

A Night To Remember LitPlan Teacher Pack

A Complete Teacher's Manual



Teacher's Pet Publications



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LITPLAN TEACHER PACK
for
A Night to Remember

Based On The Book By
Walter Lord

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INTRODUCTION

A Night To Remember

This LitPlan has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *A Night To Remember*. It includes 20 lessons, supported by extra resource materials.

In the **introductory lesson**, students are introduced to the novel via a short clip from the *Titanic* movie, to give them some background reference from the early 1900's, to help them visualize the story as they read it and to point out the importance of social class at that time. A Movie Clip Guide is included so students will recognize the important elements from the clip.

The **reading assignments** are approximately thirty pages each; some are a little shorter while others are a little longer. Students have approximately 15 minutes of pre-reading work to do prior to each reading assignment. This pre-reading work involves reviewing the study questions for the assignment and doing some vocabulary work for selected vocabulary words they will encounter in their reading.

The **study guide questions** are fact-based questions; students can find the answers to these questions right in the text. These questions come in two formats: short answer or multiple choice. The best use of these materials is probably to use the short answer version of the questions as study guides for students (since answers will be more complete), and to use the multiple choice version for occasional quizzes.

The **vocabulary work** is intended to enrich students' vocabularies as well as to aid in the students' understanding of the book. Prior to each reading assignment, students will complete a two-part worksheet for selected vocabulary words in the upcoming reading assignment. Part I focuses on students' use of general knowledge and contextual clues by giving the sentence in which the word appears in the text. Students are then to write down what they think the words mean based on the words' usage. Part II nails down the definitions of the words by giving students dictionary definitions of the words and having students match the words to the correct definitions based on the words' contextual usage. Students should then have an understanding of the words when they meet them in the text.

After each **reading assignment**, students will go back and formulate answers for the study guide questions. Discussion of these questions serves as a review of the most important events and ideas presented in the reading assignments.

Many sections of the book have a **Points To Ponder** discussion guide in the daily lessons, to point out and discuss figurative language, allusions, idioms, background knowledge, or other elements within the chapter that are not necessarily essential elements of the story but will further students' education or skills.

After students complete reading the work, there is a **vocabulary review** lesson which pulls together all of the fragmented vocabulary lists for the reading assignments and gives students a

review of all of the words they have studied. There is also a vocabulary review halfway through the unit, for Chapters 1-5.

One lesson is devoted to **critical thinking questions**. These questions focus on interpretation, critical analysis, and personal response, employing a variety of thinking skills and adding to the students' understanding of the novel.

There are **three writing assignments** in this unit, each with the purpose of informing, persuading, or having students express personal opinions. In the first writing assignment, students write to inform. They take the persona of one of the passengers on the *Titanic* and compose a telegram to send home. In the second writing assignment, students express personal opinions by doing a quick-write poem related to the *Titanic*. For the third writing assignment, students write to persuade. They assume the persona of Milton Long and write down what he said to convince Jack Thayer not to jump into the ocean from the *Titanic*.

There is also a **non-fiction assignment**. Students will watch non-fiction videos related to the *Titanic* and share the information they gather from those videos with their classmates.

The **review lesson** pulls together all of the aspects of the unit. The teacher is given four or five choices of activities or games to use which all serve the same basic function of reviewing all of the information presented in the unit.

The **unit test** comes in two formats: multiple choice or short answer. As a convenience, two different tests for each format have been included. There is also an advanced short answer unit test for advanced students.

There are additional support materials included with this unit. The **Unit Resource Materials** section includes suggestions for an in-class library, crossword and word search puzzles related to the novel, and extra worksheets. There is a list of bulletin board ideas which gives the teacher suggestions for bulletin boards to go along with this unit. In addition, there is a list of extra class activities the teacher could choose from to enhance the unit or as a substitution for an exercise the teacher might feel is inappropriate for his/her class. Answer keys are located directly after the reproducible student materials throughout the unit. The **Vocabulary Resource Materials** section includes similar worksheets and games to reinforce the vocabulary words.

The level of this unit can be varied depending upon the criteria on which the individual assignments are graded, the teacher's expectations of his/her students in class discussions, and the formats chosen for the study guides, quizzes and test. If teachers have other ideas/activities they wish to use, they can usually easily be inserted prior to the review lesson.

