

New Honor Submission



Proposed Title: Titanic Honor

Topical Category: Arts and Crafts

Purpose of Honor: Through my anecdotal evidence of being an educator, I have discovered that many children are very curious about the “unsinkable ship” that now lies 2 ½ miles below the Atlantic Ocean. The history of those individuals who lost their lives that fateful night of April 15, 1912 must not be forgotten. The purpose of this honor is to show children the history of this magnificent ship called “Titanic” and her passengers, as well as the consequence and irony of tempting God’s almighty power. It is my belief that honors should be for a wide variety of interests and encourage Pathfinders to think and learn.

Skill Level: 1 (5th grade and up) **Time to Complete:** 8 hours

Materials needed and Costs per person:

| Material | Needed for: | Cost |
|---|--|---|
| Diagram and Layout of Ship | #1 | \$0.00 Can be found on internet or in book rented from public library |
| White and Lined Paper | For defining terms, making posters, preparing for debate, timeline, reports, charts, and recording information | \$5.00, or use existing |
| Crayons, Colored Pencils, Markers | For posters, charts, and timelines | \$5.00, or use existing |
| Books | For research, #11 | \$5.00: Amazon.com, free: rental from public library |
| Films | #11, #8 | Free: Youtube.com, rent from public library, \$5.00-\$10.00: amazon.com |
| OPTIONAL: Visit to Museum | #11 | \$30.00-\$50.00 per person for entrance fee |
| Bible | #10 | Should already be in your possession ©, use and online Bible |
| Scrapbook, Journal, photo album (paper, scissors, glue, markers, etc) | #5 | \$10.00 |

Total cost per person varies depending upon the necessity of purchasing supplies as opposed to renting, borrowing, or using what is already available. Cost is minimal.

Possible Resources:

- Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012.
- Ballard, Robert. *Exploring the Titanic*. New York: Scholastic Madison Press, 1988.
- Bunting, Eve. *SOS Titanic*. San Diego: Harcourt, Inc., 1996.
- Secrets of Titanic*. Dir. Nicolas Noxon. National Geographic, 1999.
- Tarshis, Lauren. *I Survived the Sinking of the Titanic, 1912*. New York: Scholastic, Inc., 2010.
- Williams, Barbara. *Titanic Crossing*. New York: Scholastic, Inc., 1995.
- White, Ellen Emerson. *Dear America: Voyage on the Great Titanic: The Diary of Margret Ann Brady, RMS Titanic 1912*. New York: Scholastic, Inc., 1998.

Titanic Honor Requirements

1. Define the following terms:
 - a. Forward
 - b. Aft
 - c. Stern
 - d. Bow
 - e. RMS
 - f. Keel
 - g. Knot
 - h. Port
 - i. Starboard
2. Study a diagram of the layout of the ship. Choose three rooms of interest and write a description of what these rooms looked like, which classes used them, and where they were located on the ship.
3. Titanic was the biggest and most grand ship of its day. Make a radio/TV commercial or flyer to advertise the first voyage of Titanic and to attract passengers. Be sure to include specifics about the amenities and comforts of the ship as well as the scheduled sailing timeline.
4. Read one of the menus from the Titanic from any class. Find a recipe and recreate one of the dishes.
5. Create a timeline of the history of the ship Titanic, beginning with when the concept of the ship was born through the discovery of the wreckage.
6. Do research and give a presentation* on three passengers from the ship: 1 from first class, 1 from second class, and 1 from third class. Specifically, tell what their purpose was to be aboard the ship, how their sailing experience differed between the classes, biographical information about the passenger, and whether they lived or died. (*scrapbook, journal entries, photo album with captions, etc.)
7. Write a mock report from British Wreck Commissioners outlining why and how the ship sank as well as a report on the extent of the damage to the ship. Specifically discuss the misleading nature of the iceberg above and below water.
8. Make a chart showing those who survived and those who died. Organize the count by class and gender.
9. Watch a film or read an article on the discovery or exploration of the Titanic wreck site.**
10. Some feel the Titanic wreckage site is a sacred burial ground, others feel it is nothing more than an archeological/historical dig site. What do you think? Conduct a debate on the topic of whether or not the Titanic wreckage site should be explored and/or disturbed. Do research and have a list of fact and figures to support your opinion.
11. At the launch of Titanic, a member of the White Star Line was reported to say, “*Not even God himself could sink this ship.*” Find a verse in the Bible that refutes this statement and shows that God has ultimate authority and power over all.
12. Noah’s Ark and Titanic have something in common, they were both the grandest ships of their day. Read the Exodus account of Noah’s Ark. Compare the size and scale of both vessels. Discuss how trust in cause lead to a safe voyage and survival and how trust in man lead to tragedy and disaster.
13. Do one of the following:
 - a. Visit a museum of Titanic history and artifacts.
 - b. Watch at least two hours of documentary film about the Titanic.
 - c. Read a non-fiction book or historical fiction novel of an account of the Titanic.
 - d. Visit a large ship. Compare and contrast this ship with the Titanic.

