

The Unsinkable Giant

April 14th 1914

It has been two years since that horrendous, terrifying night and I still have nightmares. Two years since I was trapped on Deck D of the RMS Titanic by those cold, unforgiving iron gates!

April 11th 1912 2pm

Today I stood on the open deck of the wondrous Titanic. As I waved to the people around the port, they waved back looking like thousands of ants scrambling to take one last **glimpse** of a loved one. Before long, we were sailing from Queenstown, Ireland towards the Atlantic Ocean to a brand new life. As the people faded from view, I slowly made my way to my cabin. Never before had I seen such **extravagance** than when the porter had directed me to 3rd Class. I thought I had made a wrong turn! The two cabins had electric lights and running water; we even had mattresses so all we had to do was use our own blankets or clothes at night. Surely this was not for me not on a **steerage** ticket?

I was soon joined by a young woman and her two children. They, too, were hoping for a new life in America. Sally and her son Patrick, 3, and daughter Bridget, 5, were joining her cousin in New York who had found work there. I introduced my self as Annie and explained that I was travelling for the same reason. We soon settled in to what was to be our home for the next week, Patrick desperate to run around and explore the **labyrinth** of corridors, Bridget content to gaze in **awe** at the **magnitude** of everything around her.

April 15th 12.40 am

I was abruptly woken by the lights turning on and a **steward** shouting, "Everybody up! Get your **lifebelts** on!"

I didn't quite **comprehend** what was going on. What did they mean lifebelts? Why were we being woken up at such a late hour? I could hear the same thing being said throughout the corridor as I rubbed the sleep out of my eyes. Voices were getting louder as people began talking and asking what was going on. However, the stewards would not answer us; they just kept saying, "Everybody up! Get your **lifebelts** on!" They were in such an awful hurry and the look on their faces told me something was wrong. Something was very wrong! I quickly got dressed and began to follow the crowd towards the exit but we found a wall of people and could go no further. In the distance, I could hear a steward telling people to stand back and wait. There were angry passengers telling the steward to open the gate and let us through but the steward would not. He said that we had to wait until it was our turn. Just as I was about to speak up, something bumped into me from behind. It was more passengers: they had come from further down the ship. I was now a sardine being pressed against the passengers in front of me. Voices were becoming angrier and louder, wanting to know what was going on. I began to feel more and more suffocated as other passengers moved forward, squashing me even more. It was at that point I knew I had to move or become trapped so I pushed hard with my arms and began to shout "MOVE! MOVE ! LET ME OUT!" I kept on shouting until I felt an arm grab hold of me and pull me out of the way before I got hurt. It was Kieron, the lad from Dublin who I had met the first day I got onto the Titanic. "There you are lass, you'll not get out that way, come on I know a short cut."

Before I even had a chance to say thank you, Kieron was pulling me along corridor after corridor, back towards my cabin. As we were running we found Sally and her two children, little Bridget was crying and Patrick wanted to go get his toy boat .

“What on earth is going on?” asked Sally.

“We have to get to the top deck,” explained Kieron.

He picked up Patrick and began to run, Sally and I followed behind him for what seemed like an eternity until we came to a ladder. He told us to climb up and not stop until he said so. Kieron was in front with Patrick clinging onto him for dear life and Sally in front of me trying to keep little Bridget calm. I was even more scared than before; the lights were flickering on and off now. Eventually, we reached the top. Kieron pushed open a large hatch using his shoulder whilst Patrick still clung onto the front of him. It brought us out on the very top deck amidst pandemonium.

April 15th 1912 1.15am

As Sally and I emerged from the vertical stairway, I looked to my right to see the bow of the ship flooding. Sea water was rushing over both sides, pulling us down.

“We have to get to a lifeboat NOW!” cried Kieron. I knew he was right so we ran away from the rushing water. I could see in the distance a single lifeboat, there were so many people waiting to get on but other people were now running away once they saw the water coming towards them.

Everybody was panicking and screaming as the boat began to list further and further forward into the cold icy sea. Kieron gave Patrick to me then he grabbed Sally and pushed her into the lifeboat before any one could object. I followed quickly. He then helped the men to lower the lifeboat into the water knowing we had minutes – maybe only seconds – until the water caught up to us. We were the last ones in that lifeboat; there was no more room.

“Let him in!” I cried, reaching for Kieron. “Let him in, we can make room!”

“JUMP!” Sally pleaded with him, “JUMP IN!”

“Kieron please jump in now!” I screamed.

But he didn't. Instead, he continued to lower the lifeboat down like some guardian angel who was making sure Sally, the children and I would get off the boat alive.

