

Read and Understand

What is the main subject of this film and what key date is mentioned?

What type of people are on the ship, where are they going and why are they travelling?



Infer What's Not There

Which character does 1950s film star Kenneth Moore play?

Do you think this person will be portrayed as a *hero* or *villain*?

Give reasons for your answer.

Read and Understand

How many passengers are on the ship?

How are they organised?

How many lifeboats are on the ship?
What does this mean?

Reflect and Respond

Listen to the *soundtrack* at the beginning of the trailer. Make a note of your thoughts, feelings and any instruments you recognise.

How does the music change?
Why do you think this is?

Share your answers as a class.



Reflective Reading

**Text: A Night to Remember
(1958 Film Trailer)**

<https://www.youtube.com/watch?v=mxl8a6cFzGw>

Connect 4

Can you think of types of travel today where passengers are organised by 'class'?

Have you ever travelled 'first class'?

In your opinion, is it right to separate passengers in this way?



Explore Some More

How does this trailer *persuade* people to go and see the film?

What *techniques* are used? Make a list with at least five examples.

Explore Some More

What '*close-up*' *shots* does the director use? Make a list.

What effect do they have?

Is the director trying to scare the audience? Why would they do this?

Create Something Great

Using *techniques* from the trailer, draw a matching poster to advertise the film.



or



Try to find out why the SS Californian didn't rush to Titanic's aid. Would you have done the same as Captain Lord?

Read and Understand

Ch1: Begin a **Character Mind Map** in your jotter or on the A4 sheet provided.

Fill in what you already know. Draw pictures, add notes, facts, and **quotes** as you meet new characters and learn more about them as the story develops.



Read and Understand

Ch1: Begin an **RMS Titanic Fact File** on the A4 sheet with the ship's outline.

Record real-life dates, facts, and key information such as rooms and facilities as you read the book. Remember to update it regularly!

Reflect and Respond

Ch2: How does the author show that Johan's childhood has been very different to Bertha's?

What impact have those differences had on their attitudes to the voyage?



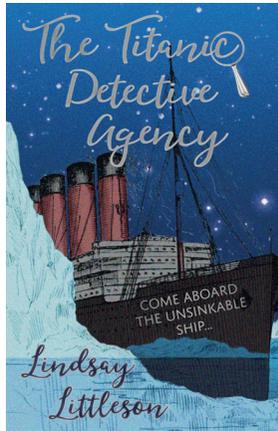
Discuss in your group, write down and give reasons for your answers.

Explore Some More

Ch1-2: '**Her mother ... didn't have time for "dramatics" and even less for "hysteria".'**

Can you find and note 3 examples in Chapters 1-2 of Bertha's love of drama?

How do you imagine she will respond to the real life drama of the sinking ship?



The Titanic
Detective
Agency

Chapters 1-3

Read and Understand

Take a new double-spread page in your jotter with the heading 'Chapter Summaries'.

Summarise the events of each chapter briefly (no more than 2 sentences) using **Who, What, When, Where, Why, How?** to help you.

Explore Some More

Ch 3: '**...a young woman, who looked pale as death.**' What type of **literary device** is this? What effect does it have on the reader? Read the whole passage and draw a portrait of Madge and her mother using the description in the text (p24).

Challenge: Can you find another device like this in Ch3 and find out what it means? (Clue: p21)

Explore Some More

Ch1-3: Choose two more interesting words. Discuss and note the meanings of the 4 words in your jotter:

