

GETTING LAUNCHED

1. Using the KWL grid, pupils should create an individual record of what they already know and what they would like to know. This can be done secretly so that a whole class activity can follow. In groups pupils take it in turns to read out one fact at a time; the things they know. If no-one else knew a particular fact it should be circled. When all facts in the group's 'know' columns have been read out, the remaining circled facts can be read out to the whole class. Any facts that are unique should be noted so that the person who 'knew' them can check them out and bring evidence to the class (a small prize could be awarded to the pupils whose unique fact could be proved as accurate.)
2. It is worth taking time to review how the students 'think' they know their facts as many people know about the movie rather than the actual ship.
3. Pupils should then have the opportunity to review their 'would like to know' column in light of the facts shared by their classmates. Where they can, they should move things over from 'would like to know' to 'learned'. The class teacher may need to make suggestions or give broad guidelines for the types of topic that could go into the 'would like to know' column if pupils are reticent.
4. In groups pupils should then collate a list of things they would all like to know and fairly divide the list amongst themselves. Each pupil should take responsibility for looking out for that information at Titanic Belfast and asking Titanic Belfast staff for assistance if necessary. The class teacher may wish to add structure to the search for information and give roles to particular pupils e.g. Sarah will be the designated reader for information about jobs on board, Claire is the designated listener for information about lifeboats etc.

RATIONALE

SUGGESTED LEARNING INTENTIONS:

Requirements for Communication: pupils should be enabled to:

- Listen to and identify relevant information and ideas.

Developing Pupils' Thinking Skills and Personal Capabilities: pupils should be given opportunities to:

- Investigate the past through increasing their understanding of different interpretations.
- Practise their historical inquiry skills, setting a baseline of their existing knowledge.

Developing Pupils' Thinking Skills and Personal Capabilities: pupils should be given opportunities to:

- Listen to and take part in discussions and presentations.
- Ask focused questions.
- Plan and set goals.
- Listen actively and share opinions.
- Use own and other's ideas to locate sources of information.
- Learn from and value other people's ideas.
- Develop routines of turn taking.

KEY QUESTIONS

What do we already know about Titanic?

What do we want to learn about Titanic?