

Titanic Passengers



Assessment Focus	Pupil Notes	
Digital Storytelling: Presenting or Digital Storytelling: Publishing • Explore 1* • Express • Evaluate • Exhibit	Level 3	Part 1 (a) Research Questions (optional) (b) Publishing: Advert or (c) Presenting
	Level 4	Part 2 (a) Research Questions (optional) (b) Publishing: Newspaper Front Page or (c) Presenting
	Level 5	Part 3 (a) Research Questions (optional) (b) Publishing: Newspaper Front Page or (c) Presenting

* Explore 1 refers to the first bullet point of Explore in the Levels of Progression

Task Description

This task involves the pupils using the internet to research for information on Titanic Passengers. Pupils are required to create either a newspaper front page or a presentation which will include some of their research. This task supports the CCEA Thematic Unit: "Unsinkable".

When making a judgement of the pupil's level of Using ICT competence within this task, teachers should use the Assessment Criteria Grid.

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In previous versions of this task, pupils used a database to research information about Titanic passengers. This database was created in 'Information Workshop' which is no longer available on C2K. Therefore this researching a database element is no longer part of the task. However, you may want to use another source of information about Titanic to complete this element with pupils.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- searching websites;
- using a word-processor to draft and redraft;
- using MS Publisher;
- importing images/sounds; and
- using presentation software.

Resources

Access to Internet – at Level 3 teacher should provide a list of suitable websites.

Suitable software such as Powerpoint, MS Word (Level 3), MS Publisher (Level 4 & 5)

Managing the Task

Pupils should be given opportunities to:

Plan

Pupils should be allowed time to browse appropriate sites on the Internet. After group discussion pupils should decide on the area to be researched and on appropriate sources for finding relevant information.

They should also decide upon the best method of presenting this information. For part 1b pupils should look at job advertisements and research ads from the period. They can look at some online sample newspapers from April 1912 and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc.

Do

Pupils should work individually to search for relevant information, sift through the information and use the findings to answer questions, create a presentation or newspaper front page. The finished work should include still or moving images either found or self-produced. Depending on the level at which they are working, pupils should save, store and retrieve their work appropriately.

Review

Pupils should talk about their own and others' work, reflecting on how it was created and the results achieved. They should discuss any problems they faced. Pupils should identify any improvements that might be made and amend their work if necessary. Pupils should talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

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Evidence for External Moderation

As well as submitting the final product, please include:

- evidence of planning
- pupil evaluation at appropriate level

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Suggested Research Questions and Answers

Find the name of a passenger who was a stone cutter and record whether he survived.

Mr Richard Otter. He did not survive.

Bruce Ismay was the Managing Director of the White Star Line, what was the name of his secretary?

Mr W Harrison.

What was Mrs J.M. Brown also known as?

The Unsinkable Molly Brown.

What did these people have in common and did they survive?

- a. Woolf Spector
- b. Samuel Greenberg
- c. Samson Abelson
- d. Sehua Kantor

They were all Russian emigrants. They did not survive.

Did any of the labourers travel in 1st or 2nd class?

Explain your answer.

All labourers travelled in 3rd class.

Pupils should explain why.

How many of the passengers in the list have no 'information' entered about them? Use the Internet to find out some information about one of these passengers. Write a short paragraph about him or her.

530 passengers have no information entered about them. Pupils provide information on one passenger.

Search the passenger records to discover if first class passengers had a greater chance of survival than second or third class passengers? Why do you think this was so?

First class passengers had greater chance of survival. Pupils should give reasons.

Did women have a better chance of surviving than men? Search the passenger records and use your findings to explain your answer.

Pupils should give reasons.

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Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets out the Requirements for Using ICT that are covered in this task. Alongside this are the Levels of Progression and the Using ICT Desirable Features for Digital Storytelling: Presenting and Digital Storytelling: Publishing at Levels 3, 4 and 5. These Desirable Features have been produced as guidance

for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of Using ICT competence, teachers should ensure that these Desirable Features are used in conjunction with the Using ICT Levels of Progression.