I couldn't take my eyes off Kieron. I was still pleading with him to save himself but as the lifeboat finally hit the water and we began to row away, I could see him helping other people trying to get to the stern of the ship. Never before had I witnessed such valour and resolution to help other people in such a horrifying hour of need.

April 15th 1912 2.20am

As we rowed away, the ship began sinking faster and faster: going down by her head, before it broke into two. Then, within minutes, RMS Titanic was gone! In the distance, I could hear the chilling sound of people calling frantically for help. The sounds seemed to get louder and louder until they began to quieten and then disappear altogether. I will never forget those sounds as long as I live.

April 15th 1912 4.30am

The sea was as smooth sheet of glass, the stars casting an eerie illumination on its surface. I sat there shivering and holding on to Patrick trying to keep him warm. I wondered if we would ever be rescued. On the horizon, a looming black figure came into view. It was a ship! Finally, thankfully, a ship! We were saved! Suddenly I had the strength to row again; I made my fingers and hands work. I grasped the oars once more and awoke everyone telling them to pull and row to the ship. It took time to get everyone off the lifeboats, we had to climb rope nets as there were no gangplanks for us to walk up like we had when boarding the Titanic five days earlier. Many people struggled to use these with their numb hands, feet and bodies. When I finally managed to plant my feet on that solid deck, I sat down and thanked God that I, Sally and the children had survived. I then prayed for Kieron hoping that somehow he had found his way to a lifeboat as well.

Why do you think the title is 'The Unsinkable Giant'? (S1)

Who is the intended audience for this text? (T4)

Find and copy two words from the first sentence that set the mood for the text. (C7)

What are the features in this text that tell you it is a diary? (T4)

What feature is used in the extract below? (T4)

'...we found a wall of people...'

Why is it used and what effect does it have on the reader? (C7)

What does the word 'extravagance' mean? (C1/2a)

If you could ask Annie two questions, what would you ask her and why? (P4)

Why does the author describe the sea as a 'smooth sheet of glass'? (C1/2a)

Why do you think Annie and the other passengers were being made to wait before evacuating the Titanic? (P5/2d)

Why does Annie think Kieron is her 'guardian angel'? (P5/2d)

What do you think happened to Kieron? (P2/2e)

Who were the people making 'chilling sounds' and why were they making them? (P2/2e)

Why did those sounds disappear after 2.20am? (P5/2d)

The Unsinkable Giant – Vocab 1

Write the meaning of each of the words.

glimpse _____

extravagance _____

steerage _____

labyrinth _____

awe _____

steward _____

lifebelts _____

comprehend _____

hatch _____

pandemonium _____

bow _____

list _____

stern _____

witnessed _____

valour _____

resolution _____

chilling _____

frantically _____

eerie _____

illumination _____

gangplanks _____

survived _____

The Unsinkable Giant – Vocab 2

In the passage below, replace the underlined words with your own words.

We soon settled in to what was to be our home for the next week, Patrick desperate to run around and explore the labyrinth of corridors, Bridget content to gaze in awe at the magnitude of everything around her.

Match the words below to their synonyms.

steerage	strange
hatch	tilt
pandemonium	back
list	opening
stern	cheap
eerie	chaos

Rearrange the letters to create the word that matches the meaning.

nsdsewtie	_____	to watch or see an event take place
lIngihci	_____	To horrify or frighten someone
loruav	_____	great courage in the face of danger
lointseru	_____	a firm decision to do or not to do something

Look at the extract below. Put in the correct punctuation.

we were the last ones in that lifeboat; there was no more room

Let him in I cried reaching for kieron Let him in, we can make room

JUMP sally pleaded with him JUMP IN

kieron please jump in now I screamed

but he didn't instead he continued to lower the lifeboat down like some guardian angel who was making sure sally the children and I would get off the boat alive

Why have metaphors been used in the extract below?

'I was now a sardine being pressed against the passengers.'

	Tick one
to show the writer's opinion	
to link two clauses together	
to draw a comparison	
to include more verbs	

Write appropriate questions to fit the answers in the table below. Remember to use punctuation.

Question	Answer
<hr/> <hr/>	Annie was going to America to start a new life.
<hr/> <hr/>	The stewards knew the ship was sinking.

The Unsinkable Giant – Oral Teacher Questions

Why do you think the title is 'The Unsinkable Giant'? (S1) **The RMS Titanic was billed as 'unsinkable' and all on board were certain that it would not sink.**

Who is the intended audience for this text? (T4) **The author is writing it for herself.**

Find and copy two words from the first sentence that set the mood for the text. (C7) **horrendous and terrifying**

What are the features in this text that tell you it is a diary? (T4) **Dates, chronological order, use of first person, emotive language, past tense, informal language**

What feature is used in the extract below? (T4)

'...we found a wall of people...'

