

## **Mirrored Worlds – The Titanic and Modern Society: The Human Struggle of Travel**

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### **INTRODUCTION**

In 1997, the world was swept away with the production of James Cameron's *Titanic*. People flocked to the theaters in droves. People as far and remote as the Himalayas and as close as Houston were moved by the tragedy, shown in epic proportions on the silver screen. However, long before 1997, I had been interested in the Titanic saga. A child of fantasy and imaginative play, I could imagine myself walking the decks of the big ship; drinking afternoon tea in one of its immense parlors. Watching National Geographic and The Discovery Channel shows over the years, my fascination has waxed. It is so exciting to have an opportunity to use this tragic tale of hope, opportunity, privilege, misfortunes, and mistakes to teach a valuable lesson in life.

It is both comical and interesting that one of the few commonalities I share with my newly arrived students is the movie *Titanic*. On the first day of school as we are beginning to know each other, I ask, "What movie is your favorite?" Without pause or thinking, over and over I hear "Tee-tan-nic" or "*Titanic!*" In my limited tenure as a teacher, even seven years after its release, the movie *Titanic* has revived a new generation of students interested in her tragedy.

### **Travel Literature: A Brief Pause on Reading**

I am still amazed at the power of the written word. I have always been an avid reader—understanding the complexity of reading and the element of discovery in reading. Savoring the exciting moment when simple black characters on white paper are first transformed into words and then into a motion picture of the mind. It is that fascination with reading that has transformed a classroom from a boring lecture to a daily adventure of the imagination.

The "adventure" becomes increasingly harder to begin with "older" travelers. At the high school level, many of the innate tendencies or fixations on adventure have been suppressed and it takes "a lot" of work to prepare these *pilgrims* for the task at hand. The beauty of travel literature is that it often parallels our journey in life. We all desire to belong "somewhere," constantly looking for that special place to call home. We are all looking for experiences that force us to look at ourselves. We are all looking for experiences to question our world, either to affirm or change. We are all looking for experiences just to know—for the sake of knowledge, in and of itself. Reading is just a natural extension of the physical longing to be and know. The more opportunities

students have to come to this realization, the less tenuous and tedious reading becomes. It changes from a daunting, formable task to an enjoyable, satisfying moment.

### **Student Background: Welcome to International High!**

As an ESL high school teacher, I am privileged to work at Lee High School, located in the West district of Houston Independent School District. A more proper name for the high school might be “International High.” The student body reflects over 70 countries and over 40 different languages, for some of which there is not even a school code!

It is impossible to believe that a school of over 2000 students has little fewer than 20 buses. Most of Lee’s student population walks or rides Metro to school daily. Lee High School is surrounded by eight apartment complexes. The areas zoned to Lee High School are home to over 60 apartment complexes. Many migrant, refugee, and immigrant populations are attracted to the Southwest, West, and Gulfton area complexes. Interestingly, some complexes have become little versions of Bosnia, Ethiopia, Mexico, El Salvador, Iran, Persia, France, the Philippines, Vietnam, and Honduras, attracting residents of those countries to these systems of familiarity. Greeted by the welcoming committee here in America, these migrant, refugee, and immigrant populations settle in Houston, their ethnicity and culture diversifying Lee High School. As one walks down the hall, the diversity is evident in the clothes that one sees, the beautiful hues of the faces, the proudly displayed signifiers of religious and cultural identity, and the melody of tongues harmonizing at the simple intersections of the halls.

Lee High School is organized into ten communities. Some examples of the different communities are Media Technology and Health and Human Services. I am a member of the English Language Institute. This community is dedicated to teaching English to students who are new to the country and the language. Unlike other communities, the students I teach are placed in this community for only one year. My teaching community is a like a small microcosm of the world. The students are labeled as ninth graders, ranging in age from 13 to 20. All students are recent immigrants; most arriving less than one month before school starts. These students are from Mexico, all Central and South American countries, France, and other Middle Eastern, European, and African nations.

Most people would describe my course as English as Foreign Language for the first semester. Students have had no experience with the English language. This is their first opportunity to learn the language. However, by the second semester, students are learning about literary elements, story development, and different literary genres, just like regular ninth graders. However, the texts are based on reading level (third through fifth grade) and level of comprehensibility. One goal of my small learning community (SLC) is to promote and foster bi-culturalism in students. This is one such opportunity, through the exploration of literature and development of High Order Thinking Skills (HOTS), allowing the students to use pop-culture and their own unique life experiences as means and medians for learning.

## **UNIT BACKGROUND**

### **Introduction**

Up until recent history, travel accommodations have often mirrored and perpetuated the same relationship conditions held on land. From separate classes on trains in the North and South (United States) to a steerage section and scrutinizing health exams for 3<sup>rd</sup> class passengers on ships, class distinctions have been made and sustained throughout history. From ships to trains to airplanes, class, sometimes even race, dictates one's place.

The existence of class within the realm of travel demonstrates the pervasiveness of distinction and social status in society. Class even dictated the motivating factors for travel, acceptable modes of transportation, and expected accommodations once a person has arrived. These distinctions in the immigrant experience transverse time – today, those who “have” or “can,” travel with luxury, style, elegance, and legality, expecting modest to luxurious accommodations, legal rights, and due process. Those who “have not” or “cannot,” travel with struggle, compromised spaces, shady agents, secretive passages, and illegally, placing all hopes in the American dream, but expecting class distinctions, no rights, and second-class citizenship. Starting the journey in two distinctive places, both groups continue the journey, often intersecting at roads of inconvenience and subordination. The struggle that began the immigrant experience continues today. For some the sacrifices of travel are small, minute, and quickly forgotten—merely a wrinkle of time. For others, the sacrifices of travel are grand, life-altering, generational, and at times, the greatest sacrifice of all—their lives.

### **From Titanic to Modern Immigration**

Even though many social reforms and revolutions had transpired, the 20<sup>th</sup> century was still a society of class. The Industrial Revolution further exacerbated the gulf between the upper class and lower class, even establishing a middle class:

At the top of the industrial society was the upper class, which initially in Europe meant the aristocracy and in United States, southern plantation owners and New England merchant families...below this segment of society composed of people who did not earn labor through manual labor, bankers, businessmen, doctors and lawyers...the third part of industrial society was the working class. (Corrick 78)

In 1912, people were divided into social classes according to background, wealth, and education. There was an established lower, middle, and upper class. Just as society was layered, as the Titanic was built and outfitted, it too mirrored the layers of society.

Author Robert D. Ballard has described the ship as “a big floating layered cake” (3). The bottom-most layer was for manual laborers (4<sup>th</sup> class). The next layer was for 3<sup>rd</sup> class passengers, often immigrants in search of a new life in America. The front section

of the boat and second-top layer was for 2<sup>nd</sup> class passengers, mostly professionals of moderate means. The middle section of the boat and top layer was for 1<sup>st</sup> class passengers, the richest and wealthiest passengers aboard the ship.

Most of the third class passengers aboard the ship were immigrants traveling to America in hope of a better life. These passengers were from “Ireland, Italy, Syria, Argentina, China, Japan, Russia, Scandinavia, the Netherlands and other countries. Their occupations are listed as bricklayer, baker, jeweler, shoemaker, tailor, miner, clerk, servant, and tinsman” (Sherrow 22). Locked away in the steerage section of the ship, just as in society, they lived a separate existence from their counterparts on the upper deck—sharing space only when the first-class animals needed exercise. Even though their accommodations were drastically better than on any other ship liner at the time, they were still segregated and treated differently. It should be noted that treatment did not dampen the mood aboard the Titanic—“Fear and hope pervaded the steerage section of ships traveling to America at the turn of the century. But there was a gaiety, as well as passengers sang and danced to the familiar music of bagpipes” (Sherrow 11). Scenes for the pop-sensation *Titanic* fairly portrayed life of the third class passenger.

