The book follows the story of a man called J. Bruce Ismay, who is the managing director of a shipping company called the White Star Line. In 1907, Ismay had a dream to build three huge ships to take passengers and cargo across the Atlantic Ocean from Europe to the United States of America. One of those ships became famous for all the wrong reasons: the Titanic.

Titanic was a luxurious ship equipped with the latest in ‘mod cons’ for the passengers. In First Class, the wealthy were treated to beautiful and elegant rooms – which even had working fireplaces! There was a gym, libraries, squash courts and the first swimming pool ever constructed on an ocean-going liner. Titanic was also a fast ship, with five engines fed from steam produced in six boiler rooms. However, despite all the expense spent and the hype surrounding the new ship – she was deemed ‘unsinkable’ by her designers – on her maiden voyage, which departed from Southampton on 10 April 1912, she hit an iceberg and sank. Over 1,500 people lost their lives in the disaster. Many went down with the ship, whilst hundreds more froze to death in the icy waters of the ocean. There simply were not enough lifeboats for all the people on board. From the moment that the ship began to sink, it would have been very clear that You Wouldn’t Want to Sail on the Titanic!

About the Titanic

Titanic and her sister ships Olympic and Gigantic (which was later renamed Britannic) were built by shipbuilders Harland and Wolff in Belfast. Work on building the ship began in 1909. Approximately 11,300 men were employed to build Titanic. The skeleton of the ship was made up of 350 steel frames. Steel plates were then riveted to the frames to create the body of the ship. Titanic was huge: 269m long, 28m wide, 32m high (measured from the base of the keel to the top of the bridge), and weighing more than 47,000 tonnes. When she was launched, she was the largest ship afloat in the world. She had ten decks, three anchors and four funnels. The ship was powered by steam, created by 29 vast boilers, each weighing in excess of 100 tonnes, in six boiler rooms. The steam these created powered five engines, which kept the three propellers turning – the propellers themselves were gigantic; two measured 7m across and the third 5m across.

Titanic was launched, initially unnamed as was traditional, on 31 May 1911 in Belfast. Once afloat, work began on fitting out the ship with the engines, boilers and funnels. Then the interiors were completed. On 2 April 1912, Titanic was ready to begin her sea trials.

After the successful completion of her sea trials, Titanic was ready to undertake her maiden crossing of the Atlantic. She left Southampton at noon on 10 April 1912 and made two stops to pick up passengers at Cherbourg in France and Queenstown in Ireland, before beginning her journey to New York.
The crew of *Titanic* comprised 892 members in three departments: the deck department, the engine department, and the stewards’ department. They were overseen by the experienced Captain Smith.

Passengers on *Titanic* were also in three groups: First Class, Second Class, and Steerage (or Third Class). There were just over 1,300 passengers on board for her maiden voyage.

*Titanic* made good time during the first few days of her crossing; she was travelling at speeds of more than 22.5 knots (42 kph) and it was thought that the ship could arrive in New York a day ahead of schedule. However, in the part of the North Atlantic that *Titanic* was travelling through, there had been a number of reports of icebergs.

At 11.40pm on 14 April, *Titanic* scraped along the side of an iceberg, causing a huge tear to appear on the starboard side of the hull. The steel plates of the hull buckled, and the water pressure caused the riveted plates to separate allowing water to gush into the apparently watertight ship. By midnight, it was clear that *Titanic* was in trouble and sinking. The telegraph operator began to send frantic emergency messages using Morse code. Lifeboats were readied and at just after midnight on 15 April, the first lifeboat left the ship.

By 2.15am, 14 lifeboats, two emergency boats and four collapsible boats had taken passengers and some crew off the stricken ship. However, due to a lack of capacity in the lifeboats – there was space for 1,178 in the boats, but more than 2,220 passengers and crew were on board – and the fact that some of the lifeboats left half full, more than 1,500 people were still on the ship as she went down.

At around 2.18am, the ship’s lights began to fail. The weight of the water in the front of the ship pulled the bow downwards, snapping the deck planks in two and causing rivets to pop out of the steel plates and frames. The ship split in two and the bow headed to the ocean floor some 3,800m below the surface. After bobbing upright for several minutes, the stern of *Titanic* also filled with water and sank.

Nearly two hours later, at 4.10am, help arrived in the form of the *Carpathia*. She picked up the passengers and crew from the lifeboats and scoured the ocean for survivors. In total around 705 people survived the disaster; more than 1,500 lost their lives. The policy of ‘women and children’ first when evacuating the ship meant that a considerably higher proportion of women and children survived. More people from First and Second Classes survived as their living quarters were on the higher decks of the ship, whereas Third Class passengers had to negotiate many stairs and corridors before they reached the boat deck from which the lifeboats were launched.

