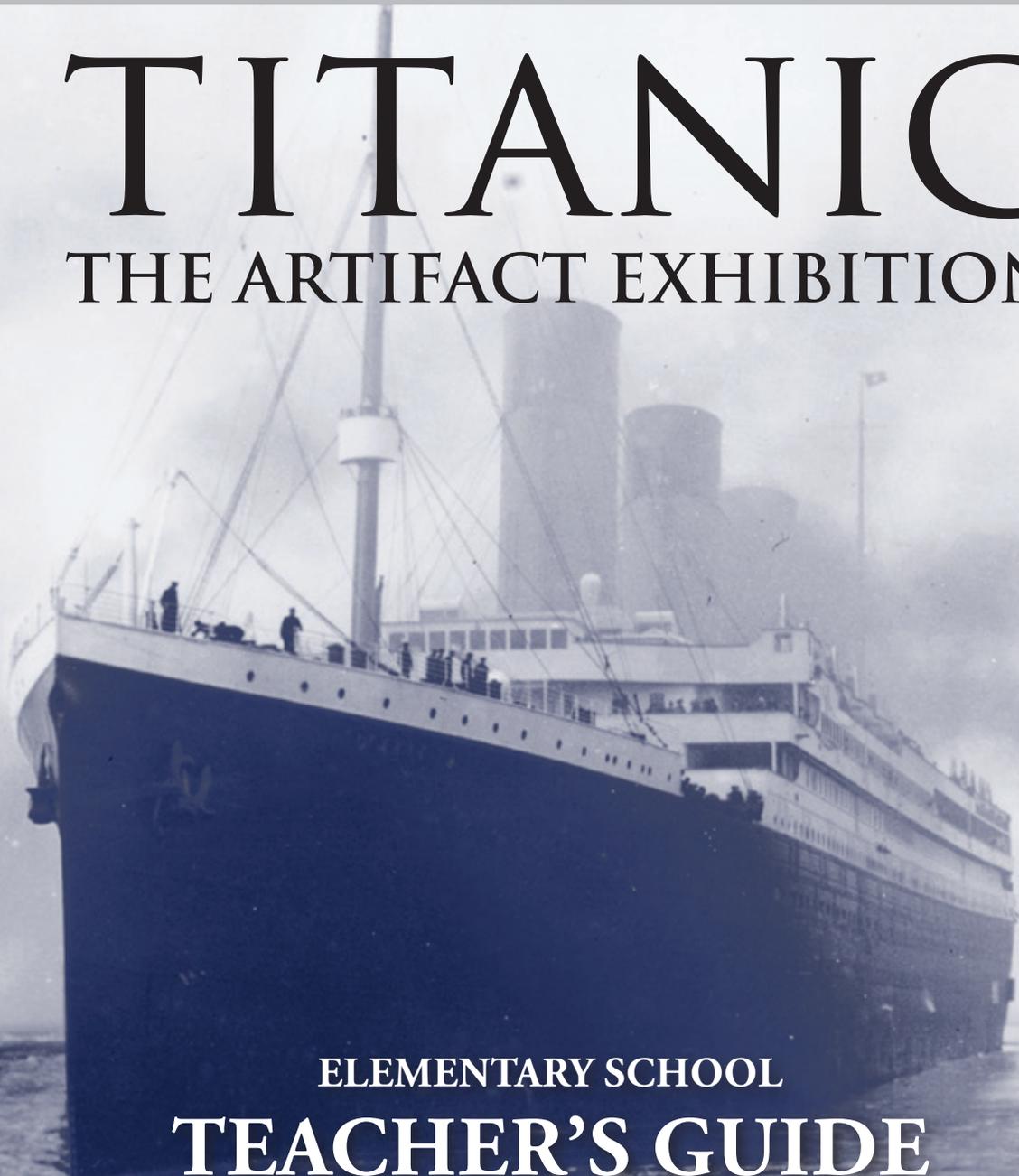




# TITANIC

## THE ARTIFACT EXHIBITION

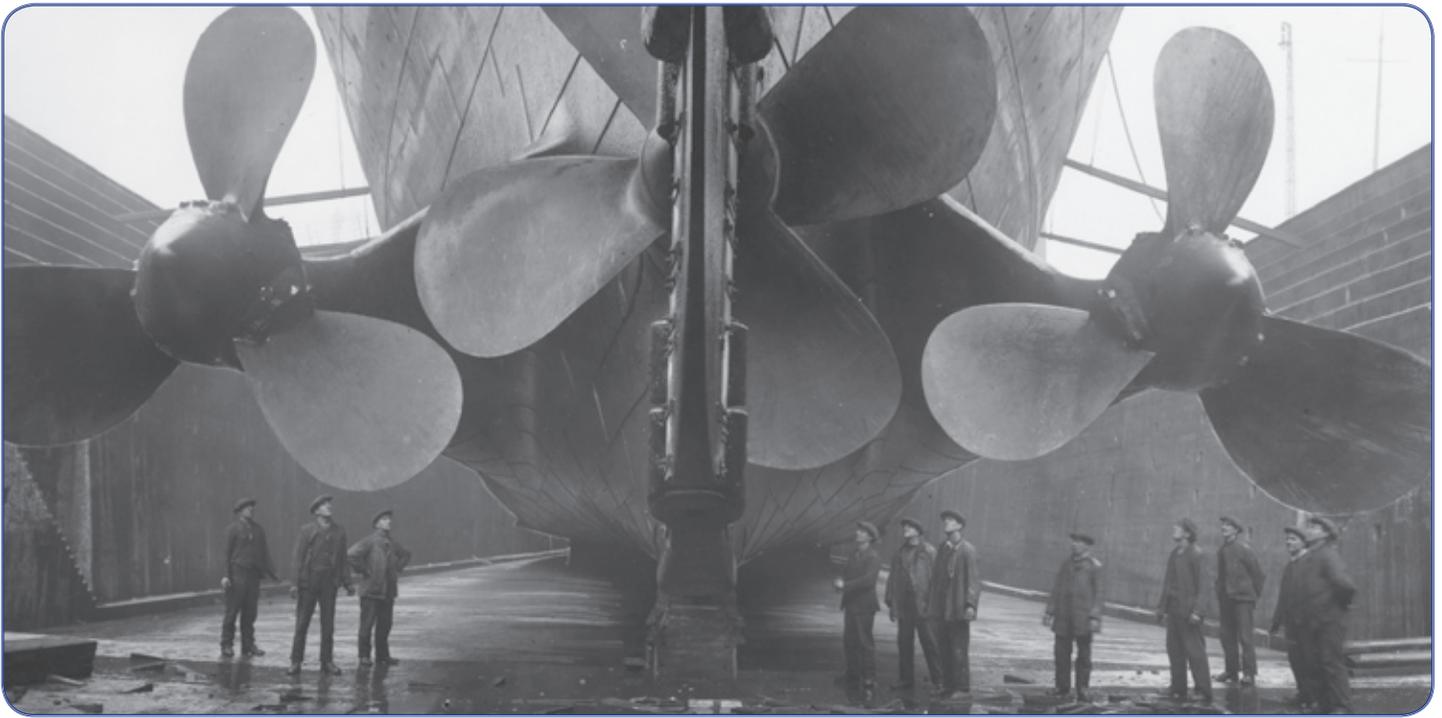


ELEMENTARY SCHOOL

# TEACHER'S GUIDE

CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

Winner of a 2007 NAI Interpretive Media Award for Curriculum



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Winner of a 2007 NAI  
Interpretive Media Award  
for Curriculum

Produced By



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# TITANIC THE ARTIFACT EXHIBITION

**We want your field trip to be a positive experience for your class. Upon your return, please visit [www.prxi.com/fts](http://www.prxi.com/fts) to complete a brief survey. We value your feedback!**

## INTRODUCTION

We invite you and your school group to see *Titanic: The Artifact Exhibition* and take a trip back in time. The galleries in this fascinating Exhibition put you inside the *Titanic* experience like never before. They feature real artifacts recovered from the ocean floor along with room re-creations and personal histories, each highlighting a different chapter in the compelling story of *Titanic*'s maiden voyage. Board *Titanic* using a replica White Star Line ticket belonging to an actual passenger, touch an iceberg, and learn about artifact recovery and conservation.

*...a great catalyst for lessons in Science, History, Geography, English, Math, and Technology.*

*Titanic: The Artifact Exhibition* is a great catalyst for lessons in Science, History, Geography, English, Math and Technology. Many students are familiar with the compelling story behind the Ship's promised voyage and tragic demise. Innovative educational resources link this innate fascination to classroom-friendly lessons that will generate student interest before your visit and extend student learning beyond your field trip.

Our award-winning *Titanic* Teacher's Guide includes activities for elementary, middle, and high school levels aligned to your state curriculum standards as well as the national standards from NCSS and NCTE. These lessons, which come with ready-to-copy Student Activity Pages, are designed to be used by Social Studies and Language Arts classes before, during, and after your field trip. The Appendix includes suggestions and links for activities in Science and Math.

This Teacher's Guide features a variety of methods and projects for those educators who strive for differentiated instruction in their classrooms. While learning about *Titanic*, students can analyze primary sources, explore history through music, perform historical reenactments, sharpen their geography skills, and find connections to the Ship's story within their own communities and families.

Teachers will find something to engage students of all skill levels and interests. Thank you for sharing this innovative learning experience with your students. We look forward to seeing you at *Titanic: The Artifact Exhibition*.



# GETTING READY

## Preparing to Visit the Exhibition

*Titanic* was conceived in 1907 and met with disaster in 1912. The story has been told and retold, but never more poignantly and passionately than by the artifacts in this Exhibition. Painstakingly recovered from the debris field surrounding the wreck site and artfully conserved, these three-dimensional objects represent the vessel and the 2,228 souls who journeyed with her into history.

The galleries in the Exhibition—featuring real artifacts, room re-creations and personal histories—each highlight a different chapter in the compelling story of *Titanic*'s maiden voyage.

The **Construction Gallery** focuses on the design and invention of *Titanic*. It showcases the shipyards of Harland & Wolff, who hoped to be the most technologically advanced and progressive shipbuilder in the world.

The **Departure Gallery** allows students to feel what it was like to set sail that fateful day, April 10, 1912.

After boarding *Titanic*, students enter the **Passenger Gallery**. Brass railings and a rich carpet runner lead down an elegant hallway and past a series of numbered doors. The focal point of this gallery is the **First Class Stateroom**. This cabin contains re-creations of *Titanic* furniture along with clothing and personal belongings of first-class passengers.



The **Verandah Café Gallery** (above) features first-class china, crystal, dinnerware, and silverware. Menus from the restaurants of *Titanic* are displayed.

In the Passenger Gallery, students learn individual stories and view personal artifacts recovered from the ocean floor. The **Third Class Cabin Gallery** includes a re-creation of the simple accommodations offered to those passengers traveling in steerage. Though basic, these cabins provided much greater comfort than any other ship at that time.

By touching the frigid wall of ice in the **Iceberg Gallery**, students will discover how cold it was in the North Atlantic on the night *Titanic* sank. In -2 degrees Celsius (28 degrees Fahrenheit) water there was little chance for survival. Death from hypothermia came quickly.

The **Discovery Gallery** shows how *Titanic* was found and what lies in her debris field. Students will learn about artifact recovery and conservation efforts.

The **Memorial Gallery** lists over 2,200 names of those who were lost and those who were saved. Students will find the name from their boarding pass on this wall.

## What Students Want To Know

### How are these artifacts recovered from *Titanic*?

*Nautilus* and *MIR* submersibles are used to recover artifacts from the ocean floor. These machines are equipped with mechanical arms capable of scooping, grasping, and recovering the artifacts, which are then either collected in sampling baskets or placed in lifting baskets. The crew compartment of each submersible accommodates three people—a pilot, a co-pilot, and an observer—who each have a one-foot-thick plastic porthole between themselves and the depths. Both submersibles have the capabilities of operating and deploying a remotely operated vehicle, or ROV, from a 110-foot tether which is then flown inside the wreck to record images. It takes over two and a half hours to reach the *Titanic* wreck site. Each dive lasts about twelve to fifteen hours with an additional two hours to ascend to the surface.

## How are the artifacts conserved?

The conservation treatment begins once the artifact is exposed to the air, undergoing an immediate stabilization process. Once removed from the water, the artifact is cleaned with a soft brush and placed in a foam-lined tub of water. It then goes to the conservation laboratory where contaminating surface salts are leached out. Metal objects are placed in a desalination bath and undergo the first steps of electrolysis, a process that removes negative ions and salt from the artifact. Electrolysis is used to remove salts from paper, leather, and wood as well. These materials also receive treatments of chemical agents and fungicides that remove rust and fungus.



Once artifacts made of wood and leather begin to dry, they are injected with a water-soluble wax which fills artifact capillaries previously occupied by water and debris. Artifacts made of paper are freeze-dried to remove all the water and then treated to protect against mold. At this point conservation for exhibition is complete. All recovered artifacts are carefully maintained in an environment of controlled temperature, humidity, and light.

## Why did so many third-class passengers die in the sinking?

The forward part of the boat deck was promenade space for first-class passengers and the rear part for second-class passengers. People from these classes had the best chance of getting into a lifeboat simply because they could get to them more quickly and easily than passengers in Third Class, whose cabins and common areas were located on the Ship's lower levels.