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UNIT OBJECTIVES

A Night To Remember

LESSON ONE

- Students will discuss and share background information regarding the *Titanic*.
- Students will put the *Titanic* disaster in its historical context, relative to other historical events.
- Students will watch a film clip from the beginning of the movie *A Night To Remember*, which will give them a visual context for reading the book.
- Students will complete and discuss an optional movie clip study guide.

LESSON TWO

- Students will receive and review materials that will be used in this novel unit.
- Students will review the study questions for Chapter 1.
- Students will study the contextual definitions of vocabulary from Chapter 1.
- Students will review nautical vocabulary which they will encounter throughout the novel.
- Students will read Chapter 1.

LESSON THREE

- Students will review and discuss the main events and ideas in Chapter 1.
- Students will compare and contrast travel in 1912 with travel today, especially with regard to pets.
- Students will delve further into the meanings and usages of the words *jar* and *calico*.
- Students will discuss the irony of “Another Belfast Trip.”
- Students will identify several of the main characters introduced in Chapter 1.
- Students will increase their general knowledge base by further discussing textual references made to Anse Hatfield, bridge, highballs, and a Venetian door.
- Students will learn about Morse code, with an optional additional activity.
- Students will do the pre-reading and reading work for Chapter 2.

LESSON FOUR

- Students will review Chapter 2 vocabulary and preview Chapter 3 vocabulary.
- Students will review the main ideas and events in Chapter 2.
- Students will discuss the idiom “just the tip of the iceberg.”
- Students will learn how the story element of character is different in this novel as compared to other types of novels.
- Students will study and discuss elements of irony, juxtaposition, and connotation as they closely examine specific passages from Chapter 2.
- Students will study the additional vocabulary words *patriarch* and *urbanity*.
- Students will read Chapter 3 orally and have their oral reading evaluated.

LESSON FIVE

- Students will demonstrate their reading comprehension for Chapter 3 by taking a quiz.
- Students will review the main events and ideas in Chapter 3.
- Students will analyze the chapter titles.
- Students will review the importance of urbanity in the early 1900's.
- Students will explore the idea of “women and children first.”
- Students will review additional vocabulary words in Chapter 3.
- Students will discuss the figurative language of the phrase “snapping to agonized attention.”
- Students will review the study questions and vocabulary for Chapter 4.

LESSON SIX

- Students will review the vocabulary for Chapter 4.
- Students will practice writing to inform by composing a telegram
- Students will read Chapter 4.

LESSON SEVEN

- Students will review the main events and ideas from Chapter 4.
- Students will discuss the meaning of “rankest landlubber.”
- Students will examine the irony of “keeping your hands in your pockets.”
- Students will examine three examples of figurative language in Chapter 4.
- Students will analyze the implied meaning of people getting off life boats to get warm.
- Students will analyze the connotations of “milling aimlessly.”
- Students will consider the idiom “neither fish nor fowl.”
- Students will preview the study questions and do the vocabulary worksheet for Chapter 5.
- Students will read Chapter 5.

LESSON EIGHT

- Students will review the main ideas and events from Chapter 5.
- Students will review the vocabulary for Chapter 1 through Chapter 5.
- Students will preview the study questions and vocabulary for Chapter 6.

LESSON NINE

- Students will express personal opinions regarding *The Titanic* and/or the people and events involved with it.
- Students will review the names and roles of the main characters in the story.
- Students will read Chapter 6.

LESSON TEN

- Students will review the main ideas and events in Chapter 6.
- Students will preview the study questions for Chapter 7.
- Students will discuss elements of the final hours of the *Titanic*'s voyage.
- Students will review the vocabulary for Chapter 7.
- Students will read Chapter 7.

LESSON ELEVEN

- Students will review the main ideas and events from Chapter 7.
- Students will learn about understatement and examine examples from the text.
- Students will learn about and discuss the *Edwardian rich*.
- Students will discuss prejudice and the strides that have been made in the last 100 years.
- Students will discuss several examples of figurative language in this section of the book.
- Students will preview the study questions and vocabulary for Chapter 8.
- Students will read Chapter 8 (which will be due in Lesson 12).

LESSON TWELVE

- Students will review the vocabulary for Chapter 8.
- Students will write a persuasive composition.
- Students will assume the persona of Milton Long to better appreciate what the disaster meant to many of the passengers.