After the disaster there were many inquiries that tried to ascertain the cause and course of events. They concluded that it was an ‘act of God’ as Captain Smith and the crew of *Titanic* were following long-established practices that had never previously led to such a disaster occurring. However, the inquiries also ruled that all passenger ships would from then on be required in law to carry sufficient lifeboats for all those on board, and that regular lifeboat drills be carried out. It was also established that all ships must have a 24-hour radio watch.
Following the recommendations, the British inquiry concluded: “what was a mistake in the case of the Titanic would without doubt be negligence in any similar case in the future” (reference: Lynch, Don (1992). Titanic: An Illustrated History. New York: Hyperion.)

The wreck of Titanic was discovered in 1985. Attempts to locate it had previously been hampered by the sheer depth of the sea bed at the site where it lay. Since then the hull of the ship has been photographed and filmed, and many artefacts have been recovered and put on display. The story of Titanic’s ill-fated maiden voyage has inspired books and films, including the 1997 Hollywood blockbuster Titanic starring Leonardo DiCaprio and Kate Winslet.

**Activity 1: Describing Titanic**

Titanic was an awesome sight. She was a huge vessel and would have looked very impressive when she initially slid down the slipway and into the sea in Belfast.

Challenge your pupils to come up with a list of adjectives that they could use to describe Titanic and how they might have felt seeing her enter the water for the first time.

Ask your pupils to imagine that they were invited to the launch in Belfast on 31 May 1911. Using their list of adjectives, can they write a recount of their day?

**Activity 2: Facts and figures**

There are some maths challenges linked to some of the facts about Titanic on the activity sheets.

The activity sheets also use casualty figures for the tragedy taken from the British Board of Trade inquiry into the disaster which was led by Lord Mersey (The table of figures is reproduced online at https://en.wikipedia.org/wiki/RMS_Titanic (accessed 08/02/2016) Reference: Mersey, Lord (1999) [1912]. The Loss of the Titanic, 1912. The Stationery Office.)

**Activity 3: Advertising for crew**

Challenge your pupils to design a poster or advert to encourage people to join the crew of Titanic. Why would they want to be part of this particular voyage on this particular ship?

Encourage your pupils to think about the different types of roles that would be available as part of the crew. Is their poster/advert for stewards and stewardesses who would wait on tables and look after the cabins, or is it for members of the engine crew, who would have physically difficult and dirty jobs keeping the boilers stoked with coal?

**Extension activity:** There are too many applicants for the crew positions. Appoint a panel of pupils as senior members of the crew, including Captain Smith and ask them to conduct job interviews of the potential candidates. You could ask the candidates to prepare a CV or complete a job application form; the panel should decide on the questions to ask the candidates. What characteristics are they looking for in their crew?

You Wouldn’t Want to Sail on the Titanic!
Activity 4: Going down!

In You Wouldn’t Want to Sail on the Titanic!, the sequence of events leading up to the disaster, and the stages of the sinking itself, are clearly described using both text and images. The steps are retold on the activity sheet, but they are not in order! Challenge your pupils to sequence the events correctly and match them to the pictures from the book.

Extension activity: can your pupils use the pictures as inspiration to create their own cartoon strip to retell the story of the disaster? There is a template for a cartoon strip on the activity sheet.

In cartoons, most of the text is in the form of direct speech. What do your pupils think might have been being said by the crew and passengers on board Titanic during the disaster? Cartoons also feature onomatopoeia –words that phonetically sound like the noise which they are describing. Examples include: crunch, snap, boom. Can your pupils think of some good onomatopoeic words to include in their cartoons?

Activity 5: Help arrives

Help arrived for the stricken passengers and crew of Titanic nearly two hours after the ship had sunk. It arrived in the form of the Carpathia, a ship from the rival Cunard shipping line.

Talking point: challenge your pupils to imagine that they are aboard one of the lifeboats waiting for help to arrive. How do they feel when they finally see the arrival of Carpathia? Emotions that survivors might have been feeling could have included relief, guilt, excitement, exhaustion, and grief. Can your pupils give any examples of times when they have experienced these emotions?

Using the discussion as a starting point, ask your pupils to write either a diary extract or a letter to a loved one from the point of view of a survivor of the disaster. There is an activity sheet that you can use in the pupils’ pack.

Why not try... creating a number of lifeboats using chairs or simply marked out with chalk, and then filling them with a number of ‘survivors’ made up of your pupils. How would they spend their time waiting for help? Would they talk about themselves and ask questions of each other? Would they discuss what happened – and what might happen next? Would they try singing or playing games to keep spirits up and pass the time? Would all the people on the lifeboat get on with each other? Encourage your pupils to improvise a short scene aboard their lifeboat, and then present it to the rest of the class.

Activity 6: Morse code

Morse code (which is named after American inventor and artist Samuel Finley Breese Morse) was developed during the mid-19th century as a means of communicating via the new telegraph systems. Telegraphs allowed people to communicate over long distances by means of transmitting and receiving electrical signals, via fixed telegraph lines or radio waves.
Morse code translated each letter and Arabic numeral into recognised combinations of short and long beats, known as ‘dots’ and ‘dashes’.