Assessment Criteria Grid			
ICT Requirements	Level 3	Level 4	Level 5
Explore access, select, interpret and research information from safe and reliable sources.	Pupils can: research, select, edit and use information from given digital sources;	Pupils can: research, select, edit and use assets from a range of digital sources;	Pupils can: research, select, edit, use and evaluate assets from a range of digital sources;
Express create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.	communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds;	process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose;	process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose;
Evaluate talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.	make modifications to improve their work; and	use appropriate ICT tools and features to improve work; and	use appropriate ICT tools and features to carry out ongoing improvements and evaluate process and outcome; and
Exhibit manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.	save using file names and select work to showcase learning digitally.	select, organise, store and retrieve their work to showcase learning digitally in a personalised area.	organise, store and maintain their work within a personalised area to showcase learning digitally across the curriculum.

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

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Desirable Features		
Digital Storytelling: Publishing – Level 3	Digital Storytelling: Publishing – Level 4	Digital Storytelling: Publishing – Level 5
Pupils should: - look at, respond to and talk about examples of digital publishing, beginning to think about elements of design such as size of images and text, choice of font, space, texture and pattern; - search for text and high quality images (and sounds, if appropriate) from given digital sources such as a camera or tablet, their own artwork, shared folders or C2k digital libraries; - use a template, if appropriate, to create their product for example a leaflet, e-book, greetings card, poster or comic; - create text or edit found text, altering its content, font size, style and colour for best effect and to suit the purpose of their work; - combine and position text and images appropriately, showing an awareness of text layout such as the use of text boxes and bullet points and be able to drag images into place; - include a title, subtitles and captions, if appropriate; - scale an image proportionally; - spell frequently used words accurately and use correct punctuation and word spacing; - share their work with the teacher and/or others (possibly using digital tools to comment on others' work and respond to feedback on their own); - consider any feedback they have received and make changes as appropriate; and - save using filenames into a given folder or, if using an app, export into the location the teacher provides.	Pupils should: - look at, respond to and talk about examples of digital publishing, beginning to think about elements of good design and functionality for the product; - plan and create a document, such as a tri-fold leaflet or newspaper page, electronic publication, such as an interactive e-book or webpage, website or blog, showing an awareness of the purpose of their product and its intended audience in their choice of format or content; - research and select found and/or self-produced assets, such as text, high quality still and/or moving images, maps, graphs, tables or sounds, adding appropriate websites to favourites or bookmarks, saving their assets and research into a folder and being aware that not all sources are reliable; - download assets in a file format suitable for publication; - create text or edit found text and format it using features such as alignment, justification, numbering, paragraphs, columns and word wrap and text wrap or flow; - use text boxes and format them appropriately, for example using a border, making it transparent or rotating the box for effect; - use design elements such as alignment, proximity*, contrast, borders or page numbers to enhance the document; - make use of review features such as the digital spellchecker;	Pupils should: - respond to and think critically about examples of digital publishing, including the design and functionality of the product; - plan and create a complex publication such as a website, newspaper, leaflet or electronic publication, showing a clear awareness of audience and purpose in their finished product; - research and select assets, possibly self-produced, such as text, images, graphs or tables, from a wider range of sources; - analyse the assets researched and be discerning about their relevance, veracity and quality; - know that not all information is objective and not all sources are reliable; - select, edit and use assets demonstrating a clear understanding of the intended audience and purpose; - create appropriate assets if required, for example create and embed a moving image or soundscape file in the publication; - maintain a folder with subfolders to organise assets and content for the publication; - understand and use publication layout settings such as page margins, tabs, page and section breaks, and headers and footers for documents; - demonstrate an understanding of how design elements, such as alignment, proximity, colour contrast, borders or page number, transfer from screen to print (if creating documents); - use linked text boxes and grouping, for example picture and caption, in documents to improve layout;

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Desirable Features		
Digital Storytelling: Publishing – Level 3	Digital Storytelling: Publishing – Level 4	Digital Storytelling: Publishing – Level 5
	• share their work with someone (possibly using digital tools to comment on others' work and respond to feedback on their own); and • save and export the publication in an appropriate file format so that a different user can open it on a different device. * Proximity refers to grouping related items together, moving them closer to each other so they are seen as a cohesive group rather than unrelated parts.	• add effects such as filters, shadows and styles to enhance moving or still images; • use a digital spellchecker, thesaurus and dictionary, if appropriate to the product; • reference sources and follow copyright regulations pro-actively when publishing their work; • engage in discussion with the teacher or other pupils throughout the process and respond to feedback on work, if available this can be through a collaborative tool such as Google Classroom or Fronter; • save and export the publication in the appropriate file format, for example movie for a multimedia publication or html for web; and • maintain any online publication such as a website or blog to keep it current.

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Desirable Features		
Digital Storytelling: Presenting – Level 3	Digital Storytelling: Presenting – Level 4	Digital Storytelling: Presenting – Level 5
Pupils should: - access, select and import images (and sounds, if appropriate) from a range of given digital sources, for example from a camera or tablet, their own artwork, sound recordings, audio network, picture library or shared folder; - create text or edit found text, altering the content, font size, style and colour for best effect and to suit the purpose of their work; - make use of slide layouts provided by the software; - combine and position text and images and use sounds appropriately; - include titles and captions, if appropriate; - scale an image proportionally; - spell frequently used words accurately and use correct punctuation and word spacing; - select and use one or more appropriate transitions; - experiment with and adjust the order of their slides to tell their story or present their facts effectively; - share their work with the teacher or others (possibly using digital tools or supervised online tools such as Fronter or Google Classroom); - consider any feedback they have received and make changes as appropriate; and - save using filenames into a given folder or, if using an app, export into the location the teacher provides.	Pupils should: - plan and create a presentation or digital story showing an awareness of audience and purpose; - research and select found and/or self-produced assets, such as text, still and/or moving images, maps, graphs, tables or sounds (pupils should be able to add appropriate websites to favourites or bookmarks, save their assets and research into a folder and be aware that not all sources are reliable); - download assets in a format suitable for using in presenting software; - create text or edit found text and format it using features such as text boxes, borders, bullets and numbering; - explore how using custom animation can affect the order images and text appear in on the slide; - use design features such as templates, colour, borders or themes; - use one or more transitions between slides to make the presentation suitable for the content and context; - share their work with someone (possibly using digital tools to comment on others' work and respond to feedback on their own); - save and export the publication in the appropriate file format so that it can be played on another device; and - prepare and rehearse what they are going to say and deliver their presentation to the group or class, responding to questions or comments.	Pupils should: - plan and create a presentation or digital story that is structured logically and coherently, showing a clear awareness of audience and purpose; - research assets, such as still and/or moving images and audio, from a wider range of sources; - analyse the assets researched and be discerning in relation to their relevance, veracity and quality; - know that not all information is objective and not all sources are reliable; - select, edit and use assets, some of which should be self-produced such as a moving image or soundscape file in the presentation, demonstrating a clear understanding of the intended audience and purpose; - maintain a folder with subfolders to organise assets and content for the publication; - understand and use appropriate custom animation, transitions or navigation; - demonstrate an understanding of how layout, font, styles and colour enhance the visual impact and accessibility of the presentation; - add effects such as filters, shadows and styles to enhance moving or still images; - use a digital spellchecker, thesaurus and dictionary; - reference sources and be aware of copyright regulations;

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Desirable Features		
Digital Storytelling: Presenting – Level 3	Digital Storytelling: Presenting – Level 4	Digital Storytelling: Presenting – Level 5
		- throughout the process engage in discussion with the teacher or other pupils and respond to feedback on work (if available, this can be through a collaborative tool such as Fronter or an online forum); - save and export the publication in the appropriate file format; and - plan and rehearse a structured commentary for their presentation, taking their audience into account, delivering it clearly and effectively to the group or class, making best use of the content and effects in their presentation to support their delivery and modifying their commentary to include responses to questions or comments, referring to the presentation if necessary to illustrate their responses.

