

Titanic in dock (a model of the Titanic) - Les Chatfield via <https://www.flickr.com/photos/elsie/2274327466>



This scaled model shows the Titanic docked in Southampton. Can you see the first-class passengers' gangway which is separate from the third-class passengers' gangway?

Name: _____ Date: _____



Record all your ideas about your character on this character sheet. Think about the way they might react to different situations and their background e.g. are they posh, grumpy, excited, poor, hardworking, funny etc?

Name:

Age:

Ticket class:

Gender:

Is your character travelling with anyone? If yes, who?

Personality traits:

Reason for being on the Titanic:

Things they might be excited about:

Things they might be worried about:

What does your character care about most?

Does your character have any special skills or strengths?



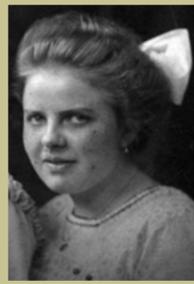
Name: Elizabeth Allen
 Age: 29
 Gender: Female
 Class: 1st
 Nationality: American
 Destination: Missouri, USA

Miss Allen was engaged to a British doctor and was going home to Missouri to collect her possessions so that she could move to England with her fiancé. She was with her sister, Georgette (15). She was excited to get back to be returning home to see her family.



Name: William Carter
 Age: 11
 Gender: Male
 Class: 1st
 Nationality: American
 Destination: Rhode Island, USA

After taking a trip to Europe with his family (his mother, father and his sister Lucille), William Carter was aboard the Titanic on his way home to Rhode Island. His family was very wealthy and he had travelled a lot, so this trip wasn't very new to him.



Name: Ethel Beane
 Age: 23
 Gender: Female
 Class: 2nd
 Nationality: English
 Destination: New York

Mrs Beane was travelling with her husband Edward with plans to settle in New York. Her husband was a bricklayer who also survived the sinking by jumping off the ship into the same lifeboat as Ethel.



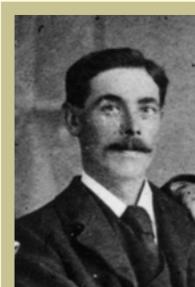
Name: James Mellors
 Age: 19
 Gender: Male
 Class: 2nd
 Nationality: English
 Destination: New York

Mr Mellors was travelling alone to New York where he had found a new job. He had a cousin living there who he planned to stay with when he arrived. James had sailed before but was excited to be aboard the famous Titanic.



Name: Bridget Goodwin
 Age: 12
 Gender: Female
 Class: 3rd
 Nationality: English
 Destination: New York

Bridget's father had been offered a job by her uncle who had moved to the USA a few years before. She was travelling with her entire family (mother, father and three younger brothers) and was excited to travel to a new country she had never been to before.



Name: Jacob Davies
 Age: 45
 Gender: Male
 Class: 3rd
 Nationality: Irish
 Destination: New York

Mr was from a large family in Ireland. He was travelling in a group of other Irish immigrants to New York to join his brother and sister who worked for a wealthy family. He was very nervous about sailing as he had never been aboard a ship before.

Chapter One - Boarding the Titanic

- **You see the Titanic for the first time. Describe your surroundings using your senses (sights, sounds, tastes, smells and feelings).**
 - How did you travel to Southampton?
 - Who is there with you?
 - How are you feeling? Why?
- **You board the Titanic. You see the interior for the first time.**
 - How did you board the ship? *Third-class (steerage) passengers would have entered on a lower gangway to the first-class passengers. First-class would have entered onto one of the top decks of the ship.*
 - Can you see anyone you know?
 - Did you talk to any of the Titanic staff? (Make sure you punctuate your dialogue correctly and balance the amount of dialogue with the narrative.) *Deckhands and staff members would have been available to greet passengers and show them which way it was to their cabins. First-class passengers would probably have had their luggage carried for them, whereas third-class would have had to carry it themselves. Captain Smith would have made himself available to greet some of the first and second-class passengers as they arrived on board.*
- **You arrive at your cabin. Describe what it's like.**
 - What is the furniture like in your cabin? *Third-class passengers would have had multiple bunk beds and a wash basin in their cabin, second-class would have had a bunk bed, a wash basin and a desk area and first-class may have had a suite (a cabin with multiple rooms) with four poster beds and luxurious furniture.*
 - Was it far to travel to get to your cabin? *Third-class cabins were usually lower in the ship, nearer to the engines. First and second-class cabins were nearer the top decks and facilities on the ship.*
 - Is there anyone else there? *Third-class cabins would have to have been shared between people, often strangers.*

Check your:

- Capital letters and full stops are correct and in the right places (don't forget capital letters for proper nouns!).
- Paragraphs are in place and correct. You can use two slashes (/ /) to show you need a new paragraph if you forgot one.
- Spellings - If you're not sure, try looking it up in a dictionary, ask your partner or an adult.

Descriptive language features:

- Interesting verbs
- Adjectives and expanded noun phrases
- Adverbs, adverbial phrases and fronted adverbials
- Similes and metaphors
- Personification

Chapter One - Boarding the Titanic

As you write your first chapter, decide on the effect and mood you want to create for your reader using your choice of words.

- Think about the effectiveness of your expanded noun phrases - don't repeat information that the reader already knows.
- Try varying your choice of nouns as well as your adjectives and verbs. How many different ways can you think of of saying 'crowd'?
- Try linking your writing's mood to your character's thoughts and feelings. Are they bored, excited or nervous?
- Try adding ideas and clues in for your reader that something bad might happen.
- Keep a balance of any dialogue you include. Can you use it to move the story forward?

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With a partner or on your own, follow the instructions to build up your sentences about seeing the Titanic for the first time. Don't worry if some of the changes don't make sense; you're playing with the words, structure and language to try and make the most effective sentence you can.

Write a simple sentence.

Add an adjective or create an expanded noun phrase.

Add an adverb or an adverbial phrase.

Change the verb.

Add a conjunction and create another clause (main or subordinate).

Swap the clauses around.

Pick your favourite bits to make a final sentence (you can change parts back).

Shared Write Teacher Notes

Use these notes as a guide with conducting the shared writing task with your class. They are just suggestions for the structure of the activity as well as any questions that you might find useful.

- In pairs, ask the children to write a sentence about seeing the Titanic for the first time on the Sentence Builder Sheet. This should help them think reflectively about the effect that their choices and changes make when writing. Support any who need it with the grammatical terms.
- Ask the children to share their sentences. It may be useful to make notes (or have someone else scribe) some of the interesting and effective pieces of sentences that the children share at this point.
 - This might be a nice opportunity to have them explain some of their choices
 - *Why did you choose that verb?*
 - *I like that you've started with an adverbial phrase. Why did you decide to structure your sentence like that?*
 - *You've managed to make your character sound impressed by the Titanic. Can anyone pick out how they have managed to create this effect?*
- Using what the children have shared, begin to build the moment a character sees the Titanic for the first time.
 - Pick out sections or full sentences that the class like and continue to change and improve them as you write.
 - *John's sentence created a nervous vibe, but our shared write is aiming for a more excited effect. Which words should we change to suit this new effect?*
- Create a paragraph involving the sights, smells, sounds and feelings of seeing the Titanic. Read through it out loud and check that the children are happy with it.
- Ask the children to carry on their first chapter independently following this shared introduction. They may like to write the introduction out again in their own writing, changing words and phrases to suit their intended effects.