

Titanic

A RIF GUIDE FOR EDUCATORS

Themes: Engineering, History, Shipwreck, Transportation

Book Brief: Over 100 years ago, the “unsinkable” ship *Titanic* hit an iceberg and sank. This book explores life on the *Titanic* before, during, and after the tragic wreck.

Author: Sean Callery

Content Connections: Social Studies, Science, History, Geography, Math, Art



TIME TO READ!



BEFORE WE READ, LET'S LOOK AT...

The Cover: Have students make predictions about the book based on the title and the cover illustration. What does *titanic* mean? Who

were the Titans in Greek mythology? Have students ever heard of the ship *Titanic*?

The Pictures: Flip briefly through the pages. Point out some of the charts, timelines, maps, and graphs. Do students think this book is fiction or nonfiction? Based on the photographs, in what time period is this book set?

Prior Knowledge: Draw a KWL (know, want to know, learned) chart on a large sheet of paper. As a group,

fill in the first two columns with what students already know about *Titanic* and what they want to know. Students can add their own facts to the “learned” column after they’ve explored the book independently. Why were large passenger ships so popular in 1912? Why were so many people travelling from Europe to the United States?

Vocabulary: See the glossary at the back of the book.

Purpose for Reading: This book will work best if students are allowed to read it on their own or if you use the information in graphs as prompts for writing, problem-solving, or discussion. Tell students to pay attention to the graphs and diagrams as they read. Why does the author use so many graphs?



WHILE WE READ

MONITORING COMPREHENSION:

This book will work best as part of a resource or activity center, or in a classroom library. Please note that because of its serious subject matter, this book is not appropriate for younger children.

LET'S THINK ABOUT

Our Purpose: How did the charts and illustrations help you understand the information in the book?

Extending Our Thinking: Look at pp. 24-25. Millions of immigrants came to the United States in the late 1800s and early 1900s. Many of the third-class passengers on *Titanic* were immigrants looking to start a new life in America. Think of the crowded, noisy, and dangerous journey they faced. Why were so many people willing to risk so much? *Everyone* in the United States today who is not an American Indian or the descendent of an enslaved person has relatives who made the decision to come to America. Why is the United States so appealing?

NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Free digital companion book available at www.scholastic.com/discovermore.



Reading Is Fundamental