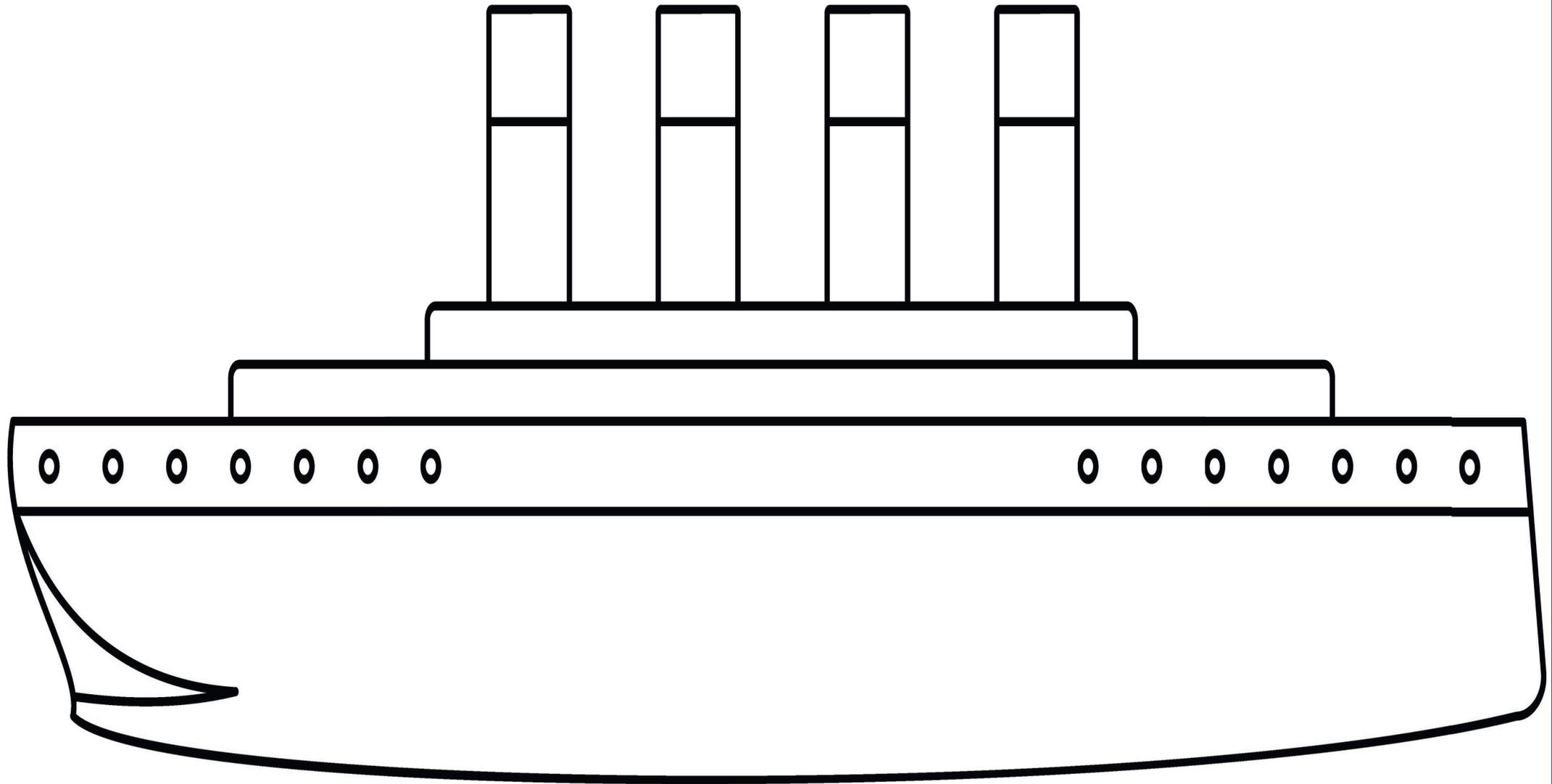
1. dirigibles
2. polyglots
- 3.
- 4.

