

Titanic Passengers

Desirable Features: **Researching**
Desk Top Publishing
Presentation

Task Description

This task involves the pupils researching for information on Titanic Passengers by using the Titanic database and researching the internet. Pupils are required to create either a newspaper front page or a presentation which will include some of their research. This task supports the CCEA Thematic Unit: "Unsinkable".

Requirements for UICT

This task focuses on the following aspects of UICT across the curriculum which have been highlighted in **bold**.

Explore

- **access, select, interpret and research information from safe and reliable sources;**
- investigate, make predictions and solve problems through interaction with digital tools.

Express

- **create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products.**

Exchange

- communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally.

Evaluate

- **talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability.**

Exhibit

- **manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly.**

Please Note: For assessment purposes, only the 'E's that are covered at the level(s) stated on the task have been bolded.

Depending on how the task is approached, it may touch on elements of the unbolded 'E's, although not necessarily at the level(s) stated.

The Pupil Notes are laid out in three parts. Part 1 is for pupils working at Level 3, Part 2 is for pupils working at Level 4, Part 3 is for pupils working at Level 5.

This task also provides teachers with the opportunity to develop pupils' skills in literacy (Communication) and numeracy (Using Mathematics).

Areas of Learning

Depending on the context chosen by the teacher, this task has the potential to support one or more of the following Areas of Learning:

The Arts	✓
Language and Literacy	✓
Mathematics and Numeracy	✓
Personal Development and Mutual Understanding	✓
Physical Education	
The World Around Us	✓

Titanic Passengers

Thinking Skills and Personal Capabilities

This assessment task also provides pupils with the opportunity to demonstrate one or more of the following aspects of Thinking Skills and Personal Capabilities:

Managing Information
 Thinking, Problem-Solving and Decision-Making
 Being Creative
 Working with Others
 Self-Management.

Prior Knowledge/Experience

Depending on the level at which they are working, pupils should have some experience in some of the following:

- searching a database/websites;
- using a word-processor to draft and redraft;
- importing images/sounds; and
- using presentation software.

Resources

The teacher should download the Titanic Passengers database from the CCEA website Task List Area.

Access to Internet – at Level 3 teacher should provide a list of suitable websites.

Suitable software such as Powerpoint.

Managing the Task

Pupils should be given opportunities to:
 The teacher should download 'The Titanic' database from the Task List area on the CCEA website. (A helpsheet is available on the website.)

Plan

Pupils should be allowed time to browse the Titanic Passengers database and Internet. After group discussion pupils should decide on the area to be researched and on appropriate sources for finding relevant information. They should also decide upon the best method of presenting this information. They can look at some online sample newspapers from April 1912 and talk about them in terms of the presentation of information, layout, fonts, graphics, readability etc.

Do

Pupils should work individually to search for relevant information, sift through the information and use the findings to answer questions, create a presentation or newspaper front page. The finished work should include still or moving images either found or self-produced.

Review

Pupils talk about their own and others' work, reflecting on how it was created and the results achieved. They discuss any problems they faced. Pupils identify any improvements that might be made and amend their work if necessary. Pupils talk about how they planned and approached their work, discussing what they have learned through the process and how they might change the process next time.

Titanic Passengers

Answers to Questions on The Titanic database

Part 1

Find the name of a passenger who was a stone cutter and record whether he survived.

Mr Richard Otter. He did not survive.

Bruce Ismay was the Managing Director of the White Star Line, what was the name of his secretary?

Mr W Harrison.

What was Mrs J.M. Brown also known as?

The Unsinkable Molly Brown.

What did these people have in common and did they survive?