LESSON THIRTEEN

- Students will review the main ideas and events from Chapter 8.
- Students will determine what qualifies a person to be a hero.
- Students will review the literary term allusion and analyze one allusion in Chapter 8.
- Students will analyze the story facts to determine why all the life boats were not filled.
- Students will think through why disasters bring people together in ways ordinary life does not.
- Students will analyze why, after the initial rescue, some passengers started fussing with each other.
- Students will preview the study questions, do the vocabulary work for, and read Chapters 9 and 10.

LESSON FOURTEEN

- Students will be exposed to a wide variety of information about the *Titanic*, the disaster, and the people involved.
- Students will watch videos related to the *Titanic* disaster to learn more about this historical event and broaden their background knowledge.

LESSON FIFTEEN AND SIXTEEN

- Students will review the main ideas and events from Chapters 9 and 10.
- Students will analyze *A Night To Remember* through a series of questions designed to explore the book in depth and exercise students' critical thinking skills.

LESSON SEVENTEEN

- Students will review all of the vocabulary work done in *A Night To Remember* unit.

LESSON EIGHTEEN

- Students will review the main ideas and events of *A Night To Remember* in preparation for a unit test.

LESSON NINETEEN

- Students will watch a video version of *A Night To Remember*.
- Students will compare and contrast the book with the video version.
- Students will evaluate the video version.

LESSON TWENTY

- Students will demonstrate their understanding of the main ideas and events in *A Night To Remember*.

READING ASSIGNMENTS
A Night To Remember

Date Assigned	Assignment	Completion Date
	Chapter 1 Another Belfast Trip	
	Chapter 2 There's Talk Of An Iceberg, Ma'am	
	Chapter 3 God Himself Could Not Sink This Ship	
	Chapter 4 You Go And I'll Stay A While	
	Chapter 5 I Believe She's Gone, Hardy	
	Chapter 6 That's The Way Of It At This Kind Of Time	
	Chapter 7 There Is Your Beautiful Nightdress Gone	
	Chapter 8 It Reminds Me Of A Bloomin' Picnic	
	Chapter 9 We're Going North Like Hell	
	Chapter 10 Go Away–We Have Just Seen Our Husbands Drown	

UNIT OUTLINE
A Night To Remember

1 <i>Titanic</i> Context Film Clip & Discussion	2 Materials Ship Vocab PVR Chapter 1	3 Study ?s 1 Discussion PVR Chapter 2	4 Check Vocab 2 Study ?s 2 Discussion PVR 3 Oral Reading Eval	5 Study ?s 3 (Quiz) Discussion PV 4
6 Writing Assignment #1 Read Chapter 4	7 Study ?s 4 Discussion PV Chapter 5 Read 5 Orally	8 Study ?s 5 Vocab Review 1-5 PV Chapter 6	9 Writing Assignment #2 (QuickWrite Poem) Character Work Read Chapter 6	10 Study ?s 6 Discussion PVR 7
11 Study ?s 7 Discussion PVR Chapter 8	12 Vocabulary 8 Writing Assignment #3	13 Study ?s 8 Discussion PVR Chapters 9-10	14 <i>Titanic</i> Video Sharing	15 Study ?s 9-10 Discussion Critical Thinking Questions Prep
16 Critical Thinking Questions Discussion	17 Vocabulary Review	18 Unit Review	19 View Movie <i>Titanic</i>	20 Unit Test

Key: P=Preview Study Questions V=Vocabulary Worksheets R=Read

ABOUT THE AUTHOR
A Night To Remember

Walter Lord

Walter Lord, known as a narrative historian was born in Baltimore, Maryland on October 8, 1917 to John Waterhouse and Henrietta Lord. Lord's father, who was a lawyer, died when Walter was only three years old.

Lord attended high school in Baltimore and graduated from Princeton University in 1939, where he studied history. He then entered Yale School of Law but left school to join the United States Army after the attack on Pearl Harbor in 1941. While serving in the army, he was stationed in London, assigned to the Office of Strategic Services as a code clerk. When the war ended Lord returned to Yale and finished his law degree.