Create Something Great

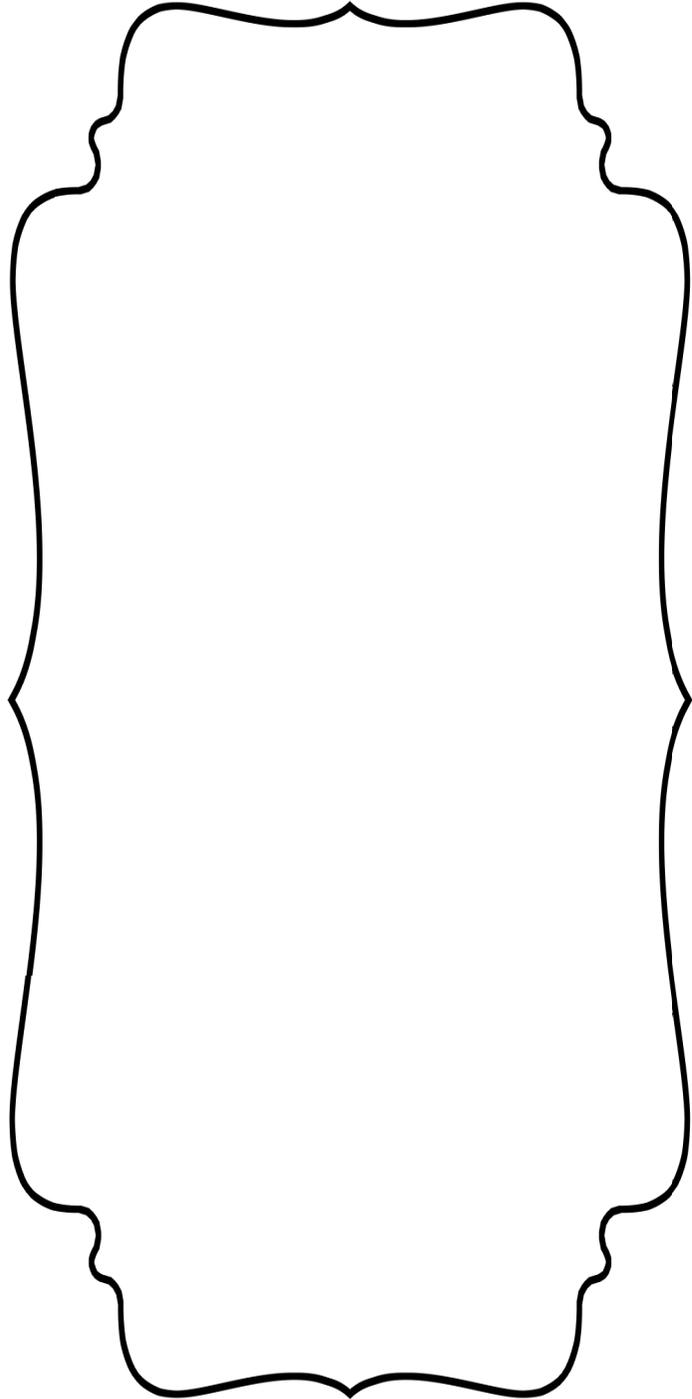
Bertha has a mental list of **Things to Achieve** when she reaches America.

Make your own list of things you'd like to achieve. Which are most important to you? What barriers might you face and how could you overcome them?

