

TITANIC

AN IMMERSIVE VOYAGE

EDUCATOR GUIDE FOR GRADES K-12



Exhibition Hub
Edutainment

fever

ABOUT THE EXPERIENCE

Invite your students to discover one of the most iconic stories of all time through a field trip to Titanic: An Immersive Voyage.

Over 110 years after her fateful maiden voyage, the Titanic continues to ignite curiosity and wonder in learners of all ages. Titanic: An Immersive Voyage features the most comprehensive collection of Titanic artifacts in the world. Students will encounter original artifacts that bring to life the story of the Titanic and her builders, passengers, and crew.

Build empathy and historical understanding as students investigate the stories of some of the more than 15 million people who immigrated to the United States between 1900-1915 on steamships like the RMS Titanic.

Ignite interest in STEAM careers as students learn about the math, science, technology, art, and engineering behind the most luxurious steamship ever built.

HOW TO USE THIS GUIDE:

This Educator Guide is arranged by grade band (K-5, 6-8, and 9-12) and contains activities and resources for each grade band for Before, During, and After Your Visit to *Titanic: An Immersive Voyage*. All activities and resources are aligned with educational standards. Educators are encouraged to use any or all of the activities and resources at any time throughout the school year or in conjunction with a visit to *Titanic: An Immersive Voyage*. Many of the prompts are adapted from Harvard's Project Zero Thinking Routines Toolbox: [PZ's Thinking Routines Toolbox | Project Zero](#).

GRADES K-5

K-5 GLOSSARY

Archaeologist: scientists who study the history of humans by looking at objects that past humans made and left behind.

Artifacts: objects made, used, or changed by humans that give us information about life in the past.

Atlantic Ocean: the second largest ocean on Earth.

Buoyancy: the ability to float in water.

Collections: groups of things that are organized in a certain way. Museums can have collections of artifacts.

Density: the measure of how tightly packed together a material is. For example, a bowling ball has high density, but a basketball has low density. So even though a bowling ball is smaller than a basketball, it is heavier.

Engineer: a scientist who designs and builds things to solve a specific problem. Lots of engineers worked together to design and build the Titanic, so that she could float and move lots of people across the Atlantic Ocean.

Exhibition: a collection of objects related to a certain topic or theme in a museum or other learning space.

Gallery: a room or space in a museum or other exhibit space.

Immigrant: a person who moves permanently from their native country to another country.

Immigrate: to move from one country to another with plans to live there permanently.

Legend: a key on a map that tells what different symbols mean.



Museum: a building that holds collections of things found in nature or created by people where visitors can come to learn.

Prototype: a simple model used to test out an idea for a solution to a problem.

Research: to study, read, and ask questions to find answers about something. For example, you can use a library or the internet to research the history of the Titanic to learn more about it.

Sketch: to make a quick, simple drawing.

Steamship: a ship that moves by steam power.

Symbol: an image that stands for or represents something else.

BEFORE YOUR VISIT

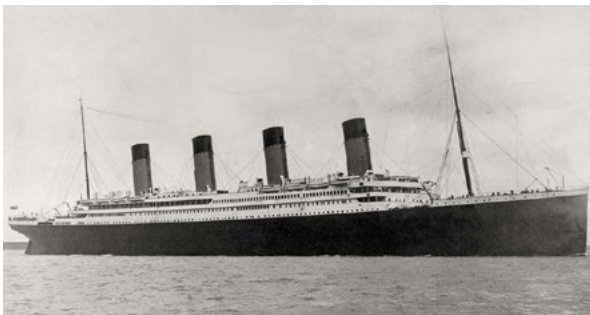
The following activities will help engage and prepare your students for a visit to *Titanic: An Immersive Voyage*.

SEE, THINK, WONDER

Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies

Share the image of the Titanic (below) with your students, then begin a conversation with the some or all of the following prompts:

- What do you see in this picture?
- What do you think is going on in this picture? What do you see that makes you say that?
- This is an image of a ship called the Titanic. When do you think the Titanic was built and first sailed? What do you see in the picture that makes you say that?
- What do you wonder about Titanic or about this picture?
- What do you wonder about the builders, crew members, or passengers on the Titanic?
- What more can we find? What else do you see in the picture?
- Keep the conversation going by repeating the questions again. Encourage students to look even more closely and notice details they didn't see at first!



