, Charles F. Bush, Granville T. Woods, Elisha Gray, James W. Packard, Alexander Winton, Frank A. Sieberling, Garrett Morgan, Charles Kettering).

Benchmark D: Practice responsible use of technology, understand school district guidelines for technology use, and explore technology ownership.

Intellectual Property

- 1. Practice respect for intellectual property rights (e.g., another student's ideas and acknowledge all contributions to group work).
- 2. Discuss technology ownership rights, including the concept that the creator of the technology may be the owner, and that users must purchase the right
to use the technology (e.g., a company may own rights to products made by its employees).

Benchmark E: Identify development patterns and examine the influence of technology on the world.

2. Investigate and assess the influence of a specific technology on families and the community.

Reading Standards

- **Comprehension Strategies**
  - Establish and adjust purposes for reading, including to find out, to understand, to interpret, to enjoy and to solve problems. Predict and support predictions using an awareness of new vocabulary, text structures and familiar plot patterns.
  - Make inferences or draw conclusions about what has been read and support those conclusions with textual evidence.

- Identify a topic and questions for research and develop a plan for gathering information.

- Locate sources and collect relevant information from multiple sources (e.g., school library catalogs, online databases, electronic resources and Internet-based resources).

- Identify important information found in the sources and summarize important findings.

- Create categories to sort and organize relevant information charts, tables or graphic organizers.
III. Project Overview/Abstract/Tasks

- Students will be:
  - Reading story of Titanic - silent, partner, group, echo etc..
  - Searching for information about the passenger that they received on the Internet on a Power Point slide show in technology center.

- Self directed - Students choose a question they have about the passenger that they received.

- Collaboration - Students work together when reviewing KWL chart and Venn Diagram before reading.

- Extended learning - students are able to search other Web Sites for information about the Titanic to share with class

IV. Integration of Learning Strategies Interdisciplinary Connections:

- Opportunities which extend beyond the classroom -
  - students are encouraged to use the www.encyclopedia.com to
    - view movies of the discovery of the Titanic.
    - Post questions to the site.
    - Find other sites with information about the Titanic
    - Find other Web Quests about the Titanic

Reading: Students use before, during and after techniques to help them while reading the Titanic.

Citizenship: Timelines
- Students use Citizenship concepts to connect:
  - the time the Titanic took place
  - what life was like at that time
  - how people dressed
  - what did people look like

Math: Probability
- Students use Math Probability to help make “predictions/inferences” for:
  - First class/Second class/Third Class passenger/Crew Member
  - What type of cabin did they travel in on the Titanic?
  - Use color coded chart to determine Survival chance
V. Incorporates Internet Instructional Strategies - Inquiry based
   • Internet Workshop- Centers
   • Web Quests provided
   • Differentiated Instructional Support
     o Learner needs will be met on all levels as this lesson:
       ▪ Provides the opportunity for students to partner/self/echo read
       ▪ Provides movement in the classroom
       ▪ Provides integrated technology
       ▪ Provides hands on activity to take facts and combine in an artistic way

VI. Classroom and Information Management:

• Approximately two weeks (10 school days)

Instruction Procedure:
• Easy Tech basics program completed before this reading lesson to cover basic computer skills such as:
  o Searching with browser
  o Evaluating Web Sites
  o Communicating via email
• PowerPoint- on desktop to guide students to www.encyclopedia.com

VII. Tools & Resources-

Materials, Resources and Tools Needed
• Multiple technology tools-
  o Productivity tools-spreadsheets.
  o Hypermedia/multimedia tools-
    ▪ PowerPoint
    ▪ Web Site- digital images, sound, video and animation that is provided through links
  o Networking tools—
    ▪ Email- www.encyclopedia.com
• Teacher Resources/Materials
  o Reading Basal
  o Computers/Printer
  o Website URL’s for PowerPoint slides
  o PowerPoint Software
  o PowerPoint Titanic Slides on “DESKTOP” of computers in Computer Center area.
  o Pencil, White Cardstock, Colored construction paper
  Scissors, glue, markers, crayons, colored pencils
Students Materials:
- Reading Books
- Tickets- With Passengers name and "class" they traveled on the Titanic.
- Directions for Center #1 at Center #1
- Directions for Center #2 at Center #2
- Directions for Center #3 at Center #3

VIII. Results/ Sharing -
- Whole Class- to allow for audience participation
  - Students will share 3 facts about “passenger”
  - Students will share the answers to questions about “passenger”
  - Students share other Web Sites/Web Quests/ they found about the Titanic.
    - while using the projector to navigate class through Site on Whiteboard

IX. Assessment -
- I try to allow student input on what factors should determine grades on class projects. Students are often harder on themselves than I would be!
- I also do not think you have to access a student on “every” standard that is covered. This lessons main assessment would be on PREDICT/INFER.

Class Rubric- created by students/prepared by teacher:
http://rubistar.4teachers.org/index.php
Student rubric- evaluate themselves and each other based on if they took pride in their work, worked well with others, stayed on task, etc
Possible assessment on rubric:

- Day #1: KWL Chart-
  - Did student write/share one fact they K-now about the Titanic?
  - Did student write/share one fact they W-ant to know about the Titanic?
- Day #2:
  - Did student help create Venn Diagram with teacher:
    - COMPARE and CONTRAST the difference between travelers: (first, second, third class
    - What is a crew members duty on the Titanic?
    - Did student make PREDICTION/INFER as to if they were a “SURVIVOR” on the Titanic based on how you traveled? (first, second, third, possibly a crew member) and WHY?
- Day #3- Did students circle 1 characteristic about ticket. (see Day #3)
- Day #4-Did student make an “INFERRENCE” as to how a person traveled based on what “class” of ticket they received. (first, second, third, crew member?)
- Day #5-Did students make “PREDICTION” on the back of ticket as to if "Passenger" is a Survivor and WHY-based on how they traveled? (First class. Second class. Third Class)
X. **Use of Internet Resources** -

PowerPoint Presentation - How to change a basic basil lesson plan to an Inquiry based lesson.

