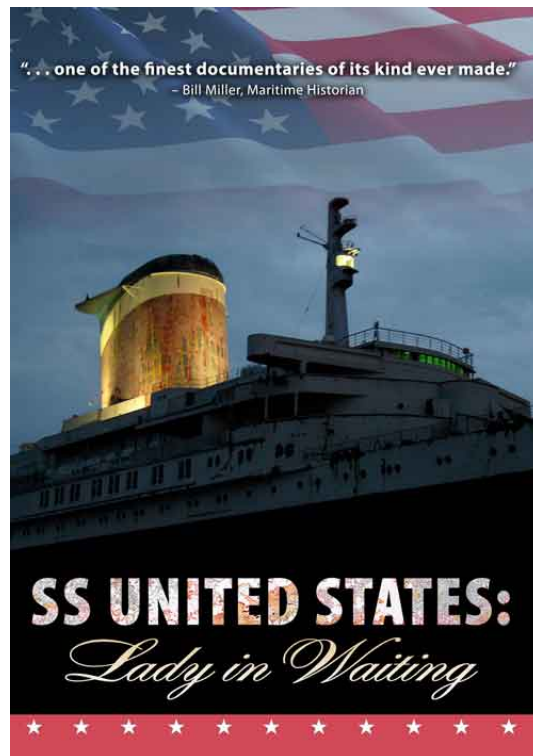




SS United States: Lady in Waiting

Guidebook



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**Curriculum Guide for *S.S. United States Lady –in-Waiting*
S.S. United States Conservancy, Inc.
Grades 3-5**

By

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2009

**Elementary Curriculum Guide
Grades 3 – 5**

Elementary Curriculum Guide Third Grade

Subject: English/Language Arts
3.1 Objectives: The student will: <ol style="list-style-type: none"> 1. View the DVD <i>S.S. United States Lady-in-Waiting</i>. 2. Answer questions about the film on the study template provided.

Essential Understanding:	Essential Questions:	Essential Terms:
After viewing the film, every student should know:	After viewing the film, every student should be able to answer the following:	After viewing the film, the students should have a concept of the following terms:
1. Where the <i>S.S. United States</i> was built.	1. Where the <i>S.S. United States</i> was built?	1. Ship yard
2. Why the ship was important to the maritime nation in 1952.	2. Why the ship was important to the maritime nation in 1952?	2. Maiden voyage
3. What key defense features the ship held which made her a naval auxiliary.	3. What key defense features did the ship hold which made her a naval auxiliary?	3. Funnels
4. Who designed the <i>S.S. United States</i> .	4. Who designed the <i>S.S. United States</i> ?	4. Luxury liner
5. When the ship broke the speed record (both east and west bound) for the fastest transatlantic crossing.	5. When did the ship break the speed record (both east and west bound) for the fastest transatlantic crossing?	5. Defense features - speed
6. How fast the ship was estimated to go.	6. How fast was the ship estimated to go?	6. Safety features
7. Explain the difference between a luxury liner and any other ship.	7. How would you explain the difference between a luxury liner and any other ship?	7. Economic costs
8. Interpret why the <i>S.S. United States</i> was taken out of service in 1969.	8. Could you interpret for some one why the <i>S.S. United States</i> was taken out of service in 1969?	8. Celebrities
9. Compare how the ship looked when she was new and how she looks currently.	9. How does the ship compare in its looks when she was new and how she looks currently?	9. Fastest transatlantic crossing
10. Describe what the interior of the ship looks like currently.	10. How would you describe what the interior of the ship looks like currently?	10. William Francis Gibbs
11. Estimate the amount of goods and services needed to	11. If you had to estimate the amount of goods and	11. Abandoned

keep the ship in operation.	services needed to keep the ship in operation, what all do you think would be needed?	12. Neglected
12. Cite historical and popular people of the era who traveled aboard the ship.	12. Who did you recognize from people of the era who traveled aboard the ship?	13. National symbol
13. Name key safety features of the ship.	13. List some of the things the ship had which made her "safe"?	14. Refurbished
14. State why YOU should know about this ship.	14. Why do you think the man in the suit with the glasses (in the film) thinks it is important for you to know about this ship?	15. National pride