READ TO LEARN

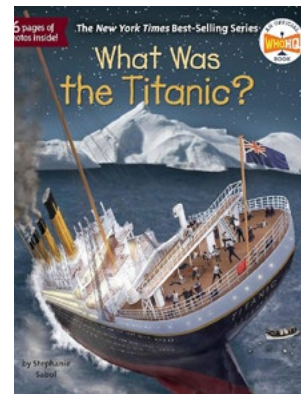
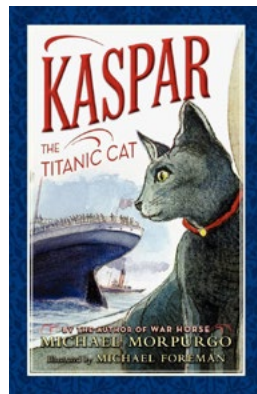
Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies

For K-2nd graders, read *If You Were a Kid Aboard the Titanic* written by Josh Gregory and illustrated by Sebastià Serra. If you can't find a copy in your school or local library, try this YouTube read-along:



[If You Were a Kid Aboard the Titanic by Josh Gregory](#)

For 3rd-5th graders, check out *Kaspar the Titanic Cat* written by Michael Morpurgo and illustrated by Michael Foreman and *What Was the Titanic?* written by Stephanie Sabol and illustrated by Gregory Copeland.



Use the following questions and prompts after reading to deepen student understanding:

- What did you learn about the Titanic that you didn't already know?
- What questions do you still have?
- The Titanic sank over 100 years ago. Why do you think learning about the Titanic might be important for people today?
- How do you think it might have felt for [a character from a story you read] when they boarded the Titanic? When they found out the Titanic was sinking?
- If you could ask [an engineer, crew member, the captain, a passenger] on board the Titanic one question, what would it be?

Social Studies Extension: Do you know anyone who has **immigrated** to the United States? Almost 1,000 of the passengers on board the Titanic were **immigrants**, hoping to build a new life in the United States. What are some reasons people may have chosen to **immigrate** to the United States on the Titanic? Check out the following video to hear a story from one of the immigrant families on board Titanic:

 [Titanic |The Ship of Dreams | Stories for Kids](#)

WHERE IN THE WORLD?: THE TITANIC'S VOYAGE

Curriculum Connections: English/Language Arts, Social Studies: Map and Globe Skills, Visual Art

On March 31st, 1909, engineers and builders began to construct the Titanic. On April 10, 1912, the Titanic began its journey from Southampton, England to New York City. It stopped to pick up more passengers in Cherbourg, France. On April 11, the Titanic made a stop to pick up even more passengers in Cobh, Ireland. On April 14, the Titanic collided with an iceberg, and early on the morning of April 15, the Titanic sank into the

Atlantic Ocean about 700 miles east of Halifax, Nova Scotia, Canada.

Can you find these locations on a map or globe?

- Southampton, England
- Cherbourg, France
- Cobh, Ireland
- Halifax, Nova Scotia, Canada
- Atlantic Ocean
- New York City

Visual Arts Extension

Create your own map that tells the story of the Titanic. Create **symbols** to mark the locations and show what happened at each one. Create a **legend** to describe what your symbols mean.

Social Studies Extension

Many passengers on the Titanic were immigrants from other countries, including the following:

- Sweden
- Ireland
- Russia
- Syria
- China

Include these places on your map, using different symbols to tell the story of the immigrants on board the ship.

STEAM CAREER CONNECTION: ENGINEER

Curriculum Connections: Math, Science, Visual Art

Do you love building things? Are you great at math, science, or problem-solving? Are you curious about how things work or how they were made?

You might want to be an **engineer**! Engineers are scientists who design and build things to solve a specific problem. For example, marine engineers build things like **steamships** (like the Titanic!) to solve the problem of how to move humans and other things from one place to another across large areas of water, like the **Atlantic Ocean**.

The Titanic weighed over 52,000 tons - that's as much as over 4,000 school buses! Have you ever wondered how something so heavy could float? Many engineers worked together to solve that problem!

