

SELF-GUIDED SLIPWAYS WALK

KEY STAGE 3



In the atrium of Titanic Belfast gather your class around the compass at the centre of the space (or as close as you can if the compass point is in use). Ask your class to imagine the plaza and atrium as a giant, northern hemisphere map. It will help them picture

A

Now walk out of the Titanic Belfast building by the North door where you will see ahead of you and to your left the map of GB and Ireland that makes up part of the northern hemisphere map. Ask your pupils to locate the GB and Ireland part of the Northern Hemisphere map.

You may need to assist them in understanding the nature of the map in front of them, it usually helps to point out that the

this if you encourage them to visualize a globe the size of the building which is sawn in half at the equator. The top half of the globe is lifted off and flattened to create the Titanic Belfast plaza and atrium.

land is the grey tiles and the sea is the cream tiles.

Walk and talk your students through the route that Titanic took, stage by stage, encouraging them to think about the lifestyle and expectations of the different groups of people on board. You may wish to use one or more of your students to bring this to life. For example;

- Student (1) is the delivery crew bringing Titanic from Belfast to Southampton. Point out Liverpool as they pass by its marker plaque and ask them why Liverpool is labelled when Titanic never visited it. (Liverpool was the headquarters of the White Star line and Titanic was registered there which is why 'Liverpool' is written on Titanic's hull under her name.)
- At Southampton Student (1) 'disembarks' and Students (2) and (3) board. Student (2) is the crew and Student (3) is the passengers who boarded at Southampton. Students (2) and (3) carry on to Cherbourg.
- At Cherbourg Student (4) boards. Student (4) is the wealthy passengers who are heading home to the USA after their European Tour.

- Students (2), (3) and (4) continue on to Cobh (Queenstown) where Student (3) disembarks. Some of the passengers were only booked on the European section of Titanic's maiden voyage, including Father Brown whose photographs are the only surviving photographs of Titanic taken on board on her maiden voyage. If your students don't know the story of Father Brown you can share his story with them at this point.

Father Brown was a trainee Jesuit priest from a well-to-do background. He had been bought a ticket for the Southampton/Cherbourg/Queenstown leg of the maiden voyage and enjoyed practising his hobby of photography while on board. He had met a wealthy American couple when they joined the ship at Cherbourg and before long they were all great friends. The American couple enjoyed his company and conversation so much that they offered to pay his passage to New York and back to Queenstown so that he could spend more time with them. Father Brown telegraphed his Bishop to seek permission to accept but was told in no uncertain terms to "GET OFF THAT BOAT" so he was unable to join them. His Bishop's decision undoubtedly saved his life and his photos as well.

At the wreck site look at how the route line changes. Talk about what this might mean. Try to steer the class away from the idea that the line is broken because Titanic broke in half and towards the idea that the broken line is where Titanic should have gone next but also

the route that Carpathia took to New York with the survivors. Follow on to New York and, if you wish to, look also at Halifax where many of the Titanic graves are situated. Point out the way the wreck site is annotated. Ask for an explanation.

B

Stand your students as far under the hull of Titanic Belfast as you can while still keeping them a safe distance away from the reflective pools around the building. Ask them to look down at the water under the hulls and then to quickly raise their eyes up the height of the hull to its very top. This will give them a strong impression of the height of the building. Explain that the hulls of Titanic Belfast are the same height as Titanic was on her launch day but that she got taller still after she was towed down to the Thompson Dry Dock where she was finished including the adding of her huge funnels.

Explain also that there are 4 of these great 'hulls' on Titanic Belfast to represent the 4

stages in the development of shipbuilding; wooden ships, iron ships, steel ships and aluminium ships.

Look over to the poles that line the slipways. Explain that these show the position of the Arrol Gantry which was the framework over the slipways; like scaffolding around a building when the builders need to work high up. The poles can only show the position of the gantry – not the height as the real Gantry had to be taller than launch day Titanic so that she could safely be launched without getting stuck. How do we know that these poles aren't tall enough? Help the children to think back to the height of the building being our guide to the height of launch day Titanic.

C

Walk the children to the outline of Olympic and Britannic that is marked on the plaza and slipways with a blue strip light. Arrange them around the 'bow' so they can all look down the length of the 'ship' to the 'stern'.

Walk your class down the length of this 'ship' making them aware as you go about

the trip and fall hazards; steps, tramlines, rough ground, change of surface etc. Point out the stripes of grass and wooden decking on the slipway and explain that the decking represents the survivors and the grass represents those who died in each class of passengers and then the crew.