Each ‘dash’ is three times the length of each ‘dot’. In the combination of dots and dashes representing a single letter, each dot or dash beat is followed by a silence, which is the same length as a dot. Letters of a word are separated by a space equal to one dash. Between words, a space equal to seven dots was left before the next word was started. Morse code was designed so that the combination of dots and dashes in common letters was quicker and easier than for more unusual letters: for example, the letter ‘E’ is represented by one dot, whereas ‘Q’ is made up of a sequence of ‘dash, dash, dot, dash’.

Morse code was used by the radio operator, Jack Phillips, on board Titanic to send the distress signals prior to the vessel sinking. At the time of the disaster, the traditional distress call made from a ship in need of assistance used the Morse code for the letters CQD. This meant “All stations: distress” – it was a call to all nearby ‘stations’ (or listening radio operators) to come to the ship’s aid because it was in distress. The ‘CQ’ of the call comes from sécurité (from the French word sécurité which means precaution, safety or alert). ‘CQ’ was adopted as a general call to get the attention of listening stations – adding the ‘D’ turned it into a distress call. The CQD call was being phased out around the time of the Titanic disaster, being replaced with the more recognised call ‘SOS’ – Jack Phillips sent both CQD and SOS from Titanic before she sank.

The activity sheet provides the Morse code dot and dash combinations for the Arabic letters and numerals, and some information about how to send a message using Morse. Challenge your pupils to translate the messages written in Morse code on the subsequent activity sheet.

Why not try... once your pupils have translated the messages on the activity sheet, challenge them to write their own messages. Can they transmit them to their classmates successfully? You could try this over a short distance in the classroom, or even across the school field with the aid of a megaphone or shouting!

Activity 7: Read all about it!

The sinking of Titanic was a huge global news story, and was splashed across the front page of newspapers. Challenge your pupils to create a newspaper front page featuring the story.

Begin by coming up with a good catchy headline. You want people to pick up your newspaper rather than a rival ‘paper, so the headline is very important as it should catch the readers’ attention and make them want to read more.

Example headlines for this story could include:
- Disaster strikes!
- Huge loss of life
- A Titanic mistake?
- Survivors’ stories

You Wouldn’t Want to Sail on the Titanic!
Talking point: what makes a good headline? You could choose a range of examples from different newspapers to discuss. Think about alliteration and the use of puns on popular sayings. Are there differences between headlines in tabloid newspapers and broadsheets? Can your pupils think of any reasons why?

Your pupils should carefully plan their article before writing it. What facts are important to include? Are there any quotes that could make the story more interesting? Look at how newspaper articles are structured. Often the most important facts are in the first paragraph – the ‘what’, ‘why’, ‘when’, ‘where’ and ‘how’ of the story. Details and quotes tend to be included later in the story.

Extension activity: you could pick a number of your pupils (or staff members) to act as survivors of the disaster – including Titanic’s designer J. Bruce Ismay – and allow the rest of the class to be newspaper reporters interviewing them. Can they use some of the quotes and information from the interviews in their newspaper reports?

Activity 8: Lifeboat debate

The most important factor in the huge loss of life from the Titanic disaster was the lack of capacity in the lifeboats. The activity sheets have biographies of a number of passengers and crew from Titanic, but there is only space in the lifeboats for half of them. Each of the biographies is for an actual passenger or crew member from Titanic and is based on information from the online Encyclopedia Titanica (reference: http://www.encyclopedia-titanica.org/titanic-passenger-list/ Accessed: 10/02/2016).

Conduct a debate amongst your pupils to consider which of the people should be given priority in the lifeboats. What factors do your pupils think are important when it comes to allocating spaces?

Why not try... choosing some of your more able pupils to act as the passengers and crew from the activity sheet and encourage them to each come up with a series of reasons as to why they should be allowed in the lifeboat. They should present their arguments to the rest of the class. After all of the passenger and crew members have outlined their reasons, the remainder of the class should vote on who is allowed into the lifeboat.

Talking point: how did your class feel about doing this activity? Remember, all the people who weren’t allocated spaces in the lifeboat would have died.

How do your pupils think people would have reacted during the disaster itself? Do they think that there would there have been widespread panic and fighting to get into the lifeboats? Or do they believe that people were resigned to allowing others – such as family members, women and children – ahead of them? There are many stories of chivalry and bravery from the disaster, including the band who continued to play even as the ship sank below the sea. How do your pupils feel about the people who died because they allowed others ahead of them? How do they think that the survivors would have felt?
Pupils’ pack contents

- ‘Describing Titanic’ activity sheet
- ‘Facts and figures’ activity sheets (2)
- Crew member job application form
- ‘Going down! (Pictures)’ activity sheet
- ‘Going down! (Words)’ activity sheet
- Cartoon strip template
- ‘Help arrives’ activity sheet
- ‘About Morse code’ information sheet
- ‘Reading Morse code’ activity sheet
- Lifeboat debate biographies (3)
- Blank sheet with the border top and bottom for your pupils’ own artwork and writing

