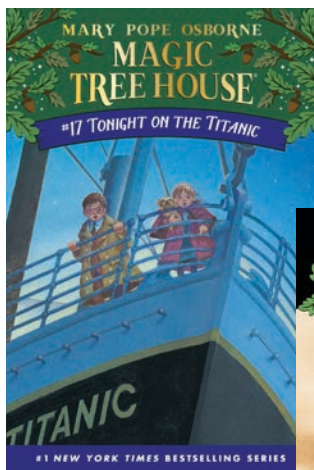


EDUCATORS' GUIDE

MAGIC TREE HOUSE®

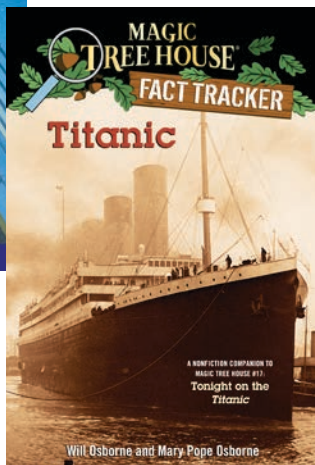
Tonight on the Titanic and ***Titanic: A Nonfiction Companion to Tonight on the Titanic***



PB: 978-0-679-89063-8
EL: 978-0-375-89474-9
Grades: 1-4
F&P: M • Lexile: 340L

ABOUT *Tonight on the Titanic*

The Magic Tree House whisks Jack and Annie away to the decks of that ill-fated ship, the *Titanic*. There they must help two children find their way to a lifeboat—all while they are in danger of becoming victims of that tragic night themselves.



PB: 978-0-375-81357-3
EL: 978-0-307-97519-5
Grades: 2-5
F&P: R • Lexile: 680L

ABOUT *Titanic*:

A Nonfiction Companion to Tonight on the Titanic

How long did it take to build the *Titanic*? Why did it sink? What was it like to be a passenger? What happened to the people who survived? Find out the answers to these questions and more in Jack and Annie's very own guide to the ship and its story.

Includes information on the people who sailed on the *Titanic*, life on board the ship, the search for the sunken remains, *Titanic* artifacts today, and much more!

CLASSROOM CONNECTIONS

ACTIVITIES FOR *Tonight on the Titanic*

Passenger Interview

The men, women, and children who survived the sinking of the *Titanic* might easily have different recollections of April 14, 1912. Have students use factual information in *Tonight on the Titanic* and in other library and Internet resources to prepare to question—and to be questioned—survivors from the crew, first class, and-steerage-about how they came to be on this-unsinkable ship, and with whom they were traveling and how they felt on that fateful night. Students may then role-play interviewer/passenger pairs, eliciting various first-person accounts and perspectives on this great tragedy.

CURRICULUM: *History • Drama*

ACTIVITIES FOR Titanic:***A Nonfiction Companion to Tonight on the Titanic*****A Big Name**

Write the word *Titanic* on the chalkboard, and ask students to look it up in the dictionary and jot down the different meanings in their notebooks. *Titanic* means “huge and powerful” and in Greek mythology, the Titans were a race of giants. Ask students what they know about the *Titanic* ship that set sail in 1912. Discuss why the ship was named *Titanic*. Share with the class that the ship was the biggest in the world . . . as long as three football fields, as tall as an 11-story building, with room for 2,500+ passengers. Have your students take a peek at the *Titanic* Geography (pp.68–69) and the *Titanic* Timetable (pp.102–103) to get a sense of time and place before they begin reading and discovering.

**Go Figure**

Ticket prices ranged from \$35 for a third-class room to \$3,300 for the finest first class room. Discuss the idea that the price of a ticket reflects the services/amenities that the different passengers received. Jack points out that in 1912, \$400 was worth more than \$5,000 in today’s money (p.31). Discuss the idea of inflation—the general and progressive increase in prices over time—with your class. For homework, have students sit down with their parents and ask them what the prices of certain items (i.e., eggs, winter coat, airplane tickets, and cars) were during their childhood. As a class, make a chart comparing these prices with today’s prices for the same items.

CURRICULUM: *Math • Art*

Ahoy Mates!

On pages 30–33, Jack and Annie describe the different types of rooms on the *Titanic* and share pictures that they have found in their research. Divide your students into groups of four, and have each group design a modern brochure for the *Titanic* with a catchy introduction, a list of features, room rates, etc. They should also draw pictures or print out photographs from the Internet to jazz up the brochure. Provide students with brochures of current cruises or print out information from cruise websites (i.e, www.disneycruise.com) that they can use for ideas.

CURRICULUM: *Social Studies • Arts*

Hull’rific News

Many reporters were on hand when the *Titanic* survivors arrived in New York. Some stories were chilling and some were heart wrenching. Have students write headlines for the sinking of the ship. They can become news writers and depict what happened on April 14, 1912. The articles should include the passenger’s name, class rank, where he/she was at the time they heard the news of the iceberg, and the details of his/her survival. Conduct a class newscast where students can report their stories.

CURRICULUM: *Language Arts • Research*

How Do You Rank?

There were three distinct classes aboard the *Titanic*. Passengers were treated differently based on their economic standings, and the ship was designed to accommodate the differences. Have students randomly select a class rank, and have them choose to be a child, man, woman, steerage, crew or captain of the ship.

Each student should write a first-person descriptive account in journal format of their character’s experience sailing on the ship. Students may want to write about how they got their ticket on the biggest ship in the world, their expectations, how they were treated by the crew and other

passengers, the first few days aboard the floating palace, the terror of hitting the iceberg.

CURRICULUM: *Social Studies • Language Arts*

Can You Read Me Now?

Samuel F.B. Morse invented a system of dots and dashes to represent letters. The code, shown below, has been modified and used internationally to send messages by telegraph. Have student write distress codes to each other. They can also create their own system of symbols and patterns to write messages, and then have their peers try to decode!

a	• —	i	• — — —	s	• • •
b	— • • •	k	— • —	t	—
c	— • — •	l	• — • •	u	• • —
d	— • •	m	— —	v	• • • —
e	•	n	— •	w	• — —
f	• • — •	o	— — —	x	— • • —
g	— — •	p	• — — •	y	— • — —
h	• • • •	q	— — • —	z	— — • •
i	• •	r	• — •		

CURRICULUM: *Language Arts • Math*

Learning from the Past

Numerous missions have tried unsuccessfully to raise the *Titanic*; however historians have spent years studying the ship underwater as well as the artifacts that have been salvaged. Have students study the research guide, library books, and websites for pictures of the *Titanic* as it was in 1912, as well as the pictures of how it looks today.

Certain research expeditions took away objects from the *Titanic* wreckage. Many people were upset because they think of the site as a memorial to those who lost their lives. Ask students for their opinions on this matter.

CURRICULUM: *Science • Research*

The Tip of the Iceberg

Ask students if they’ve heard the expression, “It’s just the tip of the iceberg.” Discuss the meaning of this expression, and the fact that icebergs are 90% below the surface. As a class, reread Jack and Annie’s “All About Icebergs” on pages 60–61.

CURRICULUM: *Language Arts • Research*

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