Metaphor

Why is it used and what effect does it have on the reader? (C7) **Encourages the reader to create an image in their mind and better understand what is happening.**

What does the word 'extravagance' mean? (C1/2a) **Spending a lot of money on something**

If you could ask Annie two questions, what would you ask her and why? (P4) **Personal response.**

Why does the author describe the sea as a 'smooth sheet of glass'? (C1/2a) **The water is calm and still and Annie can see things reflecting in it like a piece of glass.**

Why do you think Annie and the other passengers were being made to wait before evacuating the Titanic? (P5/2d) **Because they were third class passengers, not first or second class.**

Why does Annie think Kieron is her 'guardian angel'? (P5/2d) **Because he does everything he can to save Annie, Sally and the children probably at the cost of his own life.**

What do you think happened to Kieron? (P2/2e) **He likely did not get onto another lifeboat so will have been on the Titanic when it finally sank. He is likely dead as not many lifeboats went back to check for drowning passengers.**

Who were the people making 'chilling sounds' and why were they making them? (P2/2e) **It was the people who were in the water after the Titanic had sunk but couldn't get to a lifeboat. They were making those sounds because they were crying for help.**

Why did those sounds disappear after 2.20am? (P5/2d) **The people making those sounds were most likely dead by that time.**

Write the meaning of each of the words.

glimpse – a momentary partial view

extravagance – spending a lot of money on something

steerage – the part of the ship providing the cheapest accommodation for passengers

labyrinth – a complicated network of passages or paths in which it is difficult to find your way out

awe – strong feeling of wonder caused by something grand or powerful

steward – a person employed to look after the passengers on a ship, aircraft, or train

lifebelts – an inflatable material designed to help a person stay afloat in the water

comprehend – to understand

hatch – an opening in the deck of a ship

pandemonium – wild and noisy disorder or confusion

bow – the forward part of a ship or boat

list – the degree to which a boat is tilting

stern – the back of a boat or ship

witnessed – to watch or see an event take place

valour – great courage in the face of danger

resolution – a firm decision to do or not to do something

chilling – to horrify or frighten someone

frantically – doing something in a hurried way

eerie – something strange in a frightening and mysterious way

illumination – to light something up

gangplanks – a long board put between a ship and land so people can get on or off

survived – to continue to live after being close to dying

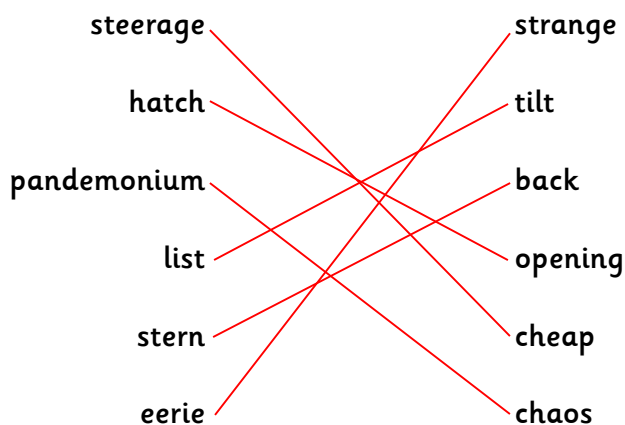
The Unsinkable Giant – Vocab 2

In the passage below, replace the underlined words with your own words.

We soon settled in to what was to be our home for the next week, Patrick desperate to run around and explore the labyrinth of corridors, Bridget content to gaze in awe at the magnitude of everything around her.

Accept any appropriate synonym for labyrinth, awe and magnitude, such as, maze, wonder and greatness.

Match the words below to their synonyms.



Rearrange the letters to create the word that matches the meaning.

nsdsewtie	witnessed	to watch or see an event take place
lIngihci	chilling	To horrify or frighten someone
loruav	valour	great courage in the face of danger
lointseru	resolution	a firm decision to do or not to do something

Look at the extract below. Put in the correct punctuation.

We were the last ones in that lifeboat; there was no more room.

“Let him in!” I cried, reaching for Kieron. “Let him in, we can make room!”

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But he didn't. Instead, he continued to lower the lifeboat down like some guardian angel who was making sure Sally, the children and I would get off the boat alive.

Why have metaphors been used in the extract below?

‘I was now a sardine being pressed against the passengers.’

	Tick one
to show the writer's opinion	
to link two clauses together	
to draw a comparison	✓
to include more verbs	

Write appropriate questions to fit the answers in the table below. Remember to use punctuation.

Question	Answer
Why was Annie going to America ?	Annie was going to America to start a new life.
Why did the stewards have that look on their faces?	The stewards knew the ship was sinking.

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1/2a Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2/2c	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices