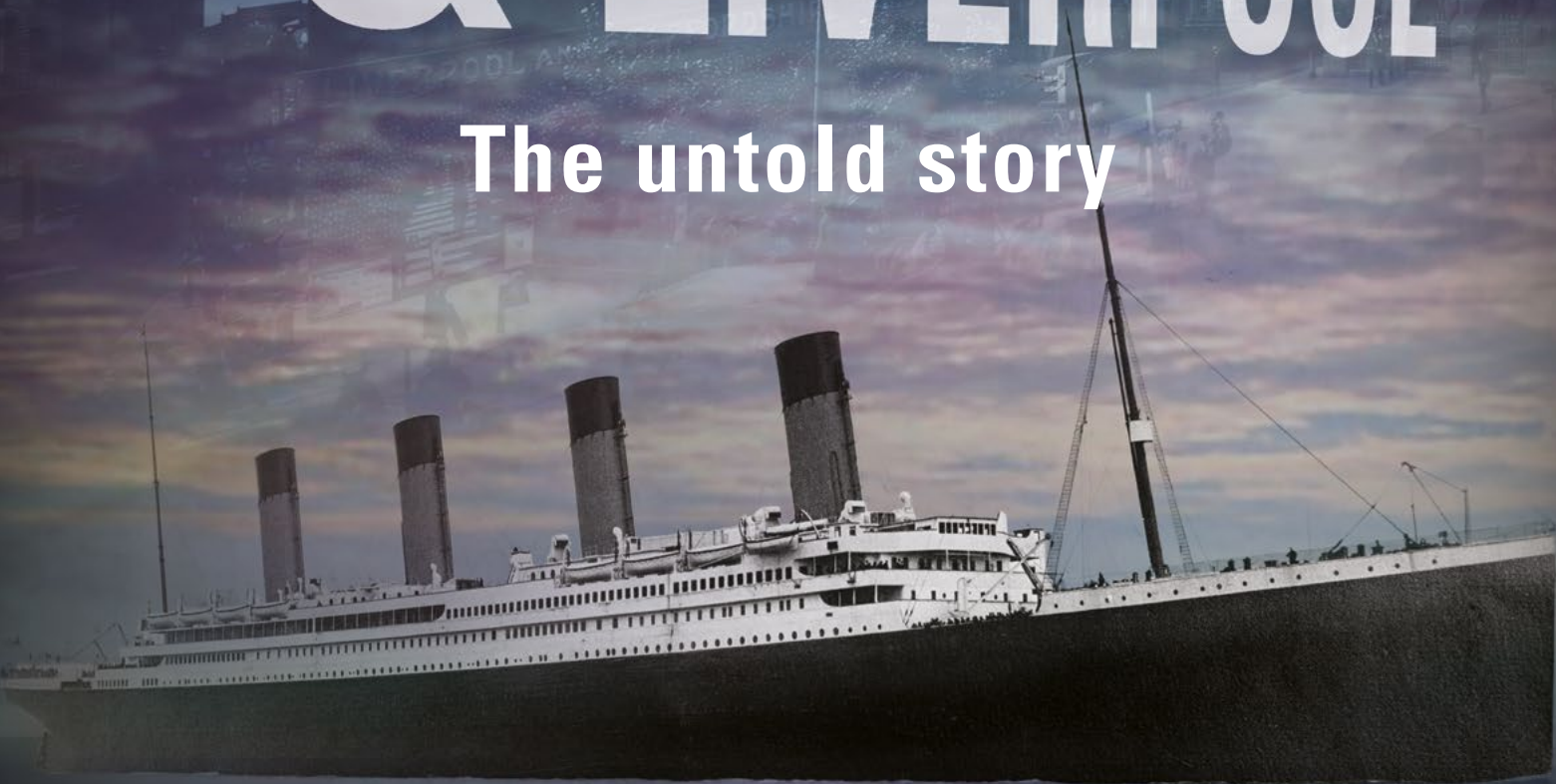


# TITANIC & LIVERPOOL

The untold story



Merseyside

**maritime  
museum**

National Museums Liverpool  
Museums Liverpool  
Liverpool National Maritime Museum

National  
Museums  
Liverpool

**Teachers'  
resource pack**

# TITANIC & LIVERPOOL

## Titanic and Liverpool Teachers' Resource

### Titanic and Liverpool Teachers' Resource

This informative resource has been put together to link to the extremely popular exhibition *Titanic and Liverpool: The Untold Story* at the Merseyside Maritime Museum.