Titanic facts and figures (1): Answers
1) 28m  2) 494  3) 1514  4) 32%

Titanic facts and figures (2): Answers

<table>
<thead>
<tr>
<th>Age / gender and Class</th>
<th>Number aboard</th>
<th>Number saved</th>
<th>Number lost</th>
<th>Percentage saved</th>
<th>Percentage lost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children First Class</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>83%</td>
<td>17%</td>
</tr>
<tr>
<td>Children Second Class</td>
<td>24</td>
<td>24</td>
<td>0</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Children Third Class</td>
<td>79</td>
<td>27</td>
<td>52</td>
<td>34%</td>
<td>66%</td>
</tr>
<tr>
<td>Women First Class</td>
<td>144</td>
<td>140</td>
<td>4</td>
<td>97%</td>
<td>3%</td>
</tr>
<tr>
<td>Women Second Class</td>
<td>93</td>
<td>80</td>
<td>13</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Women Third Class</td>
<td>165</td>
<td>76</td>
<td>89</td>
<td>46%</td>
<td>54%</td>
</tr>
<tr>
<td>Men First Class</td>
<td>175</td>
<td>57</td>
<td>118</td>
<td>33%</td>
<td>67%</td>
</tr>
<tr>
<td>Men Second Class</td>
<td>168</td>
<td>14</td>
<td>154</td>
<td>8%</td>
<td>92%</td>
</tr>
<tr>
<td>Men Third Class</td>
<td>462</td>
<td>75</td>
<td>387</td>
<td>16%</td>
<td>84%</td>
</tr>
</tbody>
</table>

1) Second Class Children  2) Second Class Men

You Wouldn’t Want to Sail on the Titanic!
Reading Morse code: Answers

1) I hate rain.
2) Chocolate is yummy.
3) Reading is fun.
4) *Titanic* sank in 1912.

You Wouldn’t Want to Sail on the Titanic!
**Describing Titanic**

You have been lucky enough to be invited to the launch of *Titanic* in Belfast on 31 May 1911. Write a recount of your day. Remember to use lots of adjectives in your writing. Don’t forget your punctuation!

Name: _____________________________________________________________________

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___________________________________________________________________________
 Titanic facts and figures (1)

Read each of the facts about Titanic and then answer the questions. Use the boxes for your working out and to write your answers.

Name: ____________________________________________

Fact: Titanic was huge: 269m long, 28m wide, 32m high (measured from the base of the keel to the top of the bridge), and weighing more than 47,000 tonnes.

1) A ship from the Cunard line called Lusitania was 241m long. How much longer was Titanic?


Fact: The crew of Titanic comprised 892 members in three departments: the deck department, the engine department, and the stewards’ department.

2) If there were 73 officers and seamen in the deck department, and 325 crew in the engine department, how many were there in the stewards’ department?


Fact: No one knows for sure exactly how many people were on board Titanic for her maiden voyage, because of some confusion over passenger lists and due to the fact that many bodies were not recovered from the sea. The inquiry into the disaster by the British Board of Trade reported that there were 2,224 people on board.

3) According to the British Board of Trade report, 710 people survived. If their numbers are correct, how many died?


4) Using the Board of Trade’s figures, 68% of the passengers and crew died in the tragedy. What percentage survived?


The table below gives the breakdown of passengers on board *Titanic* by class and age/gender, but some of the information is missing. Using your maths skills, can you complete the information in the table? The figures are based on those from the British Board of Trade report into the tragedy.

Name: __________________________________________

<table>
<thead>
<tr>
<th>Age / gender and Class</th>
<th>Number aboard</th>
<th>Number saved</th>
<th>Number lost</th>
<th>Percentage saved</th>
<th>Percentage lost</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Class</td>
<td>6</td>
<td>1</td>
<td></td>
<td>83%</td>
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<tr>
<td>Second Class</td>
<td></td>
<td>24</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Class</td>
<td>79</td>
<td>27</td>
<td></td>
<td>66%</td>
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<td><strong>Women</strong></td>
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<tr>
<td>First Class</td>
<td>144</td>
<td>4</td>
<td>13</td>
<td>97%</td>
<td>14%</td>
</tr>
<tr>
<td>Second Class</td>
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<td>80</td>
<td>13</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Third Class</td>
<td>165</td>
<td>76</td>
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<td></td>
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</tr>
<tr>
<td>Third Class</td>
<td>462</td>
<td>75</td>
<td></td>
<td></td>
<td>84%</td>
</tr>
</tbody>
</table>

Using the table, can you answer these questions?

1) Which group of passengers was the only group to have a 100% survival rate?
   _______________________________________________________________________

2) Which group of passengers suffered the greatest percentage of deaths?
   _______________________________________________________________________

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Titanic crew member
Job Application Form

Name: __________________________________________________________________________________________

Age: __________________________________________________________________________________________

Current job: ___________________________________________________________________________________

Use this box to tell us about your skills and experience – why would you make a good member of Titanic’s crew?