As the Titanic began to sink, third class passengers were the last to be notified—confounded by language barrier and lack of concern for these lowly boarding passengers. Those who survived had to rely on the compassion and pity of crewmen or by their own initiative—breaking down locked doors and gates, fighting their way to the top. Of all the passengers, a third class passenger was more likely to have died than any other class. The cause of their death could be attributed to their class more than the lack of lifeboats. In their hopes for a better life, they gave the ultimate sacrifice—their lives.

These third class passengers were not the first to sacrifice their lives in the hopes of the American dream. Locked away in other steerage sections, away from proper ventilation, cramped quarters, limited access to less congested areas and medical care, many immigrants contracted illnesses and died on the voyage to America. British author Robert L. Stevenson once said, “The stench was so atrocious to descend on an empty stomach [was] an adventure” (Sherrow 11). If they had been considered first and second class, they would have received better accommodations, less exposure to diseases, opportunities to have better meals, and access to medical care. However, driven by a strong and ever-present desire to come to America, these immigrants displayed overt acts of happiness once arriving—when they “entered the New York harbor and saw the Statue of Liberty, people often wept, shouted with joy, or sang songs of thanksgiving; some waved their arms in the direction of the Statue, convinced that freedom and opportunity must lie around the corner” (Sherrow 11).

The story of the Titanic is a fascinating and tragic tale. Once described as the “unsinkable” ship, the Titanic sank to the bottom of the Atlantic Ocean, four days after leaving the Southamptons. The story of the Titanic provides a natural discussion about class, social status, and the sacrifices of travel. From boarding privileges, style of

accommodations, location of rooms, and designated areas on the ship, everything was divided into classes of passengers and workers. Numerous authors have commented and researched the different accommodations available for each of the different classes of passengers as well as the interactions between classes.

### ***The Modern Third-Class Passenger: Illegal Travel and Travelers***

Although for some the Titanic is a distant memory, the conditions of immigrant travel have not vanished. Modern day immigration is a combination of legal and illegal journeys. For some the journey is facilitated by papers and passports, making it easier to travel, find jobs, and other services. For others, the journey to America is hard and often depends on the resourcefulness of the person. Today's illegal immigrant faces some of the same challenges as the immigrants aboard the Titanic. Often at the mercy of coyotes and smugglers, this new class of immigrants sacrifices their human rights and humanity to make the treacherous journey to freedom (America and other countries). They are willing to subject themselves to some of the most inhumane conditions to reach freedom—allowing themselves to be locked in trunks of cars, crossing rivers and desert for weeks at a time, even allowing people to lock them in transport trailers, without sanitation facilities, ventilation, or light. In addition to travel conditions, they face rape, murder, bribery, unstable travel itineraries, fee inflation, as well as others. In agreeing to travel illegally, they forfeit their legal protection, rights, and due process under the law. Almost selling themselves to the whims and wishes of others, these new immigrants become slaves to their agents, and ultimately, a second class citizen at their final destination. As second class citizens, they still continue to struggle with locating jobs, receiving fair wages, supporting a family, fighting police profiling and attacks, as well as attempting to continue their own personal development--emotional, physical, spiritual, and self-esteem.

### **The Rationale – Applicability to Students**

As a teacher of newcomers to America, the travel metaphor is a literal one. My students, all recent arrivals to America, are learning English and experiencing American culture with a literal and concrete interaction. Every interaction is seen in stark “black and white,” grounded in reality, and as Maslov would purport, survivalistic in nature. Rarely is it ever reflective or proactive. Some of my students will spend a lifetime in America—one filled with struggle, fear, nightmares, and rudimentary existence. These students are living the “disillusioned” American dream. They were separated from family members at an early age, worked hard to raise funds, struggled to arrive here, sometimes illegally, and continue to struggle after coming to the land of opportunity. These students have to learn English, find jobs, support homes in both the United States and their native country, while facing discrimination and living with fear of being discovered. These students will be able to relate to being considered 2<sup>nd</sup> class citizens, often not afforded the opportunities and rights of American citizens. These students have much to offer on the subject of illegal immigration, offering personal stories and anecdotal insight on the

issue. These students are aware of the existence of class, but are often at a loss as how to maneuver in a classed-society. A study of class and class relationships will help these students to analyze class and social status, as well as brainstorm and discuss various ways to make changes in their world. Most of the students will have a frame of reference for the study of the Titanic, as most have either studied the topic or seen the movie. It is this fascination or interest with the disaster that will engage the students. With the recent atrocious incident of twelve people dying in a tractor trailer after being smuggled across the border (in Houston), modern immigration experiences are prominent issues of interest in the media and within the world of literature.

## **IMPLEMENTATION STRATEGIES**

### **Means of Learning**

The curriculum will be guided by three essential questions:

- (1) Why is travel so alluring? What are the reasons people travel?
- (2) What are the sacrifices and dangers of travel? Are the sacrifices worth it?
- (3) Class and citizenship—Are you living life in America as a victim or survivor?

Primary methods of implementation will be various grouping arrangements and the use of both nonfiction and fiction texts. The reading and comprehension level of the students by the spring semester will be adequate enough to foster and support discussion and the analytical expectations of such a theme. Using personal correspondences, memoirs, and nonfiction stories of travel, students will be able to read about the first-hand experiences of travelers. Using short fiction narratives, narratives of travel, narratives of first experiences in a new country, and narratives that explore social, political, and economical issues of mainstream American culture, students will be able to discern the different reasons why people travel. Additionally, students will be able to explore the unexpected opportunities and adventures of travel, as well as the misfortunes and dangers of travel. Finally, students will be provided with an opportunity to relate experiences of others to their own, and numerous opportunities for sharing personal experiences with each other. All teaching, materials, and additional enrichment activities will be correlated to the 9<sup>th</sup> Grade English/Language Arts Project Clear, with modifications for ESL learners.

## **THE CURRICULUM**

### **The Curriculum-General Overview**

It is intended that this unit will take at least 6 weeks to study. This curriculum will use the study of the Titanic disaster to start a discussion of class and social status. After students have had an opportunity to reflect on class and society, students will start a study of modern immigration, both legal and illegal. Students will conclude the unit with the reading of *Stowaway*, by Carol Cordoba.

The primary text will be an ESL-reader about the Titanic by Tim Vicary. The nonfiction text will be supplemented by other accounts and reflections of the Titanic disaster, research on the Titanic disaster, and other nonfiction primary sources, such as passenger logs, newspaper articles, and personal memoirs. In addition, media will be used—VHS and audio recordings. Secondly, the students will read a primary text about an illegal immigrant and his journey (*Stowaway*). The primary text will be supplemented by nonfiction accounts of other attempts to come to America via non-traditional transport. Most of these accounts will be provided by CNN and other media outlets. Again, VHS and audio recordings will be used. Students will complete various personal response projects as well as participating in group and pair discussions.

## **THE TITANIC: THE HUMAN STRUGGLE OF PAST TRAVELS**

### **Historical Overview of the Titanic**

In order to acquire a historical framework for the movie *Titanic*, students will read *Titanic: Factfiles*, by Tim Vicary. This book is an ESL-reader that describes the events of the *Titanic* disaster. It is written at a first grade reading level, yet it captures the essence of the story. The book is filled with pictures and illustrations, depicting scenes aboard the Titanic, family photos, and historical archived pictures, an invaluable resource for English learners. *Titanic: Factfiles* will give the students a basic literary foundation for what happened that eventful night. Basic comprehension competencies will be tested and reviewed in order to assess the validity of the foundation before progressing.

### **Signifiers of Class**

After reading *Titanic: Factfiles*, the students will be encouraged and challenged to discover “What is class?” Through a hands-on, engaging activity students will learn the signifiers of class. Using the source *Lifeboat Passenger Logs* from the Titanic students will compile a list of passengers by class, also listing their occupation. These passenger logs are the original logs made upon the rescuing of the survivors. The register shows the name of person on the boat, the class of passenger, and occupation. It is also organized by rescue status and boat number. After looking at the logs and compiling their list, students will write a rule for how people are classed. Hopefully, students will discover that occupation, wealth, and familial association are the most identifiable markers of class.

### **Advertising for the Titanic**

Students will be assigned to a group to create a brochure for prospective passengers for the Titanic. Using propaganda and advertisement strategies, students will cater the brochure to the class. There should be a marked difference in the different brochures from elegant to standard. It is possible to justify the changing of the brochure to a simple flyer for the third class passenger. The cooperative group will be homogenous for class;

one group makes all the first class brochures. As a group, students will confer and design a general layout. Afterwards, all students will work on producing their own brochure, adding their own creativity, but keeping the agreed format. Students who feel they need additional information or pictures will be allowed the use the Internet, research books, and other sources, as needed. The brochure must include a title, class, passenger fee, accommodations, and boarding arrangements. At the conclusion of the project, students will be able to view actual flyers from the time period of the Titanic to assess the accuracy of their efforts. Victoria Sherrow's *The Titanic* is an excellent resource for flyers (24).

### **All Aboard! Calling all Passengers!**

The previous groups will be broken, and new familial groups will be developed. All students will be assigned to a class (however, they do not know that). Each class will receive occupations or status markers, also receiving the income to match. Each group will receive brochures for all three classes and applications for boarding passes. Students will have to make decisions based on the amount of money they have. For example, who will go, selling their children to be servants so that they can go—many life decisions. After applications have been received and money paid, students will receive boarding passes for the prospective areas. At the end of the assignments, as we debrief, students will be asked what class they believe they are and why? Class status will be maintained throughout the rest of the unit. This activity is described in further detail in the sample lessons.

### **Life Aboard the Titanic**

Using various eyewitness accounts and photos, students will read about the varying accommodations for first, second, and third class passengers. Using photos from *Cornerstones of Freedom: The Titanic* by Deborah Kent, students will walk around the room, looking at photos from life on the ship. Students will be asked to reflect on what they see, what differences they notice, and how would they describe life aboard the ship. Using the primary source, *The Loss of the SS. Titanic*, by Lawrence Bessley, students will read about the perception of third class passengers aboard the Titanic. Boarding as a first class passenger, Bessley had the opportunity of touring the entire ship. He makes many “typical” judgments about the classes “beneath” him. Students will be asked to critically analyze this piece; Bessley is very clever in his loathe for the sub-passengers beneath him. Students will demonstrate successful acquisition by writing a “Response-to-Reading” essay.

### **Third Class Passengers: Purposeful-Journey**

Modifying a grade-level text, students will read about the reasons third class passengers traveled aboard the Titanic. Victoria Sherrow in the book *The Titanic* provides a wonderful essay entitled “Dreaming of New Lives.” The essay describes the lives of the



third class passengers, the countries they are from, the reasons they traveled aboard the Titanic, and the sacrifices they made to come to America. An additional activity for the ESL classroom would be for students to write postcards from aboard the Titanic.

### **The Unsinkable Ship is Sinking!**

Students will participate in a mock-evacuation drill. During the course of class, the teacher will tell the students that we will have an evacuation drill and that every second counts. A chart will be placed on the board, correlating time with injury or death. For example, if a person leaves the classroom within 1 minute, he is safe. If a person leaves the classroom with 1 minute and thirty seconds, he will have damage. After 2 minutes, the person will die. Using off-period teachers and informed students, the evacuation will begin with a fake sound. Students are already arranged into class groups. First-class students will be informed to take all their valuables and to take time to clean up (there will be props that each group must gather, taking more than 30 seconds to arrange). The first class students will be slowly ushered to an adjacent classroom, barring the other students from leaving. Once all first class students are safe, second class evacuations will begin. And last, the third class students. There will be variation on a theme, only women leave first and at some point, no more room. We will all return to the room and debrief the process. Students will be asked how they feel about the evacuation process—did they think it was fair that the first class students received a lot of time to prepare, time that theoretically killed some third class students. Discussions will ensue and the fun begins! This activity is described in further detail in the sample lesson plans.

### **Survivors—Who Survived?**

Using *The Rescue Boats Log* which shows the name of the passenger and the class of the passenger, students will analyze the survivors of the SS *Titanic* disaster. Additionally, it shows the number of passengers and the sex of the passenger. Students will be given a log for boat #1 and boat # 13—writing what they observe. Students will be challenged to hypothesize how many first class passengers, second class passengers, and third class passengers survived. Afterwards, students return to the ESL-reader by Tim Vicary for the numbers, by class and sex. Discussion and writing will follow. Additionally, students will review the *Titanic Survivor List by Class*, listing all the passengers and their final status, as an additional point of reference.

### **Survivors: Why did they survive?**

Continuing the discussion, students will view excerpts from the *Titanic Archival Interviews with Survivors*, provided by A. B. C. Tapes. Additionally, modifying a grade-level text, students will read essays from *The Titanic Story: Hard Choices, Dangerous Decisions* by Stephen Cox. Cox mixes literature with eyewitness testimonies from the trial that followed the disaster. The book is a wonderful resource because it is not prejudiced in the voices presented. There are many different perspectives of passengers

from different classes and English abilities. The testimonies are written in dialogue form, easing the reading. This concludes the students' exploration of the Titanic disaster, as an academic discourse.

## **MODERN IMMIGRATION: THE HUMAN STRUGGLE OF TRAVEL CONTINUES**

At the beginning of the “Modern Society” study, students will begin to compare and contrast aspects of the Titanic disaster with modern society.

### **Classes Today**

Students' attention will be refocused on class systems today. The first activity will be a look at classes today. Students will be encouraged to write about “What subscribes people to classes? Is it easy to move from low SES to upper SES?” Secondly, students will look at the various ways people traveled in 1912 and compare to the ways people travel today.

### **Immigration in America: An Historical Overview**

Using an ESL-History Text, *America's History*, students will read the chapter on Immigration to understand the history behind immigration to America. There will be three basic questions—Who came? How? and Why? Students will also study the different waves of immigration and what group of people were arriving at what time.

### **Reasons for Travel**

In order to acquire information on modern travel and motivations for travel, students will interview two people: a person who recently immigrated to America and a person who immigrated to America at least 10 years ago. During their research, students are expected to find the answers to following questions:

- a. When and why did they come to America?
- b. How did they come to America?
- c. What sacrifices did they make to come to America?
- d. What things/aspects are different than they thought they would be?
- e. What things/aspects are harder?
- f. What do they struggle with?
- g. What are their hopes for the future?

Students will use the information from their research for two purposes. They will use the information to compile a list of the struggles, misconceptions, and sacrifices of immigrant travel. Secondly, they will compare the experiences of others to themselves.

## **Legal and Illegal Travel**

For homework, students will be asked to compile a list of all the ways a person can arrive to America. In pairs, and then in groups of 4, students will combine their lists (Pair Share and Rally Robin). Afterwards, individually, using a graphic organizer (a basic Venn diagram), the students will separate the various travel methods into legal, illegal, both.

The next day, students will participate in a discussion about illegal and legal travel. They will be asked, “What is the difference?” They will be asked how do people travel, both legal and illegally. Finally, they will have to articulate what makes illegal travel—illegal. Students will participate in a Chalktalk, silently responding to the response of other students to the question—Is Illegal Immigration right or wrong? Why? A Chalktalk is a quiet way to get students to share their opinions, using their pen as their voice.