Name:	Date:
Film: <i>S.S. United States Lady – in – Waiting: Page 1</i>	

QUESTIONS:	ANSWERS:
1. Where was the <i>S.S. United States</i> built?	1.
2. Why was the ship important to the maritime nation in 1952?	2.
3. What key defense features did the ship hold in order to make her a naval auxiliary?	3.
4. Who designed the <i>S.S. United States</i>?	4.
5. When did the ship break the speed record (both east and west bound) for the fastest transatlantic crossing?	5.
SUMMARY:	

Name:	Date:
Film: <i>S.S. United States Lady – in – Waiting: Page 2</i>	

QUESTIONS:	ANSWERS:
6. How fast was the ship estimated to go?	6.
7. How would you explain the difference between a luxury liner and any other ship?	7.
8. Could you interpret for some one why the <i>S.S. United States</i> was taken out of service in 1969? What would you tell them?	8.
9. How does the ship compare in its looks when she was new and how she looks currently?	9.
10. How would you describe what the interior of the ship looks like currently?	10.

SUMMARY:

Subject: English/Language Arts

3.2 Objectives: The student will:

- 1. Use non-fiction resources to conduct biographical research on a former passenger from the ship.**
- 2. Dress as the person they have researched and deliver a brief oral presentation given in first person.**
- 3. Respond to questions asked of them during their presentation.**

Essential Understanding:	Essential Questions:	Essential Terms:
After the student's research, they should be able to give the following information:	After the student's research, they should be able to answer the following:	After the student's research, they should be able to answer/explain the following:
1. The birth date, career and general information about their celebrity, royal or historical biographical person.	1. When is/was your person's birth date, career and were they a celebrity, royal or historical/political figure in history?	1. Celebrity
2. Dress in a fashion that their biographical person would be recognizable.	2. How is the way your biographical person dresses compared to today's fashions?	2. Royalty
3. Identify if their biographical person has/had national or international recognition.	3. Was your biographical person a national figure (known in the US) or an international figure (known around the world)?	3. Political figure
4. Locate information about their biographical person using the internet, biographies, books or periodicals.	4. What books, internet sites, interviews or periodicals did you use to locate all of your information?	4. Nationality
5. Disclose if their biographical person was born in the United States or achieved US citizenship.	5. Was your biographical person born in the United States or another country? If they were born in another country, which one?	5. Immigrant
6. Write a brief biographical time line of their person's life.	6. From which year to year did your person's career or life time span?	6. Citizenship
7. Explain why their biographical person was an important figure to be remembered.	7. How would you explain why your biographical person was an important figure to be remembered?	7. Social, charitable or historical contributions to society
8. Create a time line for all biographical figures and illustrate when they traveled on the ship during her career from 1952 – 1969. Identify other key	8. Where does your biographical figure fit in the ship's career from 1952 – 1969?	8. Time span

historical events that occurred during the ship's career.		9. Career
		10. Deceased
		11. Passenger
		12. Era

Extension Lesson:

Subject: English/Language Arts
3. 2B Objectives: The student will: <ol style="list-style-type: none"> 1. Answer questions from participating parents and and grandparents posing as the “press core.” 2. Socialize with “press core” during a mock coffee aboard the “S.S. United States”

Essential Understanding:	Essential Questions:	Essential Terms:
After the student's research, they should be able to give the following information:	After the student's research, they should be able to answer the following:	After the student's research, they should be able to answer/explain the following:
1. Answer a formal question based on the research they have conducted.	1. How many children their biographical person had and to whom they were married.	1. Ettiquet
2. Maintain characterization as the biographical person they have researched during a social setting.	2. What is one unique thing discovered while researching this individual?	2. Formal invitation/formal acceptance
3. Write a formal invitation to a coffee and a formal acceptance or decline.	3. Is the format of a letter the same as the format for a formal invitation? How do they compare?	3. A coffee is a small reception given in the morning around 10:00