Personal statement – why do you want to join Titanic’s crew?
Going down! (Pictures)

In *You Wouldn’t Want to Sail on the Titanic!*, the sequence of events leading up to the disaster, and the stages of the sinking itself, are clearly described using both text and images.

The illustrations for the steps are given below, but they are not in order! Can you sequence the events correctly and match them to the written step-by-step descriptions given on the other activity sheet?

Cut the pictures out carefully and stick them onto blank activity sheets in the correct order, along with the matching pieces of text.
Step-by-step descriptions are given below. Can you sequence the events correctly and match them to the pictures from the other activity sheet? Cut the pieces of text out carefully and stick them onto blank activity sheets in the correct order, along with the matching pictures.

The ship breaks in two and the bow heads for the ocean floor.

Captain Smith and J. Bruce Ismay (*Titanic*’s designer) inspect the damage and find water inside the ship, beginning to pull it down.

It is a cold and moonless evening. Captain Smith speaks to a crew member on deck before going to bed at 9.20pm.

At 11.40pm, there is a loud crunching sound as the ship scrapes along the side of an iceberg.

<table>
<thead>
<tr>
<th>Event Description</th>
<th>Image Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Captain Smith’s evening begins like any other. He has dinner with several of the <em>Titanic</em>’s important passengers in the restaurant.</td>
<td></td>
</tr>
<tr>
<td>The sound of the iceberg wakes up Captain Smith.</td>
<td></td>
</tr>
<tr>
<td>The weight of the water inside the <em>Titanic</em> pulls the front of the ship, called the bow, downwards.</td>
<td></td>
</tr>
<tr>
<td>Captain Smith realises the ship is sinking and instructs his telegraph messenger to send emergency messages in Morse Code.</td>
<td></td>
</tr>
<tr>
<td>The back of the ship, called the stem, bobs upright for a few minutes before it too sinks. <em>Titanic</em> has finally sunk.</td>
<td></td>
</tr>
<tr>
<td>Whilst at dinner, Captain Smith receives another written warning about icebergs from a member of the crew.</td>
<td></td>
</tr>
<tr>
<td>Whilst Captain Smith sleeps on, Officer Murdoch takes control of the wheel on the bridge.</td>
<td></td>
</tr>
<tr>
<td>Hitting the iceberg causes the hull to buckle. The water pressure forces the rivets out and the steel plates apart. Water floods in.</td>
<td></td>
</tr>
</tbody>
</table>
My Titanic cartoon by ____________________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</tbody>
</table>
Help arrives

Imagine that you are aboard one of the lifeboats waiting for help to arrive. How do you feel when you finally see the *Carpathia*? Emotions that survivors might have been feeling could have included relief, guilt, excitement, exhaustion, and grief. Write either a diary extract or a letter to a loved one from the point of view of a survivor of the disaster.

Name: ____________________________________________

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About Morse code

Morse code was named after American inventor and artist Samuel Finley Breese Morse. It was developed during the mid-19th century in order to communicate via the new telegraph systems. Telegraphs allowed people to communicate over long distances by sending and receiving electrical signals, using fixed telegraph lines or radio waves.

Morse code translated each letter and single digit number into patterns of short and long beats, known as ‘dots’ and ‘dashes’. Each ‘dash’ is three times the length of each ‘dot’.

In the pattern of dots and dashes for a single letter, each dot or dash is followed by a silence, which is the same length as a dot.

The letters of a word are separated by a space equal to one dash.

Between words, a space equal to seven dots was left before the next word was started.

Morse code was designed so that the combination of dots and dashes in common letters was quicker and easier than for more unusual letters: for example, the letter ‘E’ is one dot, whereas ‘Q’ is made up of a pattern of ‘dash, dash, dot, dash’.

Use the Morse code table below to help you translate the messages on the activity sheet:

<table>
<thead>
<tr>
<th>Morse Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>A ● —</td>
</tr>
<tr>
<td>B —●●●</td>
</tr>
<tr>
<td>C —●●●</td>
</tr>
<tr>
<td>D —●●●</td>
</tr>
<tr>
<td>E ●</td>
</tr>
<tr>
<td>F —●●●●</td>
</tr>
<tr>
<td>G ——— —</td>
</tr>
<tr>
<td>H ●●●●●</td>
</tr>
<tr>
<td>I ●</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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Reading Morse code

Use the Morse code table on the ‘About Morse code’ sheet to help you to read these messages!

To make it easier, / is included after each letter, and // represents the end of a word.

Name: ____________________________________________________________


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Use this box to write your own message in Morse code. Swap with a classmate and see if you can read each other’s message!
Mr Hudson Joshua Creighton Allison (30)

Hudson Allison is travelling on *Titanic* in First Class with his wife, Bessie Waldo, and their two children, Helen (aged 2) and Trevor (11 months). He is a Canadian businessman who has been in London to attend a board meeting, and to purchase stock animals for his new farm in Ontario. He is a religious man who often runs bible classes and Sunday school sessions, and preaches at his local Methodist chapel.

