



Why was the Titanic significant to Southampton?



OBJECTIVE 1

To make inferences from individual experiences about why the Titanic was significant to Southampton.

OBJECTIVE 2

To reach a well explained judgement on why the Titanic was significant to Southampton.

Summary of lesson

This is the first lesson in the scheme of work and focuses on why the Titanic mattered to Southampton at the time of its launch in 1912. Pupils will consider this by applying significance criteria to the information they gain and infer from the experiences of individuals connected to the Titanic. This lesson uses the 5 Rs significance criteria, but this can be changed to fit in with what departments and students are used to working with.

The lesson begins with a brief overview of what the Titanic was and the historical context. Pupils will then

engage with an interactive map of Southampton, showing where passengers and crew were from in the city and whether they survived the disaster. From this, pupils can begin to discuss why the Titanic was significant.

From here, pupils look at six individuals and apply the significance criteria to each experience. Students should then be able to draw on their knowledge from the lesson to reach an overall and explained judgement on why the Titanic was significant.

RESOURCES REQUIRED

Lesson PowerPoint

Significance table

Individual experiences information

National Curriculum links

This lesson links to the national curriculum aims of:

- 'understanding historical concepts such as... significance'
- 'gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales'.

The lesson links to the content that should be taught by being an example of 'challenges for Britain, Europe and the wider world 1901 to the present day'.

If teaching in Southampton or Hampshire, the lesson also links to the requirement of having a local history study.

Lesson guidance

Eight steps

STEP

1

What do pupils already know?

As this is the first lesson in the scheme of work, the lesson begins with what pupils already know about the Titanic. This is a chance to gauge what knowledge pupils already have and address any misconceptions. Pupils complete a brain dump task, where they write down everything they already know. This could be done as a mind map or list in books, or pupils could write their ideas on post-its and bring them to the board. A summary video is linked to give students an overview, after their ideas have been shared and discussed.

STEP

2

Introduce the significance criteria

This lesson is built around the concept of significance. At this point, the criteria pupils will be working with is shared. Start with some recall of what pupils know significance to mean and where/when they have seen/applied it before in history. This lesson uses Counsell's (2005) 5Rs criteria for Historical Significance. Explain what each of these elements means to students and that they will be applying: revealed, resulted in change and remarkable in the lesson.

This lesson will work with different significance criteria, so please do adapt the slides and resources should you wish to use an alternative to the 5Rs. For a higher ability group, all 5Rs could be used or the class could generate their own criteria.

STEP

3

Southampton at the time of the launch

Now pupils are familiar with what the Titanic was and the significance criteria they are using, the lesson focuses on Southampton at the time of the Titanic's launch. Slide 6 contains some brief context on Southampton in the early 20th century. Pupils could be questioned at this point on the following:

- What does this reveal about Southampton at the time?
- Why was Southampton chosen as the port Titanic was to launch from?
- What would the launch mean for Southampton? (In terms of status, economy, opportunities for residents).

STEP

4

Explore the interactive map

Building on the initial context, pupils will now look at a source: an interactive map of Southampton showing where the people from the city on board the Titanic lived and what happened to them. If teaching in the city, you could look at the area that the school is in or where pupils live. This task should start to get pupils thinking about why the Titanic was significant to Southampton. Pupils could consider the following:

- Which parts of the city were most of the crew from?

- Why could this be?
- What would this mean for these areas?
- What would the large losses of life mean for these areas?

STEP

5

Pause and reflect

At this point in the lesson, pupils have a chance to reflect on the lesson question and share their thoughts so far. This could be done in a variety of ways, for example mini whiteboards, think-pair-share, post-its.

STEP

6

Main task: six individual experiences

The lesson now moves onto pupils working on the main task independently. The task builds on the thinking pupils will have done up until this point and gets them to apply the criteria revealing, resulted in change and remarkable to six individual experiences. Each pupil will need a copy of the significance table. This can be amended to include further prompt questions should pupils need them.

Pupils are to complete the table using the six profiles. This could be done in several ways. Pupils could be given an individual each, become an expert and then move around the room sharing their individual's experiences and recording what they learn from others. The information could be put around the room and pupils move around. Or pupils could work at desks from the sheet. Below is a list of example inferences pupils might make.

EXAMPLE INFERENCES

Smith	Southampton had a reputation as a port city, many important people from the maritime industry lived/worked there. The Titanic provided opportunities for experienced sailors. The captain being a Southampton resident would have brought pride and status to the city. As captain, Smith would have been a well-known figure and discussed in Southampton following the disaster.
Boxhall	Life could be tough for people in Southampton and the Titanic offered important work and a chance to gain experience and potentially status.
Fleet	There were a variety of roles on the Titanic. As the man who spotted the iceberg, Fleet would have been remarkable both nationally and locally.
Evans / Scarrott	Life could be tough for people in Southampton and the Titanic offered important work and a chance to gain experience and potentially status. The loss of lives would have brought grief to local communities and put pressure on their families due to a loss of income.
Joughin	The port provided work for Southampton residents from a young age. Joughin's experience and unlikely survival would have been remarkable both locally and nationally.

STEP

7

Reach a judgement

Pupils should now be able to reach a judgement on why the Titanic was significant to Southampton. Slide 11 has a few prompts to encourage pupils to think hard. These could be altered or removed depending on the group. This activity could be run as a discussion task or a written one, with written ideas later shared with the class, for example under a visualiser.

STEP

8

Extension: Titanic in Southampton today

If time, pupils can consider and discuss the significance of Titanic to Southampton today using the various monuments around the city as a starting point.