

Worksheet questions:

Instructions to pupils and follow up suggestions.

Relating the worksheets for Key Stage 3 * History * Titanic Trip to the CCEA Curriculum Review

Bird Identification

On today's boat-trip, look carefully at the page entitled: *SELECTION OF LAGAN BIRDLIFE*.

On both your downstream and return journey, put a tick beside any of these birds you are able to spot.

Later on, in school, your whole class might even join together to investigate the history of the local environment, for example, visit an historical site, like the Laganside and evaluate the measures taken to promote and preserve it.

Objective 3; developing pupils as contributors to the economy and environment;

Sustainable Development/Environmental Responsibility.

Young people should have opportunities to investigate history in the local and global environment, for example, visit an historical site and evaluate the measures taken to promote and preserve it.

1 Lagan Weir

The Lagan Weir (1994) is the most important structure on the river. Make a quick sketch of it, noting the different levels of water on each side. In class, investigate the impact the Weir has had on our way of life and culture, with regard to transport and tourism.

Objective 2; developing pupils as contributors to society;

Cultural Understanding.

Young people should have opportunities to investigate the impact of key events/ideas of the 20th century and their impact on our way of life or culture.

2 Farset Culvert

The Big Fish was built over this culvert which once used to be a river. Belfast takes its name from this river. Listen carefully for its name. Later on in class, find out the original meaning of Belfast's name.

Examine also the origins of other place names around Northern Ireland.

Objective 1; developing pupils as individuals;

Personal Understanding.

Young people should have opportunities to explore how history has affected their personal identity, culture or lifestyle.

3 Important Buildings

You will be passing by several important buildings, like this one. Listen carefully and write down the names of 3 of these buildings. In class, find out why they were built beside the Lagan and what other developments are planned for the Titanic Quarter.

Objective 3; developing pupils as contributors to the economy and environment;

Employability.

Young people should have opportunities to investigate how the skills developed through history will be useful to a range of careers, for example, research, ability to weigh up evidence and understand different points of view, jobs involving advertising, advocacy, archiving and researching, campaigning, educating, mediating, report-writing etc.

4 Samson and Goliath

From the Abercorn Basin you will get a good view of the two massive gantry-cranes which have become symbols of Belfast. Listen for the names of these two cranes. There has been much debate over whether these two cranes should be dismantled. In class, discuss your personal viewpoints on this issue. Create a presentation about this landmark of Belfast's skyline. You could compare the cranes to other landmarks, like the Eiffel Tower in Paris.

Objective 3; developing pupils as contributors to the economy and environment; Sustainable Development/Environmental Responsibility.

Young people should have opportunities to investigate history in the local and global environment, for example, create the case for an unlisted building or local site to be preserved for future generations.

5 R.M.S. Titanic

Three great passenger liners were launched from the slipways here. The Shipping Company which commissioned these three liners was the White Star Line. Working in groups in class, produce a media-diary exploring how the fate of the Titanic was reported in the newspapers.

Objective 2; developing pupils as contributors to society; Media Awareness.

Young people should have opportunities to investigate and evaluate a media portrayal of an historical event or character, for example, review a film, docu-drama, novel etc.

6 H.M.S. Caroline

On your right is the last remaining World War 1 battle-cruiser still in commission. Look carefully and copy down its name. Why has the superstructure of the ship been altered? In class, find out more about when and where this ship was built, where it fought and also about other warships docked in major cities.

Objective 2; developing pupils as contributors to society; Ethical Awareness.

Young people should have opportunities to investigate some ethical issue in history or historical figures who behaved ethically or unethically.

7 Thompson Dock Pumphouse

This is the Thompson Dock Pumphouse. What was its purpose? In class, find out how it operated and why it was important for the outfitting of many ships to have a dry-dock facility here. Find out also the names of other docks within the Port of Belfast and what particular commodities or goods are processed in each.

Objective 3; developing pupils as contributors to the economy and environment; Economic Awareness.

Young people should have opportunities to investigate some aspect of history's contribution to globalisation, for example, past patterns of exploration, colonisation, conquest, trade, communications etc.

8 Ferries

If you are lucky enough to see any of the passenger ferries or any of the freight carriers arriving or departing, or make a note of the ships name, flag, serial or identification numbers for reference. In class, investigate how skills developed through history will be useful to a range of careers, for example, research, ability to weigh up evidence and understand different points of view, jobs involving advertising, advocacy, archiving and researching, campaigning, educating, mediating, report-writing etc.

Objective 3; developing pupils as contributors to the economy and environment; Employability.

