

Name: _____

Go to Scope
Online to listen
to the words and
definitions read
aloud.

VOCABULARY PREVIEW

"Searching for the *Titanic*"

bioluminescent

(bahy-oh-loo-muh-NES-uhnt) *adjective*

Bioluminescence

(bahy-oh-loo-muh-NES-uhns) is the production and giving off of light by a living organism.

Bioluminescent is the adjective used to describe such an organism.

Fireflies are bioluminescent insects.

demise

(dih-MAHYZ) *noun*

Demise is a synonym for "death."

Demise can also refer to the ending of something, if that ending is like a death. Some say that online shopping may one day bring about the demise of the shopping mall.

glean

(gleen) *verb*

As it is used in the article, *glean* means "to gather information or find something out bit by bit," as in "From the bits of conversation that she overheard, Angela gleaned that the Andersons' missing dog had been found safe and sound."

opulent

(AHP-yuh-luhnt) *adjective*

Someone or something that is opulent has or shows great wealth, and is fancy or luxurious in an over-the-top or showy way. At an opulent dinner, you might sit at a table decorated with candles and fresh flowers and be served course after course of fine food while sipping your drink from a crystal glass. Someone who lives in a mansion with their own private movie theater, bowling alley, and swimming pool—when they are not traveling around the world in their private jet—leads an opulent lifestyle.

plume

(ploom) *noun*

A plume is a feather or group of feathers on a bird. Peacocks are known for their spectacular green and blue plumes.

Plume can also mean “a tall, thin column of steam, smoke, or water that is rising into the air.” If someone is burning a fire in their fireplace, you’ll see a plume of smoke coming out of the chimney.

poignant

(POYN-yuhnt) *adjective*

Something that is poignant causes strong feelings of sadness, regret, or reflection. A poignant piece of music is moving and touches you deeply. Looking at an old photo of you and your best friend who recently moved away might be a poignant experience.

prevail

(pri-VEYL) *verb*

To prevail is to win or triumph over someone or something. The crowd at a tennis match might cheer if the underdog prevails over the reigning champion.

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VOCABULARY PRACTICE

"Searching for the *Titanic*"

Directions: Circle the letter for the best answer choice.

- Which sentence uses the word *plumes* correctly?
 - I like watching the plumes of steam rise from my mug of hot chocolate.
 - After the storm, the street was littered with fallen plumes.
- How might someone react to a poignant scene in a movie?
 - by crying
 - by falling asleep
- Which might be responsible for an arcade's demise?
 - Its prices are too high—no one can afford to go.
 - It has all the most popular games.

Directions: Circle the word in each boldfaced pair that best completes the sentence.

- In the dark ocean depths, the scientist saw a flashing blue light coming from **bioluminescent/opulent** jellyfish.
- With so many strong spellers, it's hard to know who will **prevail/glean** in this year's spelling bee.
- The **opulent/poignant** throne was covered in luxurious velvet and sparkling gemstones.
- After years of observing the squirrels in his neighborhood, Oscar has **prevailed/gleaned** quite a bit of knowledge about the animals.

BEFORE READING

Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this feature create?

2. How does the timeline titled "The Race to the Deep" contribute to the article?

3. Into what section of the article would information from the caption "Ship of Dreams" fit best?

4. Consider the **subheadings** throughout the article, along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

DURING READING

Text Structure, Text Evidence

5. A. Put a ✓ in the box that BEST describes the text structure of the section "Other Dreams."

cause and effect

compare and contrast

problem and solution

B. Explain how you know.

6. A. Imagine you are writing a paragraph explaining how Robert Ballard's search for the *Titanic* went.

Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

☐ A. Robert Ballard located the *Titanic* on September 1, 1985.

☐ B. Robert Ballard began his second search for the *Titanic* in 1984.

☐ C. Robert Ballard encountered many challenges while searching for the *Titanic*.

B. Find a piece of text evidence that supports the sentence you chose in part A.

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Close-Reading Questions

"Searching for the *Titanic*"

1. What effect did the *Titanic*'s sinking have on the public in 1912? Why are so many people fascinated by the *Titanic* to this day? (cause and effect)
2. In the first section of the article and in the photo caption "Mysteries of the Deep," author Lauren Tarshis compares the deep sea to outer space. Why? (author's craft)
3. What role did technology play in the discovery of the *Titanic*? (key ideas and details, problem and solution)
4. Ballard did not know exactly where the *Titanic*'s wreck was located. How did he overcome this problem? (problem and solution)
5. How did Robert Ballard's and Jack Grimm's quests to find the *Titanic* differ? (compare and contrast)

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Critical-Thinking Questions

"Searching for the *Titanic*"

1. What does Ballard's quest for the *Titanic* reveal about him as a person? Name three character traits one might use to describe him.
2. Reread the caption titled "*Titanic* Treasures." Do you think objects should have been removed from the wreck of the *Titanic*?
3. Why do you think humans have a desire to explore the world, and in particular, dangerous places like the deep sea?

* Choose 2 to complete.