## Are there still dead bodies on the bottom of the ocean?

No skeletons remain at the wreck site. Any bodies carried to the seabed with the wreck were eaten by fish and crustaceans.



## Chaperone Responsibilities

As a chaperone, you are responsible for helping your students get the most out of this very unique learning experience. To keep order, you need to stay with your assigned group of students throughout your visit. If you leave a gallery, they leave a gallery. If you are still in a gallery, they are still in a gallery. Please supervise your students in the retail area and in the restrooms as well.

Some of the more popular items in the store for students (from \$1–\$15) include *Titanic* pencils, models, and t-shirts; and for teachers (\$10–\$40) you will find *Titanic* books, DVDs, and posters.

While your students are busy learning, discovering, questioning and reflecting, we ask that you help us reinforce some basic rules of museum etiquette. Keep your voices low. Do not gather at the entrances or exits to the galleries. Do not lean against walls or block the flow of traffic for our other patrons. We have a very strict policy of no photography or cell phone use in the Exhibition. Some teachers may have assigned activities for students to complete as they move through the galleries. Please remind them not to lean on the glass cases or on the walls to write. They should use a notebook or a clipboard to fill out their papers.

We know that this is a fascinating Exhibition to view, but please remember that your top priority is to monitor your students and keep them focused so that they can meet their teachers' expectations.

We greatly appreciate your participation in making this a memorable field trip for everyone from your school. Thank you!

## History Of *Titanic*

There are many books and online sources available for further information on *Titanic*. It is worth noting that even the factual information about *Titanic* varies widely between the different sources. For all that is known and theorized about *Titanic*, it is in many ways still a mystery.

### *Titanic's* accommodations were the most modern and luxurious on any ocean and included:

- Electric light and heat in every room
- Electric elevators
- Swimming pool and Turkish Bath
- Squash court
- Two barber shops
- Gymnasium with mechanical horse and camel
- A six-story, glass-domed grand staircase
- Two musical ensembles
- Two libraries

## THE PLAN

The intensely competitive trans-Atlantic steamship business had seen recent major advances in ship design, size and speed at the onset of the 20<sup>th</sup> century. White Star Line, one of the leaders, determined to focus on size and elegance rather than pure speed. In 1907, White Star Line's Managing Director J. Bruce Ismay and Lord James Pirrie, a partner in Harland & Wolff (White Star Line's shipbuilder) conceived of three magnificent steam ships which would set a new standard for comfort, elegance, and safety. The first two were to be named *Olympic* and *Titanic*, the latter name chosen by Ismay to convey a sense of overwhelming size and strength. The third would be named *Britannic*.

Construction of *Titanic* started in March 1909. Harland & Wolff's Belfast shipyards had to be redesigned to accommodate the immense projects while White Star's pier in New York had to be lengthened to enable the ships to dock. The "launch" of the completed steel hull in May, 1911, was a heavily publicized spectacle. She was then taken for "fitting out" which involved the construction of the Ship's many facilities and systems, her elaborate woodwork and fine decor.

## THE VOYAGE

The maiden voyage lured the "very best people": British nobility, American industrialists, the cream of New York and Philadelphia society. It also attracted many poor emigrants, hoping to start a new life in America or Canada. The journey began at Southampton on Wednesday April 10, 1912, at noon. By sundown, *Titanic* had stopped in Cherbourg, France, to pick up additional passengers. That evening she sailed for Queenstown, Ireland, and at 1:30 p.m. on Thursday, April 11, she headed out into the Atlantic.

The winter of 1912 had been unusually mild, and unprecedented amounts of ice had broken loose from the arctic regions. *Titanic* was equipped with Marconi's new wireless telegraph system and her two Marconi operators kept the wireless room running 24 hours a day. On Sunday, April 14, the fifth day at sea, *Titanic* received five different ice-warnings, but the captain was not overly concerned. The Ship steamed ahead at 22 knots and the line's Managing Director J. Bruce Ismay relished the idea of arriving in New York a day ahead of schedule.

## THE NIGHT

On the night of April 14, wireless operator Jack Phillips was busy sending chatty passengers' messages to Cape Race, Newfoundland, where they could be relayed inland to friends and relatives. He received a sixth ice-warning that night and put that message under a paperweight at his elbow. It never reached Captain Edward J. Smith or the officer on the bridge. By all accounts, the night was uncommonly clear and dark, moonless but faintly glowing with an incredible sky full of stars. The sea was, likewise, unusually calm and flat; "like glass" said many survivors. The lack of waves made it even more difficult to spot icebergs since there was no telltale white water breaking at the edges of the bergs.

At 11:40, Frederick Fleet, the lookout in the crow's nest, spotted an iceberg dead ahead. First Officer William Murdoch ordered the Ship turned hard to port. The Ship turned slightly, but it was much too large, moving much too fast, and the iceberg was much too close: 37 seconds later, the greatest maritime disaster in history began. During that night of heroism, terror, and tragedy, 705 lives were saved, 1502 lives were lost, and many legends were born.

# National Curriculum Standards

## National Council for the Social Studies (NCSS)

## The National Council of Teachers of English (NCTE)

### Elementary School Teacher's Guide Lesson Plans: NCSS Early Grades

1. Culture: b, c
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, e, g
4. Individual Development and Identity: b, e, g, h
5. Individuals, Groups, and Institutions: b
7. Production, Distribution, and Consumption: b
8. Science, Technology, and Society: a

### Middle School Teacher's Guide Lesson Plans: NCSS Middle Grades

1. Culture: b, c, e
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, c, d, g, i
4. Individual Development and Identity: a, b, d, e, g,
5. Individuals, Groups, and Institutions: a, b
6. Power, Authority, and Governance: g, h
7. Production, Distribution, and Consumption: i
8. Science, Technology, and Society: a
9. Global Connections: a

### High School Teacher's Guide Lesson Plans: NCSS High School

1. Culture: b, d
2. Time, Continuity, Change: a, b, c, d, e, f
3. People, Places, and Environments: a, b, c, d, i
4. Individual Development and Identity: a, b, h
5. Individuals, Groups, and Institutions: a, b
7. Production, Distribution, and Consumption: h
8. Science, Technology, and Society: a, b
9. Global Connections: a, c

**NCTE Standards:** 1, 3, 5, 7, 8, 12

# CLASSROOM LESSON PLANS AND FIELD TRIP ACTIVITIES

## Elementary School Teacher's Guide

1. Pack Your Bags
2. Now and Then
3. Extra! Extra! Read All About It!
4. Artifacts
5. A Picture is Worth a Thousands Words!
6. Are We There Yet?
7. A Ticket to Ride
8. All Aboard! *Titanic* Boarding Passes... A Lesson in History
9. I Was There?
10. Telling Time

“*I would recommend this exhibit to all teachers for their students.*”

The lessons in the Elementary School Teacher's Guide are specifically geared towards Social Studies in elementary school, with inherent Language Arts components. However, a unit on *Titanic* can be easily incorporated into many subjects. For example, in a music class the students can sing songs popular in the early 1900s. In PE class, the students can play games common at that time. For Art, students can frame black-and-white photos taken on a day that they come in period costume. In the Appendix, you will find a list of several recommended interdisciplinary activities for all levels, especially addressing math and science and including the link for our comprehensive *Titanic Science* curriculum.

For Reading, there are several excellent historical fiction books available for this level such as *White Star: A Dog on the Titanic*, *Dear America's Voyage on the Great Titanic: The Diary of Margaret Ann Brady*, and *Magic Tree House: Tonight on the Titanic*. These books are also a convenient way to teach the difference between fact and fiction. After reading one or listening as a class, the students can look for discrepancies when they visit the Exhibition.

The targeted grade level is 3–5. Many can be easily simplified for K–2. Teachers will also want to consult the Middle School Guide. Some of the lessons have components that must be done before the field trip to *Titanic: The Artifact Exhibition*, some are for after the trip, and some are for both. Most also have activities to be completed by the children while at the Exhibition. Please preview the lessons carefully so everyone will be prepared. Feel free to select all or part of the lessons. Older students may be able to complete all the work in the Guide designed to be done at the Exhibition, while one activity may be enough for the younger grades. Some lessons include reproducible Student Activity pages which you will find at the end of the lesson descriptions and instructions.



## Lesson 1: Pack Your Bags!



Leather bag recovered from the ocean floor.

Explain to the students that some of the people traveling on *Titanic* were going on vacation but many of them were moving to find new homes. Ask students to look for bags and suitcases at the Exhibition. You may want them to draw a picture to help them remember later.

Introduce the lesson:

Imagine that your family is moving to a new house but there's only enough room for you to bring 1 suitcase, just like the ones you saw on the field trip.

- Make a list of your most important things to go into your bag.
- List the reasons a family might have to move far away, especially if they can't take very many things with them.
- Pretend that someone far in the future has found this bag. What do the things inside tell them about you?

Write a report as this archaeologist in the future explaining what was “discovered” and what can be learned from it about life in the early 21<sup>st</sup> century.

## Lesson 2: Now and Then

### *Student Activity page 13*

In this activity, students will compare objects from their own life to those of 1912. Instruct students to fill in column 1 of the chart (“Mine”) before the field trip. These can be their favorite of that item or what is typical for their family. Column 2 (“On *Titanic*”) will be filled in as they look at the artifacts and photographs at the Exhibition. Columns 3 and 4 can be completed and discussed after the trip. Further information for column 2 can be researched after the trip if necessary. Also, you may want to assign a specific number of the items to be done, like any 8 of the 10.

## Lesson 3: Extra! Extra! Read All About It!

*Titanic* had its very own newspaper published daily aboard the Ship, the *Atlantic Daily Bulletin*. It contained news articles, advertisements, daily menus, stock prices, horse-racing results, and society gossip.

This activity can be done before or after the field trip. Working in groups, your class is going to produce its own issue of the paper. Each group can be assigned one topic, page, or section. Possibilities include what children did for fun on the Ship, the biographies of the Ship's crew, biographies of some of its famous passengers, connections to your own community, and anything else you can think of that would be appropriate for a newspaper in 1912. Make sure illustrations and advertisements are included. Looking through Lessons 7–9 in the Middle School Guide may provide further ideas and information on topics to research.

The format for this project can vary depending on your class skills and resources. For example, each section of the “paper” could be done on a poster, and mounted for display. Desktop publishing can also be used for a professional-looking product.



Although his luggage containing this calling card was on *Titanic*, Mr. Irwin was not as he had missed the boat.

## Lesson 4: Artifacts

### *Student Activity page 14*

Make sure students understand the definition of an artifact before beginning. Their task is going to be to find 3 artifacts at *Titanic: The Artifact Exhibition* whose owners have been identified. Most of these will be found in the Memorial Gallery room at the end of the Exhibition. The worksheet provides a chart and a creative writing assignment. After the field trip, have students research the lives of those individuals by looking up the people on the passenger lists available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) under the “People” section or via their “Search” function.

These biographies can be used as subjects for several forms of assessment. Some suggestions are a mobile, timeline, or poster with key events illustrated; an informative letter from the passenger; written reports; “autobiographies” presented in costume; “diary” entries; and skits, interviews, or dialogues among several “characters”. This part of the lesson correlates well with Lesson 9.

### **Lesson 5: A Picture is Worth a Thousand Words!**

*Student Activity page 15*

This lesson demonstrates to the students how we don't learn history only by reading books. They will look for and keep track of the photographs, diagrams, and models used in *Titanic: The Artifact Exhibition* to tell the Ship's story. They will tally each time the Ship is depicted in one of those 3 formats and answer questions about those totals. For lower grades, this makes an excellent counting and sorting activity. For all grades, it transitions easily into an art project.

### **Lesson 6: Are We There Yet?**

*Student Activity page 16*

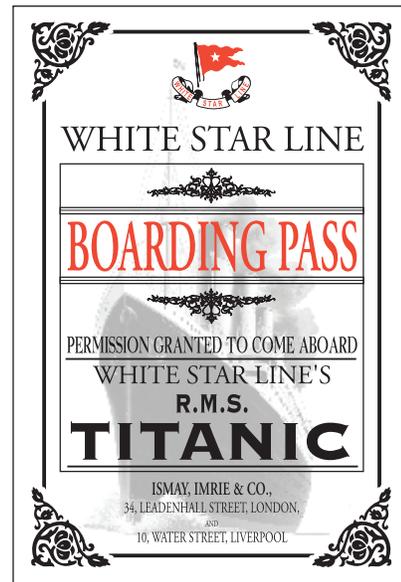
This is a geography activity that requires locating and labeling places on a map. You will need to provide a black-line master map for your students to use. Make sure it shows the Atlantic Ocean with land on either side. Students will also need an atlas.

Instructions are on the Student Activity page. The amount of detail expected on the map can vary with the grade level. For upper level grades, make sure the map has longitude and latitude lines marked on it. A simplified grid for longitude and latitude is also available on the Student Page. A map is provided to show *Titanic's* route.

### **Lesson 7: A Ticket to Ride**

*Student Activity page 18*

Tell your students they have been hired to redesign the tickets used to board *Titanic*. While on the field trip, they must fill in the chart on their Student Activity page. Their final ticket design must incorporate that information somehow. For examples, students can refer to the Boarding Pass they received at the Exhibition as well as the picture of an authentic ticket on their worksheet.



### **Lesson 8: All Aboard! Titanic Boarding Passes... A Lesson in History**

Continuing with the Boarding Pass referenced in Lesson 7, this lesson examines stratification in society and can also be expanded with the same biography activities as described in Lesson 4 and included in Lesson 9.

Upon arriving at the Exhibition, students will “board” *Titanic* using replica tickets from White Star Line. Each boarding pass includes the name of an actual passenger on board the Ship thus enhancing the historical relevance and personal experience for your students. Throughout the Exhibition, your class will learn about early 20<sup>th</sup> century grandeur as they walk through re-creations of several actual interiors of the Ship. When students view two painstakingly recreated passenger cabins—one first-class and one third-class—they can imagine what it would have been like to actually sail on *Titanic*. These two cabins also vividly illustrate the sharp differences between the wealthy passengers in First Class and the poor immigrants who crowded the third-class cabins. Students will track the experience of the passenger on their boarding pass as they move through the Exhibition.

#### **Before your field trip:**

Define and discuss the terms “first-class” and “third-class”. Many students will give a definition that has to do with school—“English class” or “Math class”. Lead students towards other definitions by asking: What does it mean to fly “first-class” on an airplane? What does “class” mean in the phrases “upper-class”, “middle-class” and “working-class”? Do you see examples of this in our daily life?

Explain to your students that on *Titanic*, passengers could book passage in the first-class, second-class, or third-class cabins. You may want to share with them what it would cost in each class in today's dollars and provide concrete examples of what has a comparable cost today: First Class Deluxe Parlor Suite = \$103,000; Second Class Ticket = \$57,200; Third Class Berth = \$900. Let students know that when they visit the *Titanic* Exhibition, they will see both a first-class and a third-class cabin.

#### **At the Exhibition:**

Ask students to notice the differences between the first- and third-class facilities. They may want to take notes while they are at the Exhibition. As they enter the Memorial Gallery, students will see the fate of their individual passengers by locating their names on the manifest.

#### **After the field trip:**

Have students create an illustration of the person from their Boarding Pass in a cabin appropriate to their status. Researching the specific person on Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) will provide additional details to incorporate, perhaps even a photograph of the person or a list of their personal belongings to include in the picture.

### **Lesson 9: I Was There!?**

*Student Activity page 19*

This activity has 2 parts, both of which enhance the students' concept of their place in history. The first makes connections to their family history and the second to their local community. Both activities use Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org). Lists of passengers from *Titanic* are available online there in the "People" section. There is also a "Search" feature provided on the site.

Both activities are begun before the field trip, with a part to be done at the Exhibition, and extension activities for afterwards. The last column on the charts asks whether or not there is anything at the Exhibition that is connected to these people and if so, to describe what it is. These will most likely be found in the Memorial Gallery.

Once the data has been collected, this lesson can be used as a launching point for the biographical activities described in Lesson 4.



1. Students search for real passengers with their own last names. Have them enter their last name in the Search box on the upper right. This will pull up a list of articles for passengers with that last name. They will be able to read the biographies online and complete the Student Activity page. To avoid the possibility of a name not being found, students may work together and "borrow" a partner's name for the chart part of this lesson, or use a maiden name from their own family.

2. Have students search for their state to find passengers associated with their area. Students need to find out if it was the passengers' home, their destination, or perhaps they were just passing through.

This will be indicated in the "Local connection" column of the chart where a specific city or county should be included if given. You will need to provide students with a map of your state.

### **Lesson 10: Telling Time**

*Student Activity page 21*

In this activity students gain perspective of the time frame in which *Titanic* sank. They will learn what time of day and night some of the important events happened on the Ship. They will develop a sense of historical empathy by comparing those events to their own schedule. Students will have to keep track of their routine for one Sunday and Monday. For younger grades, parents may need to help with this part. This information is recorded in the last column of the time table on the Student Activity page. While at the Exhibition, the students will look for photographs or artifacts that demonstrate the events in the *Titanic* column.



## Lesson 2: Now and Then

	Mine	On <i>Titanic</i>	How are they the same?	How are they different?
<b>Song or music</b>				
<b>Dressy clothes</b>				
<b>Shoes</b>				
<b>Jewelry</b>				
<b>Hair style</b>				
<b>Hat</b>				
<b>Food</b>				
<b>Sports or games</b>				



## Lesson 4: Artifacts

*Titanic: The Artifact Exhibition* has many artifacts from the Ship for you to study. Sometimes we can even find out who owned these things a long time ago. Find 3 artifacts and see what they “tell” you. Make sure you are looking for articles whose owners’ names we know.

What is the artifact?	What does it look like?	Who owned it?
1.		
2.		
3.		

On separate paper, write a short story about *Titanic* that includes all 3 artifacts as part of the story. Draw the artifacts to illustrate your story. Read your story to your class and show them your pictures.



## Lesson 5: A Picture is Worth a Thousand Words!

You won't be able to look at the real *Titanic* today because it is still on the bottom of the ocean but you will be able to see what the Ship looked like. As you walk through the Exhibition you will see the Ship shown in photographs, drawings, and in miniature models. Every time you see the whole Ship shown in one of these three ways, keep track of it in the proper column.

Photograph	Drawing	Model

1. Add up the total of each: photograph, drawing, model. Which kind is used the most? Why do you think that is so? Which one teaches us more about the Ship? Why?
2. Create your own *Titanic* as a painting, drawing, collage, mosaic, model, or sculpture. Make it look as much like the real one as you can.

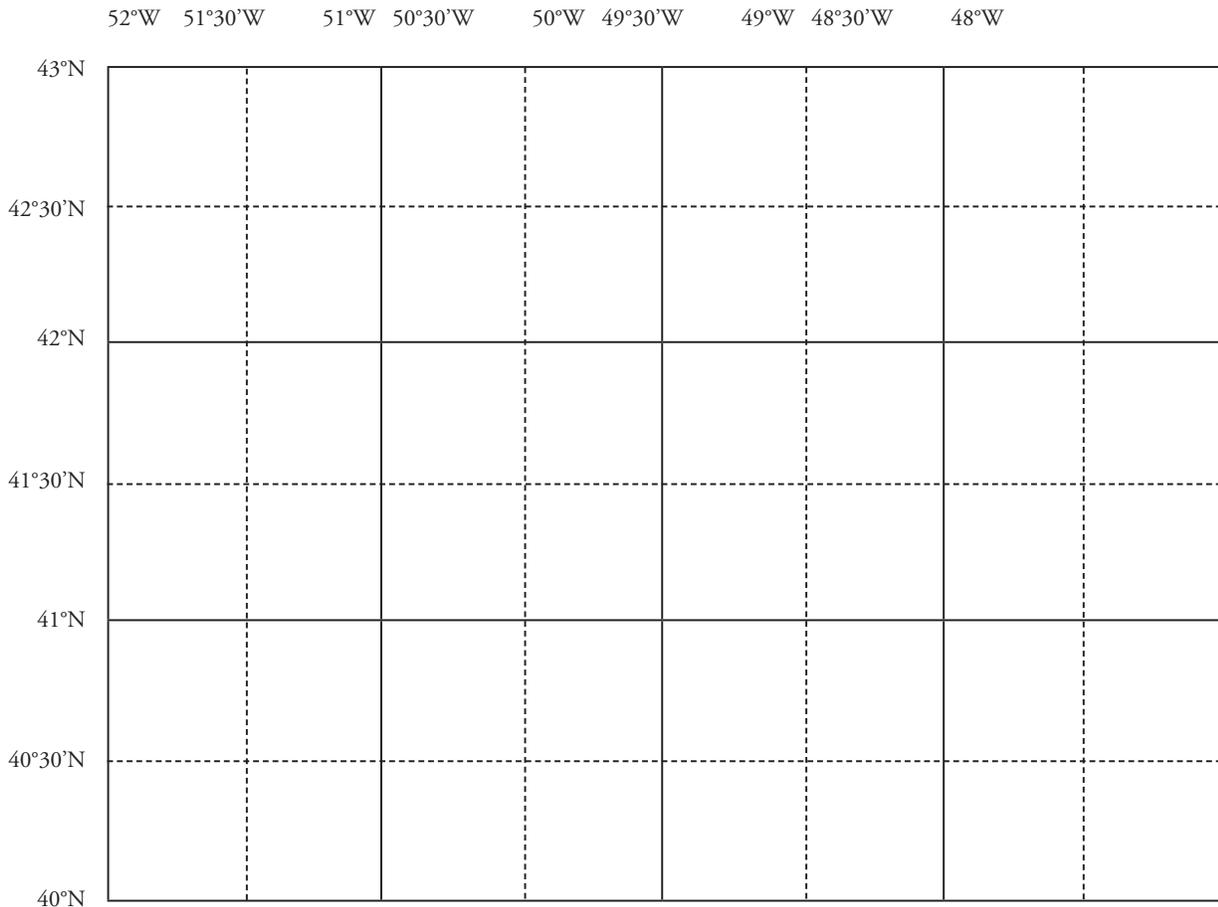
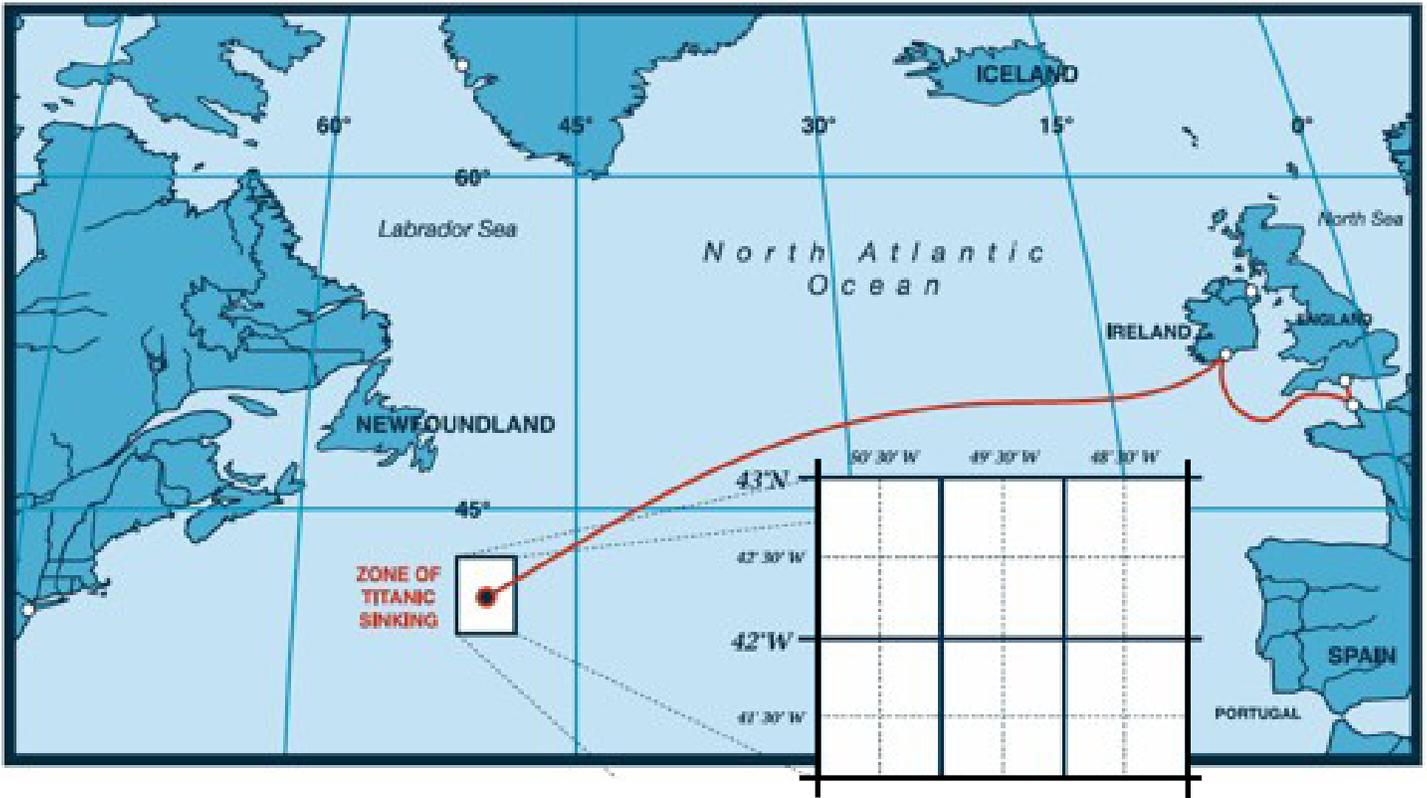


## Lesson 6: Are We There Yet?

Where was *Titanic* going when it hit the iceberg? Where did it sink into the ocean?

1. On your map, color the ocean light blue and label it Atlantic Ocean.
2. Color the land light green. Find where each of these countries is located and label them: Ireland, England, France, USA, and Canada.
3. Using the map below, draw in the route of *Titanic* in red. Put a star where the Ship sank.
4. If your state is shown in the map, label it and identify your city on the map.
5. Locate and label the icebergs and the Ship's positions.

Icebergs reported by other ships	41°51'N, 49°52'W 41°27'N, 50°8'W 42°5'N, 50°7'W
<i>Titanic's</i> 1 <sup>st</sup> emergency message	41°46'N, 50°14'W
Wreck found	41°44'N, 49°56'W

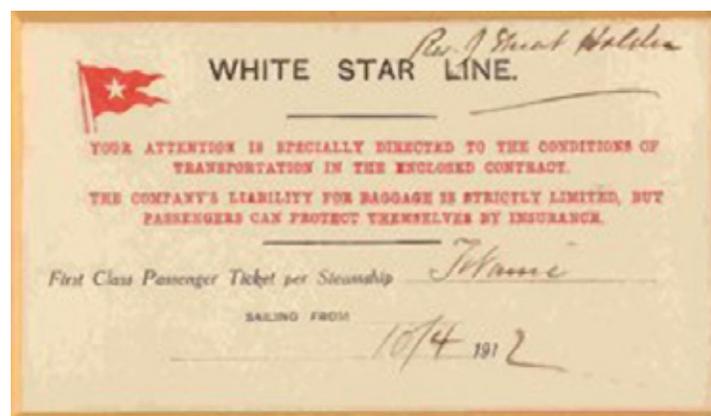


  
**Lesson 7: A Ticket to Ride**

Find this information at *Titanic: The Artifact Exhibition*. After the field trip, look up any information that you still need to find.

<b>Date the Ship set out</b>	
<b>Place left</b>	
<b>Scheduled arrival date</b>	
<b>Scheduled arrival date</b>	
<b>First Class ticket price</b>	
<b>Second Class ticket price</b>	
<b>Third Class ticket price</b>	
<b>Company that made the Ship</b>	
<b>Captain's name</b>	

You have been hired to redesign the ticket for *Titanic*! Make sure you include all the information from the chart on your ticket. Look at the Boarding Pass you received on the field trip and the ticket below for ideas.



First-class *Titanic* ticket.

  
**Lesson 9: I Was There?**

Part 1: Look for passengers on *Titanic* that had the same last name as you. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip. If something that belonged to or mentions them can be seen at the Exhibition, explain what it is.

Name	Boy or Girl? Age?	Class on Ship	Last residence	Job	At Exhibition

Answer questions on separate paper:

1. How many passengers on the Ship had the same last name as you? Did anyone have your whole name? Could any of these people be from your family? Why or why not?
2. Create a family tree on separate paper. Highlight the names of your relatives who were alive in 1912, the year *Titanic* sailed. Are any of them still alive?

Part 2: Look for passengers who are connected to your state. Fill in this chart with their information. Use separate paper if you need more room. The last column is filled in during your field trip.

Name	Boy or Girl? Age?	Class on Ship	Last residence	Job	At Exhibition

Put these people on a map of your state in their appropriate cities, towns, or counties. Be sure to add the names of those locations on the map. Put yourself on the map, too!

Name \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

  
**Lesson 10: Telling Time**

<b>TIME</b>	<b>TITANIC</b>	<b>ME</b>
Sunday	April 14, 1912	
8:30 a.m.	Breakfast	
9:00 a.m.	Another ship reports icebergs in the area	
11:00 a.m.	Passengers go to church services	
11:40 a.m.	Another ship reports icebergs in the area	
1:00 a.m.	Lunch	
1:42 p.m.	Another ship sends a message about icebergs	
6:00 p.m.	Dinner	
7:30 p.m.	Another ship warns about icebergs	
8:55 p.m.	The captain says goodnight to his friends after dinner.	
9:00 p.m.	Saloon stewards finish working in the restaurants	
9:20 p.m.	Captain Smith gets ready for bed	
9:30 p.m.	The lookouts watch for icebergs; a message from another ship about ice	
10:00 p.m.	Bedtime! Lights are turned out.	
11:39 p.m.	The Ship hits an iceberg	

TIME	TITANIC	ME
Monday	April 15, 1912	
12:05 a.m.	The lifeboats are uncovered	
12:10 a.m.	1 <sup>st</sup> call for help is sent	
12:15 a.m.	The band plays music to calm people	
12:25 a.m.	Women and children start to get in the lifeboats	
12:45 a.m.	1 <sup>st</sup> lifeboat sails into the ocean	
2:20 a.m.	Last lifeboat sails; <i>Titanic</i> disappears in the water	
3:30 a.m.	People in lifeboats see lights from a ship coming to save them, <i>Carpathia</i>	
4:10 a.m.	1 <sup>st</sup> lifeboat gets to <i>Carpathia</i>	
8:30 a.m.	Last lifeboat gets to <i>Carpathia</i>	

While on your field trip, look for photos that show some of the events in the chart. When you find pictures or artifacts that match an event, put a star next to the time on your chart.

1. What is the same between your Sunday/Monday and the Sunday/Monday that the Ship sank? What is different?
2. Pretend that you were on *Titanic*. Draw pictures to tell a story about your last day on the Ship and about being saved.

# ADDITIONAL STUDENT ACTIVITIES

Field Trip Scavenger Hunt

Word Search

Crossword Puzzles

Answer Key

“*What a great cultural experience for all of us; this is what field trips should be!*”



## Scavenger Hunt

Relive the fateful journey of the world's most famous ship as you lead your own expedition through *Titanic: The Artifact Exhibition*

1. How many passengers and crew were on board *Titanic* on her maiden voyage?
  - a. 1,500
  - b. 2,228
  - c. 1,324
2. Who was the Managing Director of Design at Harland & Wolff?
  - a. J. Bruce Ismay
  - b. Lord Pirrie
  - c. Mr. Thomas Andrews
3. Where did *Titanic* stop to collect mail and additional passengers before setting sail across the North Atlantic for New York?
  - a. Cherbourg & Queenstown
  - b. Belfast & Southampton
  - c. Southampton & Halifax
4. What were the first names of Captain Smith's wife and daughter?
  - a. Ellen & Harriet
  - b. Elisabeth and Hannah
  - c. Eleanor & Helen
5. The *Titanic* crew tested the Ship's whistles each day at this time.
  - a. noon
  - b. midnight
  - c. dawn
6. How old was Madeleine Force when she married Col. John Jacob Astor?
  - a. 18
  - b. 21
  - c. 26
7. Approximately how many metric tons of coal were carried by *Titanic* when she left England on April 10, 1912?
  - a. 7,500
  - b. 4,300
  - c. 6,000
8. What is the name of the submersible that has played a major role in the recovery expeditions to the wreck site?
  - a. IFREMER
  - b. *Nadir*
  - c. *Nautil*
9. How many perfume vials were packed in Adolph Saalfeld's luggage?
  - a. 70
  - b. 65
  - c. 55
10. How long did it take *Titanic* to sink?
  - a. 4 hours & 20 minutes
  - b. 1 hour & 30 minutes
  - c. 2 hours & 40 minutes

What is the name of the passenger on your boarding pass?

What class were you traveling in?

Did you survive the sinking?

Name one interesting fact about your passenger.

What was the highlight of your visit to the Exhibition?

**TITANIC**  
THE ARTIFACT EXHIBITION

*Answer Key on page 28*

  
Word Search

S G T O R B J O W S T U H Y L  
U T Y R O S Q K H Q A O Y V Y L  
X C I T N A L T A P Q D R E C  
P J M Q O U M J R E S C U E H  
Y U S E E C P X V M V E N Q Y  
P N G O P O F T W I T W W O I  
L S B V U A A D I X M Z W H T  
X I Q T L T R S A U H L K O R  
I N T M A V H R M G F I O W C  
N K W J K O T A R I H G Y F I  
F A H M D I B E M C T J S U N  
S B B L F U B E O P B H H A A  
R L K A J E T A F Z T P I J T  
E E C V C Q L M M I S O P G I  
M T O I I X H J V S L E N L T

ARTIFACT

ATLANTIC

COAL

ICEBERG

LIFEBOAT

RESCUE

SHIP

SMITH

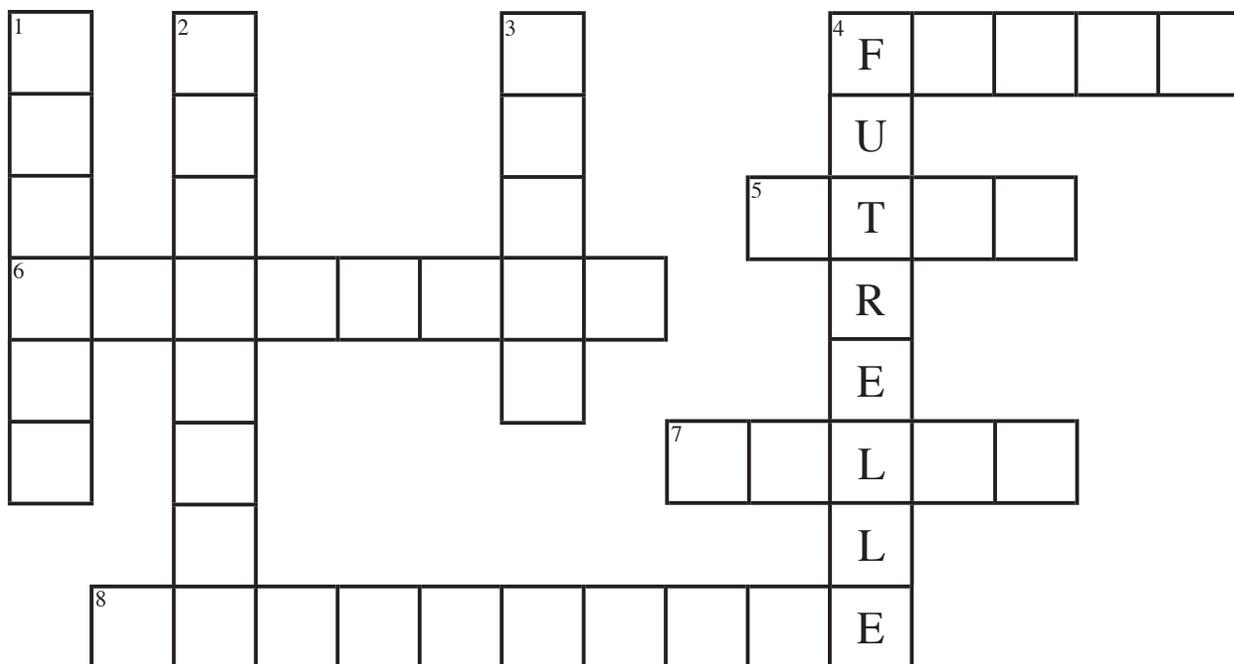
SOUTHAMPTON

*TITANIC*

UNSINKABLE

*Answer Key on page 28*

  
 Crossword Puzzle



**ACROSS**

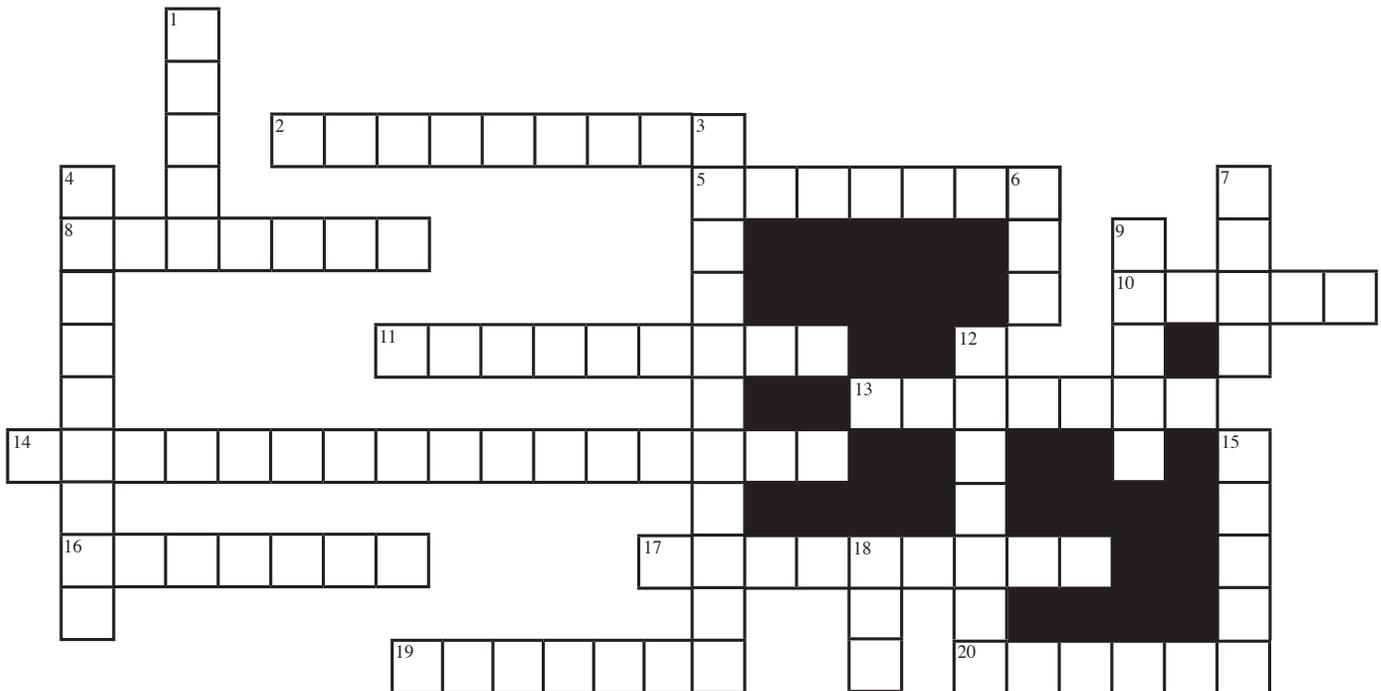
- 4 Frederick \_\_\_\_\_ saw the iceberg first
- 5 White \_\_\_\_\_ Line
- 6 *Titanic* is at the bottom of the \_\_\_\_\_ Ocean
- 7 Famous teddy bear on *Titanic*
- 8 Turns out that *Titanic* was not \_\_\_\_\_