Colonel John Jacob Astor IV (47)

Amongst other interests, First Class passenger JJ Astor is a novelist and inventor. In 1894 he wrote *A Journey in Other Worlds*. He developed mechanical devices including a bicycle brake and he also helped to develop the turbine engine. JJ Astor is fabulously wealthy and owns several hotels in New York. He is travelling with his new young wife, Mrs Madeleine Talmage Astor.

Mr Edward John Buley (26)

Able Seaman Edward Buley is a member of the Deck Crew of *Titanic*. He is a strong and able seaman who previously worked for the Royal Navy. He is from Portsmouth in the UK, and took the role aboard *Titanic* in order to help support his parents financially.

Captain John Edward Smith (62)

Captain Smith is in charge of *Titanic*. He is the most respected and senior of the White Star Line’s captains, and always takes a new ship on her maiden voyage. The voyage on *Titanic* will be Captain Smith’s final voyage before he retires.

Mr Charles Herbert Lightoller (38)

Charles Lightoller is Second Mate aboard *Titanic* and is one of the officers that help to run, steer and oversee the ship. He is fourth in command, behind the Captain, Chief Mate and First Mate. Lightoller’s seafaring career began as an apprentice aged 13, and he is the veteran of many voyages (and even several shipwrecks and on board fires!) in a range of different vessels. Lightoller is in charge of loading and lowering the lifeboats on the port (left) side of *Titanic*. 
Mr Lawrence Beesley (34)

Second Class passenger Lawrence Beesley is a teacher from London. He has recently resigned from his job at Dulwich College where he taught science in order to travel to America on board *Titanic* to visit his brother who lives in Toronto. Beesley’s wife died a short time ago.

Miss Edith Eileen Brown (15)

15-year-old Edith Brown is travelling to America with her parents. She was born in South Africa and is listed as a scholar on the *Titanic*’s records.

Master Eugene Francis Rice (2)

Eugene Rice boarded *Titanic* with his four older brothers and mother in Queenstown in Ireland. He is travelling in Third Class. The Rice family had been living in Washington in America until the death of Eugene’s father, William, in a train accident in 1910. Eugene’s mother, Margaret, received a significant amount of money from an insurance company after the accident, and she used the money to return to Ireland where she was born. The four Rice boys and their mother are on board *Titanic* because she has decided to move the family back to Washington.

Mrs Argene Del Carlo (24)

Argene Del Carlo from Italy is pregnant with her first child and is travelling to America in Second Class with her husband Sebastiano.

Mr Leslie Williams (28)

Leslie Williams is a blacksmith from Tonypandy, Rhondda in South Wales. He is also a professional boxer and is travelling to America on *Titanic* in order to fight in a number of boxing contests. He has a wife and young son in Wales.

Master Frank Philip Aks (10 months)

Frank “Filly” Aks is travelling in Third Class with his mother, Leah, to America in order to be reunited with his father who is working as a tailor in Virginia.
Mr Frederick William Barrett (28)

Frederick Barrett is part of the Engineering Crew working on board Titanic. He is the leading fireman responsible for helping to keep the boilers of the ship stoked with coal. He is tall and strong and used to work as a miner.

Miss Elizabeth Gladys Dean (2 months)

Miss Elizabeth Gladys Dean, is better known as Millvina. She is travelling in Third Class. She is only 9 weeks old, having been born on 2 February 1912. She is the daughter of Bertram Frank Dean and Georgette Eva Light Dean and has an older brother, also called Bertram, who is nearly 2 years old. Millvina’s father is hoping to open a shop in Kansas when they arrive in America.

Miss Amelia Mary Brown (18)

Amelia Brown is travelling as an employee of the wealthy Mr Hudson Joshua Creighton Allison and his wife. Her role is as a personal cook. The Allisons are travelling in First Class, whereas Amelia is travelling in a Second Class cabin which she shares with three other female passengers.

Father Thomas Roussel Davids Byles (42)

Second Class passenger Father Byles is a Catholic priest from Essex. He has been holding daily religious ceremonies for the Second and Third Class passengers on board Titanic. He is travelling to America to be the priest at the wedding of his brother.

Miss Stella Anne Sage (20)

Stella Sage is travelling to a new life in America with her parents, John and Annie Sage, and five brothers and three sisters aged between 20 and 5. The family are travelling in Third Class. John Sage has recently bought a fruit farm in Florida, and the whole family are moving from Peterborough to live and work on the farm. Stella is described by her friend Mrs Todd from Peterborough as a jolly and happy girl with a bright future.
2.00am on 15th April, 1912 – on board lifeboat 6 as The Titanic sinks. All sit huddled in the lifeboat, staring back at the sinking ship...

Robert: She’s going down. Find the oars and row like mad.