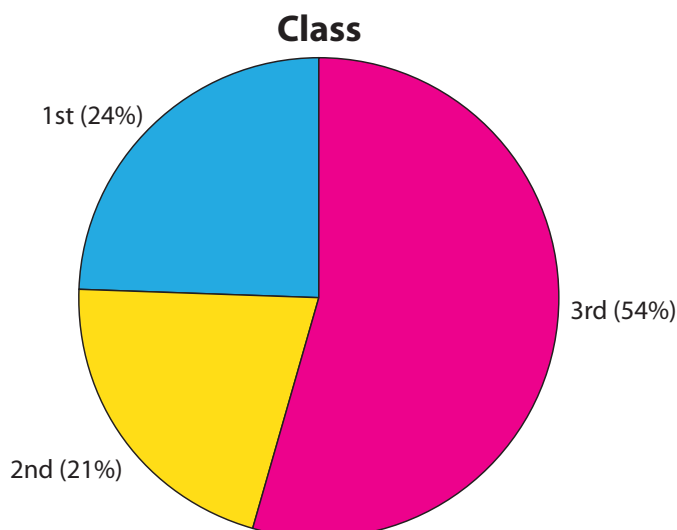
- a. Woolf Spector
- b. Samuel Greenberg
- c. Samson Abelson
- d. Sehua Kantor

They were all Russian emigrants. They did not survive.

Part 2

What was the percentage of passengers who were travelling in each class? Create and print a pie chart/s to illustrate your answer, making sure that the percentages are shown.

- 1st – 24%
- 2nd – 21%
- 3rd – 54%
- (adds to 99%)



Did any of the labourers travel in 1st or 2nd class? Explain your answer.

All labourers travelled in 3rd class. Pupils should explain why.

How many of the passengers in the list have no 'information' entered about them? Use the Internet to find out some information about one of these passengers. Write a short paragraph about him or her.

530 passengers have no information entered about them. Pupils provide information on one passenger.

Search the passenger records to discover if first class passengers had a greater chance of survival than second or third class passengers? Why do you think this was so?

First class passengers had greater chance of survival. Pupils should give reasons.

Did women have a better chance of surviving than men? Search the passenger records and use your findings to explain your answer.

Pupils should give reasons.

Assessing Pupils' Responses to the Task

The first column of the Assessment Criteria Grid sets, in bold, the Requirements for UICT that are covered in this task. Alongside this are the Levels of Progression (those related to the task are in bold) and the UICT Desirable Features for Researching, Presentation and Desk Top Publishing at Levels 3, 4 and 5. These Desirable Features have been produced as guidance for teachers to consider when observing a pupil and assigning a level to a piece of work. When coming to a holistic judgement of the pupil's level of UICT competence, teachers should ensure

that these Desirable Features are used in conjunction with the UICT Levels of Progression.

This task may provide opportunities for pupils to work collaboratively online (Exchange) and showcase work online (Exhibit). Teachers should include these, where possible, as set out in the Desirable Features.

Assessment Criteria Grid

UICT Requirements	Level 3	Level 4	Level 5
Explore <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use information from given digital sources (explore); • carry out and edit a series of instructions, make predictions and solve problems using a digital device or environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit and use assets from a range of digital sources (explore); • investigate and solve problems in a digital environment (explore); 	Pupils can: <ul style="list-style-type: none"> • research, select, edit, use and evaluate assets from a range of digital sources (explore); • investigate and solve problems in a range of digital environments (explore);
Express <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • communicate and develop ideas by creating and editing text onscreen – combining this with an appropriate selection of images and/or sounds (express); 	<ul style="list-style-type: none"> • process found or self-produced assets, including text, data, sound, still or moving images, and combine these to create, present and communicate their work, showing an awareness of audience and purpose (express); 	<ul style="list-style-type: none"> • process found and self-produced assets, integrating text, data, sound, still and moving images to create, present and communicate their work, demonstrating a clear understanding of audience and purpose (express);
Exchange <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • understand that digital methods can be used to communicate and make a contribution to a supervised online task (exchange); 	<ul style="list-style-type: none"> • use contemporary digital methods to communicate, exchange and participate in a range of supervised online activities (exchange); 	<ul style="list-style-type: none"> • use a range of contemporary digital methods to communicate, exchange and share their work collaborating online with peers (exchange);
Evaluate <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • make modifications to improve their work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to improve work (evaluate); and 	<ul style="list-style-type: none"> • use appropriate ICT tools and features to carry out ongoing improvements and reflect on process and outcome (evaluate); and
Exhibit <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • save using file names and select work to showcase learning digitally (exhibit). 	<ul style="list-style-type: none"> • select, organise, store and retrieve their work to showcase learning digitally in a personalised area (exhibit). 	<ul style="list-style-type: none"> • organise, store and maintain their work within a personalised area to showcase learning across the curriculum (exhibit).

