

Lesson Title:	Titanic: Examining Cause and Effect
Overview:	Students will examine the primary documents (accounts, news reports, and hearings) in relation to the sinking of the Titanic and compare them to the accounts in the graphic novel <i>I Survived: The Sinking of the Titanic, 1912</i> written by Laren Tarshis. The focus will be cause and effect throughout the disaster.
Learning Objective:	Desired learner outcomes in precise, measurable, and obtainable terms. Limit your lesson to 1-2 objectives. Students will d Students will use text evidence and background knowledge to make a reasonable inference and draw a conclusion.
Standards:	Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities. 7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources. Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence and investigating multiple interpretations. 5.1 Quote accurately from a text to analyze meaning in and beyond the text.
Essential Question:	“Could This Tragedy Have Been Prevented?” (Examining cause and effect of events)
Supporting Question(s):	What two or three questions support students answering the essential question? Based on the primary sources discuss inaccurate versus factual information and how to make inferences based on insufficient information. How do the accounts differ for the cause and effect of the tragedy in the newspaper reports, the Senate hearings and how does it compare to the accounts in the graphic novel version?

<p>Digital Primary and Secondary Sources:</p>	<p>List primary and secondary sources and include links.</p> <p>Primary:</p> <p>The Evening World Newspaper The Evening World. (New York, NY) 20 Apr. 1912. Retrieved from the Library of Congress, www.loc.gov/item/sn83030193/1912-04-20/ed-1/.</p> <p>The Evening World New Newspaper The Evening World. (New York, NY) 23 Apr. 1912. Retrieved from the Library of Congress, www.loc.gov/item/sn83030193/1912-04-23/ed-1/.</p> <p>Secondary:</p> <p><i>I Survived: The Sinking of the Titanic 1912</i> by Lauren Tarish 'Titanic' Article from Kids Discover 2005 https://drive.google.com/file/d/1wXUOFH8crUaWhWe-f2iUEshVNaGkF58L/view?usp=sharing</p>
<p>Required Classroom Materials:</p>	<ul style="list-style-type: none"> -Primary/Secondary Sources (Links above) -Student chromebooks -Student interactive notebook -Senate Hearings of the Titanic (Link via Library of Congress) -I Survived the Sinking of the Titanic Graphic Novel
<p>Classroom Environment:</p>	<p>Desks will be arranged in collaborative groups (learning clubs) so that students will have the opportunity to engage in collaborative discussions with one another. The room may also have space for students to move away from desks if they want a little more room to work with their partner/group. The classroom should have some type of interactive board so that the primary sources can be displayed on the board for the introduction of the lesson.</p>
<p>Differentiation and Adaptations:</p>	<p>This lesson could be modified for students who may not be able to find the cause/effect relationships. The teacher could pull several examples of cause/effect relationships throughout the text as students</p>

Lesson Sequence/Procedures	
Estimated Time Needed	Detailed Description of Teaching and Learning
15 min	- Introduce the reading of the Titanic passage and build background knowledge.
15 min	Then read a portion of the article and introduce the equation for inferring to make this concrete for students. - Work with a partner pulling difficult words and completing a chart in their notebook to come up with a meaning of unfamiliar words.
30 min	- Introduce more primary print resources of the Titanic. TSW discuss background info -Students will compare excerpts from <i>I Survived the Sinking of the Titanic</i> to the accounts of the primary documents. Have students note the differences they see in the primary sources provided. (Partner Record) - Discuss inaccurate <u>versus factual information and how to make inferences based on insufficient information.</u> -Model inferring by reading and recording facts and inferences on the chart in their notebook. “Could This Tragedy Have Been Prevented?”
15 min	Students should share their findings from the “Could This Tragedy Have Been Prevented?” chart with another group. Cause/Effect
5 min.	Students should complete a reflection on their use of primary sources.

Assessments:	Students will turn in their “Could This Tragedy Have Been Prevented?” chart with the teacher and turn in along with their reflection sheet. This should provide information on how well students understand the use of primary sources.
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	To provide feedback the teacher may comment on the student reflection sheet and return to students.
Learning Extensions:	The lesson could be extended by allowing students to write a pseudo news report titled: "What actions should have been taken to save lives aboard the Titanic? Students could reference the primary documents as evidence for support.