

A HISTORY OF IRELAND IN 100 OBJECTS, A SELECTION LEAVING CERTIFICATE, ORDINARY AND HIGHER LEVEL HISTORY

Titanic Launch Ticket, 1911



Where to see this object

National Museums Northern Ireland
Ulster Folk and Transport Museum, 2
Mellon Road, Omagh, Co. Tyrone
[Click here to find out more](#)

Book a class trip to the museum

[Click here to find out more](#)

CURRICULUM LINKS

Syllabus:	Leaving Certificate History, ordinary and higher levels
Field of study:	Later modern Irish history, 1815–1993
Topic:	2—Movements for political and social reform, 1870–1914 <ul style="list-style-type: none">• Perspective: Society and economy• Element: Industrial development in Belfast: the shipyards

These lesson plans could also be used by Transition Year students.

RESOURCES

- Extract from A history of Ireland in 100 objects, behind the 'Read' button.
- Images behind the 'Look' button.
- Worksheets behind the 'Worksheets' button.
- National Museums Northern Ireland's online Titanic exhibition: <http://www.nmni.com/titanic>. This exhibition incorporates images, audio with oral histories, and video resources.
- Websites:
 - Encyclopaedia Titanica: <http://www.encyclopedia-titanica.org/>
 - 1911 census on National Archives of Ireland website: <http://www.census.nationalarchives.ie/pages/1911/>
 - 'William Pirrie, the Titanic and Home Rule', by Glenn Simpson. Published in History Ireland, Issue 2 (March/April 2012), Volume 20, and available online at <http://www.historyireland.com>
 - Search for contemporaneous accounts of the topic's elements and case studies on the full Irish Times Archive, which goes back to 1859 and is freely available to all schools on the Schools Broadband Network <http://www.pdsttechnologyineducation.ie/>
Scoilnet also provides a link: <https://www.scoilnet.ie/post-primary/the-irish-times-archive/>
Suggestions: The Irish Times, Thursday, 1 June 1911, page 9 and The Irish Times, 17 April 1912, page 6
 - Search Scoilnet (<https://www.scoilnet.ie/>) for resources on the topic's keywords.

- Researcher’s Handbook—Limerick City Library Millennium Project (2000), by Sinead McCoolle, available on the Limerick City Library website: <http://www.limerickcity.ie/Library/LocalStudies/ResearchersHandbook/>
- Dictionary of Irish Biography; on-site access facilitated through Scoilnet is now available to all schools via the Schools Broadband Network <http://www.pdsttechnologyineducation.ie/> Either go directly to the Dictionary of Irish Biography website (<http://dib.cambridge.org/>) or log in to Scoilnet (www.scoilnet.ie) and click on the ‘Dictionary of Irish Biography’ icon. Search for key personalities.

LESSON AIMS AND OBJECTIVES

Refer to the ‘Lesson A&O’ button for a comprehensive description of aims and objectives for the Leaving Certificate History syllabus.

LEARNING OUTCOMES—TOPICS FOR STUDY

Students at both levels should be able to:

- identify the importance of the Titanic in the evolution of passenger liners;
- use the Titanic launch ticket to link with the economic development of Belfast in general and Harland & Wolff shipyard in particular;
- identify reasons for the rapid economic growth of Belfast since the 1850s;
- identify the economic reasons for the citizens of Belfast being against the introduction of Home Rule;
- recall the main events of the element ‘Industrial development in Belfast: the shipyards’ from the perspective of ‘society and economy’, with particular reference to important changes identified therein, and show a basic understanding of the main events and their causes and consequences; and
- recognise that historical study is concerned not just with the powerful and influential, but also with the ordinary and anonymous.

Additional learning outcomes for higher level

- recall the main issues and events of the element ‘Industrial development in Belfast: the shipyards’ from the perspective of ‘society and economy’, with particular reference to important changes identified therein, and show a good understanding of the main events and their causes and consequences.

LEARNING OUTCOMES—WORKING WITH EVIDENCE

These lessons will provide students with teaching and learning experience for documents-based study, and they will prepare students for undertaking their own research study. Students should be able to:

- show understanding of the role of evidence in the writing of history. Understanding should encompass such aspects as: the difference between source and evidence, how the historian evaluates evidence, the fact that evidence may be open to more than one interpretation;
- identify such different types of historical sources as eyewitness accounts, public records, memoirs, letters, maps, photographs and political cartoons;
- interpret a range of historical sources of the types identified above and answer questions relating to their provenance, their purpose and their usefulness;
- draw conclusions from historical sources and use these conclusions to help form judgements about historical issues;
- display an awareness of objectivity in their own writing, by striving to be fair-minded and unbiased;
- develop an awareness of the location of historical data in archives, libraries, museums and in sources increasingly available online with the growth in digital humanities; and
- appreciate the importance of using trusted sources, especially when doing research online

Additional learning outcomes for higher level

Students should be able to:

- explain how the word 'history' is variously used to describe the past itself, surviving evidence from the past and written histories
- explain which types of historical sources are found in archives, libraries and museums
- identify the main strengths and limitations of different sources by asking appropriate questions relating to the purpose for which they were produced, the motives of the person(s) who produced them, their historical context and their relevance to the event(s) and issue(s) being studied
- recognise the provisional nature of historical knowledge—that written histories are an interpretation of available evidence and that new evidence may alter our historical understanding
- show understanding of the broader historical context of research findings.