My RMS Titanic Fact File



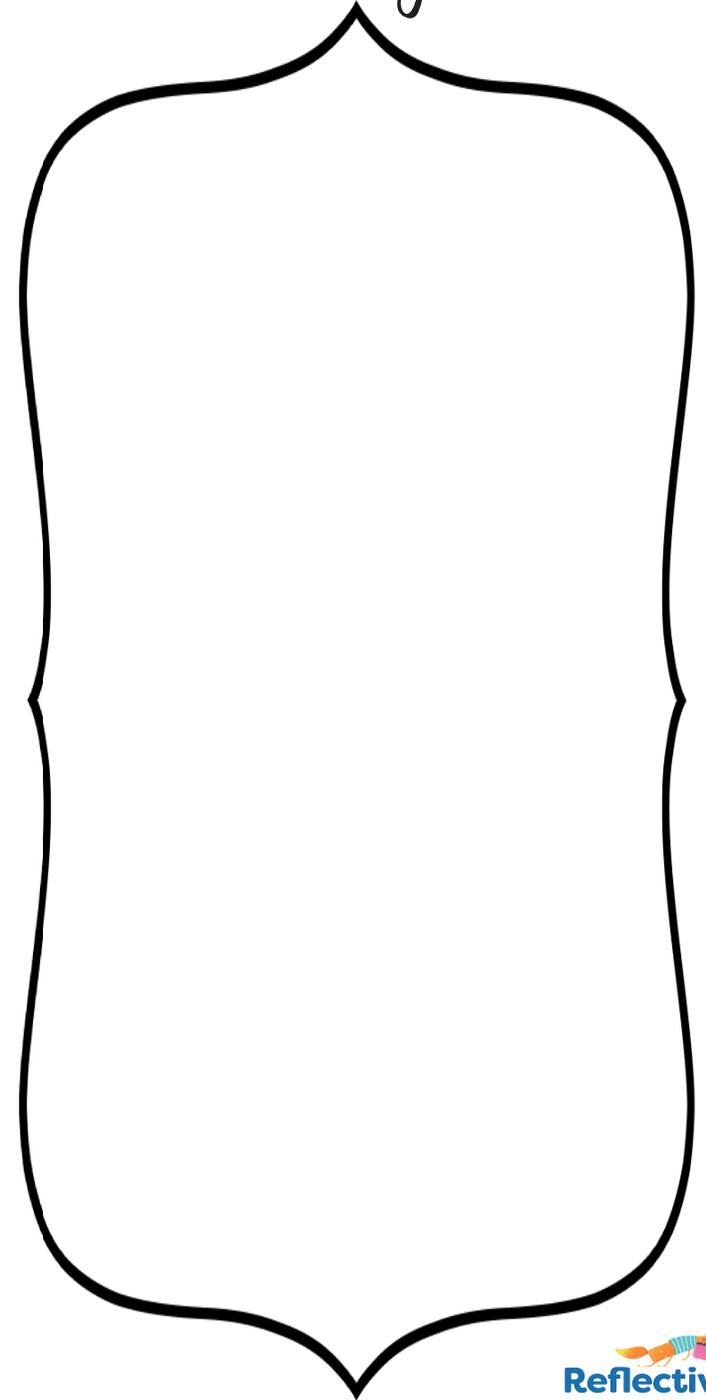
Bertha



Johan



Madge



Read and Understand

Ch4: Discuss in your group what you think these words mean. Use a dictionary to find and write the *meanings* in your jotter. Use each one in a sentence. Can you think of a good *synonym* for each word?



1. adamant
2. conducive
3. pertained

Infer What's Not There

Ch4: Make a list of at least five ways Mr Hoffman behaves suspiciously at the dinner table.

Read Bertha's list of *Possible Solutions*.

What do you think might be going on? Explain your answer.

Read and Understand

Ch4-6: What new information have you learned about the Titanic and the main characters in these chapters?

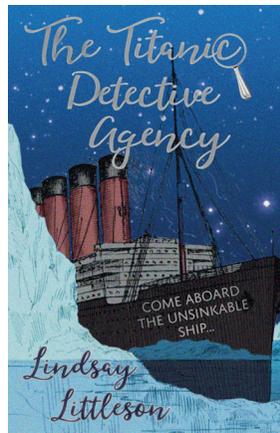
Discuss and add to your own *Character Map* and *Titanic Fact File* and *Chapter Summaries*.

Explore Some More

Ch5:

Find two *similes* (p43 and p45) and write them down.

Discuss and explain them in your group. Note your answers in your jotter.



The Titanic
Detective
Agency
Chapters 4-6

Connect 4

Ch5: *'Johan's next move was clear: he would need to break their stupid rules.'*

Have you ever broken a rule? Why did you do it? What, if any, were the consequences?

Can breaking a rule sometimes be the right thing to do? Discuss.



Explore Some More

Ch5:

Where exactly is Johan travelling to in America? What work will he have to do there?

What would he rather be doing instead? (see pages 44-47) Answer in full sentences.

Reflect and Respond

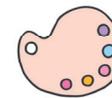
Ch4-6:

Are you enjoying the novel so far? Why/Why not?

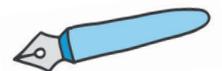
Which character do you find most/least likeable? Explain your answers.

Create Something Great

Using the info from the book, create a breakfast menu card for the 3rd Class Dining Saloon. Include the White Star Logo.



Or



Produce an advertising flyer for the Collyer-Watt Detective Agency with a logo and a slogan and a brief description of their aims.

Connect 4

Ch7: *'I said dolls are also for boys...'*

Then and now, toys are often **gendered**; split into *'for girls'* and *'for boys'*.

Make a list of examples.

Do you think this is right?

If so, why? If not, why not?

Explain your answer.