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Researching)	Desirable Features - Level 4 (Researching)	Desirable Features - Level 5 (Researching)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • use search facilities, directed by the teacher using, for example given internet sites or CD ROMs (explore); • search for documents, sound or pictures on internet or shared folders (explore); • find content (explore); • demonstrate some awareness of referencing sources (explore); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • make suggestions on searches for a given topic (explore); • gather information from a limited range of sources with some relevance, quality, depth and balance (explore); • select information to download in suitable format, for example, partial content from a website (explore); • edit found text (explore); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • search for information from a range of sources, for example, CD Rom, internet, LNI (explore); • analyse the evidence collected (explore); • show an awareness that not all information is objective (explore); • reference sources and provide supporting notes (explore);
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • discuss where information on a topic might be found (explore); • work collaboratively online if appropriate (exchange); • talk about their choices, restating information, sometimes supported by evidence (evaluate); 	<ul style="list-style-type: none"> • provide some reference to sources (explore); • work collaboratively online when appropriate (exchange); • talk about reasons for their choices – text, images, sounds and moving images (evaluate); • show an awareness that not all information is accurate (evaluate); 	<ul style="list-style-type: none"> • work collaboratively online when and where appropriate (exchange); • begin to evaluate found data in terms of audience and purpose (evaluate); • store and organise bookmarks (exhibit);
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 	<ul style="list-style-type: none"> • add appropriate websites to favourites/bookmarks (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • store downloaded text, pictures and sound in appropriate format for further use (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 			
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Desk Top Publishing)	Desirable Features - Level 4 (Desk Top Publishing)	Desirable Features - Level 5 (Desk Top Publishing)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • open new (or existing) document (explore); • select a template, for example, brochure, card, newspaper, leaflet, etc (explore); • access and select images from a range of given sources (guided by teacher), for example, camera, internet, clipart, picture bank, own artwork (explore); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • retrieve existing document/ folder (explore); • independently access and select text, images and other assets from a range of digital sources (explore); • copy and paste text appropriately from a range of digital sources (explore); • show an awareness of audience (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • demonstrate an understanding of audience and purpose (express); • demonstrate an understanding of how layout, font, styles, colour etc transfers from screen to print (express); • link text boxes to allow for text flow (express);
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • create text and alter font, size, style and colour of text (express); • spell frequently used words correctly (express); • display text appropriately, for example, using correct punctuation, word spacing (express); • include titles/subtitles if appropriate (express); 	<ul style="list-style-type: none"> • create own text (express); • use a spellchecker (express); • use default text flow (express); • use a text box and format if appropriate (express); • create a table (express); • import a graph and position appropriately (express); • edit an image to enhance it using, crop, resize, adjust contrast/brightness (express); • replicate documents (express); 	<ul style="list-style-type: none"> • use page numbers where appropriate (express); • use grouping, for example, picture and caption (express); • format text by inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • edit images using a wider range of image editing tools (express); • work collaboratively online when and where appropriate (exchange)
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 	<ul style="list-style-type: none"> • select appropriate tools and tool options, for size, colour, pencil, paintbrush, paint, fill, special effect, wallpaper, and repeat options (express); • begin to use tools available, for fill, autoshape, shadow, etc (express); 	<ul style="list-style-type: none"> • format text using some of the following - inserting text boxes, aligning/justifying text appropriately, using page borders, using paragraphs, text wrapping, columns (express); • demonstrate awareness of screen or print (express); • use the text and picture toolbars to enhance appearance of text and images (express); • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • evaluate what they have done and discuss what they might do differently next time (evaluate); • update saved work, if and when necessary (exhibit); • create and organise sub-folders, for example, to store images, web links, etc (exhibit); • understand file formats, for example, for faster download (exhibit); and • showcase work by uploading their work to their own e-portfolio (exhibit).
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 	<ul style="list-style-type: none"> • understand word wrapping, i.e. not using return key at end of each line of text (express); • position an image appropriately (express); • scale an image proportionally (express); • work collaboratively online if appropriate (exchange); 	<ul style="list-style-type: none"> • work collaboratively online when appropriate (exchange); • explain improvements made to document (evaluate); • create folders for saved work (exhibit); • demonstrate awareness of file format of resolution of digital images (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 	<ul style="list-style-type: none"> • make changes to work if necessary (evaluate); • save work and give it a suitable file name (exhibit); and • save work to a specified location (exhibit). 		