Molly: But this lifeboat is half empty. There are hundreds of people in the water.

Bruce: We must save as many as we can.

Robert: It’s too late for them now. If we don’t row clear of the ship she’ll take us down with her. We’ll get sucked right under.

Bruce: It’s like a nightmare. This can’t be happening.

Molly: Then row everyone. Come on... one, two, three, four....

Robert: Hey, I’m in charge, not you. You’re just a woman – and as rough as a hedgehog.

Molly: So I might be, but I won’t be beaten. Unlike the Titanic, my spirit is unsinkable. Come on... get rowing... one, two, three, four....

Robert: That’s MY job. One, two, three, four....
Molly: So why aren’t you rowing, then?

Robert: I’m in charge so I must steer the boat. I must man the rudder. That’s the most important job.

Lady T: This is ridiculous. I demand my money back. I didn’t pay good money for a first class ticket only to end up in a freezing little rowing boat with no waiter service.

Bruce: She was meant to be unsinkable. I’m ruined.

Molly: It’s no use crying over your ship, Mr Ismay. Think of the people still on board.

Lady T: I blame the waiter for all this nonsense. I simply asked for extra ice in my drink and a massive lump arrived with a crash. He went totally overboard.

Robert: Like the rest of us.

Bruce: The captain was warned of icebergs but we had no idea this could happen.

Norbert: I did.

Granny: Not now, Norbert.

Norbert: But it’s true. I know everything about that ship. I told the captain about icebergs. I told him there weren’t enough lifeboats. No one listens to me.

Granny: Not now, Norbert.

Bruce: We were supposed to have lifeboat drill yesterday.
Robert: Captain Smith changed his mind. We were too busy.

Lady T: I shall write a letter of complaint to the management. I left my handbag onboard ship and I demand it is returned immediately.

Molly: Keep rowing, everyone. One, two, three, four...

Robert: I told you that’s MY job. One, two, three, four....

Lady T: And I shall write a very strong letter to the managing director of the White Star shipping line.

Norbert: You can save the stamp - he’s sitting right there (points to Bruce)

Granny: Not now, Norbert.

Lady T: That’s disgraceful. We were told it was ‘women and children first’ when we abandoned ship. So why is a man on this lifeboat?

Norbert: Well I can tell you something else, too...

Granny: Not now, Norbert.

Robert: You need a few men on this boat to row us away from the ship. She’s about to sink forever.

Molly: But the band is still playing. Look, they’re right up there on deck, while everyone is jumping off into the sea. Poor souls. The captain said it’s everyone for themselves. Come on, row harder everyone: one, two, three, four.

Robert: I told you that’s MY job. One, two, three, four....

Lady T: It’s very cold. I demand someone brings me a hot water bottle. Can someone ask a waiter for a jug of coffee? And someone fetch...
my evening gloves.

Molly:        Grab an oar and row, love. That’ll warm you up.
Lady T:       How dare you. Do you know who I am? I am Lady Toffernay.
Robert:      More like Lady Toffee-Nose.
Lady T:       I shall write a letter of complaint about you. My husband is Lord Toffernay. He’s very big in Africa.
Robert:     So are elephants but they don’t brag about it.
Lady T:       How very dare you!
Molly:        Keep rowing, everyone. One, two, three, four...
Robert:     Stop keep putting your oar in! I’m in charge. Women can’t row.
Molly:        Rubbish! Women should row as well as men. It’s all hands on deck... Look – the ship is sliding below the waves.
Bruce:     *(The boat rocks)* I don’t believe it – she’s gone. Forever. My dream is dead in the water. The world will never be the same again. All is lost. LOST!
Norbert:     I told you that would happen.
Lady T:        I shall definitely demand a refund now. I left my jewels in my cabin.
Robert:     If we’re lucky we’ll get picked up by a rescue ship. Eventually.
Lady T:        Somehow I don’t think luck is on our side tonight. It’s disgraceful. I want a diver to go down there and get my diamonds.
I need my maid.

Molly: We’re much luckier than the hundreds who didn’t make it to the lifeboats.

Robert: We sent out a radio signal and fired distress flares. All we can do is wait.

Molly: I think we should keep rowing to keep warm. We need to keep our spirits up.

Bruce: Impossible. I’ve hit rock bottom.

Norbert: So has the Titanic now.

Granny: Not now, Norbert.

Molly: We need to think positive. Can anyone sing?

Lady T: Don’t be ridiculous. This is a tragedy, not a musical.

Norbert: I spy with my little eye something beginning with W...

Granny: Not now, Norbert.

Molly: That’s a good idea, Norbert. We need something to keep our minds off the cold and dark. Is your word ‘water’?

Norbert: Nope

Bruce: Wreckage?

Norbert: Nope

Lady T: Wind?
Abandon Titanic!

Norbert: You can’t see wind, actually.

Robert: Waves?

Norbert: Nope

Granny: Wet?

Norbert: Nope. Give up?

Molly: Go on, then – tell us.