Explore Some More

Ch7: *'Bertha stared after them, her mind whirling like a Catherine Wheel.'*

What does this mean? Why was Bertha's mind whirling?

Can you think of other **similes** the author could have used?

Reflect and Respond

Ch8:

Read the first half of page 72 and find four examples of water/ice related **imagery** used by the author.

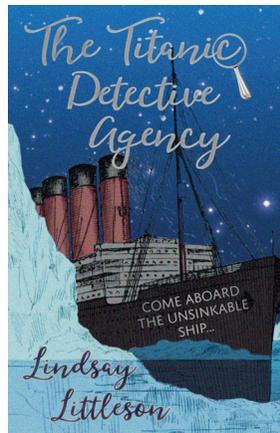
Why do you think the author has used this **imagery**? Is it effective?

Infer What's Not There

Ch9: *'Never before in Bertha's life had she seen her mother give The Look to an adult.'*

Why do you think Bertha's mother is so annoyed with Ellen Toomey?

Give three reasons.



The Titanic
Detective
Agency
Chapters 7-9

Connect 4

Ch8: *'...moving swiftly before the last of his courage seeped away.'*

Has there been a time when you were afraid to do something, but succeeded in doing it, despite your fear?

What strategies did you use to help you succeed?

Share them with the group.



Explore Some More

Ch7 & Ch8:

Discuss and add to your own **Character Map** and **Titanic Fact File** and **Chapter Summaries**.

Make a prediction about what you think will happen in Ch9.

Read and Understand

Ch9: Read the exchange between Bertha and the deckhand. (p81 & p82)

How does he feel about her request to speak to the Captain?

Give four examples from the text which back up your opinion.

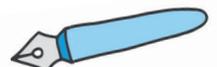
Did you enjoy reading this scene?

Why/Why not?

Create Something Great

Do some research, and write a set of illustrated rules for the game of **Kick the Can**.

Or



Find out about some other popular children's playground games from the past. Make a list. Play one or two in the gym hall or the playground.

Read and Understand

Ch10: (answer *two* of the following)

- Name the young men with whom Johan is sharing a cabin. List what we know about them.
- Why is Johan so desperate to find the treasure?
- Why is Johan happier to eat meals on the Titanic than on the ship to Hull?



Connect 4

Ch10:

- Can you give two examples from the story so far of Nils being kind to Johan?
- If someone new came to your school, and was feeling lonely, how could you make them feel included? Make a list of ideas.

Infer What's Not There

Ch11: Bertha feels '*sudden homesickness*' when she sees the elderly man at the other side of the gate.

Why do you think she feels this way?



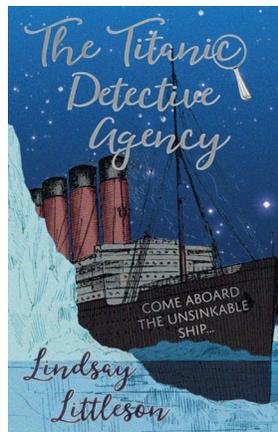
Describe a time when you felt homesick.

Reflect and Respond

Ch11:

List some of the ways Bertha tries to communicate with Johan.

Which method is best? Which is worst? Explain your answer.



The Titanic
Detective
Agency

Chapters 10-12

Read and Understand

Ch12:

Find three phrases the author uses to show how excited Bertha is when they find the treasure.

Find another three phrases which show Johan's feelings after they have opened the box.

Explore Some More

Ch11: Study page 101. Find and list as many *literary devices* as you can e.g.:

Similes: '*frigid as a tomb*', '*like...*'

Metaphors:

Word Choice:

Punctuation:

Explain & discuss their effect on the reader.

Read and Understand

'...that landing was more reminiscent of a clumsy elephant than a graceful swan.'

Scan chapters 10-12. Can you find two more animal/bird similes in the text?

Create Something Great

Look at some Edwardian family photographs online. Use the *detail in the text* (p109) to recreate the portrait of George and his family. Use brown or black ink on tea stained paper to give it an aged look.

OR

Pretend you are Bertha and write a letter to George returning his treasure and explaining how you found it.



Read and Understand

Ch13: Create a **timeline** for this book to show the main events so far in **chronological** (time) order, beginning with **10th April 1912**.