**DOWN**

- 1 Captain Smith's first name
- 2 Women and \_\_\_\_\_ first
- 3 Month that *Titanic* sails
- 4 Passenger from Georgia who wrote books

*Answer Key on page 28*

  
 Crossword Puzzle



**ACROSS**

- 2 Reddish brown growths of rust caused by iron-eating bacteria on the Ship's wreck
- 5 One of *Titanic's* sister ships
- 8 City in Canada where many victims are buried
- 10 Number of working funnels
- 11 Name of the ship that rescued survivors
- 13 The cause of the Ship's sinking
- 14 R.M.S.
- 16 Kind of car in the Ship's cargo
- 17 Right-hand side of a ship
- 19 Edward J. Smith
- 20 Number of lifeboats on the Ship

**DOWN**

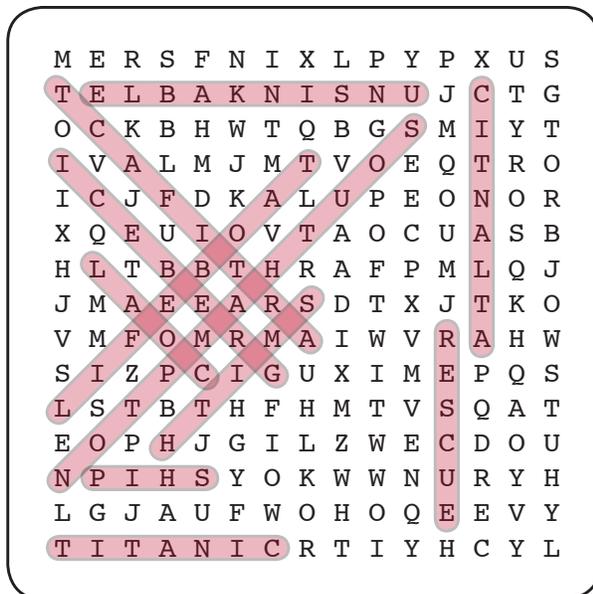
- 1 Month of the Ship's launch
- 3 Passengers boarded the Ship in this British port
- 4 City in France where the Ship made a stop
- 6 Distress signal before SOS
- 7 Left-hand side of a ship
- 9 Rear-end of a ship
- 12 City where *Titanic* was built
- 15 Managing Director of the White Star Line
- 18 Front-end of a ship

*Answer Key on page 28*

## Scavenger Hunt Answers: Page 24

1. b 2,228
2. c Mr. Thomas Andrews
3. a Cherbourg and Queenstown
4. c Eleanor and Helen
5. a noon
6. a 18
7. c 6,000
8. c Nautile
9. b 65
10. c 2 hours and 40 minutes

## Word Search Answers: Page 25



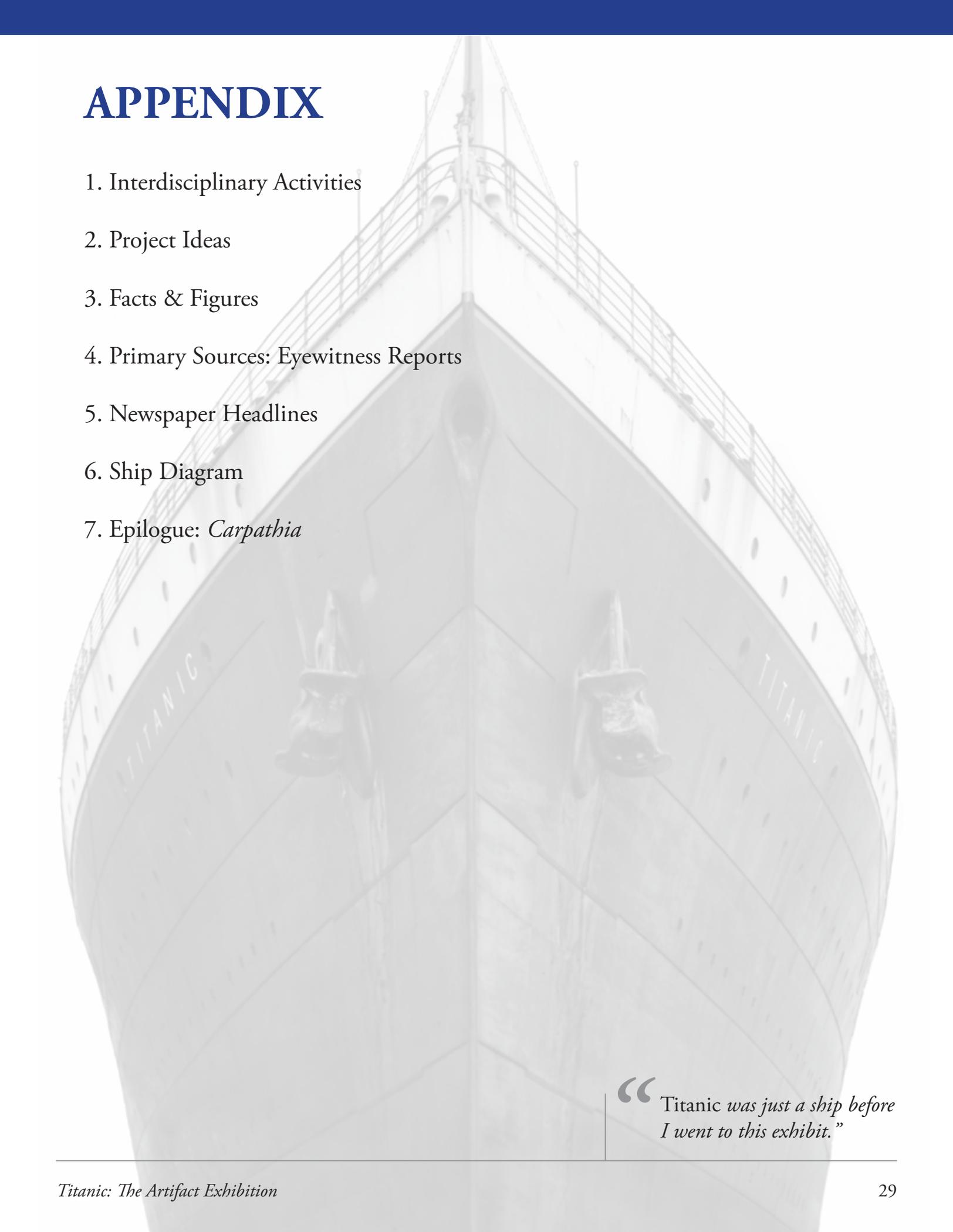
## Crossword Answers: Page 26

- Across:**
4. Fleet
  5. Star
  6. Atlantic
  7. Polar
  8. Unsinkable
- Down:**
1. Edward
  2. Children
  3. April
  4. Futrelle

## Crossword Answers: Page 27

- Across:**
2. Rusticles
  5. *Olympic*
  8. Halifax
  10. Three
  11. *Carpathia*
  13. Iceberg
  14. Royal Mail Steamer
  16. Renault
  17. Starboard
  19. Captain
  20. Twenty
- Down:**
1. April
  3. Southampton
  4. Cherbourg
  6. CDQ
  7. Port
  9. Stern
  12. Belfast
  15. Ismay
  18. Bow

# APPENDIX



1. Interdisciplinary Activities
2. Project Ideas
3. Facts & Figures
4. Primary Sources: Eyewitness Reports
5. Newspaper Headlines
6. Ship Diagram
7. Epilogue: *Carpathia*

“Titanic was just a ship before I went to this exhibit.”

# 1. INTERDISCIPLINARY ACTIVITIES

## Science and Math

*Titanic Science* shows students how the cutting edge of science and technology in 1912 and the advances of today's research come together to give new insights into the tragic tale of *Titanic*. It's a story about scientific investigation and the search for answers.

An imaginative 48-page Teacher's Guide is available for elementary, middle and high school students. Each lesson is correlated to the appropriate National Science Standards and National Social Studies Standards. Several activities promote open-ended problem solving. Relevant background information is provided for each activity, along with additional resources such as books, websites and videos that expand on the lesson. To access this guide, go to *Titanic Science* [www.titanicscience.com](http://www.titanicscience.com) and click on Teacher Resources. Or go to RMS *Titanic* [www.rmstitanic.net](http://www.rmstitanic.net), click on "Library", then "Teacher Page".

Elementary school **science, math, language arts:**

RMS *Titanic* [www.rmstitanic.net/pdf/titanic-fun-facts.pdf](http://www.rmstitanic.net/pdf/titanic-fun-facts.pdf)

Middle school **science and math:**

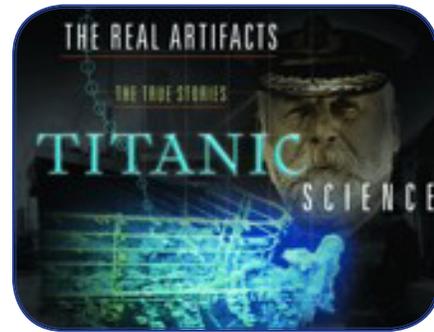
RMS *Titanic* [www.rmstitanic.net/pdf/titanicartifacttg.pdf](http://www.rmstitanic.net/pdf/titanicartifacttg.pdf)

The website Ocean Explorer [oceanexplorer.noaa.gov/explorations/o4titanic/edu/edu.html](http://oceanexplorer.noaa.gov/explorations/o4titanic/edu/edu.html) leads you to comprehensive lesson plans for grades 5–6, 7–8, and 9–12 revolving around the **science of ocean exploration** such as marine archaeology and biodeterioration.

The **passenger lists** available at Encyclopedia Titanica [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) can be used for a large variety of **statistical, graphing, and database** assignments. For example, what percentage of first-class passengers survived, as compared to second or third? What was the ratio of men to women on the Ship? What was their ratio for survival? See the chart with these numbers in this Appendix.

*Titanic* Commercial Cargo Manifest [www.titanic-whitestarships.com/MGY\\_Cargo.htm](http://www.titanic-whitestarships.com/MGY_Cargo.htm) has the **cargo manifest** that originally appeared in newspapers soon after the sinking. This list is an excellent source for **math** problems.

*Titanic: The Artifact Exhibition*



## Humanities

High School **Essential Questions:**

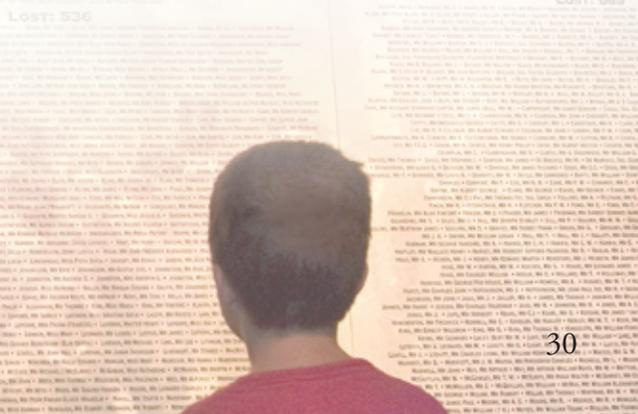
RMS *Titanic* [www.rmstitanic.net/pdf/essential-questions.pdf](http://www.rmstitanic.net/pdf/essential-questions.pdf). An Inquiry Unit is a way to creatively engage students in the process of problem solving. These thought-provoking classroom activities are designed to stimulate class discussions, generate personal essays and/or assign research papers. This unit includes an Evaluation Rubric for classroom use.

The site Anderson, Kill, & Olick: Estate of Hans Jensen vs The White Star Line [www.andersonkill.com/titanic/home.htm](http://www.andersonkill.com/titanic/home.htm) features a **mock trial** in which a victim's family sues the White Star shipping company for negligence.

At Voices from the *Titanic* [www.create.cett.msstate.edu/create/classroom/lplan\\_view.asp?articleID=67](http://www.create.cett.msstate.edu/create/classroom/lplan_view.asp?articleID=67) you will find examples of a *Titanic*-related **language arts** activity for upper grades. There are also many existing lesson plans online to coordinate with well-known *Titanic*-related stories, such as Walter Lord's *A Night to Remember*.

For a list of **nonfiction books**, go to RMS *Titanic* [www.rmstitanic.net](http://www.rmstitanic.net), Library, *Titanic* books.

Both A&E and National Geographic have study guides available to coordinate with their *Titanic* documentaries: Biography.com [www.aetv.com/class](http://www.aetv.com/class) and National Geographic *Xpeditions* [www.nationalgeographic.com/xpeditions](http://www.nationalgeographic.com/xpeditions).



## 2. PROJECT IDEAS

*Additional suggestions for Research Projects, Creative Writing Activities, and Journal Prompts:*

### The People

- Imagine the thoughts of Captain Smith as the Ship is going down.
- You made it into a lifeboat. Debate the reasons for and against rowing back to save more people.
- As the captain of *Californian* explain your actions and decisions that night.
- What were the fates of the passengers who survived the sinking?
- Read *Terror on the Titanic* by R.A. Montgomery (Skylark, 1997) from the *Choose your Own Adventure*® series aloud and let the class vote on the decisions. Have students try their hand at writing their own version as a passenger on *Titanic*.
- Imagine the experiences of the crew aboard the rescue ship *Carpathia* and the recovery ship, *Mackay-Bennett*.