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Assessment Criteria Grid

UICT Requirements	Desirable Features - Level 3 (Presentation)	Desirable Features - Level 4 (Presentation)	Desirable Features - Level 5 (Presentation)
<p>Explore</p> <ul style="list-style-type: none"> • access, select, interpret and research information from safe and reliable sources; • investigate, make predictions and solve problems through interaction with digital tools. 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • choose and use a slide layout (express); • add a background colour (express); • combine selected graphics/sound with text (express); • create text and then alter font, size, style and/or colour (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • when designing a presentation for a selected audience or purpose they select and use a range of appropriate layouts for each slide, for example, select pre-set layouts from the provided templates (explore); • select and use a number of transitions (explore); • apply slide design templates (express); 	<p>Typically the pupil can:</p> <ul style="list-style-type: none"> • when creating a slide presentation demonstrate a clear sense of purpose and audience in their selection and use of moving/still images, sound and text (explore); • demonstrate purpose in their selection of animations and transitions (explore);
<p>Express</p> <ul style="list-style-type: none"> • create, develop, present and publish ideas and information responsibly using a range of digital media and manipulate a range of assets to produce multimedia products. 	<ul style="list-style-type: none"> • spell frequently used words correctly (express); • independently show presentation to the group or class (express); • work collaboratively online if appropriate (exchange); and • make changes to work if necessary (evaluate). 	<ul style="list-style-type: none"> • use a range of features, for example, text boxes, graphics, borders, bullets and numbering (express); • create text and format it to show an awareness of audience and purpose (express); • use a spellchecker (express); • edit graphics to suit audience and purpose (express); • deliver presentation to the group or class (express); • work collaboratively online when appropriate (exchange); • email presentation attachment to the class teacher (exchange); • make improvements to their work (evaluate); • save presentation in a named folder and be able to access it when required (exhibit); and • showcase work by uploading their work to a pre-prepared class e-portfolio (exhibit). 	<ul style="list-style-type: none"> • create a multimedia presentation, demonstrating a clear understanding of audience and purpose (express); • use a wider range of feature to enhance the presentation eg hyperlinks, sound and video files, insert and embed objects, (express); • edit graphics, for example, crop, recolour, adjust brightness, contrast (express); • use suitable timing to create a presentation for exhibition (express); • deliver presentation and answer questions related to the content (express); • work collaboratively online when and where appropriate (exchange); • regularly use a 'plan, do, review' cycle to improve their work, alter sequencing of slides if necessary (evaluate); • talk about and describe the process they have undertaken and discuss what they might do differently (evaluate);
<p>Exchange</p> <ul style="list-style-type: none"> • communicate safely and responsibly using a range of contemporary digital methods and tools, exchanging, sharing, collaborating and developing ideas digitally. 			
<p>Evaluate</p> <ul style="list-style-type: none"> • talk about, review and make improvements to work, reflecting on the process and outcome and consider the sources and resources used, including safety, reliability and acceptability. 			
<p>Exhibit</p> <ul style="list-style-type: none"> • manage and present their stored work and showcase their learning across the curriculum, using ICT safely and responsibly. 			<ul style="list-style-type: none"> • save presentations and assets in an organised store, updating and deleting files as required (exhibit); and • showcase e work by uploading their work to their own e-portfolio or the school's social network (exhibit).