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Part 1

(a Optional) Find out about the passengers:

Use websites on the internet that your teacher has given you to find the following information:

- Find the name of a passenger who was a stone cutter and record whether he survived.
- Bruce Ismay was the Managing Director of the White Star Line, what was the name of his secretary?
- What did these people have in common and did they survive?
 - a. Woolf Spector
 - b. Samuel Greenberg
 - c. Samson Abelson
 - d. Sehua Kantor
- What was Mrs J.M. Brown also known as?
- Try to find out more about who Mrs J. M. Brown was, the lifeboat that she managed to escape on and why she became a well known survivor of the Titanic.



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Record your answers and information on a Word document.

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Part 1 (continued)

Now do **either** (b) or (c).

(b) Create an advertisement

Staff are required to work on the Titanic. A steward and a chambermaid are needed.

Create a half page job advertisement for one of the vacancies for the local newspaper. Think about the sort of skills and experience you will require in this person. Describe the type of work the steward or chambermaid will have to undertake and the conditions of service provided.



Create the advertisement. Insert graphics into your advertisement or scan in your own drawings. Scale and position images appropriately. Put borders around your images. Vary the size and style of your text.

Think carefully about your choice of language and style of writing to suit the historical period. Use titles, borders and captions.

Ensure that all necessary details are included, experience needed, personal characteristics, wages to be paid. Add an address for the applicant to reply to.



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Part 1 (continued)

Save your advertisement.

Show your advertisement to someone in your class and discuss if it could be improved.

Make any necessary improvements.

Save and print a copy if required.



Titanic Passengers

Part 1 (continued)

Or

(c) Create a Presentation:

- You are going to create a presentation of at least 6 slides about the Titanic and include some of the information you have found using the websites your teacher has given you. Take a note of the websites used to gather information.
- Make a plan for your presentation.
- Insert a picture or a photo on each slide and add some text and a sound. Alter the text font, size, style and colour and scale images.
- Choose a suitable layout and background colour for your slides.
- Check your spelling and punctuation.
- Select and use appropriate transition/s.
- Check that you are happy with the order of the slides.
- Using an appropriate name, save your presentation and show it to someone else. Discuss if you need to make any changes.
- Make any changes if necessary.
- Save again and give your presentation to your class.

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Part 2

(a Optional) Find out about the passengers:



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Use the internet to find the following information:

- What was the percentage of passengers who were travelling in each class?
- Did any of the labourers travel in 1st or 2nd class? Explain your answer.
- Use the internet to find out some information about one of the passengers. Write a short paragraph about him or her. Keep a note of where you got your information.



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Part 2 (continued)

- Did first class passengers have a greater chance of survival than second or third class passengers? Why do you think this was so?
- Did women have a better chance of surviving than men? Explain your answer.
- Try to find the name of the captain of the ship and what he did on the night the Titanic hit an iceberg.
- C.H. Lightoller was an officer on board the Titanic. Try to find out his rank and decisions he took when the Titanic sank.
- Research the story of Thomas Andrews and his actions on the night the boat sank.

Save your information and images into folders.

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Part 2 (continued)

Do **either** (b) or (c).

(b) Create a Newspaper Front Page:



This newspaper was published on the morning after Titanic sank. The headline is wrong. Think about why this may be so. Design a front page for the next edition later in the day when more information had become available. You should examine some online newspapers from April 1912 to look at with others in a group, paying attention to presentation of information, layout, fonts and graphics.



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Part 2 (continued)

Include some information that you have found about some of the people from the questions. Think carefully about your choice of language to suit the historical period.

- Use MS Publisher to design your newspaper.
- Use the information you collected in your research and plan how you are going to present it.
- Insert your own text and edit found text using text boxes and format appropriately. Use columns, paragraphs, borders and text wrapping.
- Use the picture toolbar to edit any images, graphs or tables that you have selected and place it in your newspaper.
- Save your newspaper using an appropriate name, share it with others and discuss what improvements could be made.
- Make any necessary improvements and save your work.