Aimed at Key Stage 1 and Key Stage 2 pupils, this resource contains very clear ideas for pre and post visit activities for each age group and a number of additional resources to be used during the activities are also included in this pack. The objectives and learning outcomes of each activity have been specifically designed to encourage both independent and group working, empathy with people and situations from the past and with a view to increasing confidence in expressing ideas.

We would obviously strongly advise an accompanying visit to the museum to underpin the ideas covered in this resource – by visiting our website at [www.liverpoolmuseums.org.uk/maritimeschools](http://www.liverpoolmuseums.org.uk/maritimeschools) you can browse our range of staff-led workshops, discover how to make a booking and also download gallery trails and risk assessment documents.

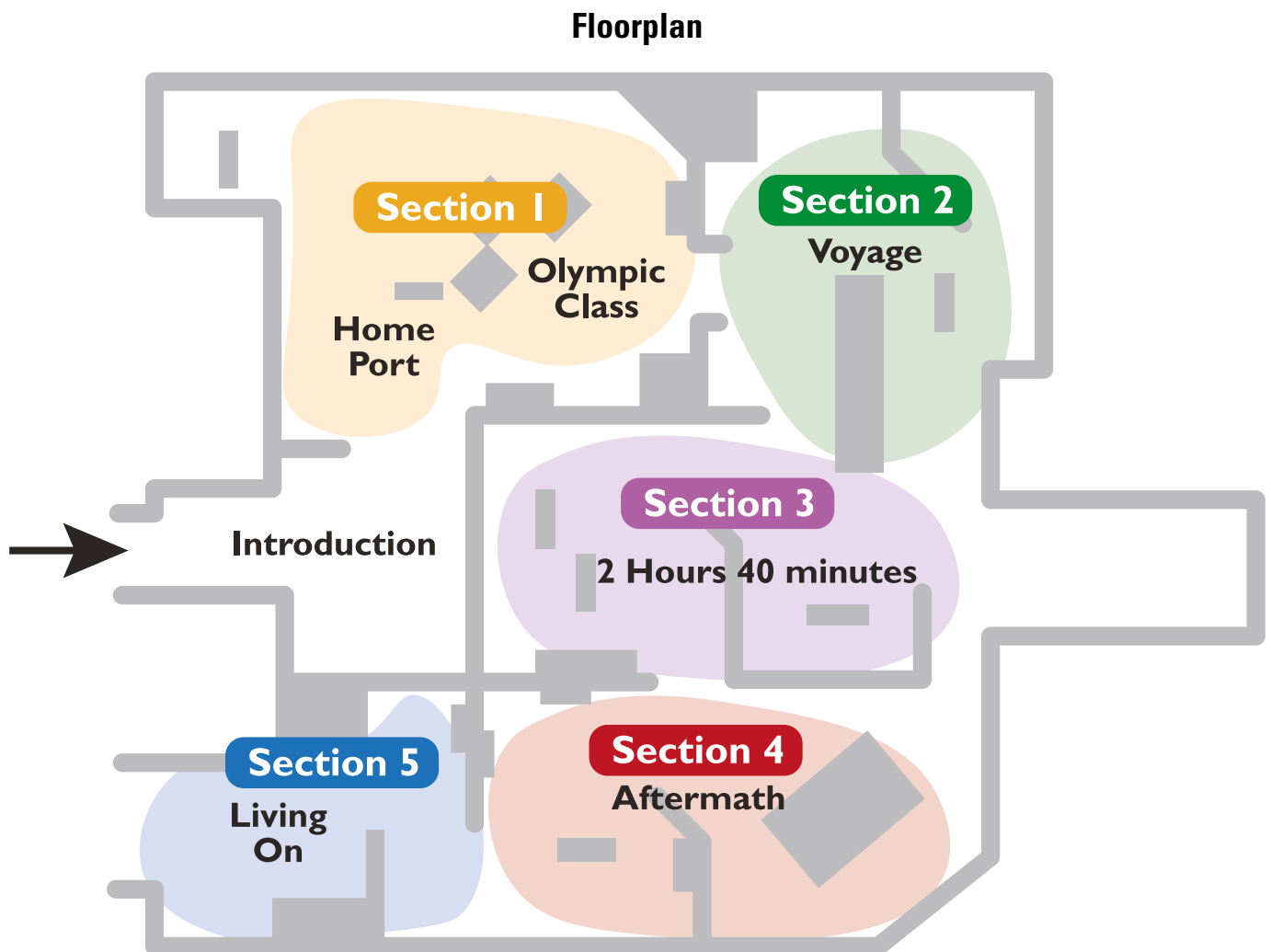
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## ***Titanic and Liverpool: The Untold Story - A quick guide***