Resources:

- Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012.
- Ballard, Robert. *Exploring the Titanic*. New York: Scholastic Madison Press, 1988.
- Bunting, Eve. *SOS Titanic*. San Diego: Harcourt, Inc., 1996.
- ***Secrets of Titanic*. Dir. Nicolas Noxon. National Geographic, 1999.

Tarshis, Lauren. *I Survived the Sinking of the Titanic, 1912*. New York: Scholastic, Inc., 2010.

Williams, Barbara. *Titanic Crossing*. New York: Scholastic, Inc., 1995.

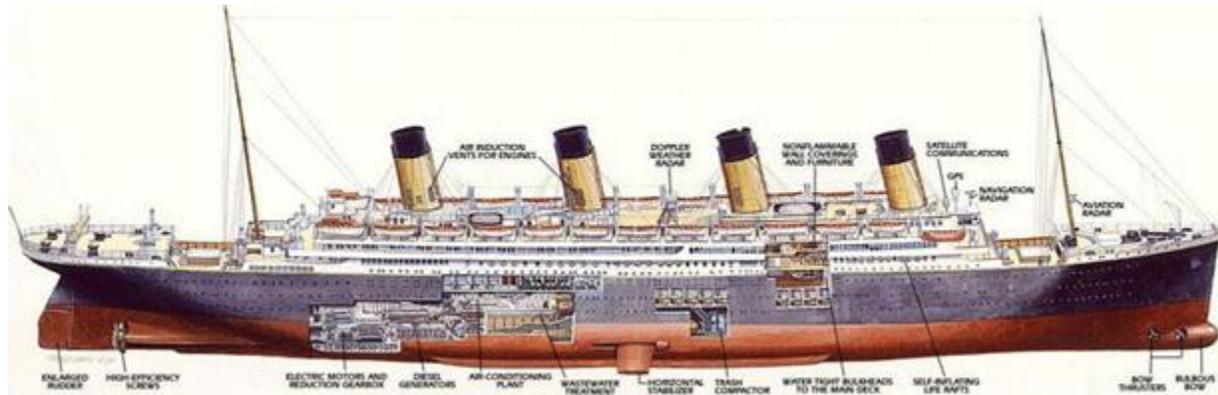
White, Ellen Emerson. *Dear America: Voyage on the Great Titanic: The Diary of Margret Ann Brady, RMS Titanic 1912*. New York: Scholastic, Inc., 1998.

Titanic Honor Answers

1. Define the following terms:

- Forward – at, near, or toward the bow of a ship.
- Aft- near, toward, or in the stern of a ship
- Stern- the rear part of the ship
- Bow – the forward (or front) part of the ship
- RMS – Royal Mail Steamer
- Keel – The main structural element of a ship, which runs lengthwise along the center of its bottom from the bow to the stern and to which the frames or ribs are attached
- Knot – a unit of speed equivalent to one nautical mile per hour or 1,150 overland miles per hour
- Port – the left side of a ship when one is on board and facing the bow
- Starboard – the right side of the ship when one is on board and facing the bow

2. Study a diagram of the layout of the ship. Choose three rooms of interest and write a description of what these rooms looked like, which classes used them, and where they were located on the ship.



Also consult: Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012. AND Ballard, Robert. *Exploring the Titanic*. New York: Scholastic Madison Press, 1988. AND <http://www.titanicandco.com/inside.html> AND http://www.titanic-titanic.com/titanic_first_class_interiors.shtml

3. Titanic was the biggest and most grand ship of it's day. Make a radio/TV commercial or flyer to advertise the first voyage of Titanic and to attract passengers. Be sure to include specifics about the amenities and comforts of the ship as well as the scheduled sailing timeline.

