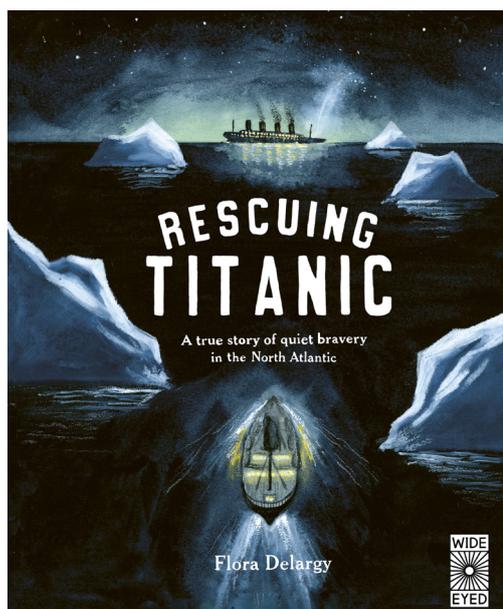


'A visual feast... Delargy brilliantly condenses the history of both vessels and the key characters involved for a junior-age audience. [...] exquisite artwork [...] A triumphant debut – Delargy's style is as clear and confident as any of the major names simultaneously hitting the shelves.' – *The Observer, Best Picture Books* (July 21)



RESCUING TITANIC

**A true story of quiet bravery
in the North Atlantic**

7th September 2021 | Hardback | 80pp
£14.99 | Ages 7–11 | ISBN 9780711262768

Written and illustrated by debut Flora Delargy, whose Grandfather and Great Grandfather both worked in the Belfast Shipyards where the Titanic was built.

Rescuing Titanic - Teacher Notes

Depending on the age of the children, the following lessons can take place over more sessions than are outlined in the notes. The lessons are pitched at children in Key Stage 2 in primary school but can be adapted across the primary curriculum to suit the needs and ages of the children in your school.

Learning in this area is not designed to be specifically taught, but to create flexible cross curricular opportunities.

By using this book and following the suggested activities, children will begin to understand the events relating to this well-known story including:

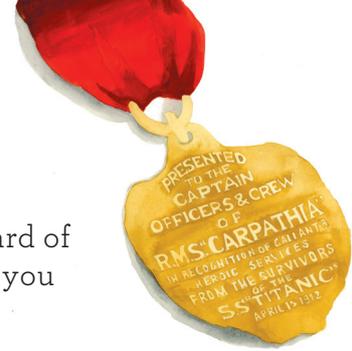
- What happened to the Titanic on its maiden voyage from Southampton to New York.
- How the Carpathia came to rescue passengers from the Titanic.
- What kind of crew and passengers were on both ships.
- Comparing and contrasting the stories of both ships.
- How developments in technology have affected life now, and, in the past.
- How to distinguish between fact and fiction in this famous story.



Session 1: What happened to the Titanic?

Introduction and discussion:

Introduce the book *Rescuing Titanic*. Begin by asking the pupils 'Have you heard of the Titanic?' What type of people do you think were on the Titanic and why do you think that they were travelling? Read the book to the class.



Comprehension:

Children to work in pairs with access to a book to use as a source for information. Can they answer and report back on the following questions?

- How long did it take a steam ship to cross the Atlantic at that time?
- Where was the Titanic built?
- Where was it going?
- How many crew were on board?
- Where was the Carpathia built?
- Where was it going?
- How many crew were on the Carpathia?

Activity: Create a Timeline showing the main events of the story. What happened and where?

Children to work in pairs. Give each pair a large sheet of sugar paper and felt pens. Show them how to set out two parallel timelines - one for the Titanic and one for the Carpathia.

Title each section of the timeline:

10th April 1912 - RMS Titanic departed from Southampton.

11th April 1912 - RMS Carpathia departed from New York.