This exhibition, located on the second floor of the Merseyside Maritime Museum, opened in 2012 to coincide with the centenary of *Titanic's* sinking. It has proven consistently popular ever since with both schools and the general public alike.

Discover more at our website - [www.liverpoolmuseums.org.uk/titanic](http://www.liverpoolmuseums.org.uk/titanic) including *Titanic's* Liverpool connections! The exhibition itself is divided into 5 main areas as shown in the floor plan below.



### **Section 1: Home Port and Olympic Class**

This area places the story of *Titanic* into its Liverpool context, looks at how the ship came to be constructed and includes the famous Ismay Testimonial Silver table service.





## Section 2: Voyage

The story now moves on to detailing *Titanic's* actual voyage itself. In this section you will find a touch screen where you can explore the different areas of the ship, 'true or false' questions to answer and a sensory board to enable discovery of different things to be found on board using smell and touch.

Most excitingly, however, you will find on display the original 6 metre (20 feet) long builder's model of *Titanic*, first owned by the White Star Line.



## Section 3: 2 hours 40 minutes and Section 4: Aftermath

Section 3 deals with the sinking itself and includes personal stories of passengers and crew along with telegrams sent that night.

'Aftermath' shows how the world reacted to the news of *Titanic's* loss and what happened over the days and weeks that followed. There is also an incredibly poignant list of all the passengers and crew aboard, outlining who did or did not survive.

Objects to look out for here include an apron worn by Miss Laura Mabel Francatelli on the night of the sinking. Miss Francatelli was personal maid and secretary to the famous fashion designer, Lady Duff Gordon.



## Section 5: Living on

This final part of the exhibition looks at legacies of the *Titanic* disaster – from changes in the law to dives to the wreck site and connections to the local Liverpool area.

There are several objects from the debris field of the wreck site here as well as props from James Cameron's 1997 movie!



Powder bottle prop from the movie *Titanic*.



Items from debris field.



Tortoiseshell hairbrush prop from the movie *Titanic*.