### The Aftermath

- Describe a research and recovery expedition to the wreck site as the operator of a submersible.
- Create a travel brochure to advertise an adventure aboard a recovery and exploration expedition today.
- Compare the travel times for a trans-Atlantic voyage, from the Age of Exploration to today.
- Search online for real *Titanic* artifacts and other memorabilia available for purchase.
- Explore the science behind which artifacts have survived and why.
- What safety procedures and changes have been implemented as a direct result of this disaster?
- What marine life calls the Ship's remains home?
- Compare and contrast the inquiries in the US (Senate hearings) and Britain (Board of Trade investigation).

### The Ship

- What were the fates of *Titanic*'s sister ships, *Olympic* and *Britannic*, as well as that of the last surviving White Star Line ship, *Nomadic*?
- Create a travel brochure to advertise *Titanic* in 1912.
- Investigate unusual cargo, such as “dragon’s blood” and a new car.
- Investigate animals onboard as pets, livestock, and food.
- Compare and contrast *Titanic* to a modern cruise ship.
- Measure out the dimensions of a lifeboat (30 x 9 x 4 ft.) on the floor and mark with tape to have students see how many of them would fit (collapsible dimensions, 27.5 x 8 x 3 ft.).
- Recreate an authentic dinner aboard the Ship using the actual menus found at *Titanic-Titanic: Dining* [www.titanic-titanic.com/titanic\\_dining.shtml](http://www.titanic-titanic.com/titanic_dining.shtml) and in *Recipes from the Great Liner* by Rick Archbold and Dana McCauley (Weidenfeld & Nicholson, 1997).
- The black line master of the Ship diagram in the Appendix can be used for activities such as coloring class sections, or indicating locations of artifacts seen at the Exhibition.



*Terror on the Titanic*  
by R.A. Montgomery

### 3. FACTS AND FIGURES

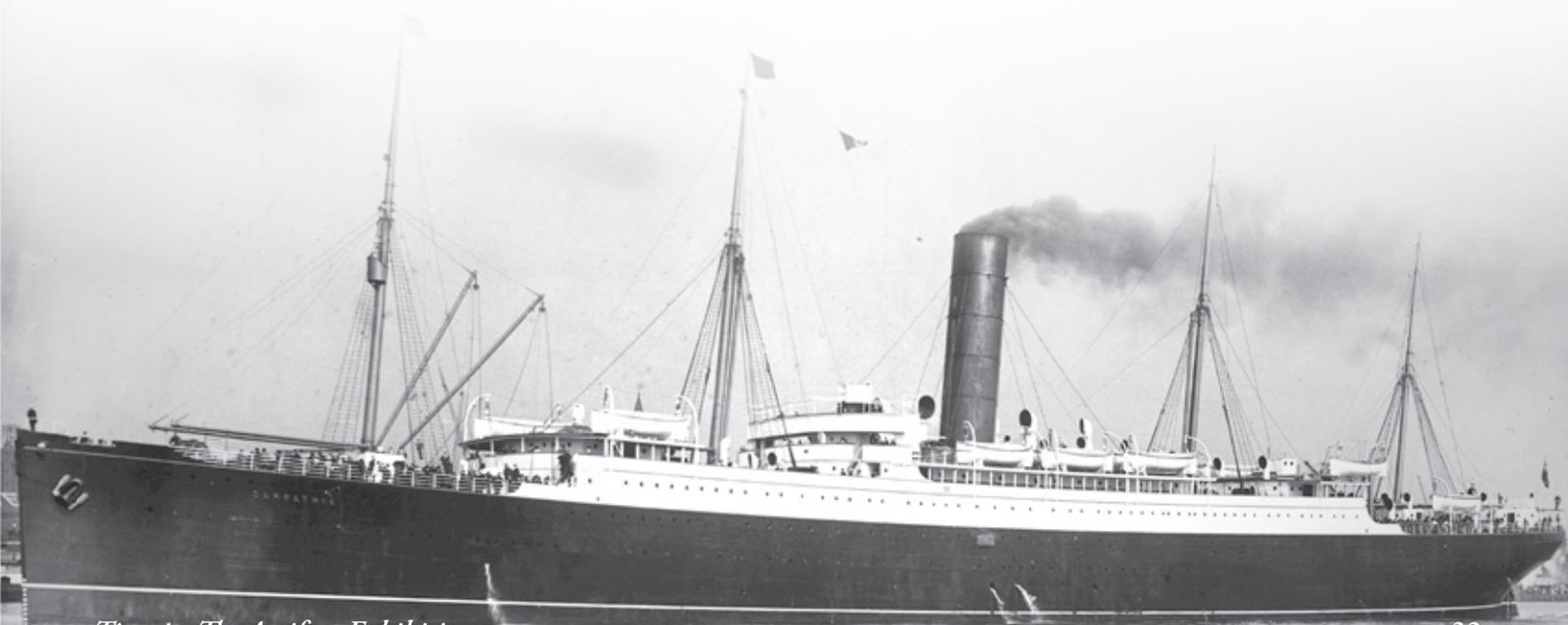
#### KEY SHIPS

	<i>RMS Titanic</i>	<i>RMS Carpathia</i>	<i>SS Californian</i>
<b>Length</b>	882 ½ ft. (22 school buses)	558 ft. (14 buses)	447 ft. (11 buses)
<b>Width</b>	92 ½ ft.	64 ½ ft.	54 ft.
<b>Speed</b>	21–24 knots (24–27 mph)	14–17 knots (16–20 mph)	13 knots (15 mph)
<b>Funnels</b>	4 (3 working + 1 fake)	1	1
<b>Capacity</b>	about 3,300	about 1,700	about 50
<b>Owner</b>	White Star Line	Cunard Line	Leyland Line
<b>Captain</b>	Edward John Smith	Arthur Henry Rostron	Stanley Tutton Lord
<b>Wireless operator</b>	John Phillips Harold Bride	Harold Cottam	Cyril Evans
<b>Departure</b>	England	New York	England
<b>Destination</b>	New York	Adriatic Sea	Boston
<b>Sank</b>	1912	1918	1915
<b>Gross tonnage</b>	46,329	13,500	6,200

#### *Titanic*

Net tonnage: 21,831
Displacement: 66,000 tons
Reciprocating engines: 30,000 i.h.p
Turbine engine: 16,000 s.h.p
Height: 175 ft. keel to funnel top, 60 ½ ft. waterline to boat deck

*Carpathia* started picking up survivors around 4:00 am.



## TITANIC'S PASSENGERS

Lifeboat Capacity: 1,178

	First-class	Second-class	Third-class	Crew
<b>Capacity</b>	<b>505</b>	<b>564</b>	<b>1134</b>	<b>900</b>

<b>Onboard</b>	<b>329</b>	<b>285</b>	<b>710</b>	<b>899</b>
Men	173	157	486	876
Women	151	106	148	23
Children	5	22	76	x

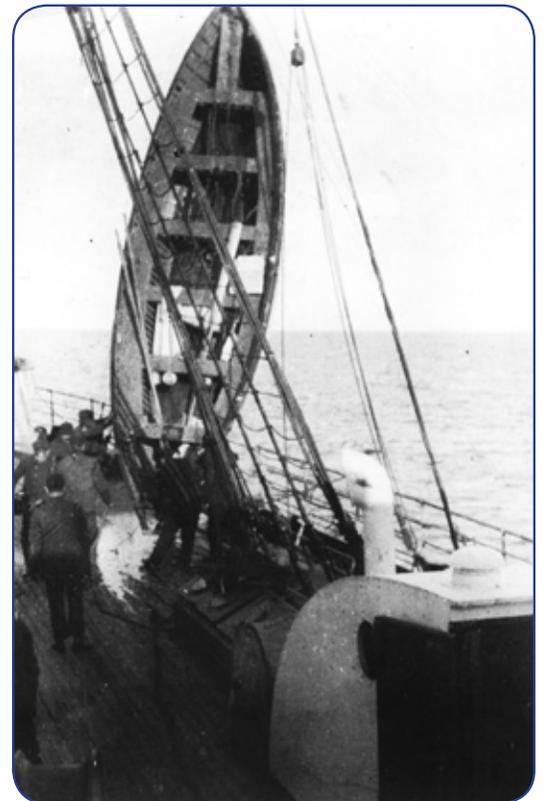
<b>Survived</b>	<b>199</b>	<b>119</b>	<b>174</b>	<b>214</b>
Men	54	15	69	194
Women	141	82	82	20
Children	4	22	23	x

<b>Lost</b>	<b>130</b>	<b>166</b>	<b>536</b>	<b>685</b>
Men	119	142	417	682
Women	10	24	66	3
Children	1	0	53	x

*(some numbers are approximates)*



Only 705 made it onto the lifeboats that could have held over a thousand people.



Water drains from a lifeboat hoisted aboard the *Carpathia*.

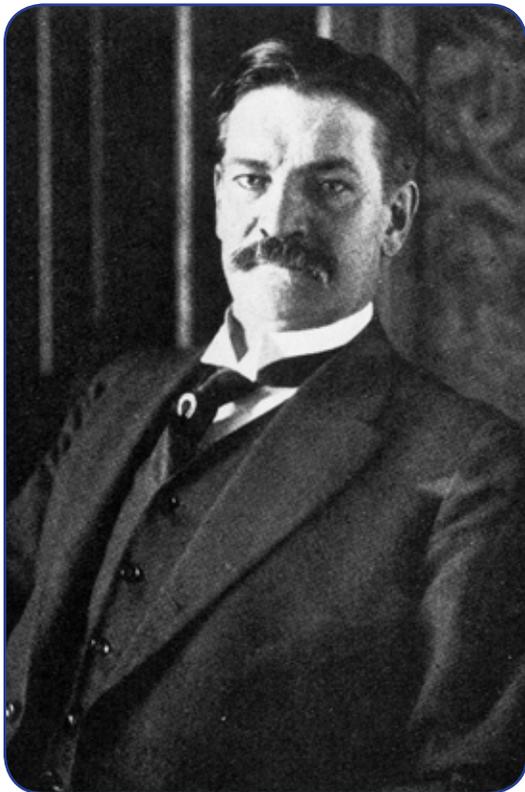
## 4. PRIMARY SOURCES: EYEWITNESS REPORTS

### 1. Second-class passenger Marshall Drew, an 8-year-old British boy, was traveling with his aunt and uncle who were raising him:

When the *Titanic* struck the iceberg, I was in bed. However, for whatever reason, I was awake and remember the jolt and cessation of motion. A steward knocked on the stateroom door and directed us to get dressed, put on life preservers and go to the boat deck, which we did. The steward as we passed was trying to arouse passengers who had locked themselves in for the night. Elevators were not running. We walked up to the boat deck. All was calm and orderly. An officer was in charge. 'Women and children first,' he said, as he directed lifeboat number 11 to be filled. There were many tearful farewells. We and Uncle Jim said good-bye.... The lowering of the lifeboat 70 feet to the sea was perilous. Davits, ropes, nothing worked properly, so that first one end of the lifeboat was tilted up and then far down. I think it was the only time I was scared. Lifeboats pulled some distance away from the sinking *Titanic*, afraid of what suction might do.... As row by row of the porthole lights of the *Titanic* sank into the sea this was about all one could see. When the *Titanic* upended to sink, all was blacked out until the tons of machinery crashed to the bow.... As this happened hundreds and hundreds of people were thrown into the sea. It isn't likely I shall ever forget the screams of these people as they perished in water said to be 28 degrees.



### 2. First-class passenger Colonel Archibald Gracie, a 53-year-old American, had to jump from the top deck:

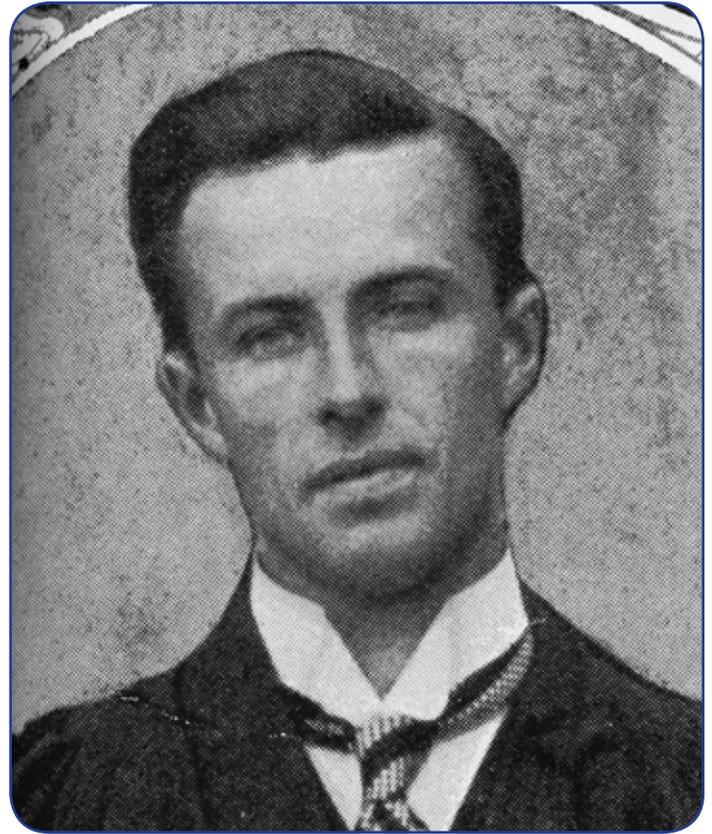


My friend Clinch Smith made the proposition that we should leave and go toward the stern. But there arose before us from the decks below a mass of humanity several lines deep converging on the Boat Deck facing us and completely blocking our passage to the stern. There were women in the crowd as well as men and these seemed to be steerage passengers who had just come up from the decks below...