Use pages 28-56 from the book and set out the key events on the timeline, for example:

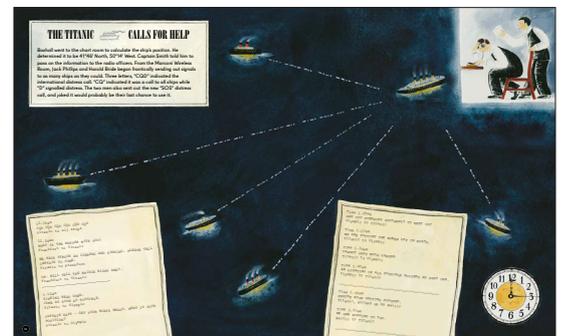
Titanic:

11.40pm/12.15pm/2.40am/4.10am.

Carpathia:

11pm/12.25pm/12.45am/2.410am/4.00am

Encourage children to add notes including people, places and relevant facts to the timeline, using the book as an information source.



Reflection:

Look at a map of the route and see if you can pinpoint exactly where the Titanic sank. How long did it take for the Titanic to sink? Are the children surprised by this? Why?



Session 2: Titanic Fact Sheet

Introduction and discussion:

Encourage the children to use the book as an information source and look at the facts that are known about the Titanic. Explain that many books have been written about the Titanic and sometimes the facts can become distorted. Discuss how in any historical accounts we have to be aware of the facts, although we can make assumptions based on what we know.

Activity: What happened to The Titanic Fact Sheet

Draw up a fact sheet of ten things that you know actually happened on the Titanic on 14th April 1912. Make each fact a short statement. For example:

The Titanic hit an iceberg. The Titanic had 2220 passengers. The Titanic had only 20 lifeboats. Not all of the lifeboats were full.

Then ask the children to come up with five assumptions based on these statements – what do they think might've happened but cannot be factually evidenced. For example:

It was very cold. People were screaming. Lots of people were panicking. People got lost and couldn't find the lifeboats.

Reflection:

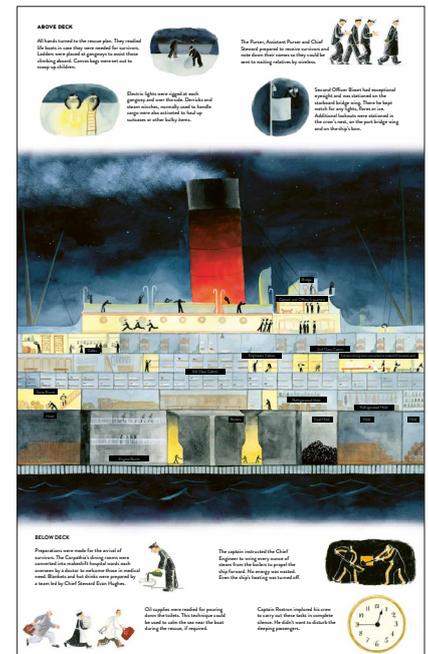
Give children opportunities to share their fact sheets. Discuss the causes that the children are aware of that contributed to the disaster. Ask them to justify their assumptions.

Session 3: What do you know about the Carpathia Fact Sheet

Repeat the activity above but for the Carpathia focussing on pages 42 and 43 in the book. Explain that this ship is less famous in the story of the sinking of the Titanic. Why might that be? How important do the children think that the role of the Carpathia was?

Reflection:

Discuss how important the Carpathia was in these events. How do you think the passengers on the Titanic felt when they saw the Carpathia? What were the main differences between these two ships?



Session 4: Character Study of Captain Arthur Rostrum

Think about what you know about the two captains, what their different experiences were and how they carried out their duties. Give children some time in pairs to think about what questions they would ask each Captain about their experiences on that night. Ask children to volunteer to sit in the hot seat as Captain Arthur Rostrum or Captain Edward Smith and try to answer class questions using the timelines and fact sheets from the previous sessions.