# Key Stage 1 activities

## Preparation

1. Teacher to familiarise themselves with the story of the *Titanic*. Have a look at the museum's information sheet:  
[www.liverpoolmuseums.org.uk/titanicinfosheet](http://www.liverpoolmuseums.org.uk/titanicinfosheet)
2. There is also a simple timeline of the major points of *Titanic's* story available in the resources section at the end of this pack.
3. Obviously, there are many aspects of the *Titanic* story which involve quite moving and poignant elements and we would recommend that these are thought about carefully beforehand when delivering activities at Key Stage 1 level.
4. At the above website you will find a link that will take you to the Father Browne *Titanic* photographs site. On the site you will be able to have a look at photographs that Father Browne took while he was a passenger on the *Titanic*.
5. You can also access the Father Browne photographs via the link here:  
<http://titanicphotographs.com/Browne/indexfatherbrowne.html>
6. In particular look at a photograph that was taken of a young boy, Douglas Spedden and his father, Frederic, whilst they were standing on the deck. Simply click on the 'At Sea' button on the left hand side and find the image of Douglas from within that selection.
7. Have a look at an example of a White Star Line ship's barber shop selling toys:  
[www.supershipsworld.com/white-star-line/rms-titanic/cdeck/1st-class-barber-shop](http://www.supershipsworld.com/white-star-line/rms-titanic/cdeck/1st-class-barber-shop)

# Introductory Activities

## Resources

- Timeline
- Classroom map or globe
- Copy of diary template

1. Explain to the pupils that they are going to be learning about the *Titanic* – refer to the timeline in the resources section for basic introductory information. Father Browne was a first class passenger on the ship and he took many photographs whilst on board.
2. Father Browne took the photograph of Douglas and his father while they were standing on the deck of the *Titanic* as they travelled from Cherbourg in France in 1912. The photograph will be used as evidence to show that the family were passengers on the ship.
3. Talk about the photograph that was taken of the White Star Line barber shop to be found at the link in the 'Preparation' section on the previous page. Ask the pupils if they can identify any toys in the photograph.
4. Explain that ships sailed from major ports such as Liverpool, Glasgow, London and Southampton to various destinations. On your classroom map or globe, trace the journey of the *Titanic* and the Spedden family.
5. Also get them to think about some of the reasons why people may have been travelling on *Titanic*. What other forms of transport could they have used and would people still travel around the world by ship today?
6. Provide the pupils with a copy of the diary page supplied in the resources section of this pack. Ask them to write or draw pictures of memories about a journey they have been on. What type of journey was it and what did they take with them?
7. Travellers a long time ago would have had a large trunk or suitcase full of clothing with them. Many third class passengers on *Titanic* were emigrating to a new life in America while those in first class were taking really long holidays.
8. Ask the pupils individually, in pairs or in small groups to imagine they were starting a new life on the other side of the world or taking a really long holiday. Get them to think about what they would take with them today on these journeys. Discuss everyone's ideas – would anyone take their favourite toy?



## Visiting the museum

An accompanying visit to the museum and the *Titanic* exhibition is highly recommended to enhance the children's learning around this subject. We offer a staff-led storytelling workshop especially for pupils at Key Stage 1 which is extremely popular. Based around the experiences of first class passengers, the Spedden family, the session begins with a warm welcome to the museum and a discussion to find out what the children may or may not already know about the famous ship and its local Liverpool connections. The session moves on to explore what life was like over one hundred years ago - looking at travel, toys and in particular the Spedden family.

The children are then invited to take part in the story of Polar, the *Titanic* Bear which is adapted from a book called 'My Story' that was written by Daisy Corning Stone Spedden who survived the fateful voyage along with her family. The story book was presented as a Christmas present to her son, Douglas, and tells of what happened on the night of *Titanic's* sinking.

This activity is extremely interactive with the children learning about the *Titanic* by taking part in the storytelling and playing different characters including Douglas, Daisy and a sailor. The children are shown what actions and words they need to perform and they have the opportunity to try on and handle replica costumes. Throughout the story the children gain greater understanding of the family's experiences along with Douglas' toy bear, Polar, as they were being rescued from the lifeboat.

For further information on this workshop including curriculum links and learning outcomes, how to book and downloadable exhibition trails please visit this link [www.liverpoolmuseums.org.uk/titanicstorytelling](http://www.liverpoolmuseums.org.uk/titanicstorytelling)





## Extension activities

### Resources

- Newspaper template
- *Titanic* character templates
- Edwardian theatre template (try using thin card or pasting onto a cereal box)
- *Titanic* theatre characters templates
- Scissors and glue

### Activity 1 - News report

1. Give out copies of the newspaper template and the *Titanic* character templates provided in the resources section.
2. Ask the pupils to make a news report about the Spedden family by using the character templates and their own drawings to show what happened to the family when they were on the *Titanic*.