Young people should have opportunities to investigate how the skills developed through history will be useful to a range of careers, for example, research, ability to weigh up evidence and understand different points of view, jobs involving advertising, advocacy, archiving and researching, campaigning, educating, mediating, report-writing etc.

9 Lagan Bridge

Road and rail transport are important for Northern Ireland too. This bridge carries M3. In class, discuss how important or relevant our built heritage actually is to young people today.

In groups, you might consider the pros and cons of preserving and promoting our buildings and engineering works.

*Objective 3; developing pupils as contributors to the economy and environment;
Sustainable Development/Environmental Responsibility.*

Young people should have opportunities to investigate history in the local and global environment, for example, create the case for an unlisted building or local site to be preserved for future generations.

10 Big Fish

After you leave the “Joyce Too”, you will see this Big Fish. It was made by John Kindness in 1999 to celebrate the regeneration of the River Lagan. The panels are decorated with images relating to the history of Belfast. Copy some below and, later on, in class, explore how past local and global events may have shaped your personal identity, culture or lifestyle. How do images of modern Belfast differ from the examples you have collected?

*Objective 1; developing pupils as individuals;
Personal Understanding.*

Young people should have opportunities to explore how history has affected their personal identity, culture or lifestyle.

Key Stage 3 * History * Titanic River Trip * Answers

1. The Lagan Weir, completed in 1994, is located downstream of the Queen Elizabeth Bridge. This dynamic structure with five flap gates, each operated by a large hydraulic ram, controls the water levels upstream to Stranmillis Weir, a distance of 4.8km. These gates can be operated to permit boats to cross the weir into the upper stretches of the river.
2. The Farget River. Its name comes from its location as the Irish translation of Belfast is Beal Feirste meaning the mouth of the sandbank. The River Lagan runs through Belfast from its source at Slieve Croob in the Mourne Mountains from whence it flows 80 km to Belfast Lough, and from Belfast Lough into the North Channel between Ireland and Scotland.
3. Customs House (1857);
Sinclair Seamens Presbyterian Church(1857);
Odyssey Centre (2000);
Harbour Commissioners Office (1854);
CCEA (Council for the Curriculum, Examinations and Assessment) Building.
4. Samson and Goliath.
5. Olympic (launched 1910);
Titanic (launched 1911);
Britannic (launched 1914).
The White Star Line.
R.M.S. means Royal Mail Steamer.
6. H.M.S. Caroline.
Superstructure was altered to accommodate training halls for cadets.
Built in Birkenhead in 1913 and fought in the battle of Jutland in 1916.
Eg., H.M.S. Belfast on the London Thames.
7. Thompson Dock Pumphouse. The pumphouse latterly contained 4 X 1,000 horse-power diesel turbine engines (previously the engines had been steam-powered) which were used to drain the Thompson Dock. The dock had a capacity of 26,000,000 gallons of water.
This dock was the final outfitting dock of many ships including the great luxury liners Titanic, Olympic and Britannic. Here was where the internal outfitting took place, plumbing, wiring and décor.
More than 3 million tonnes of liquid bulk products are handled at the Port of Belfast annually. Oil and petroleum products are handled at Oil Berths 1, 2, 3 and 4, while molasses are handled at Pollock Dock 6, chemicals at Richardson Wharf and vegetable oils at Barnett Dock. Dry bulk facilities exist at Stormont Wharf, Sinclair Wharf, West Twin and Gotto Wharf.
8. Belfast is Ireland's busiest passenger port with up to 17 passenger sailings daily, on Stena HSS to Stranraer; Seacat to Heysham, Troon and Isle of Man; and Norse Merchant Ferries to Liverpool. In addition, regular container services are provided to Liverpool, Cardiff, Greenock and Southampton.
9. Lagan Bridge which carries the M3 (and the Dargan railway bridge named after William Dargan, contractor who dredged the Lagan and deepened the port-end of Laganside).
10. The Big Fish by John Kindness.

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Did you think that your initial request was handled professionally and efficiently by our team?

How helpful did you find the information for teachers on our website?

Do you think that we helped you prepare well for the boat-trip? Did we offer suitable guidelines?

Did you encounter any problems in parking, embarking, collecting materials, worksheets etc?

Were your pupils able to follow the exercises on the worksheets without any difficulty?

Did your pupils find the boat-trip a pleasant and stimulating experience?

How helpful did you find the follow-up exercises?

How well did our worksheets relate to the CCEA Curriculum Review?

Have you used any of our suggested off-site links?

Are there any changes that we could effect which would provide a better service to teachers or pupils?

If you are pleased with the service of our team and benefits to your pupils, could we ask you to write up a short testimonial for our website?

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