- This will be able to be used for an orientation at my local school or to be presented to colleagues on a professional level.

- **Web Site** - for teachers to learn how to create their own Power Point:
  http://www.actden.com/pp/

- **Multi-educational Web Site** - [www.encyclopedia.org](http://www.encyclopedia.org) for teachers/students to use for other topics

- **Teacher/Student Resources:**
  http://library.thinkquest.org/J0113360/teacherresources1.htm

- **Encyclopedia Web Site:**
  - [www.encyclopedia.org](http://www.encyclopedia.org)

- **PowerPoint Link** - (kid friendly)

XI. **References** -


Lesson Plan

Introduction” -Whole Group- Day #1-2

Pre-Test: See Below

* Day #1- Teacher will help students create K-W-L chart

K-W-L Chart:
What do we “KNOW” about the “Titanic”? 
What do we “WANT” to know about the “Titanic”? 
What do we “INFER” is the difference between a FIRST, SECOND, and THIRD class passenger on the “Titanic”?

Inquiry-Based Option-
• Students could use computer to find out differences between first, second, and third class passengers and a crew- member.

Day #2: Teacher will help students create Venn Diagram to COMPARE and CONTRAST the difference between these types of travelers’ life styles:

• First Class Passenger
• Second Class Passenger
• Third Class Passenger
• Crew Member

Ask students: What do you think may be the difference between these people and how they travel on a boat?
Students make an “INERENCE” as to “if” you are a “SURVIVOR” on the Titanic based how you travel?
- First Class Passenger
- Second Class Passenger
- Third Class Passenger
- Crew Member

Day #3-
- Students receive a ticket when entering classroom to “SPARK” interest for the students in READING.
- Ask students to look over the TICKET.
- Students will share CHARACTERISTICS about the ticket difference between early 1900’s and 2000’s.
  - Point out “Handwritten” name vs typed name
  - Point out “Word usage”
  - Point out how “DATE” is hand written-
    - Talk about month/year
      - weather in April
      - How long ago?
  - Where is the Titanic traveling from?
  - What body of water will the Titanic travel over?
  - Use MAP to show students where passengers are boarding and the destination of Titanic. (Social Studies connections)

Day #4-
Students make an “INERENCE” as to what these classifications mean when traveling on the Titanic:
- First class passenger
- Second class passenger
- Third class passenger
- Crew Member
- Is the passenger
Day #5-
Teacher:
• Go over: Day #1-K/W/L Chart & #2-Ven Diagram
• Go over: Day #3-Passenger Ticket & #4-Inference on Survival
• Students make “PREDICTION” on the back of ticket as to if Passenger is a Survivor and why-based on how they traveled? (First class, Second class, Third Class)

Day #6-10
• Students start “CENTERS” (See Centers #1, #2, #3)
• Allow 5-10 minutes at the beginning/end of each day to Review our K-W-L chart and Predictions/Inferences made by students.
Before Centers: Teacher physically “models” for students each station activity for the “Titanic Story”-
   * Use ticket with name on it to demonstrate to students how the stations will work during Reading time.

• Center #1- Computer Stations-
  o students will:
  o use the PowerPoint on desktop-hyperlinks to web page:
    www.encyclopedia.com to:
  o LOCATE picture of “WHO” they are on the Titanic-name o TICKET
  o Print Picture if one is available.
  o Answer specific questions about passenger (Day #5-#10)
    ▪ Student Question-choose interesting fact or question they have about passenger)

• Center #2- Small Group Reading Table (Day #5-10) Reading Assignment)
  o Students read/discuss assigned pages from the Titanic story together individually, partner or small group.
  o Students keep a log on “inferences”/ “predictions” for story.
Center #3- Activity Center--Art Biography Table
  o Students use “picture” printed at Computer Station if they were able to find one) of passenger and 3 “Specific Facts” about passenger.
  o Optional: If student could not find “picture”- have student draw a picture of what he/she thinks passenger looks like using the information they know: (i.e.: first class, second class, third class passenger/ rich/poor, what passenger did for a living)
Pre-Test:

Teacher helps create K-W-L chart/ Venn Diagram

**K-W-L Chart:**

What do we “**KNOW**” about the “Titanic”?  
What do we “**WANT**” to know about the “Titanic”?  
What do we “**INFER**” is the difference between a FIRST, SECOND, and THIRD class passenger on the “Titanic”?

**Venn Diagram:**

- First Class Passenger  
- Second Class Passenger  
- Third Class Passenger  
- Crew Member

What do you think may be the difference between these people and how they travel on a boat?

Make an “**INFER**”ence as to if you are a “**SURVIVOR**” on the Titanic based on how you traveled?

- First Class Passenger  
- Second Class Passenger  
- Third Class Passenger
Post Test

Post Test: “L” -of the K-W-L chart-what we learned

- What have we “L”-earned about the different types of people that traveled on the Titanic?
- Did they all live the same lifestyle? Rich, Middle-class, Poor
- Why were they traveling on the Titanic?
- Did they all make the same amount of money?
- Was my “PREDICTION” correct as to my survival and WHY do you think?