CHOICE BOARD

"SEARCHING FOR THE *TITANIC*"

Journey to the deepest depths of the ocean on this fascinating website: https://neal.fun/deep-sea/ Then create a 3-2-1 chart: 3 things you learned 2 things you recognize from the article 1 question you have Hunt for the answer to your question and record it on your chart.	With at least one other classmate, go to Scope Online to read or listen to the narrative nonfiction article "Vanished." It details another great mystery Robert Ballard is attempting to solve. Then discuss: What do the <i>Titanic</i> and Amelia Earhart's plane have in common? Why do people continue to be so interested in these stories?	Imagine you are a journalist during the time Robert Ballard discovered the <i>Titanic</i> wreck. Write a newspaper article about the discovery.
What challenges did Robert Ballard face in his quest to find the <i>Titanic</i>? How did he overcome those challenges? Answer both questions in a well-organized essay. Support your ideas with text evidence. <i>Note: This is the contest prompt that appears at the end of the story.</i>	At Scope Online, read the debate "Would You Visit the <i>Titanic</i>?" Then watch the video "Save the <i>Titanic</i> with Bob Ballard": https://www.nationalgeographic.org/media/save-titanic/ Afterward, respond to the prompt at the end of the debate: Would you visit the <i>Titanic</i>? Gather support for your opinion from the debate, the video, and "Searching for the <i>Titanic</i>."	Record a video of yourself explaining how advances in technology have helped humans learn more about the deep ocean.

Constructed-Response Questions

Directions: Write your answers in the space provided or use your own paper or document.

7. What role did *Argo* play in the discovery of the *Titanic*? Use text evidence from the article to support your answer.
8. Support the following claim using text evidence: Lauren Tarshis expresses awe and wonder as she writes about the deep sea.

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SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what an article or a story is about. It does not include irrelevant details or the opinions of the person writing it.

Answer the questions to help you write an objective summary of
"Searching for the *Titanic*."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. What problem is faced by the main person or people?

4. What was done to solve the problem?

5. Write any other important details you haven't mentioned.

Your turn! Write an objective summary of “Searching for the *Titanic*.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Searching for the *Titanic*”

Your turn! Write an objective summary of “Searching for the *Titanic*.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Searching for the *Titanic*”

Your turn! Write an objective summary of “Searching for the *Titanic*.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Searching for the *Titanic*”

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FINDING AND USING TEXT EVIDENCE

Directions: Read "Searching for the *Titanic*." Then complete this activity.

Imagine you are writing a paragraph about how Robert Ballard's search for the *Titanic* went.

1. Which sentence would be the best topic sentence for your paragraph?

- ☐ **A.** Robert Ballard found the *Titanic* in 1985.
- ☐ **B.** Robert Ballard was fascinated by the *Titanic*.
- ☐ **C.** Robert Ballard faced many challenges in his quest to find the *Titanic*.

2. Which text evidence BEST supports the sentence you chose in Question 1?

- ☐ **A.** "Ballard's failure made it hard for him to get support for another search."
- ☐ **B.** "Decades had passed since its sinking, yet millions of people, like Ballard, remained entranced by the ship."
- ☐ **C.** "Ballard realized what he was looking at: one of the *Titanic*'s boilers—a part of the ship's engines."

3. Which line explains why the text evidence you chose in Question 2 is relevant?

- ☐ **A.** It shows that Ballard found the ship.
- ☐ **B.** It provides an example of the challenges Ballard faced in his search.
- ☐ **C.** It shows how interested in the *Titanic* Ballard was.

4. Choose the piece of text evidence that BEST supports the statement below.



Statement:

People have long been fascinated with the deep ocean.

- ☐ A. "Ballard had spent more time in deep-sea submersibles than almost any other human."
- ☐ B. "Then, in 1960, two researchers in a submersible—a tiny, submarine-like vehicle called the *Trieste*—reached the deepest known part of the ocean on Earth..."
- ☐ C. "The *Titanic* was lost in a world as mysterious and unreachable as outer space."

Explain your answer to Question 4. How does it support the statement?

5. Choose TWO pieces of text evidence that BEST support the statement below.



Statement:

The *Titanic* tragedy could have been prevented.

- ☐ A. "The *Titanic*'s crew had been warned that icebergs lurked in the ship's path, yet the captain kept the ship steaming across the ocean at close to top speed."
- ☐ B. "Surely the *Titanic* had also broken apart as it sank, Ballard realized."
- ☐ C. "... the *Titanic* was said to be unsinkable."
- ☐ D. "Even after the collision, it might have been possible to save all the passengers, but the ship carried only enough lifeboats for half those on board."

Choose one piece of text evidence from Question 5 and explain why it does NOT support the statement.

6. Which paragraph correctly uses text evidence from the article in the form of a quotation?

- ☐ A. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. For example, Tarshis writes that Ballard and his team "found that the ship had cracked in half just before it sank" (10). This piece of information would not have been known had Ballard never located the wreck.
- ☐ B. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. "They found that the ship had cracked in half just before it sank."
- ☐ C. Ballard's discovery of the *Titanic* wreck helped us learn more about what happened the night the ship sank. For example, Tarshis writes that Ballard and his team discovered that the ship had cracked in half just before it sank. This piece of information would never have been known had Ballard never located the wreck.