Try your own experiment by building **prototypes** of boats to test out what helps them stay afloat! All you need is:

- A tub or bowl that can hold at least 2 inches of water


· Aluminum foil

· Pennies, paperclips, or other small objects

· Optional: balloons, rubber bands, popsicle sticks, tape, any other craft materials

Experiment to see how many pennies can float on just a flat piece of aluminum foil. What can you change in order to get more pennies on your boat without it sinking? Try out some different ideas! Sketch your ideas on paper before building with foil. Who can float the most pennies?!

Support: Check out the following video for detailed support and instructions on this STEAM challenge:

 [STEM Challenge: Float Your Boat](#)

Science Extension

After trying a few designs, check out this video to learn about some critical science concepts relating to ship design:

 [Buoyancy: What Makes Something Float or Sink?](#)

· What might you change about your design after learning about **density** and **buoyancy**?

Visual Arts Extension

The Titanic was famous not only as an engineering marvel, but for the visual beauty of its design. After you've found a design that works well to float your pennies, now it's time to make it beautiful! How can you alter or add visual detail to your design without causing it to sink?

Career Extension

Check out this video to explore different types of engineers:

 [What's an Engineer? Crash Course Kids #12.1](#)

What type of engineering seems most interesting to you? Can you think of a problem you'd like to help solve? What about a problem we could imagine humans having in the year 3015?! Draw or build a prototype of a possible solution!

DURING YOUR VISIT

The following activities will help your students engage and practice their observational, conversational, and critical thinking skills during a visit to *Titanic: An Immersive Voyage*.

Unless otherwise stated, these prompts can be used with any display in the **exhibition**. Find a room or **gallery** large enough to accommodate your class or group and gather around one object, so that everyone can see.

SEE FEEL THINK WONDER

Curriculum Connections: English Language Arts, Science, Social Emotional Learning, Social Studies, Visual Art

After quietly looking at one object for 10 seconds, ask students the following questions:

- What do you see? *Encourage students to name smaller and smaller details as you grow the list of observations.*
- What feelings come up for you as you look at this object? *Invite older students to use more sophisticated language around emotions, when possible, e.g. go beyond basic emotion words like “happy,” “sad,” “angry”.*
- What stories do you think this object might be telling? *Ask follow up questions like what do you see that makes you say that?*
- What do you wonder about this object? *Ask students to imagine who they might ask or how they might go about researching to answer their wonderings.*

STEP INSIDE: BOARD THE TITANIC!

Curriculum Connections: English Language Arts, Science, Social Emotional Learning, Social Studies, Visual Art

Repeat the following exercises with Gallery 4: Inside the Titanic, Gallery 5: The Voyage, and Gallery 6: The Steam Machine. Compare and contrast the experiences in each of these galleries.

Imagine you are on board the Titanic! Take in all the details around you. Encourage close observation and inference-making with the following prompts:

- What do you see?
- What might you hear?
- What might you smell?
- What might you touch?
- What emotions might you feel?
- What do you see that makes you say that?

Social Emotional Learning and Social Studies

Extension

Add on the following prompts to help students empathize and build historical perspective-taking skills:

- Imagine you are a real person on board the Titanic.
- Who might you be if you were in this room on the Titanic? What might be your name, age, race, gender identity, etc?
- What might be your story? Who might be with you? What might you have or not have?

- What emotions might you be feeling?
- What do you see that makes you say that?

STEAM CAREER CONNECTION: THINK LIKE AN ARCHAEOLOGIST

Curriculum Connections: English Language Arts, Science, Social Emotional Learning, Social Studies, Visual Art

Scientists called **archaeologists** find and study objects made and left behind by humans to help us understand events that happened long ago. For example, some of these objects, called **artifacts**, were found at the bottom of the ocean in the wreckage of the Titanic and were studied by marine archaeologists so that we can better understand what it was like on the Titanic over 100 years ago.

After quietly looking, invite students to begin visually analyzing and comparing the objects with familiar things from their daily life.

Begin the analysis with the following prompts:

- What do you think this object may have been used for?
- What do you see that makes you say that?
- What familiar objects does this remind you of?
- Is it similar to something we use today? How so? How is it different?
- Who may have used this object? What do you see that makes you say that?

AFTER YOUR VISIT

The following activities will keep the engagement and learning going after a visit to *Titanic: An Immersive Voyage*.

REFLECT AND CONNECT

Curriculum Connections: English Language Arts, Social Emotional Learning, Visual Art

Invite students to write or sketch an answer to the following prompts:

- My favorite part of Titanic: An Immersive Voyage was _____, because _____.
- Someone I'd like to bring to the exhibition is _____, because _____.
- I want to learn more about _____, because _____.