Titanic original footage:

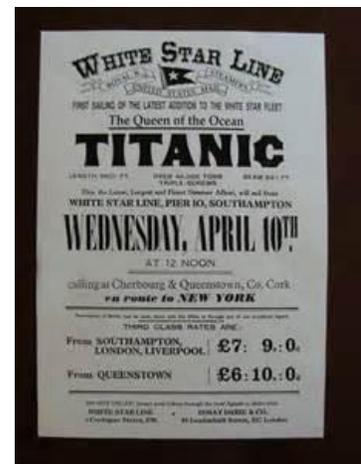
<http://www.youtube.com/watch?v=U1wojjLEr4c>

4. Create a timeline of the history of the ship Titanic, beginning with when the concept of the ship was born though the discovery of the wreckage.

<http://history1900s.about.com/od/1910s/a/titanictimeline.htm>

Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012

5. Do research and give a presentation* on three passengers from the ship: 1 from first class, 1 from second class, and 1 from third class. Specifically, tell what their purpose was to be aboard the ship, how their sailing experience differed between the classes, biographical information about the passenger, and whether they lived or died. (*scrapbook, journal entries, photo album with captions, etc.)



Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012
http://www.encyclopedia-titanica.org/titanic_passenger_list/
<http://www.titanic-passengers.com/>

6. Write a mock report from British Wreck Commissioners outlining why and how the ship sank as well as a report on the extent of the damage to the ship.

Read the actual report here: Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012

7. Make a chart showing those who survived and those who died. Organize the count by class and gender.

| Passenger Category | Percent Saved | Percent Lost | Number Saved | Number Lost | Number aboard |
|------------------------|---------------|--------------|--------------|--------------|---------------|
| Children, First Class | 100.00 | 0.00 | 6 | 0 | 6 |
| Children, Second Class | 100.00 | 0.00 | 24 | 0 | 24 |
| Women, First Class | 97.22 | 2.78 | 140 | 4 | 144 |
| Women, Crew | 86.96 | 13.04 | 20 | 3 | 23 |
| Women, Second Class | 86.02 | 13.98 | 80 | 13 | 93 |
| Women, Third Class | 46.06 | 53.94 | 76 | 89 | 165 |
| Children, Third Class | 34.18 | 65.82 | 27 | 52 | 79 |
| Men, First Class | 32.57 | 67.43 | 57 | 118 | 175 |
| Men, Crew | 21.69 | 78.31 | 192 | 693 | 885 |
| Men, Third Class | 16.23 | 83.77 | 75 | 387 | 462 |
| Men, Second Class | 8.33 | 91.67 | 14 | 154 | 168 |
| Total | 31.97 | 68.03 | 711 | 1,513 | 2,224 |

Source: British Parliamentary Papers, Shipping Casualties (Loss of the Steamship "Titanic"), 1912, cmd. 6352, 'Report of a Formal Investigation into the circumstances attending the foundering on the 15th April, 1912, of the British Steamship "Titanic," of Liverpool, after striking ice in or near Latitude 41° 46' N., Longitude 50° 14' W., North Atlantic Ocean, whereby loss of life ensued.' [London: His Majesty's Stationery Office, 1912], page 42

8. Watch a film or read an article on the discovery or exploration of the Titanic wreck site.

Secrets of Titanic. Dir. Nicolas Noxon. National Geographic, 1999.

9. Some feel the Titanic wreckage site is a sacred burial ground, others feel it is nothing more than an archeological/historical dig site. What do you think? Conduct a debate on the topic of whether or not the Titanic wreckage site should be explored and/or disturbed. Do research and have a list of fact and figures to support your opinion.

<http://www.titanicstory.com/debate.htm>

10. At the launch of Titanic, a member of the White Star Line was reported to say, "Not even God himself could sink this ship." Find a verse in the Bible that refutes this statement and shows that God has ultimate authority and power over all.

Verses:

11. Noah's Ark and Titanic have something in common, they were both the grandest ships of their day. Read the Exodus account of Noah's Ark. Compare the size and scale of both vessels. Discuss how trust in cause lead to a safe voyage and survival and how trust in man lead to tragedy and disaster

12. Do one of the following:

a. Visit a museum of Titanic history and artifacts.

Locations: Branson, MO. Orlando, FL. Pigeon Forge, TN.

b. Watch at least two hours of documentary film about the Titanic.

<http://www.youtube.com/watch?v=Cs57bml4sq4>

Titanic: the Complete Story. History Channel, 2011.

c. Read a non-fiction book or historical fiction novel of an account of the Titanic.

Hopkins, Deborah. *Titanic: Voices from the Disaster*. New York: Scholastic Press, 2012.

Bunting, Eve. *SOS Titanic*. San Diego: Harcourt, Inc., 1996.

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d. Visit a large ship. Compare and contrast this ship with the Titanic.