



Teacher Resource

Titanic Anniversary

Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

1. Summarise the Titanic Anniversary story in three sentences. Compare your summary to a classmates'.
2. Why was the Titanic described as 'unsinkable'?
3. What was Robert Ballard's secret mission?
4. Why do you think many people are still fascinated with the sinking of the Titanic?
5. Name three facts you learnt watching this story.

Activity: See, think and wonder

After watching the BTN Titanic Anniversary story, students will respond to the following questions:

- What did you SEE in this video?
- What did you LEARN from this story?
- What was SURPRISING about this story?
- What QUESTIONS do you have about this story?
- Why do you think BTN covered this story?



Activity: Personal Response

After watching the BTN Titanic Anniversary story, ask students to finish one or more of the following incomplete sentences:

- Learning about the Titanic made me feel...
- This BTN story made me wonder...
- It was interesting to learn that...
- BTN covered this because...

What do you know about the Titanic?

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KEY LEARNING

Students will deepen their understanding of the Titanic by investigating primary sources.

CURRICULUM

HASS – Years 5 & 6

Develop questions to investigate people, events, developments, places and systems.

Locate, collect and organise information and data from primary and secondary sources in a range of formats.

History – Year 7

Develop historical questions about the past to inform historical inquiry.

Locate and identify primary and secondary sources to use in historical inquiry.

Identify the origin, content, context and purpose of primary and secondary sources.

Activity: Key Words

Students will brainstorm a list of key words that relate to the BTN Titanic Anniversary story. Here are some words to get them started.

Maiden Voyage

Bow

First Class

Expedition

Shipwreck

Iceberg

Artefacts

Unsinkable

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further Investigation

- What does the name *Titanic* mean? Investigate the origin of the name and what it means.
- Create a world cloud using the keywords you find. A word cloud is a visual made up of important/key words relating to a topic. Create a word cloud using a free online word cloud creator such as [Word It Out](#).

Activity: Visual Literacy

As a class analyse this painting called “Women and Children First” which was painted by Fortunino Matania in 1912. The painting was published in *The Sphere*, a British newspaper, around May 1912, shortly after the Titanic disaster.

Students will analyse the painting, individually or in pairs, and respond to the following:

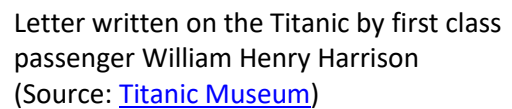
- What do you see in the painting?
Write down what you notice in the painting.
- What moment in history is captured in the painting?
- Describe the setting and who is in the image.
- What emotions are conveyed in the painting? How do you think the people in the painting might be feeling?
- What questions would you like to ask the people in the painting?



Women And Children First by Fortunino Matania
(Source: [Wikipedia Commons](#))

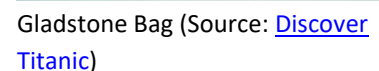
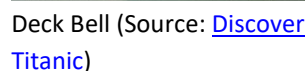
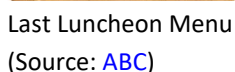
Handwritten letters from the Titanic are rare, historically significant artefacts that provide firsthand accounts of life aboard the ship before its sinking. Below is an A4 page letter written on the Titanic by first class passenger William Henry Harrison (Source: [Titanic Museum](#)).

- When was the letter written?
- Who wrote the letter? Who was the letter for?
- What information was included in the letter?
- Why did they write the letter? What was the aim of the letter?
- What does this letter tell us about the Titanic?
- Is this letter a primary or secondary source? Explain your answer.



Discuss as a class how primary sources (for example personal items, photos, letters, diaries, and official documents) help us understand what might have happened at a place in time. Students will then use the following as a guide as they create their own time capsule:

- 'Collect' 6 historical items to create your own Titanic time capsule. Use the internet to find your items, including personal items, jewellery and valuables, works of art, photographs, letters or diary entries.
- Include an illustration/photo and a description of each object. Why did you include each object in your time capsule? Are there any stories related to the object?
- How do these artefacts teach us about the people onboard the Titanic in 1912? Think about who they were, what they valued, and their journey aboard the ship.



Activity: Quiz

Students will use the facts they have discovered about the Titanic to create a quiz and then test their classmates. Students will include a range of quiz styles, for example:

- Multiple choice
- True or false
- Fill in the blank
- Use photos or pictures
- When an answer is revealed, provide extra information to explain the answer.



Students can make their quizzes in [Kahoot](#) or [Quizizz](#). Make it fun, engaging, and educational!

Useful Websites

- [20 Top Titanic Facts](#) – National Geographic Kids
- [The fraught journey to reach the Titanic](#) – ABC News
- [The Titanic's fateful voyage in pictures](#) – Newsround
- [Titanic Found Anniversary](#) – Newsbreak