Encourage students to share their answers with a partner or small group. Did you have the same answers? Different? Connect with your peers as you reflect on the experience.

CREATE YOUR OWN EXHIBITION POSTERS

Curriculum Connections: English Language Arts, Social Studies, Visual Art

Invite students to create their very own posters about the exhibition based on their experiences. Each poster must include:

- A title
- An image or drawing of something from the exhibition
- A short fact or story from the exhibition

Support: To help students brainstorm ideas, ask the following prompts:

- What is one word you would use to describe the exhibition?
- What was the main idea of the exhibition?
- What image(s) or object(s) were you most excited or curious about?
- What fact(s) or story(ies) were most surprising to you? What fact(s) or story(ies) do you think a friend or family member would be most interested in?

Extension: Invite students to present their posters to the class, explaining why they chose the titles, images, and facts or stories that they chose to include in their posters.

GRADES 6-8

6-8 GLOSSARY

Artifact: objects made, used, or changed by humans that give us information about life in the past.

Collections: groups of things that are organized in a certain way. Museums can have collections of artifacts.

Emigrate: to move from your home country to another with plans to live there permanently.

Engineer: a scientist who designs and builds things to solve a specific problem. Lots of engineers worked together to design and build the Titanic, so that she could float and move lots of people across the Atlantic Ocean.

Exhibition: a collection of objects related to a certain

topic or theme in a museum or other learning space.

Gallery: a room or space in a museum or other exhibit space.

Immersive: when an experience completely surrounds or absorbs a person.

Immigrate: to move to another country with plans to live there permanently.

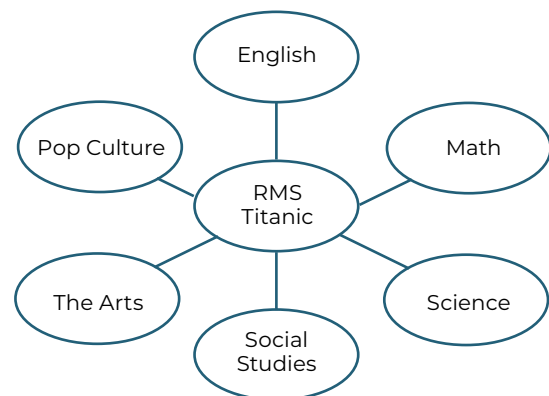
Maritime Archaeologist: a scientist who studies artifacts found in the remains of shipwrecks, facilities, or other human-built structures related to seas, lakes, and rivers.

BEFORE YOUR VISIT

The following activities will help engage and prepare your students for a visit to *Titanic: An Immersive Voyage*.

WEB OF IDEAS

Curriculum Connections: English Language Arts, Math, Science, Social Emotional Learning, Social Studies, Visual Arts

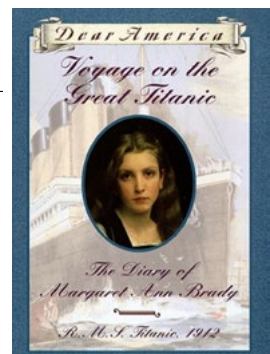


Create your own bubble chart (or use the one below as a starting place) to help students synthesize their own prior knowledge, questions, and wonderings about the Titanic.

READ TO LEARN

Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies

For students in grades 6-8, check out [Voyage on the Great Titanic: The Diary of Margaret Ann Brady](#) written by Ellen Emerson White from the Dear America series.



Begin a discussion with the following prompts:

- Who was Margaret Ann Brady?
- In your opinion, what are the most important parts of her story?
- Whose voices might be missing from this story?
- What questions would you have for Margaret or another character in the story?

STEAM CAREER CONNECTION: MARITIME ARCHAEOLOGIST

Curriculum Connections: English Language Arts, Math, Science, Social Studies

Are you a good swimmer or interested in scuba diving? Are you curious about how people lived in the distant past? Do you like solving puzzles or mysteries?