LESSON ONE

TITANIC LAUNCH TICKET, 1911

Display image of the Titanic launch ticket (behind the 'Look' button).

Brainstorm

Ask students questions on what they know about the Titanic, to activate their prior knowledge and to encourage enquiry.

ESSAY

Introduce the overall question that the students will be answering over the course of these three lessons: What developments took place in the industrialisation of Belfast, 1870–1914? Students to gather evidence in support of the essay title while they are working through different webbased sources during lesson activities.

KWL

Hand out Worksheet 1 and ask students to fill in the first two columns of the KWL sheet.

Discuss the launch ticket.

To initiate discussion, teacher can use prompt questions such as:

- Why was this occasion such an important one?
- To whom do you think this ticket belonged?
- Who or what does the flag represent?
- What is the reason for the detailed technical description of the Titanic on the ticket?
- What is the link between the essay title and the ticket?

WEB RESEARCH

- Using the National Museums Northern Ireland website www.nmni.com/titanic:
There are five sections to the online exhibition, with subheadings under each heading:
 - Home (4 subheadings, starting with Titanic Photographs)
 - Design and Build (6 subheadings)
 - On Board (4 subheadings)
 - Loss (5 subheadings)
 - Myth and Memory (4 subheadings)

Class numbers will determine if some students will take more than one subheading to explore.

Set students the task of working on a particular area of the website:

- each taking a subheading
- extracting the salient points under the subheading
- reporting back to the whole class on their findings
- students could also present their findings in the form of a Powerpoint presentation

REVIEW

Students are referred back to the KWL sheet and asked to fill in what they have learned in support material for the essay title.

HOMEWORK

- What developments took place in the industrialisation of Belfast, 1870–1914?
- Students to develop points for their essay from what they have learned in this class by completing
- Worksheet 2 for homework. Students to keep this filled-in worksheet for use in Lesson 3.

LESSON TWO

TITANIC LAUNCH TICKET, 1911

Identify learning outcomes at the outset with students.

HOMEWORK REPORT/BRAINSTORMING SESSION

Students report to the class on their progress of finding points in support of their essay title.

ACTIVITY OPTIONS

Worksheet 3

Working with the Encyclopedia Titanica website (<http://www.encyclopedia-titanica.org/>) and the 1911 census returns available on the National Archives of Ireland website (<http://www.census.nationalarchives.ie/pages/1911/>), students to practice their researching skills to search for the required information and to fill in the worksheet.

Worksheet 4

'I'm a celebrity!' This worksheet focuses on some of the more well-known people who travelled in First Class on the Titanic, their claim to fame and whether they survived the sinking of the ship. To be completed in class by searching for information on the Encyclopedia Titanica website: <http://www.encyclopediatitanica.org/>

Worksheet 5

'Queenstown passengers'. To be completed in class by searching for information on the Encyclopedia Titanica website: <http://www.encyclopediatitanica.org/>

- Students focus on the Titanic passengers who boarded at Queenstown (now Cobh), Co. Cork, taking five passengers each and filling in the worksheet.
- Discussion to follow on the findings.

Worksheet 6

'Titanic's passengers'

- Students answer the questions on the worksheet
- Class discussion of the main conclusions

HOMEWORK

Read the extract from A history of Ireland in 100 objects behind the 'Read' button. On an essay prep. sheet, students to record points from the article which provide evidence that there was economic growth in Belfast at the time under consideration.

LESSON THREE

TITANIC LAUNCH TICKET, 1911

Introduction

Review and discussion of what students have learned over the previous two classes.

Homework assessment

What evidence is there in the text that was read for homework of economic growth in Belfast?
Class discussion.

Brainstorm the topic:

'The economic growth of Belfast and Unionist opposition to Home Rule'

Read the article by Glenn Simpson (behind the 'Worksheets' button.)

'William Pirrie, the Titanic and Home Rule', published in History Ireland.

- Having read the article, students answer the questions that follow.
- Class discussion, which will allow for assessment of this exercise.

GROUP WORK

What developments took place in the industrialisation of Belfast, 1870–1914?

Students work in small groups to further develop their essay prep. sheets (from Lesson 1), with the help of the teacher and their textbooks.

HOMEWORK

Students to write an essay on: What developments took place in the industrialisation of Belfast, 1870–1914?

ASSESSMENT

Teacher to assess formatively the written essay homework.