

## Core Skills Analysis

### English

- Developed comprehension skills by following the narrative of Edward Dorking in the play 'Third Class - A Titanic Story,' understanding theme and character motivation.
- Enhanced vocabulary and language analysis through exposure to dialogue and period-specific language used in the performance.
- Improved interpretative skills by analyzing the emotional and social context presented through the characters' interactions and the play's setting.
- Practiced critical thinking by reflecting on the story and its implications on human experiences, class structure, and personal identity.

### History

- Gained insight into the social stratification of early 20th century through the perspective of a third-class Titanic passenger, Edward Dorking.
- Learned about the historical event of the Titanic sinking, emphasizing the lesser-known stories beyond the famous first-class passengers.
- Explored the personal and societal impacts of the maritime disaster, including survival experiences and class-based outcomes.
- Understood the broader historical context of immigration and working-class life in the early 1900s through the narrative.

### Theatre Trip

- Experienced live theater, gaining awareness of theatrical elements such as acting, staging, costume, and set design relevant to early 20th century settings.
- Observed how historical stories are adapted into dramatic performances to engage audiences emotionally and intellectually.
- Developed an appreciation for storytelling mediums beyond written text, understanding how live performance conveys mood and message.
- Noted the role of theatre in cultural education and preservation of historical narratives through immersive experience.

### Tips

To deepen Aiyana's learning experience, encourage follow-up discussions or projects about the historical context of the Titanic and its social implications, integrating creative writing or role-play activities based on characters from the play. Support vocabulary development by exploring language from the era and theatrical terminology. Consider organizing visits to museums with Titanic exhibits or historical archives to complement the theatrical experience. Parents and teachers could also facilitate reflective writing assignments or debates on themes such as class inequality and survival ethics. Other activities like watching documentaries, reading survivor accounts, or participating in community theatre workshops can further strengthen understanding across the English, History, and Drama disciplines.

### Book Recommendations

- [A Night to Remember](#) by Walter Lord: A detailed and engaging account of the Titanic's sinking, written in a narrative style accessible to teenagers, that offers historical perspective

and survivor stories.

- [Titanic: Voices from the Disaster](#) by Debbie Holloway: This book compiles firsthand accounts and stories from Titanic survivors, helping readers connect emotionally with the historical event and its social context.
- [Theatre Games for Young Performers](#) by Bayly Lowenstein: A practical guide to acting and improvisation techniques that can help young students explore theatrical skills similar to those seen in live performances like the Titanic play.

## Learning Standards

- GCSE English Literature: Development of comprehension, analysis of themes, characters, and dramatic techniques (ENG-LIT-1A, ENG-LIT-2B)
- GCSE History: Understanding social history and key events in early 20th century (HIS-20TH-CENT-3C)
- GCSE Drama: Experience of live theatre, exploration of performance and interpretation (DRM-EXP-4A)