Check out this video from the Smithsonian Institute to learn about a potential STEAM career path

 [What is Marine Archaeology? | Smithsonian Ocean](#)

After watching the video, begin a discussion with students using the following prompts:

- How would you describe **maritime archaeology** after watching this video? What questions do you still have?
- What is one surprising fact or idea you learned about in this video?
- What would you be curious to investigate as a maritime archaeologist?
- After watching this video, why do you think it might be important to have a diverse range of people working as maritime archaeologists?
- What skills do you have, or what topics are you learning about in school, that may help you if you decide to become a maritime archaeologist?
- Would you like to be a maritime archaeologist? Why or why not?

DURING YOUR VISIT

The following activities will help your students engage and practice their observational, conversational, and critical thinking skills during a visit to *Titanic: An Immersive Voyage*.

Both of these activities are designed for students to work independently or with small groups. Based on

your class size and comfort level, allow students to browse the entire exhibition with a partner or small group or instruct your students to all stay in the same gallery and move together throughout the exhibition, completing the exercises as a group.

TITANIC TREASURE HUNT!

Curriculum Connections: English Language Arts, Social Studies, Visual Art

Incentivize your students to learn new facts and make connections with a speedy scavenger hunt before slowing down and taking in the details with the next activity. Give pairs or small groups 10-15 minutes to fill in their answers to the following scavenger hunt and see who's got the best answers when the timer ends!

Titanic Treasure Hunt

1. The Titanic had a twin! What was her name?

2. Approximately how many people immigrated to the United States between 1900-1915? Bonus!: Name at least 2 countries they emigrated from.

Bonus: _____

3. In what city and country was the Titanic built? Bonus!: What was the name of the shipyard?

Bonus: _____

4. What does RMS stand for?

5. What types of groceries were on board the Titanic? (Bonus!: How many gallons of ice cream were brought on board?)

6. How many decks did the Grand Staircase span?

7. What was special about the “hybrid” design of Titanic’s propellers?

8. What was the maximum capacity (number of people the Titanic could hold) of the Titanic? What was the maximum capacity of the lifeboats on board?

Titanic: _____

Lifeboats: _____

9. How many watertight compartments were punctured by the iceberg?

10. What was the name of the rescue ship? (Bonus: Who was the captain?)

11. Most surprising fact you learned from the exhibition:

Titanic Treasure Hunt (Teacher Answer Key)

1. Olympic
2. 15 million (Bonus: Germany, Russia, Ireland, Syria, Sweden, China ...)
3. Belfast, Ireland (Bonus: Harland and Wolff Shipyards)
4. Royal Mail Steamer
5. Bacon, ham, beer, stout, cereal, coffee, asparagus, fresh butter, fresh cream, eggs, fish, meat, milk, ice cream, lettuce, water bottles, onions, potatoes, poultry, rice, dried beans, sugar, tea, tomatoes, and wine (Bonus: 1,750 Quarts)
6. Six decks
7. The hybrid design of the propellers allowed for greater speed as well as more comfort for passengers due to

less vibration.

8. Titanic: 3,320; Lifeboats: 1,178

9. Six out of sixteen

10. The Carpathia (Bonus: Captain Arthur Rostron)

11. Anything!

DIVE IN: LOOK LIKE A MARINE ARCHAEOLOGIST

Curriculum Connections: Science, Social Studies, Visual Art

Scientists like marine archaeologists know that details are critical to understanding history. When the Titanic sank, she took with her thousands of artifacts and created a time capsule of the year 1912. Take time with at least three artifacts from the Titanic to look slowly, draw carefully, and think critically to better understand each object. Make a small “O” with your fist and look through it as a viewfinder to help you ‘zoom in’ on a detailed section of your object. Complete the following chart as you move through the exhibition:



Object 1	Object 2	Object 3
Name & Rough Sketch	Name & Rough Sketch	Name & Rough Sketch
Detail Sketch	Detail Sketch	Detail Sketch
What does this detail help me understand about life in 1912? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	What does this detail help me understand about life in 1912? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	What does this detail help me understand about life in 1912? <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

AFTER YOUR VISIT

The following activities will keep the engagement and learning going after a visit to *Titanic: An Immersive Voyage*.

THE STORIES OF THE TITANIC

Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies, Visual Art

Over 2,200 people, including first, second, and third class passengers, and crew members, embarked on the Titanic's first and only voyage in April of 1912. These people came from incredibly diverse backgrounds and lived experiences.