D

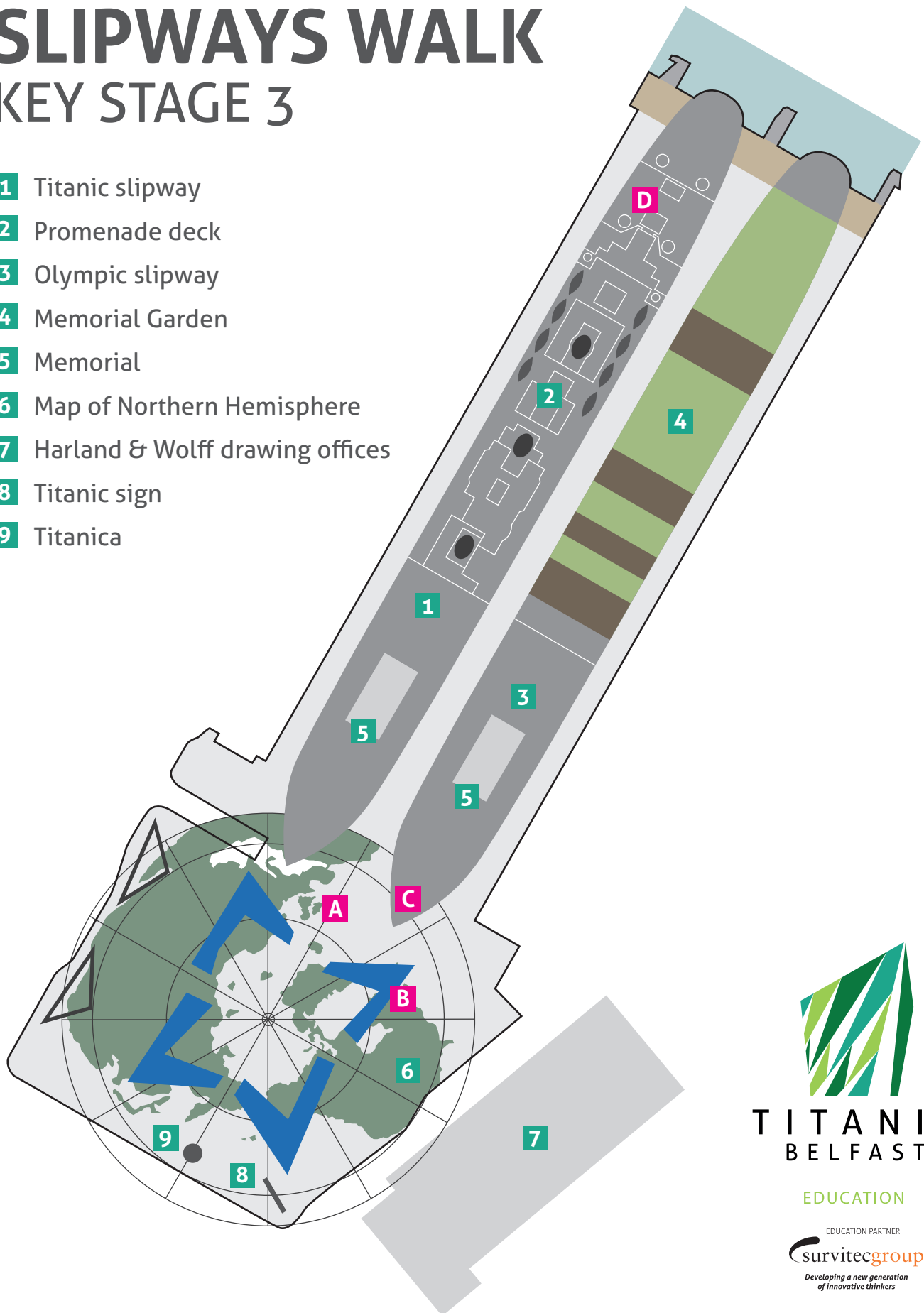
As you walk your class back up the length of the 'Titanic' side of the slipways encourage them to locate the benches from the 1st class

promenade deck, the funnels and the lifeboat storage areas as shown on this slipway.

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KEY STAGE 3

- 1 Titanic slipway
- 2 Promenade deck
- 3 Olympic slipway
- 4 Memorial Garden
- 5 Memorial
- 6 Map of Northern Hemisphere
- 7 Harland & Wolff drawing offices
- 8 Titanic sign
- 9 Titanica




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