Lord decided against practicing law and instead went to work as a copywriter for an advertising agency in New York City. It was at the agency that he began writing *The Fremantle Diary*, which became a surprising success in 1954. In 1955 *A Night To Remember*, about the sinking of the *Titanic*, became a bestseller and in 1958 was made into a popular British movie. Lord interviewed a total of sixty-three survivors of the *Titanic* and wrote a minute-by-minute account of the sinking of the ocean liner's maiden voyage.

Lord wrote eleven other books about historical events including the attack on Pearl Harbor, the Battle of Midway, the Alamo, the War of 1812 and the enrollment of James Meredith the first black student at the University of Mississippi. He also wrote several biographies.

Walter Lord died May 19, 2002 at the age of 84 after a long struggle with Parkinson's disease, and he was buried at historic Green Mount Cemetery in Baltimore. He was a lifelong bachelor.

Noted historian David McCullough said of Lord at his death, "He was one of the most generous and kind-hearted men I've ever known, and when I had stars in my eyes and wanted to become a writer, he was a great help. I'll always be indebted to him."

DAILY LESSONS

LESSON ONE

Objectives

1. Students will discuss and share background information regarding the *Titanic*.
2. Students will put the *Titanic* disaster in its historical context, relative to other historical events.
3. Students will watch a film clip from the beginning of the movie *A Night To Remember*, which will give them a visual context for reading the book.
4. Students will complete and discuss an optional movie clip study guide.

Activity 1

Ask students a series of questions to find out what they already know about the *Titanic* and the historical context of the time.

Here are some questions you could use:

- Have you ever heard of the *Titanic*?
- What do you already know about the *Titanic*?
- The ship went down in the year 1912. What can you tell me about the historical context of that time?

Here are a few major events you can share with your students to put 1912 in context:

- 1861-1865 US Civil War
 - 1876 Bell invented the telephone, which came into common use in the early 1900s
 - 1904-14 Panama Canal was built
 - 1903 Wright Brothers first flight
 - 1908 Henry Ford's Model T was first produced
 - 1912 Woodrow Wilson elected President
 - 1914 - 1918 WWI
 - 1917 Russian Revolution
 - 1920 First radio station
 - 1929 Stock market fell, Great Depression started
 - 1939-1945 WWII
- What were common methods of traveling in 1912? (train, ship, horse, horse & carriage, bicycle)
 - What did people wear in 1912? (Women: long dresses, hats – Men: suits, hats – Cotton, wool, silk, no polyester or wrinkle-free fabrics)
 - Who were some wealthy Americans at this time?
 - John Jacob Astor (real estate)
 - Andrew Carnegie (steel)
 - Andrew Mellon (finance)
 - J. P. Morgan (finance)
 - John D. Rockefeller (oil, finance)

Explain to students that they will be reading *A Night To Remember* by Walter Lord, the first novel written about the *Titanic* disaster. There were still about 60 survivors alive when he wrote the novel. He interviewed the survivors and read first-hand and news accounts to get facts for the story.

Activity 2

Tell students that the movie clip they are about to watch is the first part of the movie made from the book *A Night To Remember*. The book starts with the lookouts on the *Titanic* spotting the iceberg, but the movie-makers took some liberty to give some pre-iceberg details, which they will see in this clip.

1. An optional Movie Clip Guide you can give students is included with this lesson. It would be a good idea to give this guide to students and have them read over it while you set up the movie, so they are primed to look for this important content as they watch.
2. Show the first part of the movie *A Night To Remember* (1958).
3. After you show the clip, take a few minutes to discuss the questions and answers.

The movie *A Night To Remember* may be available on YouTube at this address:

<https://www.youtube.com/watch?v=3ftYho4K3FQ&t=253s>

or you could get a copy on Amazon.com at:

https://www.amazon.com/Night-Remember-Kenneth-More/dp/B009B6WHVO/ref=sr_1_2?ie=UTF8&qid=1488911235&sr=8-2&keywords=a+night+to+remember

On the YouTube link, the credits run until about 3:30. You might want to skip that and run from 3:30 (after the credits) until 32:30 (when the lookout yells that there's an iceberg ahead), which is where the text of *A Night To Remember* picks up the story. Stop the movie at the point just after the lookout alerts about the iceberg.