Explore one of the most comprehensive databases of information about people aboard the Titanic, Encyclopedia Titanica, using the following link:

[Titanic People Explorer : Searchable Database of Titanic Passengers and Crew](#) 

Choose one passenger or crew member to research and present a report for your class.

Support

Choose one passenger and answer the questions in a written report or design a graphic poster including some or all of the following:

- Who are they?
- Where are they from?
- Where are they going and why?
- What did they bring with them?
- What was their life like before they boarded the Titanic?
- What happened to them after the Titanic sank?
- What else is interesting to share?
- What questions remain for you about this person?

Social Emotional and Social Studies Extension

Choose two people from different passenger classes or one passenger and one crew member. Include in your report or poster a comparison and contrast of their experiences before, during, and after the Titanic.

I USED TO THINK... NOW I THINK...

Curriculum Connections: English Language Arts, Social Studies

After students visit *Titanic: An Immersive Voyage*, invite them to reflect and write on the following prompt:

I used to think... Now I think...

Students may choose to focus on what they learned

about the people on board the Titanic, the engineering and science behind the steamship, their emotional reaction to the exhibition, or something else entirely. Let the open-ended nature of the prompt invite students to share their personal reflections on all aspects of the experience. Encourage students to share their responses in pairs or small groups.

GRADES 9-12

9-12 GLOSSARY

Curator: professional who researches and selects specific objects or artwork to display in an exhibition or collection in order to tell a story about a certain topic, subject, or time in history.

Conservation: the care and preparation of artifacts to be saved for posterity and safely displayed for audiences.

Conservator: a professional who specializes in conserving artifacts.

Exhibition designer: a professional who designs components of exhibitions, like lighting, structures, layout, and more.

Installation: large-scale construction that is typically part of a museum exhibition.

Interpretation: the meaning, context, or story of an object or artwork. Interpretations vary based on the background and understanding of the person doing the interpreting.

Replica: a model made to look exactly like a real object or artifact.

Scale model: an exact copy of something in a much larger or smaller scale.

BEFORE YOUR VISIT

The following activities will help engage and prepare your students for a visit to *Titanic: An Immersive Voyage*.

THE TITANIC: WAYS THINGS CAN BE COMPLEX

Curriculum Connections: English Language Arts, Science, Social Emotional Learning, Social Studies

Everyone knows the Titanic, right? Many of us are familiar with a version of the story, from our history textbooks or from the blockbuster movie. But what are

ways that the story of the Titanic – from why and how it was built to the ways that we are treating the artifacts and stories today – is complex? How can we think critically about this story - past, present, and future - from many perspectives?

Frame and facilitate a discussion around the Titanic with the Ways Things Can Be Complex Thinking Routine. Post this chart or make copies for your students.

STEAM CAREER CONNECTION: CONSERVATOR

Curriculum Connections: English Language Arts, Science, Social Emotional Learning, Social Studies, Visual Art

Are you interested in the stories behind objects and artifacts? Do you like caring for things passed down by family members or friends? Do you love an interesting find at the antique or thrift store?

You may want to be a **conservator**. A conservator is a professional who works to care for and preserve objects and artifacts for museums or other collectors to best tell the story of the object.

Take a look at the following video of conservators from another Titanic exhibition discussing their role:

 [Titanic Belfast Artefacts Conservators](#)

