Final Project – Primary Source Learning Activity

Section I

1. **Title of Lesson**: The Titanic

2. **Overview**: Provide a brief but accurate description of your learning activity (3-5 sentences).
   This learning activity will allow students to discuss and become familiar with the different bias and viewpoints of the way the sinking of the Titanic was handled. Students will be knowledgeable various sources of information and apply it throughout the course of the lesson.

3. **Learning Goals**:
   - Students will be able to have a knowledgeable discussion regarding bias of those who vocalized their opinions of survivors of the Titanic
   - Students will be able to interpret news articles relating to the sinking of the Titanic
   - Students will be able to analyze various sources of information

4. **Time Required/Duration of Activity**: 5-6 class periods

5. **Recommended Grade(s)**: 6th-8th grade

6. **Subject**: This will be a Social studies related activity

7. **Credits**: Amy Guzik- Jeannette City School District
   Adapted from: Randy Sachter

8. **LDC Teaching Task**:
   Argumentation and analysis- ‘The Titanic- Shifting Responses to its Sinking’
   Do you think there was bias as to how passengers were rescued off of the sinking ship? After reading selected primary source texts write a letter to the CEO of the White Star Line that addresses the question and support your position with evidence from the texts.
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Section II

9. **PA Common Core Standards:**
   - **CC.8.5.6-8.A.** Cite specific textual evidence to support analysis of primary and secondary sources.
   - **CC.8.5.6-8.E.** Describe how a text presents information (e.g., sequentially, comparatively, causally)
   - **CC.8.6.6-8.A.** Write arguments focused on discipline-specific content.
     - Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
     - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

10. **Materials Used:**
    - Loc.gov website
    - Graphic organizers
    - A computer
    - Teacher made webquest
    - Teaching over your shoulder graphic organizer activity

11. **Resources Used:**
    Titanic Disaster (http://www.loc.gov/pictures/item/2005677612/) No date available
    Newspaper articles (http://chroniclingamerica.loc.gov/lccn/sn85058397/1912-04-15/ed-1/seq-1/#words=Titan+Titanic+Titanic+TITANIC) (no date available)
    Titanic survivor’s photo graphs http://www.loc.gov/pictures/item/2005677612/ (no date available)
    (Original lesson from Richard Sacher)
Section III

12. Instructional Procedures:

- Students will begin this learning activity as a whole class discussion.
- As a class, we will begin talking about the sinking of the Titanic. We will have a brief discussion of the event for those students who may not know what it is. Students will then be distributed photos to look at to form an opinion.
- (MINI TASK #1)- Students will be required to look at the photos on the website (http://www.loc.gov/pictures/item/2005677612/). Students will be encouraged to look at each photo and really study what is going on in each photo. What are the people wearing? Who are mainly in the photos? What kind of clothes are they wearing? Etc. Students will make a brief compare/contrast list of things they observed through the online album.
- Students will share their thoughts and views after reading several different articles regarding the Titanic.
- Students will be given a graphic organizer to organize information regarding the crashing of the Titanic.
- Students will then be placed into groups based on their opinions.
- Students with agreeing opinions will gather together in small groups.
- The students will then research further via a web quest based on their opnions and find supporting information for their debate.
- (Mini Task #2)- At this point, students will be asked to complete their mini task. Students must read published articles from the various news papers and relate information back to our topic of discussion: Bias when exiting the Titanic. I will explain to the students that they must choose their information wisely from the articles and choose information that can add to their argument. As a result of the mini task, I hope that students can read information and choose only what they need from the articles provided. My goal is to get the students to have a lot of information at their hands and chose only what they need.
- The class will then present all sides and opinions on this topic.
- Students will then write a small reflection about the project and if their opinions were changed or effected.
- (Mini task #3) To complete this project, students will be required to write a letter to the CEO of the company that managed the Titanic (White Star Line). Students will explain if they were pleased or displeased with how the members of the ship evacuated. Students should support their letter with details from the newspaper articles.
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Section IV

13. Assessment:

- (MINI TASK #1)- Student will be required to look at the photos on the website (http://www.loc.gov/pictures/item/2005677612/). Students will be encouraged to look at each photo and really study what is going on in each photo. What are the people wearing? Who are mainly in the photos? What kind of clothes are they wearing? Etc. Students will make a brief compare/contrast list of things they observed through the online album.

  ➢ Students will be assessed on how they compare and contrast the photos in the album. I will be looking for insightful responses and reasons behind why they formed the onion they did.
  ➢ For the larger writing task, I will evaluate the students using the Argumentation rubric. Because the students will be choosing sides on the Titanic discussion, students work will be based on how their argumentation in the project was displayed.

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Proficiency levels:

Distinguished- The student is able to identify and explain details from the photos that there was clear a bias of saving passengers. The student is able to form a clear opinion and give supporting details for their argument. The student is also able to explain other details from the photo album that may give an indication of what the atmosphere may have been during the time period. For example, the crowds of people getting on board, the expression on the passengers faces, etc.

Proficient- The students is able to identify and explain details from the photos including what the people in the photos were wearing, if they were male, female or children etc. The student is able to form an opinion based on the photographs as to who was given the opportunity to survive.

Emerging- The student is able to analyze the photos of the album, but sees no relation as to how the photos relate to the bias of the saving of passengers. The student may see a relation when being told to look for specific details, however, without a prompt the student cannot make a connection of the photograph to the argument.