Explain why the two answers you did NOT choose are incorrect.

7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?

☐ A.

The creation of *Argo* helped lead to the discovery of the *Titanic*. As Tarshis explains, *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor (9).

☐ B.

The creation of *Argo* helped lead to the discovery of the *Titanic*. *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor. This helped Ballard realize that he could find the *Titanic* in the same way.

☐ C.

The creation of *Argo* helped lead to the discovery of the *Titanic*. As Tarshis explains, *Argo* was able to find two lost submarines by following the debris trails they had left on the ocean floor (9). This helped Ballard realize that he could find the *Titanic* in the same way.

Explain why the two answers you did NOT choose are incorrect.

8. Now it's your turn. In the box below, write a paragraph explaining how Ballard was able to locate the *Titanic*. Be sure to include:

- ✓ a topic sentence
- ✓ at least one piece of text evidence in the form of a paraphrase or a direct quotation
- ✓ a sentence that states how that evidence supports your central idea

A large rectangular box with a dotted border, intended for writing a paragraph.

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EXPLORING TEXT STRUCTURES

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Common text structures are listed in the blue boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Searching for the *Titanic*."

1. The first three paragraphs of the section "Frozen Terror" use **description**. What is the author describing? For what purpose?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause & Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

2. Circle the text structure the author uses in the section "Other Dreams."

compare/contrast problem/solution

Explain how you know, using evidence from the text.

Problem & Solution

Presents a problem and explains how it is solved

Compare & Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. A. Which text structure does the author use in the section "Bomb Craters"?

B. Explain how you know. Use text evidence to support your answer.

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause & Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

Problem & Solution

Presents a problem and explains how it is solved

Compare & Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

AFTER READING

Central Ideas and Details

7. Below are three supporting details for a central idea of the article. In the space provided, write a central idea that these details support.

Central Idea

Detail #1

"Finally, after three missions costing millions of dollars, Grimm ended his *Titanic* quest."

Detail #2

"The days ticked by with no sign of the *Titanic*, not even a glint of metal."

Detail #3

"But where exactly was the *Titanic*? Nobody was sure."

Objective Summary

8. Write an objective summary of “Searching for the *Titanic*.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

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FINDING THE *TITANIC*

Read "Searching for the *Titanic*." Then complete this activity to help you think about the challenges Robert Ballard faced in his quest to find the *Titanic* and how he overcame them. Support your answers with text evidence.

This activity will help you respond to the writing prompt that appears at the end of the article.

1

Deep sea exploration is dangerous and difficult. Why? How did Ballard overcome this challenge?

2

Nobody knew exactly where in the North Atlantic the *Titanic* had sunk. Why? How did Ballard overcome this challenge?

3

Think about the challenges you just explored along with any other obstacles Ballard faced in his quest to find the *Titanic*. What character traits do you think helped Ballard overcome those challenges?

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“Searching for the *Titanic*” Quiz

Directions: Read “Searching for the *Titanic*.” Then answer the questions below.

1. Which line from the article helps explain why the *Titanic*’s sinking was so shocking?
 - A. “The submarines that existed in 1912 could not venture that far down.”
 - B. “Six hundred thousand dollars’ worth of sonar and other borrowed equipment plunged into the sea.”
 - C. “Built from the strongest steel, according to the most modern designs, the *Titanic* was said to be unsinkable.”
 - D. “Ballard became more determined to find the wreck.”
2. It was difficult to find the wreck of the *Titanic* because the ship had _____. Choose TWO.
 - A. frozen
 - B. exploded
 - C. sunk so deep
 - D. drifted as it sank
3. Early submersibles were dangerous and could remain underwater for only a few hours at a time. How did Robert Ballard solve this problem?
 - A. He joined millionaire Jack Grimm’s team in its quest to find the *Titanic*.
 - B. He borrowed sonar equipment from the U.S. Navy.
 - C. He read survivors’ stories about the night the *Titanic* sank.
 - D. He designed a remote-controlled submersible.
4. Lauren Tarshis writes, “Ballard scoured historical records until finally settling on a 100-square-mile area to search.” In this sentence, *scour* is used to mean
 - A. to rub something hard in order to clean it.
 - B. to search through or examine something closely in order to find something.
 - C. to discover something surprising or unexpected.
 - D. to permit someone or something to enter.
5. Tarshis writes, “The *Titanic*’s crew had been warned that icebergs lurked in the ship’s path.” The word *lurked*
 - A. suggests that icebergs were abundant in the Atlantic Ocean at that time.
 - B. tells readers that the ship was moving with great speed.
 - C. implies that the icebergs were not easily visible and posed a great threat to the ship.
 - D. indicates that the crew could have avoided the icebergs.
6. Which is a central idea of “Searching for the *Titanic*”?
 - A. Money is the key to success.
 - B. Advances in technology can come with risks.
 - C. The past is best forgotten.
 - D. Hard work and determination can pay off.