### Activity 2 - Diary discussion

1. Direct the children to have another look at their diary page. Initiate discussion about what items they chose to take with them on their journey.
2. Ask the pupils if there was an item they wanted to take with them but could not. Were there any items they could have left behind? Could they have taken the same items with them if they had been travelling on the *Titanic* in 1912? Would they have wanted to rescue any of these things from the *Titanic* when she was sinking?
3. What types of toys did Douglas have on board the ship to play with? Do you play with toys like Douglas' today?
4. Draw your favourite toy on your diary entry.

### Activity 3 - Toy theatre

1. Teachers/teaching assistants may need to help children construct the theatre – encourage the children to colour and decorate the different elements. Also, give out copies of the *Titanic* theatre characters sheet and let the children choose which characters they would like to use to make their own scene in the theatre.
2. In a subsequent lesson, act out each part of the *Titanic's* or Douglas' story in small groups to the rest of the class.

## Key Stage 2 activities

### Preparation

1. Teacher to familiarise themselves with the story of the *Titanic*. Have a look at the following information at: [www.liverpoolmuseums.org.uk/titanicinfosheet](http://www.liverpoolmuseums.org.uk/titanicinfosheet)
2. There is also a simple timeline of the major points of *Titanic*'s story available in the resources section at the end of this pack.
3. Between 1830 and 1930 more than forty million people emigrated from Europe. *Titanic* carried some of these emigrants but it also carried everyday travellers who sailed across the Atlantic for business and pleasure.
4. Visiting the Encyclopedia Titanica website [www.encyclopedia-titanica.org](http://www.encyclopedia-titanica.org) will provide vast amounts of information regarding the ship and, in particular, all of the passengers and crew aboard.
5. Show the First Class ticket held in the museum's archive (not on display in the exhibition) and find out its story - this is the only remaining ticket for *Titanic* known to exist! [www.liverpoolmuseums.org.uk/titanicticket](http://www.liverpoolmuseums.org.uk/titanicticket)

# Introductory Activities

## Resources

- Timeline
- Classroom map or globe
- Deck plan
- Diary template

1. Explain to the pupils that they are going to be learning about the White Star liner, *Titanic*, and her maiden voyage in 1912 - refer to the timeline in the resources section for basic introductory information.
2. On your classroom map or globe, trace the journey from her port of departure, Southampton, to Cherbourg in France and then on to Queenstown in southern Ireland.
3. On board were passengers from all walks of life but separated into three classes - First, Second and Third. Look at the deck plan included in the resources section, notice the number of passengers in each class and the amount of space they were allocated.
4. Explore the *Titanic* using this plan - look for the salt water swimming pool, Verandah Café, à la carte restaurant, wheelhouse, engine rooms and boiler rooms.
5. Many of the Third Class passengers were emigrants, seeking a better life in America. Ask the children to imagine that they are starting a new life in this way - what would they like to take with them as a reminder of home? Ask them to pair-share with the pupil next to them - did they agree on some of the things they would like to take? What did they disagree on?
6. Split the children into four groups to represent each of the different classes and the crew. Set the children the task of researching the experiences of different people from the ship using the biographies on Encyclopedia Titanica. Do they expect everyone to be treated the same? Remember the amount of space for the different classes on the plan.
7. Provide children with the diary template (1 copy each) and ask them to set out what they are looking forward to on the voyage and in America **using the left hand page**. They can do this either as fictional characters or as a real person they have researched in the previous activity. Remember to concentrate on their expectations before boarding the ship!