What students will get from this portion of the movie is:

- an idea of what the ship looked like
- an idea of how the people dressed
- a feeling for the separation of the classes of passengers
- some inserted footage of the real *Titanic*'s launching departure
- an introduction to the *Californian* ship
- an introduction to some of the main characters
- a feel for the way of life in this era

For many students this is an era with which they are not at all familiar. Making the visual film presentation will help them "see" in their minds' eyes the events as they read the text. It will give them some frame of reference.

MOVIE CLIP GUIDE
A Night To Remember

1. The man on the train says that the ship offers toilet luxury and comfort at sea. Then he adds, “For the First Class passengers, mark you, the rest don’t wash, of course.” What can you infer from this statement?
2. The British gentleman on the train says the *Titanic* is “man’s final victory over nature and the elements.” Why does the *Titanic* deserve this bold claim?
3. A clerk reports the number of passengers in First Class, Second Class, and Steerage. What does this tell you about the people who traveled? Is this still true today?
4. How many pieces of luggage does the couple at the mansion take with them?
5. How many servants wait on the couple at the mansion? See how many you can count.
6. Contrast the departure of the First Class passengers with the departure of the Steerage passengers.
7. The ship officer tells his wife he will bring her a beautiful garter from New York. Do you know what a garter is?
8. Who is Andrews?
9. What warning does the *Californian* get from other ships?
10. Compare and contrast the events taking place in First Class with the events taking place in Steerage.
11. Describe the work in the boiler rooms.
12. What are the communication officers kept busy doing on the *Titanic*?
13. When the Lookout on the *Californian* sees the field of ice ahead, what does the Captain do?
14. Why doesn’t the radio operator on the *Californian* send the Captain’s warning message to the *Titanic*?
15. What does the *Californian* officer see when he looks through the binoculars?

LESSON THREE

Objectives

1. Students will review and discuss the main events and ideas in Chapter 1.
2. Students will compare and contrast travel in 1912 with travel today, especially with regard to pets.
3. Students will delve further into the meanings and usages of the words *jar* and *calico*.
4. Students will discuss the irony of “Another Belfast Trip.”
5. Students will identify several of the main characters introduced in Chapter 1.
6. Students will increase their general knowledge base by further discussing textual references made to Anse Hatfield, bridge, highballs, and a Venetian door.
7. Students will learn about Morse code, with an optional additional activity.
8. Students will do the pre-reading and reading work for Chapter 2.

Activity #1

Give students a few minutes to formulate answers for the study questions for Chapter 1 then discuss the answers to the questions in detail. Make sure students have access to the correct answers for study purposes.

NOTE: It is a good practice in public speaking and leadership skills for individual students to take charge of leading the discussions of the study questions. Perhaps a different student could go to the front of the class and lead the discussion each day that the study questions are discussed in this unit. Of course, you should guide the discussion when appropriate and try to fill in any gaps students may leave. The study questions could really be handled in a number of different ways, including in small groups with group reports following. Occasionally you may want to use the multiple choice questions as quizzes to check students’ reading comprehension. As a short review now and then, students could pair up for the first (or last, if you have time left at the end of a class period) few minutes of class to quiz each other from the study questions. Mix up methods of reviewing the materials and checking comprehension throughout the unit so students don’t get bored just answering the questions the same way each day. Variety in methods will also help address the different learning styles of your students. From now on in this unit, the directions will simply say, “Discuss the answers to the study questions in detail as previously directed.” You will choose the method of preparation and discussion each day based on what best suits you and your class.

Activity #2

Here are some **additional points to ponder** in your discussion:

- In 1912, only the extraordinarily wealthy people brought along their pets, usually thoroughbred dogs, when they traveled. How is that different from today? How do animals travel on airplanes and ships today? What are their accommodations?
- Vocabulary Extra: Look more closely at the word *jar*. As a noun, it is a container, usually made of glass, with a lid. As a verb, it can mean *to cause to rattle or shake, to cause to sound harshly or discordantly, or to have a sudden or unpleasant effect*. All of these meanings are appropriate as a description of the iceberg hitting the *Titanic*. The word *ajar* means *slightly open*, as in, “The door was left ajar.” What other forms of the word *jar* can your students think of? Try having students suggest some sentences using *jar* or one of its forms.