## **The Dangers of Illegal Immigration and Travel**

The students in pairs will read current news articles about the dangers of illegal travel. The students will be expected to create a visual that emphasizes the mode of travel, why it’s dangerous, and what the sacrifice was of the travel. All visuals will be posted or displayed. The students will walk around the room, filling in their graphic organizers, with the same focus questions. The students will use the information from their graphic organizers to write a descriptive-quasi-research paper about the dangers of illegal travel, listing, describing, and discussing at least 3 methods of illegal travel. This lesson plan is further described in the sample lesson plans.

## **Personal Stories of Survival and Travel**

Students will write and publish their own stories of their arrival to America. Confidentiality will be maintained to illicit authentic description of their travel to America. Using various grouping arrangements and sharing methodologies, students will share their stories (to their comfort level) with each other and the class.

## **Second Class Citizenship—The “Living” Sacrifice of Illegal Travel**

A simple question will be posted on the board –“Why is it difficult to travel to a country illegally?” Students will “Chalktalk” the question, silently answering and responding to what other people write. Afterwards, the students will read a short essay on the third class citizenship (a modified reader from *American Dreaming: Immigrant Life on the Margins* by Sarah Mahler). Students will conclude by watching an excerpt from the video *Go Back to Mexico!*, a video about the story of one woman’s attempt to illegally emigrate from Mexico to the United States amidst the background of growing public opposition to illegal immigration. A second Chalktalk will focus around “What should people do, once they have illegally arrived in a country?”

## **The Primary Text: *Stowaway***

Students will begin to journal and record thoughts about their journey to the United States: their fears, and other reflective thoughts they have had. Last, students will read the novel *Stowaway*. *Stowaway* is written by Carol Cordaoba. *Stowaway* is a book about Nicolas Cordoba's journey to America. The main character in this non-fiction text escapes to freedom by hiding in a rudder trunk of an oil tanker. He believes that he is heading to Miami, but he ends up in the waters of New York. He survives the ordeal, only to be mistaken for a criminal. He is arrested and tried for the crime. Students will read the book and participate in reading comprehension activities, as well as personal writing activities, such as diaries and character impersonation. Daily, students will write in their journals, and use their comments as the direction of the class.

### **LESSON PLANS**

#### **Lesson Plan 1: Families, All Aboard! A Lesson in Money, Class, Privilege, and Sacrifice**

Teacher Preparation Time: 45 minutes Tentative length of lesson: 90 minutes

##### ***General Overview***

Students will be participating in the mock event of purchasing tickets for the voyage on the Titanic. At the end of this activity, hopefully, students will learn (1) the privileges and sacrifices of class and money, (2) the disadvantages and advantages of having money, (3) the responsibility of being a family leader, and (4) survival as a second or third class citizen.

##### ***Lesson Objective***

Students will be able to apply knowledge about class systems and markers of class to determine the best way to purchase boarding passes for family members in order to model and experience the decision process used by many families to purchase fares for the ill-fated voyage of the Titanic.

##### ***Materials***

Student-created brochures of the Titanic for each class of passenger (1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup>)/ see unit section "Advertising for the Titanic."

Family rosters with occupations and roles; identify designated leader

Bank rolls and Boarding Applications for the families

##### ***Teacher Preparation***

NOTE: Please do not indicate class of the family on ANY of the communication documents. It is fine for you to have the notations on your copies, but students should not have any explicit indication of what class they are a member of.

### ***Prepared Family Rosters***

You will prepare roster for prospective families. For your first class families, you will have 5 family members and 2 servants. For your second class families, you will have 5 family members. For your third class families, you will have 6 family members.

For each student in the group, you will need to designate family/servant status, and occupation or role. For example, you have two students, student A and B. Student A would be a father and blacksmith (that designates role and occupation). Student B would be daughter and student. Be careful to match occupation to the class of the person. Also designate a family leader, male or female.

### ***Typical Jobs***

<b>Class</b>	<b>Men</b>	<b>Women</b>
<b>1<sup>st</sup> (First) Class</b>	banker, aristocrat, landowner	no job, leisure
<b>2<sup>nd</sup> (Second) Class</b>	blacksmith, hired hands, tutor	tutor, hired hands, factory worker, no work
<b>3<sup>rd</sup> (Third) Class</b>	factory worker, hired hands	factory worker, hired hands

### ***Family Cards***

After rosters and jobs have been created, the teacher will create tent cards to designate areas for students. Each card should contain the following: (a) family name, (b) name of student and (c) role and occupation.

### ***Bank Rolls***

Students will receive money depending on what class of family they are. First class families receive \$180,000. Second class families receive \$2,500. Third class families are to receive \$240.00. In addition to receiving the amount of income, families are also given projected costs for different types of living arrangements (to assist with making final travel arrangements), located on the boarding application.

### ***Family Scenario Cards***

Students are to receive family scenario cards describing their families. On a large notecard, write the following information for the families. Do not indicate the class of the family the students are on their cards, just the scenario information.

#### ***First Class Family***

Your family is interested in traveling to the United States aboard the Titanic. You will be visiting family and looking for new business opportunities. You will also be sight-seeing and visiting some famous American landmarks. The Titanic will take sail on April 10, 1912, so don't delay in purchasing your tickets.

#### ***Second Class Family***

Your family is interested in traveling to the United States aboard the Titanic. You are interested in finding a new job in the new factory business or even starting your own

business. You will also be sight-seeing and visiting some famous American landmarks. The Titanic will take sail on April 10, 1912, so don't delay in purchasing your tickets.

### *Third Class Family*

Your family is interested in a traveling to the United States aboard the Titanic. You are looking for a new life and job opportunities. The Titanic will take sail on April 10, 1912, so don't delay in purchasing your tickets.

### **Photocopy**

Photocopy for each group: (1) Fare Applications for boarding, Cooperative Learning Directions, and Post-Activity discussion sheet.

### **Lesson Plan**

1. Arrange your classroom to accommodate the families. Designate an area for each family. Place a name tent on the desks, so that students will be able to locate their area. Additionally, in a file folder or 8 x 11.5 envelope, place all paperwork students will need (application for boarding, cooperative learning directions, post-activity discussion sheet, bank roll sheet, funds, brochures for tickets, and scenario cards).
2. As students arrive, direct them to their "family" areas.
3. Once students are settled, introduce the activity to them.

*Students, we are going to pretend that we are in England in 1912. We need to travel to the United States via the SS Titanic. Each one of you has been placed in a family and given a role. You will need to find your name and role. Some of you will be daughters or mothers. Some of you will have jobs; others will not.*

4. Students will discover who the family leader is.  
*On the family cards, one of you will find one name with a star. If your name has a star, then you are the designated family leader. You will be responsible for maintaining order and making all final decisions.*
5. Students will read Cooperative Learning Directions. Fellow teachers' cooperative learning directions should focus on five responsibilities: (a) participate, (b) respond, (c) offer assistance, (d) listen, and (e) be on-task. You can create more as needed.  
*Look in your folders and remove the paper that says "Cooperative Learning Directions." Everyone take a few moments to read.*
6. Students will read scenario cards and begin to look at the brochures.  
*Students look in your folders and remove the brochures. There should be one for every class. Make sure you have three brochures (first, second, and third-class). Also, remove your scenario card. The designated leader will read the scenario card. Ask questions if you do not understand.*
7. Students will begin to deliberate and decide what class of tickets they will purchase and who will be allowed to go.  
*You need to buy boarding passes for as many people in your family as possible. Please use the "Boarding Application" and the brochures to help you figure out how much it will cost for each person to travel. You will decide what class you can AFFORD to travel and how many tickets you will buy. Additionally, students, you*

*have a bank statement telling you how much money in cash you have. All tickets have to be paid in cash from your bank rolls. It is possible to become a slave or tutor for a family that can afford you—only if a family is willing to purchase your fare.*

8. Students have permission to negotiate or delegate who will go and who will stay.
9. After decisions have been made, students will fill out boarding applications and pay for fares. If they would like to declare a servant or tutor, they will need to declare that as well on their application.
10. Students pay money and turn in application. All students will need to fill out Post-Activity worksheet.