## Visiting the Museum

An accompanying visit to the museum and the *Titanic* exhibition is highly recommended to enhance the children's learning around this subject. We offer a staff-led interactive workshop especially for pupils at Key Stage 2 which is extremely popular. 'Voyage of Discovery' is an exploration of the *Titanic*, its local history connections to Liverpool and the causes of the famous disaster.

Utilising objects that can be handled, tried out, worn and even smelt, the children take part in discussions and dramatizations about the ship, exploring the places associated with it and the experiences of the different classes of passengers and crew on board.



Children are invited to think about the multiple perspectives historical events present to us. Was anyone to blame for what happened or was it a series of unforeseen events? They are challenged about perpetuated myths and misconceptions surrounding the ship, exploring through practical activities the wider context of Edwardian society - including class, age and gender and how this affected individuals' chances of survival in the early hours of 15 April 1912.

Voyage of Discovery also taps into key aspects of teaching Fundamental British Values as part of SMSC (spiritual, moral, social and cultural development), broaching such things as rule of law and custom in tandem with the rights of the individual.

For further information on this workshop including curriculum links and learning outcomes, how to book and downloadable exhibition worksheets please visit this link [www.liverpoolmuseums.org.uk/titanicvoyage](http://www.liverpoolmuseums.org.uk/titanicvoyage)



## Extension activities

### Resources

- Morse Code alphabet
- Torches
- Latitude and longitude chart
- Partially completed diary template from introductory activity

### Activity 1 – Morse Code messaging

Split the class into small groups and task them with taking turns apiece to send one key word to the rest of their group in morse code using flashes of a torch. Use the Morse Code alphabet sheet included in the resources section of this pack to help – remember that dots are quick flashes and dashes are long. Choose from the following words relating to *Titanic*:

First, Bergs, Third, Water, Sinks, Morse, Rivet

Or

Project the following onto a classroom interactive whiteboard for children to translate from their own copy of the alphabet sheet:

**SOS**    ● ● ●    — — —    ● ● ●  
**HELP**   ● ● ● ●   ●   ● — — —   ● ●   ● — — — — — ●  
**ME**       — — —    ●

Visit the website at this link to see many of the wireless messages sent to and from *Titanic* during her final day. <https://enchantedtitanic.com/the-final-wireless-transmissions-aboard-the-r-m-s-titanic/>

### Activity 2 – Positioning and plotting

Practise use of co-ordinates by placing *Titanic's* last three known positions onto the chart provided in the resources section using latitude and longitude. Her last three known positions were as follows –

- **T1** = *Titanic's* first emergency message gave her position as 41°46'N 50°14'W
- **T2** = *Titanic* sent a corrected position 41°56'N 49°14'W
- **T3** = *Titanic* wreck site 41°44'N 49°56'W

### Activity 3 – Diaries and debates

Encourage the children to revisit their diary entry from the introductory activity and refamiliarise themselves with the character they chose. Now add further information **on the right hand page** about the voyage and opinions they may have formed about the ship during the voyage – people they have met, food they have eaten or things they have done on board for example.

How about on the night of the sinking? What sorts of memories would they have about the things they would have seen/heard/felt? Record these ideas on the diary too. Try to build up a picture of emotions and empathy for the people involved. Role play some scenarios from the *Titanic's* voyage in small groups inspired by the ideas from everyone's diaries and perform them for the rest of the class.

Finally, think back as a whole class about the events that led up to *Titanic's* sinking. Was there someone definitely to blame or was it simply just a terrible accident that no-one could have foreseen? Debate the rights and wrongs of things such as the number of lifeboats, the fact that it was women and children first into lifeboats and also the differences between the classes and how this affected the outcome for so many hundreds of people.

You may wish to pick a question or topic and split the class into 'for' and 'against' with one or two pupils acting as chairpeople!



**Merseyside Maritime Museum**  
Royal Albert Dock Liverpool  
Liverpool Waterfront  
L3 4AQ

Open daily 10am - 5pm

**FREE ENTRY**

[liverpoolmuseums.org.uk](http://liverpoolmuseums.org.uk)



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