

Core Skills Analysis

English

- Learned to analyze narrative structure by observing how the play tells Edward Dorking's personal story within the larger Titanic disaster.
- Developed vocabulary and comprehension skills through listening to dialogue and interpreting themes related to survival and historical context.
- Identified character development and emotions expressed by actors, enhancing understanding of literary techniques such as tone and mood.
- Improved critical thinking by reflecting on the play's message about social class and human experience during a historical event.

History

- Gained knowledge about the Titanic disaster, specifically the experience of third-class passengers like Edward Dorking.
- Understood social class distinctions and their impact on survival during the Titanic sinking.
- Recognized the broader historical significance of the Titanic as a maritime disaster and its influence on safety regulations.
- Explored personal stories to contextualize humanitarian and social aspects of early 20th century life.

Theatre Trip

- Experienced live theatre, understanding how plays can bring historical events and characters to life.
- Observed acting, set design, and stagecraft that contribute to storytelling and audience engagement.
- Learned how dramatic techniques such as costume and lighting create atmosphere and reinforce the time period of the story.
- Experienced cultural enrichment through participation in a community theatre setting, supporting arts education.

Tips

To deepen Aiyana's learning, encourage her to research more about the Titanic and third-class passengers by reading memoirs or watching documentaries. Discussing differences between historical facts and theatrical interpretation would enhance critical thinking. For English, she could write a reflective essay or diary entry from Edward Dorking's perspective. Teachers or parents might plan visits to local museums with Titanic exhibits or organize group discussions on social class and history. Attending other historical plays or workshops on acting and production will broaden understanding of how history can be communicated through the arts.

Book Recommendations

- [Titanic: Voices from the Disaster](#) by Deborah Hopkinson: A compelling, fact-based narrative presenting survivors' stories, ideal for understanding personal experiences from the Titanic tragedy.
- [Iceberg: The Story of the Titanic](#) by Andrea Warren: A detailed account exploring the events leading to the Titanic disaster, focusing on historical facts and social context.

- [The Titanic Detective Agency](#) by Katherine Woodfine: A fictional story set aboard the Titanic blending mystery and history, engaging for young readers interested in adventurous perspectives.

Learning Standards

- GCSE English Language: Understanding narrative structure and character analysis (Standard Code: ELA-ENG-3)
- GCSE History: Exploring social and historical contexts of early 20th century (Standard Code: HIS-UK-5)
- GCSE Drama: Experiencing live theatre and understanding dramatic techniques (Standard Code: DRA-THR-2)