Pupils should demonstrate, when and where appropriate, knowledge and understanding of e-safety including acceptable online behaviour.

Titanic Passengers - Part 1

(a) Find out about the passengers:

Use the Titanic Passengers Database to find the following information.

- Find the name of a passenger who was a stone cutter and record whether he survived.
- Bruce Ismay was the Managing Director of the White Star Line, what was the name of his secretary?
- What was Mrs J.M. Brown also known as?
- What did these people have in common and did they survive?
 - a. Woolf Spector
 - b. Samuel Greenberg
 - c. Samson Abelson
 - d. Sehua Kantor



(Reproduced from Harland & Wolff Photographic Collection, © National Museums and Galleries of Northern Ireland, Ulster Folk & Transport Museum, reference H1722.)

Now use a suitable website to research the following:

- Try to find out more about who Mrs J. M. Brown was, the lifeboat that she managed to escape on and why she became a well known survivor of the Titanic.

Titanic Passengers - Part 1

Now do **either** (b) or (c).

(b) Create a Newspaper Front Page:

Design a front page for a newspaper published on the day after the Titanic sank.

Choose a title for your newspaper.

- Include some of the information that you have discovered from the Titanic Passengers database.
- Try to find some more information from the websites your teacher has given about one or more of the people in the questions and include it in your newspaper.
- Think about the content and layout of your front page and arrange your typed information to give the appearance of a newspaper. Use a headline and sub headlines and add suitable graphics or photographs. Save and print a copy of your work.
- Show your newspaper to a friend, discuss if it can be improved and make any changes.

Titanic Passengers - Part 1

(c) Create a Presentation:

- Create a short presentation of at least 4 slides about the Titanic and include some of the information you have found using the database and the internet.
- Make a plan for your presentation.
- Insert a picture or a photo on each slide and add some text and a sound.
- Choose a suitable layout and background colour for your slides.
- Save your presentation and show it to your class.
- Make any changes if necessary.

Titanic Passengers - Part 2

(a) Find out about the passengers:



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Use the Titanic Passengers Database to find the following information.

- What was the percentage of passengers who were travelling in each class? Create and print a pie chart/s to illustrate your answer, making sure that the percentages are shown.
- Did any of the labourers travel in 1st or 2nd class? Explain your answer.
- How many of the passengers in the list have no 'information' entered about them? Use the Internet to find out some information about one of these passengers. Write a short paragraph about him or her.

Titanic Passengers - Part 2

(a) Find out about the passengers continued

- Search the passenger records to discover if first class passengers had a greater chance of survival than second or third class passengers? Why do you think this was so?
- Did women have a better chance of surviving than men? Search the passenger records and use your findings to explain your answer.

Now use a suitable website to research the following:

- Try to find the name of the captain of the ship and what he did on the night the Titanic hit an iceberg.
- C.H. Lightoller was an officer on board the Titanic. Try to find out his rank and decisions he took when the Titanic sank.
- Research the story of Thomas Andrews and his actions on the night the boat sank.

Now do either the Newspaper or the Presentation



Titanic Passengers - Part 2

Do either (b) or (c).

(b) Create a Newspaper Front Page:



This newspaper was published on the morning after Titanic sank. The headline is wrong. Think about why you think this may be so. Design a front page for the next edition later in the day when more information had become available. You may wish to examine some online newspapers from April 1912 to look at with others in a group, paying attention to presentation of information, layout, fonts and graphics.