After sinking with the ship, it appeared to me as if I was propelled by some great force through the water. This might have been occasioned by explosions under the water, and I remembered fearful stories of people being boiled to death. Again and again I prayed for deliverance, although I felt sure that the end had come. I had the greatest difficulty in holding my breath until I came to the surface. I knew that once I inhaled, the water would suffocate me. When I got under water I struck out with all my strength for the surface.... There was nothing in sight save for the ocean, dotted with ice and strewn with large masses of wreckage. Dying men and women all about me were groaning and crying piteously. By moving from one piece of wreckage to another, at last I reached a cork raft. Soon the raft became so full that it seemed as if she would sink if more came on board her. The crew for self preservation therefore had to refuse to permit any others to climb on board. This was the most pathetic and horrible scene of all.

### 3. 34-year-old British school teacher Lawrence Beesley was traveling in Second Class:

“As I dressed, I heard the order shouted ‘All the passengers on deck with the life belts on.’ We all walked up slowly with the life belts tied on over our clothing, but even then we presumed that this was merely a wise precaution the captain was taking. The ship was absolutely still, and except for the gently, almost unnoticeable, tilt downwards, there were no visible signs of the approaching disaster. But, in a few moments, we saw the covers being lifted from the boats and the crews allotted to them standing by and uncoiling the ropes, which were to lower them. We then began to realize that it was more serious matter than we had at first supposed. Presently we heard the order ‘All men stand back away from the boats. All ladies retire to the next deck below.’ The men all stood away and waited in absolute silence, some leaning against the end railings of the deck, others pacing slowly up and down. The boats were then swung out and lowered. When they were level with the deck where all the women were collected, the women got in quietly, with the exception of some, who refused to leave their husbands. In some cases they were torn from their husbands and pushed into the boats, but in many instances they were allowed to remain, since there was no one to insist that they should go.”



### 4. 7-year old Eva Hart was a second-class passenger on her way to Canada with her parents:



“She [Mother] felt this little ‘bump’ as she always described it, because we were a very long way from it. We were on the port side of the ship and the collision was on the starboard side of the ship, and had she been asleep it wouldn’t have awakened her...she immediately awakened my father... My father went away and spoke to one of the sailors and came back and said ‘We’ve hit an iceberg...they’re going to launch the lifeboats but you’ll all be back on board for breakfast.’ They started to lower the boats and my father put my mother and I in without any trouble at all.... I never saw him again...he told me to hold my mummy’s hand and be a good girl, that’s all he said. The panic seemed to me to start after the boats had gone, we could hear it...after we were rowing away from the ship...then we could hear the panic of people rushing about on the deck and screaming and looking for lifeboats...I was terrified...it was dreadful...the bow went down first and the stern stuck up in the ocean what seemed to me like a long time...but it stood up stark against the sky and then keeled over and went down, you could hear the screaming and thrashing about in the

water...and finally the ghastly noise of the people thrashing about and screaming and drowning, that finally ceased. I remember saying to my mother once, ‘How dreadful that noise was’ and I’ll always remember her reply and she said ‘Yes, but think back about the silence that followed it...because all of a sudden the ship wasn’t there, the lights weren’t there and the cries weren’t there.’”

# 5. NEWSPAPER HEADLINES

**THE WEATHER**  
For Syracuse and vicinity—  
slight showers tonight or Tuesday;  
clear Tuesday.

## THE SYRACUSE HERALD.

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PRICE TWO CENTS VOL. 36 NO. 25583 SYRACUSE, N. Y., MONDAY EVENING, APRIL 13, 1912.—SIXTEEN PAGES ON SALE EVERYWHERE IN SYRACUSE AT OR BEFORE 8 P. M.

# TITANIC'S PASSENGERS ALL RESCUED

## Giant New Liner Limping in Toward Halifax, Badly Damaged

### DEFALCATION AT NEW BERLIN BANK EXCEEDS \$300,000

### Examination of Books Shows Big Increase in Arnold's Shortage.

### CASHIER IS IMPROVING

### Defaulter's Health Not as Bad as Reported—Depositors Gather at Doors of Bank—Arnold Came Frequently to Syracuse and Entertained Lavishly.

Newark, April 12.—The announcement by Federal bank examiners that the balance in the First National bank at New Jersey would probably exceed \$300,000 threw the people of this village into excitement to-day and another storming of the institution such as occurred yesterday was expected to-day.

It was felt at New Berlin, however, that had the news been true when the statement of the state was received from Newark on Friday, that another storming had been called for in this town.

Yesterday the four best students spent a busy day at the bank called by Lee H. Arnold, the new cashier, who had just been appointed.

Attack from the front was made, but personal individuals found a window on the side of the building, and without this and hurried questions all the men inside. The doors then were broken and the men were obliged to come work and attempt to quiet the people on the outside.

Arnold's figure.

It is a surprise to the bank's board of directors that the bank should have been in such a state of affairs, but it is a fact that the bank has been in a similar condition from previous examinations and completely closed.

Arnold is married.

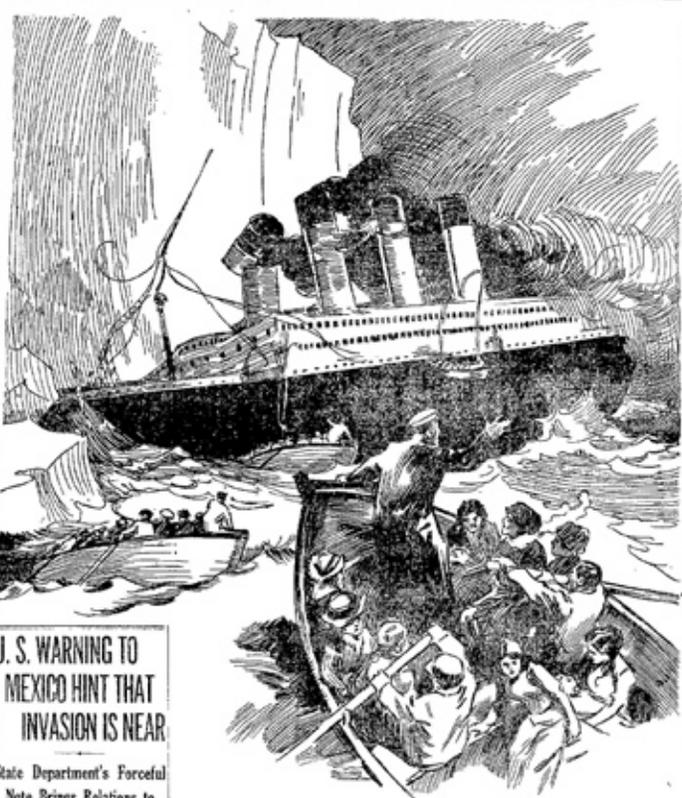
An effort to account for the report that Arnold was in the hospital was made by the bank's board of directors.

It is reported that the bank's board of directors has been in a state of confusion since the report of the state examiners.

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### HOW TITANIC'S 1,300 PASSENGERS WERE RESCUED AFTER LINER SMASHED BOWS ON HUGE ICEBERG



The illustration depicts the Titanic, a massive ocean liner, listing heavily to the left as it is struck by a large iceberg. The ship's bow is submerged, and the water is dark and turbulent. In the foreground, several lifeboats are visible, some with people inside, and others are being lowered into the water. A large crowd of people is gathered on the deck, some appearing to be in a state of panic. The scene is dramatic and captures the chaos of the disaster.

### U. S. WARNING TO MEXICO HINT THAT INVASION IS NEAR

### State Department's Forceful Note Brings Relations to Crisis

Washington, April 12.—The State department's forceful note to the Mexican government, in which it demanded that the United States be allowed to investigate the alleged invasion of Mexico by the United States, has brought relations between the two countries to a crisis.

### RECALLS SPANISH WAR

It is recalled that the United States was not allowed to investigate the alleged invasion of Mexico by the United States, which was a violation of the United States' rights.

### FACTS ABOUT THE TITANIC, THE WORLD'S BIGGEST SHIP

Length, 523 ft.  
Displacement, 52,310 tons.  
Speed, 23.6 knots.  
Tonnage, 52,310 tons.  
Passengers, 2,200.

### MEXICAN REBELS ROUTED WITH LOSS OF 400 MEN

Black on Grey, April 12.—The rebels of General Huerta in Mexico were routed by the Mexican government forces, with a loss of 400 men.

### PASSENGERS OF TITANIC REPRESENT VAST AMOUNT OF THE NATION'S WEALTH

### John Jacob Astor and Bride, Alfred Vanderbilt, R. Guggenheim and George D. Widener Among Those on Board—Fatal Disaster Would Seriously Affect Business of the World

New York, April 12.—The passengers of the Titanic represent a vast amount of the nation's wealth. The disaster would seriously affect the business of the world.

### WORLD'S BIGGEST SHIP CRASHES INTO ICEBERG AT NIGHT

### S. O. S. Wireless Signal of Distress Brings Many Other Liners in Great Race to Scene of Disaster.

### STEAMERS CARPATHIA AND VIRGINIA FIRST THERE—TAKE ON PASSENGERS

### New York Offices of White Star Line Receive Wireless Telling of Successful Transfer at Sea—Titanic Limping Toward Halifax, Kept Afloat by Watertight Compartments—1,300 Leave Stricken Titanic in Small Boats.

Several cables to the British Herald.

The passengers of the Titanic were taken off in small boats and transferred to the Carpathia and the Virginia.

### SHIP LISTING DANGEROUSLY

The ship's list is dangerous and the powerful high pressure pumps on the side prevented her from being tilted and she is now about 45 degrees to the horizon.

### TWO OCEAN GREYHOUNDS REACH TITANIC TAKE PASSENGERS ABOARD FROM SMALL BOATS

New York, April 12.—Two President Franklin of the liner Olympic, and the Carpathia had already taken off twenty-fourteen passengers.

### INDIAN CONVEYANCES UPHOLD BY COURT

### WHITE STAR LINE FACES BIG LOSS ON TITANIC

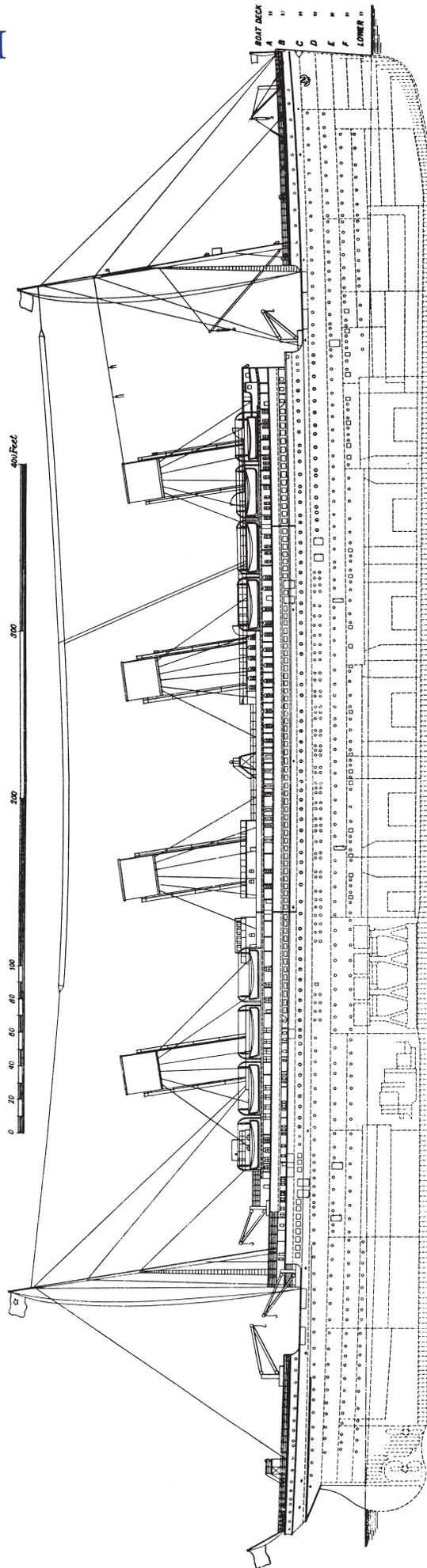
London, April 12.—A number of the passengers of the Titanic were rescued by the Carpathia and the Virginia.

Image courtesy of Michael Pocock, www.maritimequest.com





# 6. SHIP DIAGRAM



## 7. EPILOGUE: *CARPATHIA*

### *Carpathia's* Launch and Accommodations

The RMS *Carpathia* was a transatlantic passenger steamship owned by the Cunard Line. It was built by C.S. Swan and Hunter Ltd. at their Wallsend Shipyard at Newcastle-upon-Tyne in England. Construction began in September 1901, and she launched in August of the next year. By April of 1903, she was ready to begin her journey down the River Tyne towards her sea trials in the North Sea.