List of Passengers from the *S.S. United States*

1. **The Duke of Windsor**
2. **The Duchess of Windsor**
3. **Judy Garland**
4. **William Francis Gibbs**
5. **Walter Cronkite**
6. **President Harry S Truman**
7. **Princess Grace of Monaco**
8. **Prince Rainer of Monaco**
9. **Fred McMurray**
10. **Jane Wyman**
11. **Cary Grant**
12. **President Bill Clinton**
13. **Margaret Truman Daniel (President Truman's daughter)**
14. **Joan Crawford**
15. **Mr. Joseph Kennedy (President Kennedy's father)**
16. **Jimmy Stewart**
17. **John Wayne**
18. **Spencer Tracy**
19. **Katharine Hepburn**
20. **President Dwight Eisenhower**
21. **Her majesty Queen Frederika of Greece**
22. **Queen Sophia of Spain**
23. **Lord Louis Mountbatten**
24. **Debbie Reynolds**
25. **Walt Disney**
26. **Leonard Bernstein**
27. **Vivian Vance**
28. **Mahalia Jackson**
29. **Irving Berlin**
30. **Jackie Gleason**
31. **Bob Hope**
32. **President John Kennedy**
33. **Mrs. Jackie Kennedy (President Kennedy's wife)**
34. **Mrs. Bess Truman (President Truman's wife)**

Cloze Passage for Oral Presentation

Hello, my name is _____. I was born on _____ in the year _____ and I was raised in _____. I have _____ children and I was/am married to _____.

As my life progressed, I did several things. I _____, _____, and _____. These experiences lead me to a _____ career which placed me in the _____ spotlight.

National/international

During my career, I have _____, of which I am most proud.

I traveled aboard the *S.S. United States* in _____. I chose to this ship to cross the Atlantic Ocean because _____. I usually travel to _____ to get away from _____. I like the *S.S. United States* the best because _____ and _____. I have always enjoyed sailing in the *United States* ship.

Subject: English/Language Arts

3.3 Objectives: The student will:

- 1. Apply word analysis skills while reading.**
- 2. Decode multi-syllabic words.**
- 3. Use context clues to infer and decode unknown words.**
- 4. Interpret synonyms, homophones, and/or antonyms within content and written questions.**

Essential Understanding:	Essential Questions:	Essential Terms:
While reading about the <i>S.S. United States</i> , the student should:	While silently or orally reading about the <i>S.S. United States</i> , the student should ask themselves:	1. Syllables
1. Apply knowledge of vowel patterns.	1. How do I “chunk” words to decode them?	2. Antonyms
2. Apply knowledge of diphthongs.	2. What is the best strategy to figure out an unknown word and its meaning?	3. Synonyms
3. Apply knowledge of root words.	3. What is the best way to figure out the meaning of a sentence or paragraph?	4. Homophones
4. Apply knowledge of affixes.	4. Can I figure out the meaning of an unknown word if I use another one in its place?	5. Homonyms
5. Use verb tenses to determine present of past tense.	5. How does the tense of a verb change the meaning of a sentence?	6. Context clues
6. Apply knowledge of syllable patterns.	6. Where do I break words into syllables?	7. Decoding
	7. How do I know if a verb is past tense or not?	8. Fluency
		9. Verb tenses

Verb Tenses of Some Things You Might Do on the Ship

PRESENT TENSE: (Today I ...)	PAST TENSE: (Yesterday I ...)	QUESTIONS:
1. Go		Does it have –ed or not
2. Say		Does it have –ed or not
3. Wash		Does it have –ed or not
4. Play		Does it have –ed or not
5. Sail		Does it have –ed or not
6. Eat		Does it have –ed or not
7. Drink		Does it have –ed or not
8. Walk		Does it have –ed or not
9. See		Does it have –ed or not
10. Dance		Does it have –ed or not
11. Shower		Does it have –ed or not
12. Dress		Does it have –ed or not
13. Brush		Does it have –ed or not
14. Have		Does it have –ed or not
15. Lie		Does it have –ed or not
16. Fall		Does it have –ed or not
17. Read		Does it have –ed or not
18. Cut		Does it have –ed or not
19. Watch		Does it have –ed or not
20. Swim		Does it have –ed or not
21. Laugh		Does it have –ed or not
22. Shop		Does it have –ed or not
23. Sleep		Does it have –ed or not
24. Throw		Does it have –ed or not
25. Giggle		Does it have –ed or not
26. Smile		Does it have –ed or not
27. Bathe		Does it have –ed or not
28. Sip		Does it have –ed or not
29. Chew		Does it have –ed or not
30. Skip		Does it have –ed or not
31. Sit		Does it have –ed or not
32. Draw		Does it have –ed or not
33. Cry		Does it have –ed or not
34. Jog		Does it have –ed or not
35. Sneeze		Does it have –ed or not