Titanic Passengers - Part 2

(b) Create a Newspaper Front Page continued

Include some information that you have found about some of the people from the questions. Think carefully about your choice of language to suit the historical period.

- Select suitable software to design your newspaper.
- Search the Internet, CD ROMs or The Titanic Passengers database for information and graphics or use scanned images.
- Insert your own text using text boxes and format appropriately. Use columns.
- Use the picture toolbar to edit an image, graph or table that you have selected and place it in your newspaper.
- Save your newspaper, print and discuss with others what improvements could be made.
- Make any necessary improvements and save your work.

Titanic Passengers - Part 2

or

(c) Create a Presentation:

- Create your own presentation about the sinking of the Titanic.
- Plan what you will put in each slide. Search the Internet, CD ROMS or The Titanic Passengers database for information, graphics or moving images clips.
- Create your slides thinking about the layout using text, sound and still or moving images and remember to show an awareness of audience and purpose.
- Choose appropriate styles and effects including design templates. Include a graph in your presentation.
- Use a range of features in your slides, for example, text boxes, bullets and numbering.
- Look at your presentation and decide on the order of the slides and improve it by applying transitions between the slides.
- Edit and save your work in a named folder.

Titanic Passengers - Part 3

Before you begin your Newspaper or Presentation you will need to complete Titanic Passengers Part 2(a)

Do either (a) or (b).

(a) Create a Newspaper Front Page:

Use the Titanic Passengers Database and other information you have found out about Titanic to create a front page of a newspaper published in the days after the Titanic sunk.

Include an article or interview with one of the rescued passengers. The passenger can be fictitious or real. Include information about the passenger's background, family, why he/she was on Titanic, what life was like on board the ship, how they were rescued, how he/she felt etc.

You may wish to examine some online newspapers from April 1912 to look at with others in a group paying attention to presentation of information, layout, fonts and graphics. Think carefully about your choice of language to suit the historical period.

Select suitable software to design your newspaper.

Search the Internet, CD ROMs or The Titanic Passengers database for information and graphics or use scanned images.



Titanic Passengers - Part 3

(a) Create a Newspaper Front Page continued

Be sure to:

- Format text by inserting text boxes, align/justify/wrap text appropriately, use a page border, paragraphs, headings and sub headings text wrapping and columns.
- Access and select suitable images and text from a range of sources and demonstrate understanding of audience and purpose.
- Create and organise sub-folders to store images, web links, etc.
- Use grouping procedures, for example, group a picture and caption.
- Create a topic folder to store this work and use this folder to create sub-folders containing images used in your newspaper.
- Link text boxes to allow for text flow.
- Edit images using a wider range of image editing tools.
- Write an account explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.
- Access your newspaper from your topic folder. Display on whiteboard or school intranet and ask class to comment. Make adjustments if necessary and resave.

Titanic Passengers - Part 3

or

(b) Create a Presentation:

Research the internet and create a presentation about life aboard The Titanic.

Be sure to:

- Demonstrate a clear sense of purpose and audience in your selection and use of moving/still images, sound and text.
 - Edit graphics by using a variety of tools such as crop, recolour, contrast etc.
 - Use a range of features to enhance the presentation such as hyperlinks, and embedded objects such as sound and video files.
 - Animate your slides using custom animation and apply suitable transitions.
 - Regularly use a "plan, do, review" cycle to improve your work.
- Create a Topic Folder to save your work into and use this folder to create sub-folders containing images used in your presentation, for example scanned photos/images, digital photographs, weblinks, etc.
 - Reference sources and bookmark any websites that you have used.
 - Deliver your presentation to the class using suitable timing and answer questions related to the content.
 - Talk about and describe the process you have undertaken and discuss what you might have done differently.
 - Write a paragraph explaining how you carried out the task and identify the problems you faced. Give reasons for the choices you made when selecting the information you used.