Unlike *Titanic*, *Carpathia* was not a luxury liner built to please the wealthy passengers. *Carpathia* was more of an intermediate-sized workhorse, a basic but durable ship intended for mostly second- and third-class passengers. *Carpathia* was also designed to carry cargo, including chilled beef from the U.S. kept in refrigerated compartments as well as mail to and from America.

Though *Carpathia* was built for passengers with moderate to low incomes, she still provided a class of service rarely found for travelers of that status. For example, though the majority of *Carpathia's* third-class passengers stayed in dormitory-style areas, nearly 500 could book two-, four-, or six-berth cabins. It was in the common areas that *Carpathia* outshone most previous ships of her kind. The second-class public rooms included a spacious ladies room and library as well as a gentleman's smoking room; the third-class public rooms included a wood-paneled dining saloon, a large smoking room, a ladies sitting room, a bar, and a covered promenade.



*Carpathia* at dock in New York.

### The Rescue

At 12:35 a.m. on April 15, Harold Cottam, *Carpathia's* wireless operator, informed Captain Henry Rostron that an urgent distress signal had just been received from *Titanic*. Cottam's shift had already ended, but he was waiting for another ship (the *Parisian*) to reply to an earlier message. Cottam kept his headphones on as he removed his jacket and prepared to turn in for the night. It was then Cottam received the message, "Come at once. It is a distress message; CQD"

Captain Rostron immediately began preparing *Carpathia* to help the stricken vessel. An extra shift of stokers was called to duty to "make all possible speed to the *Titanic*." Since Rostron knew *Titanic* had struck an iceberg, he doubled *Carpathia's* lookouts. The ship's three doctors set up *Carpathia's* dining halls as triage areas. The officer's cabins, including Rostron's, were prepared to accommodate the survivors. All hands were called on deck.

Within two hours of hearing of *Titanic's* first distress signal, *Carpathia* entered an ice field. "Between 2:45 and 4 o'clock, the time I stopped my engines, we were passing icebergs on every side and making them ahead and having to alter our course several times to clear the bergs," said Rostron at the U.S. Senate's *Titanic* investigation. This slowed *Carpathia's* path to *Titanic*—"I had to take extra care and every precaution to keep clear of anything that might look like ice," reported Rostron, who had over 1,000 people on board his own ship to be worried about. The 58-mile journey ended up taking about three-and-a-half hours to complete. At 4 a.m., the first of *Titanic's* lifeboats was spotted. Rostron brought his ship alongside it, and began bringing survivors on board.

Minutes later, Rostron saw the remaining lifeboats bobbing in the frigid ocean waters within a four-mile radius of *Carpathia*. He recalled something else as well: "I also saw icebergs all around me. There were about 20 icebergs that would be anywhere from 150 to 200 feet high and numerous smaller bergs." Rostron successfully maneuvered *Carpathia* around the dangerous icebergs. By 8:30 a.m. the *Carpathia* reached every lifeboat and all survivors were on board. In total, 705 people survived the *Titanic* disaster. Three people taken aboard *Carpathia* had already died of exposure and another man died shortly after rescue. A service was held for the four dead men at 4 p.m. that day, and they were buried at sea.

## On Board *Carpathia*, the Ship of Widows

The mood on board *Carpathia* was a mixture of relief and grief—relief at having been rescued from the frigid waters of the Atlantic and grief for the loss of husbands, wives, and children who had not been so lucky. Ohio resident Mary Wick, who lost her husband George in the sinking, summed up the mood in an interview she gave to the *Cleveland Plain Dealer* five days after the disaster: “It seemed ages before we were picked up by the *Carpathia*—the ship of widows... the scenes of grief were terrible...oh it was so ghastly.”

Only four of the rescued wives aboard *Carpathia* reunited with their husbands. Those not so fortunate tried to console each other. Groups of dozens of women gathered in the ship’s dining saloons, weeping and holding one another. The mood aboard *Carpathia* was not helped by the weather. A heavy storm struck the day after rescue and continued for three days; a blanket of fog formed in the middle of the storm and slowed the ship’s pace considerably.



*Titanic* survivors on *Carpathia*’s deck.

The crew and passengers of *Carpathia* made every effort to comfort the survivors. Most of the crew had already given up their accommodations. Soon *Carpathia*’s own passengers relinquished their berths and donated clothing to the many who had left *Titanic* with little more than the bare essentials on their backs. “They have been most kind to us,” wrote Elizabeth Nye on the back of a piece of paper torn from the *Carpathia*’s wireless log book. “The ship is of course filled with its own passengers but they found places for all of us to sleep—but none of us slept well after going through such a nightmare.” Mrs. Nye became a widow at age 29.

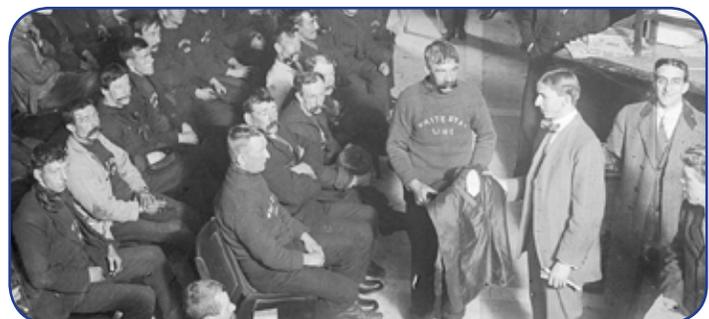
## Arrival in New York



Crowds wait for the rescue ship on the docks in New York.

After picking up *Titanic*’s survivors, Captain Rostron ordered that *Carpathia* sail directly to New York. Halifax was closer, but would have meant navigating through more ice. Three days later, at just past 9:30 p.m. on April 18<sup>th</sup>, *Carpathia* docked at Cunard’s Pier 54 at Fourteenth Street. *Carpathia* was followed by small boats full of reporters and photographers, who shouted questions at survivors through megaphones and whose flashes illuminated the crowded decks of the ship as it sailed into the harbor. A crowd of 10,000 people gathered at the Battery to get the first glimpse of the rescue ship.

Nearly 30,000 assembled in the rain-soaked streets around the dock, choking off traffic for blocks. Doctors and nurses from every hospital in the city stood on the pier. Ambulances idled, ready to ferry survivors to area hospitals. The first *Titanic* survivor to walk down *Carpathia*’s gangplank toward the hushed, anxious crowd was a woman in a dress, “Obviously patched up from contributions of the *Carpathia*’s passengers, her face red from weeping...she started down the gangplank, stopped, perplexed, almost ready to drop with terror and exhaustion” according to a *New York Times* reporter on the scene. For over two hours survivors streamed down the gangplank to the pier. The last of them made the trek just after midnight—four small children who had taken ill on *Carpathia*.



After their rescue by *Carpathia* and arrival in New York City, *Titanic* crew members receive dry clothes. *New York Times*



*Carpathia's officers.*



Captain Arthur H. Rostron of *Carpathia*.

### ***Titanic* Passengers Thank Captain Rostron**

On May 29, 1912, the *Titanic* Survivors' Committee honored the captain and crew of *Carpathia* in a ceremony held in the ship's first-class dining saloon. The *Carpathia* was making its first return to New York since delivering *Titanic's* survivors just over a month earlier.

The Survivors' Committee, chaired by survivor Fredric Seward, presented Captain Arthur Rostron and his officers and crew with gold, silver, and bronze medals. They also gave Captain Rostron a silver loving cup as a symbol of their gratitude to the man who had navigated dangerous waters deep in the night to come to their rescue. The 15-inch silver cup bore the following inscription:

*Presented to Captain A.H. Rostron, R.N.R., commander of the R.M.S Carpathia. In grateful recognition and appreciation of his heroism and efficient service in the rescue of the survivors of the Titanic on April 15, 1912, and of the generous and sympathetic treatment he accorded us on his ship.*

Other members of the Survivors' Committee in attendance besides Mr. Seward were Karl Behr, Margaret "Molly" Brown—who handed the loving cup to Captain Rostron—Isaac Frauenthal, George Harder, Frederic Spedden, and Mauritz Björnström-Steffansson. The group had formed while still on board *Carpathia* just two days after their rescue.

“All I can say is that, first, I tried to do my duty as a sailor; second, I tried to do it toward suffering humanity. But I will not take the credit for the achievement of that night when we went to the aid of the people of the *Titanic*. I do not deserve this credit. My crew does deserve it, and to them I want to give my heartfelt thanks for their loyalty, valor, and fidelity to the trust that was imposed. I cannot think of them too highly for they have brought this honor to me and to themselves, and I feel humbly proud of what has been done for me through their valor.”

—ARTHUR ROSTRON,  
Captain of the *Carpathia*

“The eyes of the world are upon you and were upon you when you came to us on the open ocean, when we saw the *Carpathia* coming to us out of the dawn, and to all of you we wish to give our heartfelt thanks. For your hospitality, for your devotion, for your unselfishness, and for all that was done for us we never can be adequately grateful, and as a slight token of that appreciation we wish you to accept the medals that we have had struck for every man and woman of this ship.”

—FREDERIC SEWARD,  
First-class *Titanic* passenger and survivor

## The Fate of *Carpathia*

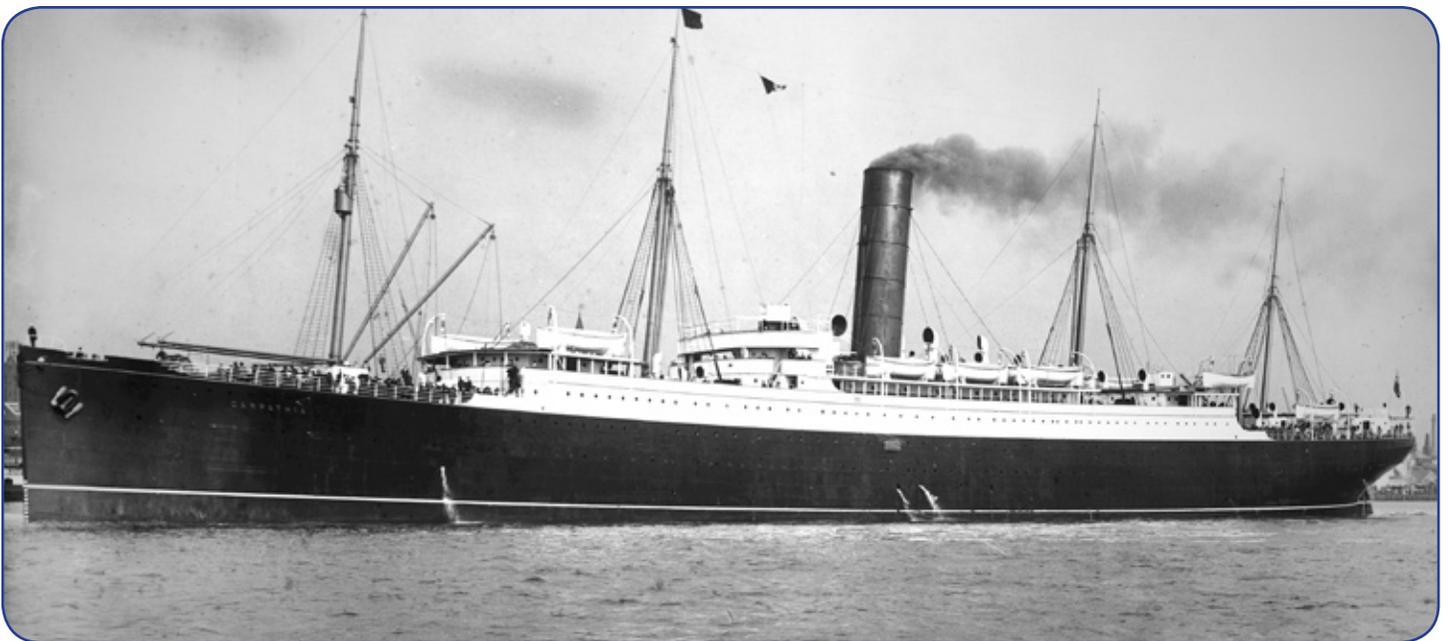
Just over six years after *Titanic* sank, the *Carpathia* joined her at the bottom of the sea. On July 17, 1918, as World War I raged, *Carpathia* steamed toward New York from Liverpool, England. She was part of a convoy of ships made necessary by the dangerous German U-boats patrolling the waters off Britain. *Carpathia*'s convoy, passing by the east coast of Ireland, was followed by the German submarine U-55, captained by Wilhelm Werner. There were three lines of ships in the group; in the center of the middle column, Werner spotted the *Carpathia*.

The U-55 fired three torpedoes at *Carpathia*, hitting her each time. Two of the torpedoes struck the engine room towards the middle of the ship, killing five crew members; the other struck *Carpathia*'s forward section. Captain William Prothero of the *Carpathia* knew his ship was doomed, and had all hands abandon ship. Of the 280 passengers and crew on board, 275 survived. They were picked up by a minesweeper, the HMS *Snowdrop*. *Carpathia* disappeared beneath the sea two-and-a-half hours after the attack.

The wreck of *Carpathia* lay in over 500 feet of water off the east coast of Ireland for 81 years before she was discovered by a team from the National Underwater and Marine Agency founded by American author Clive Cussler.



*Titanic* survivors arrive at the rescue ship, *Carpathia*



*Carpathia*.