Norbert: Woman in a wig.

Lady T: How dare you. This is all my own hair and besides, I am not a woman, I am a lady. I have never had to mix with lower class people before. It’s disgraceful. I’m sitting with commoners! It was never meant to be like this.

Norbert: That’s true. The Titanic was never meant to sink but it did. The lifeboats are meant to carry over a thousand passengers but they’re not. My Granny is meant to be...

Granny: Not now, Norbert.

Molly: You seem to know a lot about The Titanic, Norbert.

Granny: He’s a bit of an expert, I’m afraid. He knows everything.

Norbert: The captain told me the ship burned 600 tonnes of coal a day – hand shovelled into its furnaces by a team of 176 men. Almost 100 tonnes of ash were ejected into the sea each day.

Bruce: Not any more. (Sobs with his head in his hands)

Norbert: Olympic and Gigantic, also built by Harland and Wolff in Belfast.

Bruce: My Titanic was the largest ship in the world when she was launched.

Norbert: 269 metres long, 28 metres wide and 32 metres high.

Bruce: With ten decks, three anchors and four funnels.

Norbert: But I happen to know only three of the funnels were real. One was just for show to make the ship look better.

Bruce: *(Breaking down)* You’re right – but it was all just a waste of time.

Norbert: Six boiler rooms made steam to power five engines.

Bruce: To drive three huge propellers measuring seven metres across.

Norbert: Actually, one of them was smaller at five metres across. And I know something particularly interesting about the rivets...

All: Not now, Norbert!

Robert: As quartermaster, I know a lot about ships, too. And I say we should row towards the lights in the distance. It could be a rescue ship.

Molly: Start rowing, everyone. Women, too. One, two, three, four...

Robert: Will you be quiet? I am in charge!

Norbert: Can I ask a question, Mr Ismay?
Granny: Not now, Norbert.

Bruce: If you must.

Norbert: Why did Titanic only have sixteen wooden lifeboats and four collapsible ones?

Bruce: That’s more than required by law.

Norbert: But that’s only enough for one third of all the passengers.

Bruce: I know... *(Sobs again with his head in his hands)*

Lady T: I call it gross incompetence. I spent a fortune on having my hair done last night and now look at it. I shall be saying some well-chosen words to the king about this.

Molly: What words will you say exactly?

Lady T: I haven’t chosen them yet.

Norbert: I spy with my little eye something beginning with D.

Granny: Darkness?

Norbert: Nope

Bruce: Despair?

Norbert: Nope

Lady T: Death?

Norbert: Nope
Robert: Dogs? There were nine dogs on board and two made it to one of the lifeboats.

Norbert: Nope

Molly: Driftwood?

Norbert: Nope. Shall I tell you?

Bruce: If you must.

Norbert: Daddy.

Granny: Not now, Norbert.

Molly: Where is your daddy, Norbert?

Norbert: Here.

Granny: Not now, Norbert.

Lady T: Look – there’s a ship in the distance!

Robert: It’s the SS Carpathia. We signalled her earlier.

Bruce: It’s coming closer. We’re going to be rescued at last.

Molly: I’m going to make sure everyone from all the lifeboats gets on board safely, with a hot drink and blankets. I shall organise a survivors committee. There’ll be a lot of women and children needing help.

Norbert: Including my Daddy... *(He pulls the shawl off Granny to reveal a bearded man)*
Granny: Not now, Norbert.

Molly: Your Granny is a man! I suppose that’s because they said ‘women and children first’. That was before the captain told everyone to save themselves however they could. I saw him standing on the bridge as the ship finally went down.

(The haunting sound of wind and waves)

The Captain stood where a captain should
As Titanic went right down...
Below those waves to the watery graves
Where the brave and lonely drown.

Robert: The Owner fled from the sinking dead
By making his escape
In a lifeboat bound for secure dry ground
And a new life, all shipshape.

Norbert: The Captain stood where a captain should
As Titanic went right down
While the Owner ran, a broken man,
With women like Molly Brown.

Granny: As the quartermaster steered.
What bleak hours passed, until at last
Carpathia then appeared.

Lady T: Once hauled aboard, with their hope restored,
The survivors cast their eyes
Over empty seas in the icy breeze
Where still The Titanic lies.

Bruce: The wind still blows over sea ice-floes
And the deathly bleak sunrise, As the grey waves roll with each
lost soul...
Where still The Titanic lies.

Which all goes to show – with hindsight... YOU REALLY WOULDN’T WANT TO SAIL ON THE TITANIC...
(Sobs again with his head in his hands)

The RMS Carpathia arrived around 4am and took the survivors to New York. A crowd of 40,000 people greeted its arrival at Pier 54. By the time the Carpathia docked, Molly Brown had set up The Survivor’s Committee, been elected the chair and raised almost $10,000 for those who had lost everything. It is thought some men dressed as women to be allowed on the lifeboats. Only twenty percent of Titanic’s male passengers survived the tragedy that night in 1912.