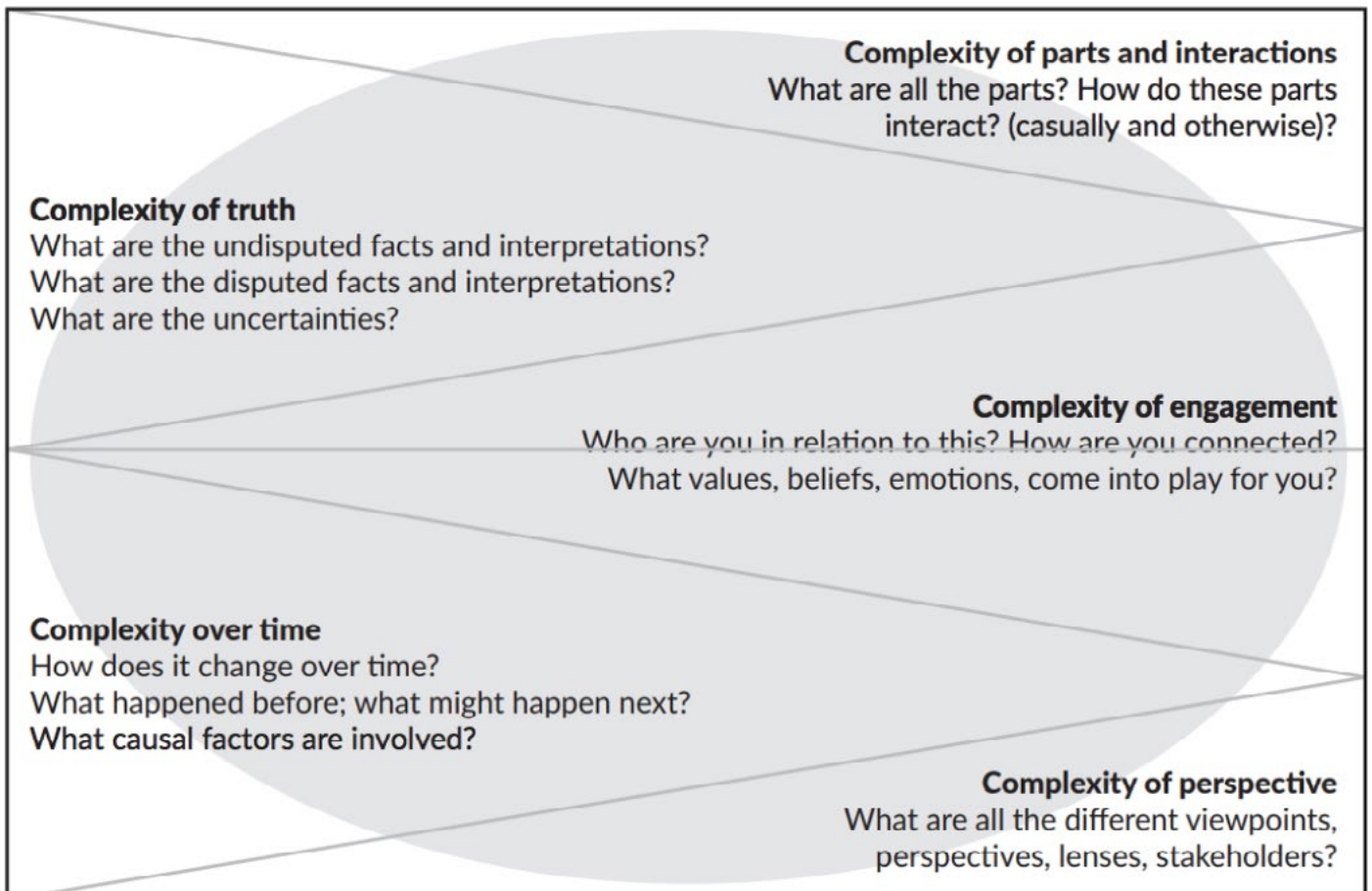
After watching the video, dive into a discussion about conservation with the following prompts:

- Conservators often make decisions about what to repair and what to leave “damaged.” What might be some of the reasons for leaving signs of damage on an object you are conserving?
- Do you agree with the conservator in the video who said, “Only original artifacts will give you that real intimacy.” Or do you think a replica or photo of the

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

Ways Things Can Be Complex

A guide for organizing one’s understanding of a topic through concept mapping.



object can also provide the same intimacy? Why or why not? Does your answer differ based on the type of object?

·What other questions do you have about conservation?

·Do you think you might want to be a conservator? Why or why not?

DURING YOUR VISIT

The following activities will help your students engage and practice their observational, conversational, and critical thinking skills during a visit to *Titanic: An Immersive Voyage*.

How do you make history come to life? How can museums and other exhibition spaces help us better understand the past from diverse perspectives and connect historical happenings to life today?

If you are curious about the answers to these questions, you may want to be an **exhibition designer**. Exhibition designers usually work on a team of experts in lighting, construction, writing, research, visual art, digital and graphic design, engineering, and more. An exhibition design team creates engaging physical or digital interactions to inspire and educate audiences. Each object, wall color, ceiling light, sound, or other element in an exhibition represents a choice that someone - likely an exhibition designer - made. Use this lens to experience *Titanic: An Immersive Voyage* and keep this in mind every time you visit a museum or exhibition.