Cut an A4 sheet into 4 strips and join together or use a double-spread in your jotter.

Illustrate your **timeline**.

Add to it as the story progresses.



Connect 4

Ch13: **'In the rule book she followed, girls were allowed to cry. Boys weren't.'**

Discuss the quote above. This book is set in Edwardian times. *Have times changed? Or are there still different rules about how boys and girls should express their feelings?*

Explain your answers.



Explore Some More

Ch13:

Read page 113 and write a list of words and phrases used by the author to show that both characters are angry.

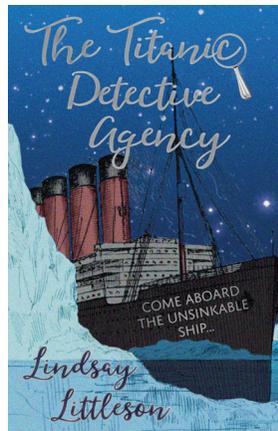
Update your **Character Map** and **Titanic Fact File** and **Chapter Summaries**.

Reflect and Respond

Ch14:

Why do you think Johan's anger fades when he meets Lolo and Momon?

Give at least two reasons in your answer.



The Titanic
Detective
Agency

Chapters 13-15

Read and Understand

Ch14: **'He had no idea, then, that for this ship, tomorrow wouldn't come.'**

We know that Titanic is a doomed ship.

What effect does that knowledge have on you while you are reading the story so far?

Discuss.

Explore Some More

Ch14: Johan realises that there are no lifeboats in 3rd Class areas and **'far more passengers aboard this ship than the existing lifeboats could possibly accommodate.'**

Do some research into why this was the case. Give three reasons why the ship didn't have enough lifeboats.

Explore Some More

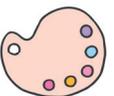
Ch15: The author includes a lot of detail about Bertha's nightmare. Why?

Look up the word **'foreshadow'** in a dictionary.

Can you find other examples in the story so far where you think the Titanic disaster is being **foreshadowed**? Skim read and then write a list of the words, phrases, or sentences you find.

Create Something Great

Ch15: Bertha's bedroom in Oregon is described on page 127. Using the information in the text draw an accurate picture of her room. When she reaches Oregon how will she make the room her own? Thinking about Bertha's interests and personality, add some imaginary details of your own to the picture of her bedroom.



Read and Understand

Ch16: (answer *two* of the following)

- What caused an ‘unnerving quiet’ to fall over the Titanic?
- Why did Johan jump when someone knocked at the cabin door?
- Why did Johan not go in the same direction as the other 3rd Class male passengers?



Connect 4

Ch16: *‘He knew in his heart that he’d take the memory of this bizarre game of football to the grave.’*

Tell the group about a memory of your own, one so special that you believe you will remember it all your life. Write a brief summary in your jotter.

(If you’re stuck, can you describe your earliest memory?)



Infer What’s Not There

Ch17: Bertha’s mother displays calm leadership in a crisis. What thoughts do you think are going through her head?

Write a few sentences from Bessie Watt’s point of view, beginning:

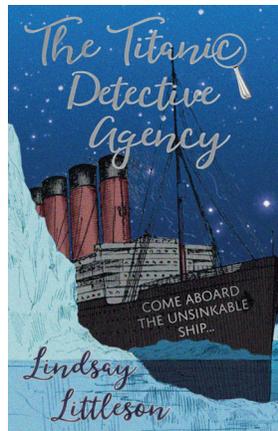
‘When Mr Collyer told me ...

Read and Understand

Ch17:

Read pages 148-9 and write four phrases the author uses to show that Bertha is afraid.

Update your *Character Map, Titanic Fact File, Timeline & Chapter Summaries.*

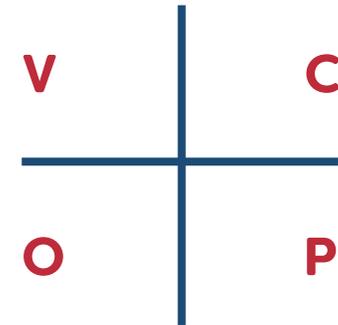


The Titanic
Detective
Agency

Chapters 16-18

Explore Some More

Ch18: **VCOP Hunt**



Explore Some More

Ch14: Johan realises that there are no lifeboats in 3rd Class areas and *‘far more passengers aboard this ship than the existing lifeboats could possibly accommodate.’*

Do some research into why this was the case. Give three reasons why the ship didn’t have enough lifeboats.