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Part 2 (continued)

(c) Create a Presentation:

- Create your own presentation about the sinking of the Titanic.
- Plan what you will put in each slide. Search the internet for more information, graphics or moving images clips. Keep a note of the websites where you found useful information.
- Create your slides thinking about the layout using text, sound and still or moving images and remember to think about the audience you are making it for.
- Choose appropriate styles and effects to suit the period and choose a suitable template. You might want to include a suitable graph in your presentation.
- Use a range of features in your slides, for example, text boxes, bullets and numbering. Use custom animation on some of your slides. Include hyperlinks.
- Look at your presentation and decide on the order of the slides and improve it by applying transitions between the slides.
- Edit and save your work in a named folder.
- Share your presentation with others, possibly using Google Classroom or a VLE. Ask for feedback and make any changes you think are necessary. Save again.
- Deliver your presentation to the class.

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Part 3

(a Optional) Find out about the passengers:



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reference number 401-E.)*

Use the internet to find the following information:

- What was the percentage of passengers who were travelling in each class?
- Did any of the labourers travel in 1st or 2nd class? Explain your answer.
- Use the internet to find out some information about one of the passengers. Write a short paragraph about him or her. Keep a note of where you got your information.

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Part 3 (continued)

- Did first class passengers have a greater chance of survival than second or third class passengers? Why do you think this was so?
- Did women have a better chance of surviving than men? Explain your answer.
- Try to find the name of the captain of the ship and what he did on the night the Titanic hit an iceberg.
- C.H. Lightoller was an officer on board the Titanic. Try to find out his rank and decisions he took when the Titanic sank.
- Research the story of Thomas Andrews and his actions on the night the boat sank.

Save your information and images into folders.

Titanic Passengers

Part 3 (Continued)

Do **either** (b) or (c).

(b) Create a Newspaper Front Page:

Use the internet and other information you have found out about Titanic to create a front page of a newspaper published in the days after the Titanic sank.

Include an article or interview with one of the rescued passengers. The passenger can be fictitious or real. Include information about the passenger's background, family, why he/she was on Titanic, what life was like on board the ship, how they were rescued, how he/she felt etc.

You should examine some online newspapers from April 1912 to look at with others in a group paying attention to presentation of information, layout, fonts and graphics. Think carefully about your choice of language to suit the historical period.

Use MS Publisher to design your newspaper.

Search the internet for information and graphics or use scanned images. Note which sites and sources of information you have used and if it is reliable and useful.



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Part 3 (Continued)

Be sure to:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Format text by inserting text boxes, align/justify/ wrap text appropriately, use a page border, paragraphs, headings and sub headings text wrapping and columns. • Access and select suitable images and text from a range of sources and demonstrate understanding of audience and purpose. • Create and organise sub-folders to store images, web links, etc. • Use grouping procedures, for example, group a picture and caption. • Include some assets that you have created in another program such as a video or graphic. | <ul style="list-style-type: none"> • Create a topic folder to store this work and use this folder to create sub-folders containing images used in your newspaper. • Link text boxes to allow for text flow. • Edit images using a wide range of image editing tools. • Include an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used. • Access your newspaper from your topic folder. Display on whiteboard or in a VLE and ask class to make or post comments. Make adjustments if necessary and resave. |
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Titanic Passengers

Part 3 (Continued)

(c) Create a Presentation:

Research the internet and create a presentation about life aboard The Titanic.

Be sure to:

- Demonstrate a clear sense of purpose and audience in your selection and use of moving/still images, sound and text.
- Use self created assets
- Edit graphics by using a variety of tools such as crop, recolour, contrast etc.
- Use a range of features to enhance the presentation such as hyperlinks, and embedded objects such as sound and video files.
- Animate your slides using custom animation and apply suitable transitions.
- Regularly use a "plan, do, review" cycle to improve your work.
- Create a Topic Folder to save your work into and use this folder to create sub-folders containing images used in your presentation, for example scanned photos/ images, digital photographs, weblinks, etc.
- Reference sources and bookmark any websites that you have used.
- Share your work digitally and take feedback before making final changes.
- Deliver your presentation to the class using suitable timing and answer questions related to the content.
- Write an account to describe the process you have undertaken and the challenges you faced and discuss what you might have done differently.