*Students, you will need to look in your folders and remove the “Post-Activity” worksheet. It is important that every person completes a paper, because in 15 minutes all the groups will be reformed. Each person will become an expert from your group, representing your group.*

### **Part II: Debriefing**

1. All-Group: Students will describe their observations and emotions about the activity. Teacher will act as scribe and facilitator, only prompting the discussion if students have nothing to say.
2. Group Reformation: Take one or two members from each family group and reconstitute heterogeneous groups, composed of a representative from each family.
3. In small groups, students will discuss the activity. Each student will have to report the following information to the other members:
  - (a) How much money did your family spend?
  - (b) Did everyone in your family go?
  - (c) Which class did everyone travel?
  - (d) Who didn't go and why?
  - (e) Was anyone in your family sent as a servant or slave?
4. After reporting out, students will have an opportunity to talk in their smaller groups.
5. Students will participate in an all-group conversation. Leading questions are as follows: (a) What did you hear? What are you thinking? and (b) What classes were the families?

### **Lesson Plan 2: The Unsinkable Ship is Sinking!**

Teacher Preparation Time: 45 minutes Tentative length of lesson: 90 minutes

#### **General Overview**

Students will be participating in the mock event of an evacuation to demonstrate the evacuation practices aboard the Titanic the night she sank. Students are already arranged into family groups and will be assigned to designated areas. The classroom will become the legendary ship for the duration of the study. At the end of this study, hopefully, students will learn (1) the privileges and sacrifices of class and money, (2) injustice suffered by third class citizens aboard the Titanic, and (3) the relationship of past events to modern society.

### ***Lesson Objective***

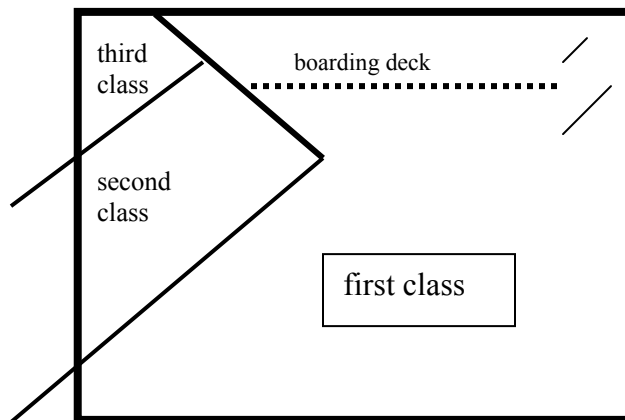
Students will be able to discover how class has many “hidden” and blatant advantages, both aboard the Titanic and in real life. Students will be able apply knowledge learned in the mock evacuation to facilitate an academic discussion about the justice and injustice of class systems.

### ***Materials***

a free classroom for evacuated students  
personnel (one or two to provide assistance and supervision)  
fake bell or alarm sound  
props (clothes, boxes, suitcases, trunks, balls)  
snacks, drinks, and candy (enough for your first class families)

### **Teacher Preparation**

#### ***Arrangement of classroom***



The classroom should be arranged in a way that creates a clear path to the door, but creates distinct barrier zones for the classes. A boarding deck should be created. If you have any family members, that did not have fares purchased, turn them into security or use your additional personnel. The areas should be protected and guarded to prevent the mixing of the classes.

Families that purchased first class tickets should have the “nicer” amenities in the class—access to the radio, TV, and computer. They should be served snacks, candy, and drinks. Additionally, they should not have to complete any assignments.

#### ***Arrangement of Props***

For each of the families, you will need to give a set of boxes, balls, clothes, and stuff that they will need to collect before evacuating the classroom. Make sure they understand those are their things and that they are responsible for gathering them, in the event of an emergency.

### **Lesson Plan**

As students arrive, direct them to their seats. Again, it may useful to use the family name tents. Make sure that everyone is seated in the correct places and that all your “help” is ready to begin.

1. Students will receive a brief introduction to the activity.



*Students, today we are aboard the S.S. Titanic. We would like to welcome our first class students aboard [point to students]. We would like to welcome the second class students as well [point to students]. [Purposefully, forget the 3<sup>rd</sup> class students]. To begin today's class; all students need to take out something to write with. The stewards are passing out a piece of paper for you to complete. As you can see, there are guards at the entrance to your areas. If you need anything, you must first ask them. If they give you permission, you may then leave your area. [Walk over to first class students]. Thank you for coming to class today. It is not necessary for you to complete today's assignment. Please sit back and relax. In a moment, someone will walk around to bring you some refreshments. [Either you or an assistant walks around, giving the first class students food and drinks. Make sure that none of the other students receive anything or are allowed to leave their area in pursuit of "stolen properties!"]*

2. As students work for the next 15 minutes, provide assistance to the second class students, but ignore or fail to pay attention to the third class students.
3. After 15 minutes, ring the noise for the fake evacuation.
 

*Students, unfortunately there has been a little problem aboard the ship. We will need to immediately evacuate this ship. We have to evacuate within 2 minutes. After 2 minutes, most of the ship will be underwater and the evacuations will stop. It is important that everyone stay in their areas, until I come to escort you from your area. First, I will need the women from the first class families to gather all your belongings. It is also necessary that you clean your area before you leave.*
4. At this time, start the timer countdown. Set time for 2 minutes. As the first class women prepare to leave, make sure order is maintained. Once women are ready, send them to the empty classroom with the other teacher. Once the first student arrives in the second room, have a second timer started at 2 minutes. Next evacuate the second class women.
 

*Now, I will need for the second class women to prepare to leave. Make sure you have all your belongings.*
5. After the women have packed their belongings, send them next door with the other students. Before the end of the two minutes, send all of the first-class and second-class students across to the Safe room.
6. Begin to evacuate the third class passengers. The timer should buzz between the time they are preparing and trying to leave. Students should be instructed to stop their preparations, mentioning there is no more time for them to leave. The students should wait for 1-2 minutes.
7. After a few minutes, signal for the other students to return. Students are free to sit wherever. At this time, if you have a guilty conscience☺, offer snacks to the students who had previously been second and third class.

## **Part II: Debriefing**

Students will be able to use their emotions and feelings from the activity to have a discussion about the plight of the third class passengers.

1. In a general discussion, students should remark how they are feeling now.

2. In cooperative groups of 4, students will answer the following questions:
  - (a) Who survived our evacuation?
  - (b) Why?
  - (c) Who died?
  - (d) Why?
  - (e) Was the evacuation fair?
  - (f) Which class of students had the highest rate of survival?

*Questions can be written on the board.*
3. Next, a group reporter or representative will share the sentiments of the group with the class, in a class share-out.
4. The teacher explains the correlation between the activity and the events that took place the night of the sinking of the Titanic.
5. Students will read Tim Vicary's *Titanic: Factfiles*, a modified reader that will inform them of the survival rates by class and sex.
6. Students will write a persuasive response to one of the following questions:
 

“Why was it better to be first class and a woman?” or  
 “Which class was it better to board as? Man or woman?”

### **Lesson Plan 3: The Dangers of Illegal Immigration and Travel**

Teacher Preparation Time: 45 minutes Tentative length of lesson: 90 minutes

#### ***General Overview***

Students will be participating in cooperative learning activities to learn about the dangers of illegal travel. Students will learn about some of the dangerous conditions illegal immigrants face. In addition, students will learn about the consequences of illegal travel.

#### ***Lesson Objectives***

Students will be able to discover how people travel to a country illegally by reading current news articles about illegal travel incidents, in order to write a quasi-research paper about the dangers and consequences of illegal travel. Students will be able to voice their opinion about illegal travel, through a safe and orderly process entitled “ChalkTalk.”

#### ***Materials***

At least twenty current articles about illegal immigrant travel both in the United States and other countries.

List of student groups (groups of 2 and then 4)

Art supplies and 11 x 17” paper; white bulletin board paper

Supplementary worksheet—Graphic Organizer about illegal travel

## Teacher Preparation

### Articles for Cooperative Groups

Students will be reading an article together. A great website to look for the articles is CNN.com. At the search engine, type “illegal immigration.” Teachers may use the website to find current illegal immigration topics. Here’s a sampling of articles I plan to use:

<p><b>“Illegal Immigrants’ boat wrecks off Morocco’s shore.”</b> <i>ArabicNews.com.</i>  <a href="http://www.aravicnews.com/ansub/Daily/Day/99062/999062548.html">http://www.aravicnews.com/ansub/Daily/Day/99062/999062548.html</a></p>	<p>This article describes the wreckage of a boat of 10 people trying to migrate illegally to Morocco.</p>
<p><b>“Deadliest trail in U.S.”</b> <i>AZcentral.com.</i>  <a href="http://www.azcentral.com/specials/special03/articles/0427deathtrail27.html">http://www.azcentral.com/specials/special03/articles/0427deathtrail27.html</a></p>	<p>This article describes a trail of Mountains that border Arizona and Mexico that has become the new destination of smugglers and persons trying to come to America illegally.</p>
<p><b>“Illegal Immigrants Brave Toxic River.”</b> <i>CBSNews.com.</i>  <a href="http://www.cbsnews.com/stories/2000/07/23/eveningnews/main217914.shtml">http://www.cbsnews.com/stories/2000/07/23/eveningnews/main217914.shtml</a></p>	<p>This articles describes the desperation of illegal immigrants to swim across a sewage-filled river that borders America and Mexico.</p>
<p><b>“Britain, EU launch major investigation after deaths of smuggled immigrants.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.08/index.html">http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.08/index.html</a></p>	<p>This article describes the horrific deaths of 58 immigrants smuggled into England in a sealed produce truck.</p>
<p><b>“58 suffocated in ‘hermetically sealed’ truck, British home secretary says.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.07/index.html">http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.07/index.html</a></p>	<p>This article describes the horrific deaths of 58 immigrants smuggled into England in a sealed produce truck.</p>
<p><b>“Probe under way into death of New York man, fired upon 41 times by police.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2000/US/9902/05/police.shooting/index.html">http://cnn.com/2000/US/9902/05/police.shooting/index.html</a></p>	<p>Article describes the shooting of an unarmed immigrant street merchant with no criminal record.</p>
<p><b>“18 human cargo deaths in Texas.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2003/US/Southwest/05/14/truck.bodies/index.html">http://cnn.com/2003/US/Southwest/05/14/truck.bodies/index.html</a></p>	<p>This article describes the suffocation of 18 illegal immigrants as they traveled on a semi-trailer.</p>
<p><b>“Cross-border manhunt seeks smugglers linked to 14 migrant deaths.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2001/US/05/24/border.deaths.02/index.html">http://cnn.com/2001/US/05/24/border.deaths.02/index.html</a></p>	<p>This articles describe the manhunt for smugglers responsible for abandoning 27 illegal immigrants in the desert with little water. 14 of the original party died.</p>
<p><b>“Probe into refugees’ deaths.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2001/WORLD/europe/12/09/irish.refugees/index.html">http://cnn.com/2001/WORLD/europe/12/09/irish.refugees/index.html</a>.</p>	<p>This article describes the discovery of 8 bodies cramped into a cargo container.</p>
<p><b>“Cuba blames U.S. for dead stowaways.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2001/WORLD/europe/UK/01/17/london.cuba/index.html">http://cnn.com/2001/WORLD/europe/UK/01/17/london.cuba/index.html</a></p>	<p>This article describes how other countries view America’s immigration laws.</p>
<p><b>“Greek coastguard kill smuggler.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2001/WORLD/europe/08/02/greece.smugglers/index.html">http://cnn.com/2001/WORLD/europe/08/02/greece.smugglers/index.html</a></p>	<p>This article describes the death of a smuggler and the accidental shooting of a fellow citizen. This article demonstrates the seriousness of international smuggling incidents and the potential for danger.</p>

<p><b>“Turkey detains illegal immigrants.”</b> <i>CNN.com.</i>  <a href="http://cnn.com/2001/WORLD/europe/04/08/turkey.immigrants/index.html">http://cnn.com/2001/WORLD/europe/04/08/turkey.immigrants/index.html</a></p>	<p>This article describes the arrest of 299 immigrants for attempting to sail to Greece in two boats. One week earlier, another attempt was made by 250 immigrants.</p>
<p><b>“Haiti migrants flounder off Florida.”</b> <i>FreeRepublic.com.</i>  <a href="http://www.freerepublic.com/forum/a386f559d3867.htm">http://www.freerepublic.com/forum/a386f559d3867.htm</a></p>	<p>The article includes a new article about 400 illegal Haitians in an overcrowded fishing boat, as well as public opinions on the issue.</p>
<p><b>“Immigrants stay in U.S. as case prepared against smugglers.”</b> <i>Reporter-News Online.com</i>  <a href="http://www.texnews.com/1998/2002/texas/texas_immigration99.htm">http://www.texnews.com/1998/2002/texas/texas_immigration99.htm</a></p>	<p>The article describes American response to the deadly trailer incident in El Paso. The victims are allowed to stay and work in the county, as the government prepares the case.</p>
<p><b>“California order bars benefits for illegal immigrants.”</b>  <i>U.S. News, Story Page.</i>  <a href="http://www.cnn.com/US/9608/27/welfare.reform/index/html.&gt;">http://www.cnn.com/US/9608/27/welfare.reform/index/html.&gt;</a></p>	<p>This article describes the controversial legislation signed by Governor Pete Wilson of California in 1996, that prohibited state and state-supported agencies from providing any type of aid to illegal immigrants.</p>

### ***Student Groups***

Arrange students into groups of two.

### ***Graphic Organizer***

Create a basic 3-column graphic organizer. The column titles will be (1) Name of Article, (2) Mode of transportation, and (3) What happened? Students should have at least 4-spaced rows to write in. Students should have at least 6 rows to write information.

### ***Photocopy***

Two copies of every article, graphic organizers, and paper expectations.

### ***Lesson Plan***

1. Students will find their groups and be seated.
2. Explain to students the objective of the lesson and expectations for the day.  
*Students will be working in cooperative groups of two. Each group will receive an article about immigration and illegal immigrant travel. You are responsible for reading the article and answering the following questions:*
  - (a) *How did the people travel?*
  - (b) *Where are they from? Where were they going?*
  - (c) *Why was the travel dangerous or illegal?*
  - (d) *What happened?*
  - (e) *What did the people sacrifice or lose?*

*Please copy these questions down, leaving space to write the answer.*
3. In their groups of two, students are to read the article. There are many reading strategies for individual reading. The students can take turns reading; they can silently read. It is at the discretion of the teacher.
4. After sufficient time, instruct the students to begin answering the questions.

5. After students have answered the questions, they are to complete their visual aid. *Students you have just finished reading your article and answering questions about the article. Now you are going to use that information to create a visual for the class. A visual is a piece of paper that makes information easy to see VISUALLY. That means that you will use colors, maps, pictures, illustrations, and other VISUALLY-appealing things to represent information. You will also need to put the title of the article on the poster.*

You can create a model that shows all of the information from the questions. Depending on your students, you will decide if it is worth making a model or models of great work. For some students, it helps to create a rubric. A simple rubric can be created by using the questions as the breakdown of points. If a student has placed the information solicited from the question, then he receives the points.

6. After students have finished their posters, display them in the class. Photocopy and give students the included graphic organizer. Students will walk around the room, recording the information requested from the graphic organizer. Students are to continue working in their groups of two.
7. Post-Discussion: After students have had an opportunity to walk around the room and record the information, students will have two follow-up assignments: (1) Quasi-research paper and (2) ChalkTalk.

### ***Quasi-Research Paper***

The students will use three of the articles to describe illegal travel and the consequences of illegal travel. The factual information will come from the visual presentations by the groups. Students are expected to have a 5-paragraph descriptive essay (Introduction, 3 supporting paragraphs and conclusion paragraph).

### ***Chalk Talk***

After students have finished the visual project, they will participate in a ChalkTalk. A ChalkTalk is the same as an oral discussion, where people respond to what other people are saying. The difference is the students are not talking with their mouths, but with their pens, the “chalk.” The teacher simply takes a piece of white bulletin board paper and writes a question. Students are instructed that they are not to talk at all during the activity—the only way they can respond is with their pens. Students are instructed to respond to what people write down. A sample ChalkTalk for this topic would be: “Do you think you would be willing to travel like these people?” On the opposite wall, another question could be written, “Do you know someone who traveled illegally? What happened to them?” By having two or more ChalkTalks simultaneously, the students are spread out, the teacher receives more in-depth responses, and it increase confidentiality so students are more likely to authentically respond.

APPENDIX A

**S.S.Titanic—Maiden Voyage, 1912  
Boarding Application**

Primary Purchaser: \_\_\_\_\_

Address: \_\_\_\_\_

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**First-Class Ticket Packages: from \$12,400 (2 week visit) - \$20,000 (a month)**

- one first class boarding pass: \$4,400
- hotel accommodations on land: \$500.00 a night
- sight-seeing tour: \$1,000.00

**Second Class Packages: from \$ 350.00-\$1850.00 (2 week-visit)**

- one second class boarding pass: \$150.00
- hotel accommodations on land: \$100.00 a night
- sight-seeing tour: \$100.00

**Third Class Packages: from \$65.00 to \$70.00**

- one third class boarding pass: \$60.00
- hostel, boarding house accommodations: \$5.00/person
- health inspection: \$5.00

Purchase Order: (Please indicate number of passes to purchase.)

First Class Boarding Packages

2 week visit \_\_\_\_\_

4 week visit \_\_\_\_\_

Second Class Boarding Packages

2 week stay with hotel \_\_\_\_\_

Only fare \_\_\_\_\_

Third Class Boarding Packages

Fare with hostel accommodation \_\_\_\_\_

Only fare , health inspection \_\_\_\_\_

Declaration of Servants:

Name \_\_\_\_\_ age \_\_\_\_\_

Name \_\_\_\_\_ age \_\_\_\_\_

Total Tickets Purchased: \_\_\_\_\_ Total due: \_\_\_\_\_

X \_\_\_\_\_

## APPENDIX B

Name \_\_\_\_\_ date \_\_\_\_\_ class \_\_\_\_\_

### Post-Activity Discussion Sheet

1. Write all the names of your family members in the chart.  
Please respond with the correct information:

<u>Name of Member</u>	<u>Role/Status</u>	<u>Aboard the Titanic</u> <u>Yes/No</u>	<u>Class</u>	<u>Servant/Tutor</u> <u>Yes/No</u>
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1.

2.

3.

4.

5.

6.

7.

2. Did everyone in your family go aboard the Titanic?

3. Who didn't go and why?

4. Was anyone in your family sent as a servant or tutor?

5. What was your family's hardest decision and why?

6. What frustrated you the most during this process?

7. What did you like most about this activity?

## ANNOTATED BIBLIOGRAPHY

### Works Cited

Bessley, Lawrence. *The Loss of the S.S. Titanic*. New York: Houghton Mifflin Company, 2000.

Lawrence wrote this book to describe first-hand what happened the night of the Titanic disaster. Boarding as a first class passenger, he had the privilege of touring all the areas of the ship. There are not many topics he did not cover in his book. He wrote about the conditions of the third class passengers, even making judgments about one of the third class passengers out of place.

Cordoba, Carol. *Stowaway*. Houston: Arte Publico Press, 1996.

This book is about the true story of Nicolas Cordoba's journey to America by stowing away in the rudder trunk of an oil tanker. Thinking he was heading to Miami, he ends up in the waters of the New York Harbor. After surviving hunger, cold, and dangerous machinery, he is discovered by the police scuba divers. He is arrested, not for immigration, but for a capital crime and mistaken identity.

Corrick, James. *The Industrial Revolution*. San Diego: Lucent Book Press, 1999.

Corrick describes the historical context of the Industrial Revolution and the ending result of the philosophical and innovative changes that forever shaped the British, but also the American, business sector.

Cox, Stephen. *The Titanic Story: Hard Choices, Dangerous Decisions*. Chicago: Open Court, 1999.

Cox mixes literature with eyewitness testimonies from the trial that followed the disaster. This resource is wonderful for hearing the different perspectives of passengers from different classes and English abilities. Titles such as "He Ought to Have Gone Down With the Ship" and "Make Your Ship as Unsinkable as You Can" will intrigue the reader and provoke one to think.

Kent, Deborah. *Cornerstones of Freedom: The Titanic*. Danbury: Children's Press, 1993.

The book describes the 1912 sinking of the Titanic, after colliding with an iceberg. This book is written for children, so the reading level is perfect for beginning readers in English. Additionally, the book is packed with beautiful illustrations and recreations of life on the Titanic. There are clips from newspapers, personal memoirs, and pictures of the passengers and the boat. The book also does a fair job describing the accommodations for the different classes as well as what transpired the night of the sinking.

Mahler, Sarah J. *American Dreaming: Immigrant Life on the Margins*. New Jersey: Princeton UP, 1995.



*American Dreaming* describes the struggle of immigrants who have left troubled homelands, only to be seen as second class citizens once they arrived in America. The author lived among undocumented Salvadoran American immigrants on Long Island, Manhattan. The book also discusses the idea of being a “man with no home.”

Sherrow, Victoria. *The Titanic*. San Diego: Lucent Book Press, 1999.

This book retells the events that happened as the Titanic left England and its tragic end in the ocean. This book is great for its photographs of the passengers aboard as well as artifacts. Includes an article “Dreaming of New Lives” that describes the conditions of the steerage sections, where the third class passengers were housed. It is also an excellent research source for the teacher.

Vicary, Tim. *Titanic: Factfiles*. New York: Oxford UP, 1999.

This book is an ESL-reader that describes the events of the Titanic disaster. It is written at a first grade reading level, yet it captures the essence of the story. It is filled with pictures and illustrations. The format of the book makes it feel less childish, which is important with high school ESL learners. This book also highlights the difference between the passengers and their accommodations through pictures and essays. Also, there are some wonderful pictures of artifacts from the ship.

### ***Internet Sources***

*Lifeboat Passenger Logs*. 2004. Encyclopedia Titanica. 1996-2003.

<[http://www.encyclopedia-Titanica.org/result\\_boat](http://www.encyclopedia-Titanica.org/result_boat)>.

The registers show the names of the persons on the boat, the class of passengers, and occupation. The register is organized by boat number. Excellent resource to get students to discover what distinguished the classes and how crowded the lifeboats were.

*Survivor List by Class*. 2004. Encyclopedia Titanica. 1996-2003.

<[http://www.encyclopedia-Titanica.org/list\\_1](http://www.encyclopedia-Titanica.org/list_1)>.

This register shows the name of the passenger, occupation, ticket number, fare, and either lifeboat number or body tag by class of passenger. It also distinguishes which passengers survived, as well as showing the servants of the first class.

*Plea for Titanic Arrivals*. 2004. Encyclopedia Titanica. 1996-2003.

<<http://www.encyclopedia-Titanica.org/item.php/1216.html>>.

This is an article from the Chicago Daily Tribune asking for help for the survivors of the Titanic. The article shows the different treatment of people based on what class they belonged to. Also, the article shows the expectations of society for the responsibility of first class passengers, but not the second and third class passengers.

## *News Articles*

*Illegal Immigrants' boat wrecks off Morocco's shore.* 2004. ArabicNews.com. 25 June 1999. <<http://www.arabicnews.com/ansub/Daily/Day/990625/1999062548.html>>. This article describes the wreckage of a boat of 10 people trying to migrate illegally to Morocco

*Deadliest trail in U.S.* 2004. AZcentral.com. 27 April 2003. <<http://www.azcentral.com/specials/special03/articles/0427deathtrail27.html>>. This article describes a trail of mountains that border Arizona and Mexico that has become the new destination of smugglers and persons trying to come to America illegally.

*Illegal Immigrants Brave Toxic River.* 2004. CBSNews.com. 23 July 2000. <<http://www.cbsnews.com/stories/2000/07/23/eveningnews/main217914.shtml>>. This article describes the desperation of illegal immigrants to swim across a sewage-filled river that borders America and Mexico.

*Britain, EU launch major investigation after deaths of smuggled immigrants.* 2004. 19 June 2000. <<http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.08/index.html>>. This article describes the horrific deaths of 58 immigrants smuggled into England in a sealed produce truck.

*58 suffocated in 'hermetically sealed' truck, British home secretary says.* 2004. CNN.com. 19 June 2000. <<http://cnn.com/2000/WORLD/europe/06/19/britain.bodies.07/index.html>>. This article describes the horrific deaths of 58 immigrants smuggled into England in a sealed produce truck.

*Probe under way into death of New York man, fired upon 41 times by police.* 2004. CNN.com. 5 Feb. 1999. <<http://cnn.com/2000/US/9902/05/police.shooting/index.html>>. This article describes the shooting of an unarmed immigrant street merchant with no criminal record.

Frieden, Terry. *18 human cargo deaths in Texas.* 2004. CNN.com 14 May 2003. <<http://cnn.com/2003/US/Southwest/05/14/truck.bodies/index.html>>. This article describes the suffocation of 18 illegal immigrants as they traveled on a semi-trailer.

*Cross-border manhunt seeks smugglers linked to 14 migrant deaths.* 2004. CNN.com. 9 Sept. 2002. <<http://cnn.com/2001/US/05/24/border.deaths.02/index.html>>. This articles describe the manhunt for smugglers responsible for abandoning 27

illegal immigrants in the desert with little water. Fourteen of the original party died.

*Probe into refugees' deaths.* 2004. CNN.com. 9 December 2001.

<<http://cnn.com/2001/WORLD/europe/12/09/irish.refugees/index.html>>.

This article describes the discovery of 8 bodies cramped into a cargo container.

*Cuba blames U.S. for dead stowaways.* 2004. CNN.com. 17 January 2001.

<<http://cnn.com/2001/WORLD/europe/UK/01/17/london.cuba/index.html>>.

This article describes how other countries view America's immigration laws.

*Greek coastguard kill smuggler.* 2004. CNN.com. 2 August 2001.

<<http://cnn.com/2001/WORLD/europe/08/02/greece.smugglers/index.html>>.

This article describes the death of a smuggler and the accidental shooting of a fellow citizen. This article demonstrates the seriousness of international smuggling incidents and the potential for danger.

*Turkey detains illegal immigrants.* 2004. CNN.com. 8 April 2001.

<<http://cnn.com/2001/WORLD/europe/04/08/turkey.immigrants/index.html>>.

This article describes the arrest of 299 immigrants for attempting to sail to Greece in two boats. One week earlier, another attempt was made by 250 immigrants.

*Haiti migrants flounder off Florida.* 2004. FreeRepublic.com. 1 January 2000.

<<http://www.freerepublic.com/forum/a386f559d3867.htm>>.

The article includes a new article about 400 illegal Haitians in an overcrowded fishing boat, as well as public opinions on the issue.

*Immigrants stay in U.S. as case prepared against smugglers.* 2004.

Reporter-NewsOnline.com. 9 September 2002.

<[http://www.texnews.com/1998/2002/texas/texas\\_immigration99.htm](http://www.texnews.com/1998/2002/texas/texas_immigration99.htm)>.

The article describes American response to the deadly trailer incident in El Paso. The victims are allowed to stay and work in the county as the government prepares the case.

*California order bars benefits for illegal immigrants.* 2004. U.S. News, Story Page. 27 August 1999. <<http://www.cnn.com/US/9608/27/welfare.reform/index/html>>.

This article describes the controversial legislation signed by Governor Pete Wilson of California in 1996 that prohibited state and state-supported agencies from providing any type of aid to illegal immigrants.

## Supplemental Sources

### *Teacher Resources*

Arnold, Nick. *Voyages of Exploration*. New York: Thomson Learning, 1995.

*Voyages of Exploration* tells about the adventures of sailing, as well as the dangers of traveling by sea and ocean. From explorers to Vikings to various expeditions to new lands, the book is an excellent pictorial essay about the roughness of travel, the lack of luxury, and the grueling ordeal of moving from one piece of land to the next.

Aseng, Nathan. *The Titanic*. San Diego: Lucent Books, Inc., 1999.

In addition to providing an excellent timeline for historical background about the Titanic disaster, the author provides many themed mini-articles that prompt students to think analytically. Titles such as “Extra lifeboats versus an ocean view,” “Arrogance,” and “Was the Titanic going for a speed record?” invite the reader to dig a little deeper than superficial knowledge.

Ballard, Robert. *Exploring the Titanic*. Toronto: Madison Press Books, 1998.

Dr. Robert Ballard and his team discovered the remains of the Titanic in 1985. Using full-color photographs and illustrations, Ballard pictorially describes the making, voyage, destruction, and discovery of the Titanic. Excellent resource for limited-English readers because the book is full of detailed, colored pictures.

Day, Carol Olsen. *The New Immigrants*. New York: F. Watts, 1985.

This book describes the present conditions of both legal and illegal immigrants in the United States. It discusses the controversies and problems connected with immigration and immigration laws.

Shipton, Paul. *Titanic!* England: Pearson Education Limited, 2001.

This book describes the details of making the movie *Titanic* (1997). It is written at a second grade reading level so that beginning ESL students can read and enjoy. Additionally, the book uses comic strips to show scenes from the story. It provides other ESL-friendly features that make the book an easier read for ESL students.

### *Filmography:*

*Go Back to Mexico! Frontline*. Galan Productions, Inc. Boston: WGBH, 1994.

The story of one woman’s attempt to illegally emigrate from Mexico to the United States amidst the background of growing public opposition to illegal immigration, particularly in California.

*Titanic Archival Interviews with Survivors*. A.B.C. Audio Tapes, 1914.

The tapes are recorded a few years after the Titanic disaster. Students will be able to hear from people aboard the Titanic, as a primary source of information.