Explore Some More

Ch15: The author includes a lot of detail about Bertha’s nightmare. Why?

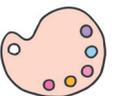
Look up the word *‘foreshadow’* in a dictionary.

Can you find other examples in the story so far where you think the Titanic disaster is being *foreshadowed*? Skim read and then write a list of the words, phrases, or sentences you find.

Create Something Great

Ch17: Imagine the book is being made into a film. Draw an *annotated storyboard* for the scene with Bertha and the exploding flares. Include information on props, camera angles and close ups.

This music is similar to that played by the band on the Titanic. <https://www.youtube.com/watch?v=-SYavuFC4Mo>



FILM TITLE: THE TITANIC DETECTIVE AGENCY BY LINDSAY LITTLESON

DIRECTED BY:

SCENE 1

SCENE 2

SCENE 3



DESCRIPTION/SHOT:

DESCRIPTION/SHOT:

DESCRIPTION/SHOT:

ACTION:

ACTION:

ACTION:

DIALOGUE:

DIALOGUE:

DIALOGUE:

F/X AND PROPS:

F/X AND PROPS:

F/X AND PROPS:

FILM TITLE: THE TITANIC DETECTIVE AGENCY BY LINDSAY LITTLESON

DIRECTED BY:

SCENE 1



DESCRIPTION/SHOT:

ACTION:

DIALOGUE:

F/X AND PROPS:

Read and Understand

Ch19:



1. Give a quote from the text that shows some passengers think their lives are more important than others.
2. **'He said if the ship goes down, not when.'** List the evidence that Bertha's mother knows perfectly well the ship is going to sink.

Create Something Great

Ch19:

Do some research and find out 4 or 5 facts about either *First Officer William Murdoch* or *1st Class passenger Benjamin Guggenheim*.



You can present your findings to the rest of the class in any way you choose.

Reflect and Respond

Ch20: Read page 173.



Is what happens to Johan on the Carpathia fair? Do you think it would happen nowadays?

Do you agree or disagree with his attitude to the weeping women?

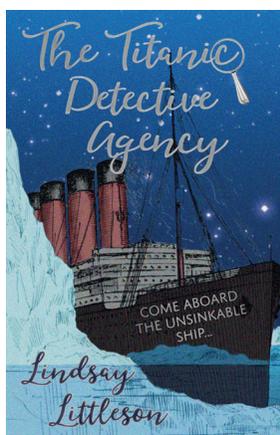
Explore Some More

Ch 19-end: The author has deliberately used some old fashioned sayings in the novel.

- *The Land of Nod*
- *Proud as Punch*
- *All the rage*



Can you work out their meanings from the context? Choose one and find its origin.



*The Titanic
Detective
Agency
Chapters 19-21
& Epilogue*

Explore Some More

Ch20: Scan this chapter to find 3 or 4 similes, all with a common theme.

Why do you think the author has chosen to use these particular similes?

Are they effective? Explain why/why not.



Explore Some More

Ch21: ***'The heartbreak in her eyes was so deep, it finally dawned on Bertha that she was merely splashing in its shallows.'***

Can you explain what this sentence means?

Discuss the author's choice of words. Read the rest of the scene between Bertha and Madge.

How does the author want you to feel for Madge? Does she succeed? Explain your answer.

Infer What's Not There

Epilogue:

Do you think Bertha will recover from the trauma of the Titanic's sinking?

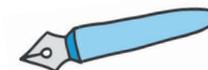
Why do you think that?

How do you know?

Read the Afterword to find out about what happens to her in later life.

Create Something Great

Epilogue: Write the article Bertha read in the *New York Times* about the **'Orphans of the Titanic.'**



- Invent a gripping headline.
- Include all the details given in the epilogue.
- Add photographs of the Navratils.