Activity: Character sketch of Captain Arthur Rostrum

Give each child a large piece of white paper and coloured pencils. Using the book and other sources if appropriate ask them to sketch a portrait of Arthur Rostrum in the centre of the paper. Look at some of the words that were used at the end of the book to describe the actions of Arthur Rostrum. Encourage the children to surround the portrait with words or phrases that relate to what they know about him.

Reflection:

Based on what they know, encourage the children to compare and contrast the experiences of the two captains in a short piece of writing.

Session 5: The Experience of the Passengers

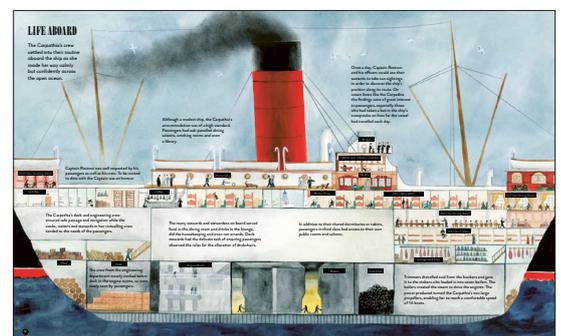
Introduction and discussion:

What does the book tell us about the passengers on a) The Titanic and b) The Carpathia?

Research any of the passengers from the passenger list at the beginning of the book. Report back any findings.

Why do the children think that people in 1912 would embark on such a long voyage? What do the children know about passengers in First Class, Second Class and Third Class. Explain that it is well documented that less of the Third Class passengers on the Titanic survived than First Class passengers – why do they think that the class that you were travelling in might've impacted on your survival?

Look carefully at the pictures on pages 24/25. Ask the children to write a diary entry for their first night aboard the Carpathia from the perspective of either a First, Second or Third Class passenger. Ask them to capture how they feel at the start of their journey. Where are you going? What can you see? What can you smell? How do you feel? Who are you with? What are your expectations for the journey?



Reflection:

Allow the children to read out their diary entries to each other.



Session 6: Newspaper reporting

Introduction and discussion:

Look on the internet at some newspaper headlines and reporting about the events of the Titanic at that time. Was the reporting accurate? Do many newspapers include the Carpathia in their reporting? Discuss how the events of the sinking of the Titanic were reported and why there were inaccuracies? How do the children think that news and information was gathered, recorded and reported in 1912 compared to how a current news story would be reported today?

Activity:

Give each child a newspaper writing template and ask them to write a factual report based on what they have learned under the following headline **'Titanic sinks after hitting Iceberg. 706 rescued by RMS Carpathia'**. Ensure that each report contains factual evidence of what happened to the Titanic and details the actions of the crew of the Carpathia.

Reflection:

Encourage children to adopt the role of a newsreader and read aloud their reports.

Session 7: Capturing Visual Evidence

Introduction and discussion:

Ask the children to think about the technology available in 1912. Were there telephones? Cameras? Internet? How was the visual evidence captured? Look at page 26 and think about the difference in sending a message in morse code and sending a text. Look at page 69. There was some photographic evidence – how was it captured? Can the children find out any further information about the photographs that Bernice Palmer took?

Thanks to books with illustrations like *Rescuing Titanic* we can all imagine better the events of that night. Look at the illustration on pages 58/59. How do the children think that the illustrator uses colour to dramatize the events?

Activity:

Give the children large sheets of sugar paper and palettes of colour for them to copy the painting on pages 58/59. When the paintings are dry ask the children to put speech or thought bubbles in black felt pen for the passengers and crew on the lifeboat.

Reflection:

How do the children think that the passengers on the Titanic felt when they saw the Carpathia approaching?



Session 8: Homeward Bound

Introduction and discussion:

Return to the diary entries in session 6. Ask the children to remind themselves of the passenger they assumed to write the entry.

Activity:

Ask them to write a further entry from Wednesday 17th April as they were on their return to New York. Ask them to try to capture how they were feeling and what they were thinking as the events of their voyage unfolded.

Reflection:

Share these diary entries.



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Written and illustrated by Flora Delargy

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