Brainstorm a list of creative questions to help you more deeply explore the **installations** in *Titanic: An Immersive Voyage*. Use the following sentence beginnings as inspiration:

·What would it be like if...?

·What would change if...?

·How would it be different if...?

·How would it look differently if...?

·Would I like it more or less if...?

·How would my emotional response change if...?

·What are the ethical considerations to take into account with this exhibition? How have they been addressed? How would you address them?

Take turns asking each other your creative questions to hear your classmates' responses. How would you change the exhibition installation to better tell the story of the Titanic or to enhance the visitors' experience?

PARTS PURPOSES COMPLEXITIES

Curriculum Connections: English Language Arts, Math, Science, Social Studies, Social Emotional Learning, Visual Art

Invite students to spend some time making notes and/or sketching in Gallery 6: The Steam Machine, Gallery 7: The Boiler Room, Gallery 8: Flooding Titanic, and/or Gallery 9: The Sinking Unsinkable. Invite them to investigate the artifacts, images, diagrams, and wall labels relating to one or more of the following:

·The bridge

·The engine room

·The crow's nest

·The boiler room

·The Marconi wireless room

·The lifeboat system

·Any other part of the ship that interests you!

Next, invite students to investigate their area further using the following prompts:

·What are some of the main parts of (the bridge, the engine room, the crow's nest, etc.)?

·What are the purposes of each of these parts?

·What are the complexities of the parts and purposes? How are they complicated in their relationship to one another?

·Which part(s), if any, contributed to the sinking of the Titanic or loss of life after the wreck?

·How could the part(s) be tweaked or changed to function better or more easily?

AFTER YOUR VISIT

The following activities will keep the learning going after a visit to *Titanic: An Immersive Voyage*.

THE PEOPLE ON BOARD: COLOR, SYMBOL, IMAGE

Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies, Visual Art

Over 2,200 people, including first, second, and third class passengers, and crew members, embarked on the Titanic's first and only voyage in April of 1912. These people came from incredibly diverse backgrounds and

lived experiences. Some were wealthy businessmen and socialites, some were working class crew members, some were immigrants hoping to find better working conditions in the United States.

Explore one of the most comprehensive databases of information about people aboard the Titanic, Encyclopedia Titanica, using the following link:

[Titanic People Explorer : Searchable Database of Titanic Passengers and Crew](#)

1. Choose one or more passengers and consider the following questions:

- Who are they?
- Where are they from?
- Where are they going and why?
- What did they bring with them?
- What was their life like before they boarded the Titanic?
- What happened to them after the Titanic sank?
- What else is interesting about them?
- What questions remain for you about this person?

2. Thinking about the person you researched, choose the following:

- a color that you feel best represents or captures the essence of that person
- a symbol that you feel best represents or captures the essence of that person
- an image that you feel best represents or captures the essence of that person

3. Create a drawing or graphic poster that incorporates your answers to number 2. You can use any art materials or create a free account on [Canva.com](#).

4. Present your designs to your peers. Compare and contrast your answers based on the experiences of the different passengers or crew members you and your peers chose. What do you notice? What questions do you still have about the passengers and crew of the Titanic?

STEAM CAREER CONNECTION: CURATE YOUR OWN EXHIBITION

Curriculum Connections: English Language Arts, Social Emotional Learning, Social Studies, Visual Art

How can we compellingly, responsibly, and ethically tell the story of a tragedy? How do people learn from objects?

If you have thoughts on these questions, you may want to be a **curator**. Curators study, research, and tell stories about our collective history and culture through the display of art and artifacts. They make decisions about who and what are important and tell those stories in ways that engage broad audiences. The ways that curators understand and talk about objects is called **interpretation**. Different curators may have different interpretations of the same object based on their research, understanding, and own personal and educational backgrounds.

Discuss: Why do you think it might be important for society to have curators from diverse social, economic, and cultural backgrounds?

Write a pitch for an exhibition related to the Titanic. What objects would you include? Would you want to incorporate replicas or original objects? Would you include any contemporary objects or artworks to help visitors understand the historical objects better? How would you display the objects in your exhibition space? How would you make sure your exhibition connects with diverse audiences? How will you remain respectful of those who lost their lives in the tragedy?

Extension

Create a **scale model** of your exhibition with cardboard and printouts of object images. Arrange the cardboard to form walls and galleries. Then print object images to scale and arrange them in the mini galleries.



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