- Irony: The title of the first chapter is “Another Belfast Trip.” Why?
One of the stewards thinks the ship has lost a propeller and will have to go to Belfast for repairs. The stewards were openly glad to have to go to Belfast, because they would have time off to enjoy the port while repairs were being made.
Why is this ironic?
It’s ironic because the stewards are glad the ship is damaged; they are cheerful and happy to have to go to port for repairs—when we know the truth is that the ship is damaged and will sink, something they most definitely would not be happy about if they understood the real problem.
- Some major characters are introduced in this first chapter. Make sure your students can identify these people:
 - J. Bruce Ismay (Director of the White Star Line)
 - Frederick Fleet (Lookout who spotted the iceberg)
 - Edward J. Smith (Captain of the *Titanic*)
 - Stanley Lord (Captain of the *Californian*)
- Mrs. Appleton heard an unpleasant ripping sound . . . like someone tearing a long strip of calico. What is *calico*?
Calico is an inexpensive cotton material, often printed with bright patterns. In the past it has often been used to make inexpensive dresses.
- “The conversation wandered from politics to Clarence Moore’s adventures in West *Virginia*, the time he helped interview the old feuding mountaineer Anse Hatfield.” Do a quick Internet search for Hatfields and McCoys so students can learn about this often-referenced feud, to build background knowledge.
- Lucien P. Smith struggled through the linguistic problems of a bridge game with three Frenchmen. What is bridge, and why would linguistic differences be a problem?
Bridge is a complicated card game which was often played by upper-class people (who had leisure time for this kind of activity). Communication between partners playing the game is important, and having a language barrier could definitely be a problem.
(If you want to expand on this, there are several good YouTube videos explaining the basic rules of contract bridge. You could pause and share a short one with students.)
- What is a *highball*?
A highball is an alcoholic mixed drink like Scotch and soda or gin and tonic.
- What is a Venetian door?
A Venetian door is a door with partially-open slats in it, that look sort-of like mini-blinds.

- Before telephones, wireless communications were sent via telegraph in Morse code. Take a few minutes to discuss Morse code with your students. A chart with Morse code on it is included with this lesson. As an **extra activity**, you could post the chart (or give each student a copy) and have students write or send messages to each other by tapping on their desks.

Activity #3

Students should preview the study questions and do the vocabulary work for Reading Assignment 2, Chapter 2. If time remains in this class period, students may begin working on this assignment. Otherwise, it should be completed as homework prior to the next class meeting.

MORSE CODE CHART
A Night To Remember

A . _

B _ . . .

C _ . _ .

D _ . .

E .

F . . _ .

G _ _ .

H

I . .

J . _ _ _

K _ . _

L . _ . .

M _ _

N _ .

O _ _ _

P . _ _ .

Q _ _ . _

R . _ .

S . . .

T _

U . . _

V . . . _

W . _ _

X _ . . _

Y _ . _ _

Z _ _ . .

STUDY GUIDE QUESTIONS
A Night To Remember

Another Belfast Trip

Chapter 1

1. What were the weather conditions on the fifth night of the *Titanic's* maiden voyage?
2. When did the *Titanic* make its maiden voyage?
3. What message did Lookout Frederick Fleet phone to the bridge?
4. What alerted the crew that there had been a mishap?
5. What did "Another Belfast Trip!" mean?
6. What were the passengers' opinions as to the jarring of the ship and the grinding noise?
7. Some passengers knew that the ship had hit an iceberg. Who were they, and how did they know this?
8. What was Fireman Fred Barrett's experience in Boiler Room No. 6?
9. What did the trimmer shout?
10. Why could Officer Groves on the liner *Californian* no longer see the lights on the *Titanic*?

There's Talk of an Iceberg, Ma'am

Chapter 2

1. The grinding noise and jolt didn't greatly disturb the passengers. What did get their attention?
2. When the passengers realized the ship had struck an iceberg, what was their initial reaction?
3. Ten minutes after the collision, what was happening in six of the watertight compartments?
4. Bruce Ismay, managing director of the White Star line asked Capt. Smith, "Do you think this ship is seriously damaged?" What did Capt. Smith reply?
5. How did the steerage passengers know there was trouble?
6. On the A Deck, what serious things did passengers notice?
7. Capt. Smith called Thomas Andrews, builder of the *Titanic*. Together they toured the ship. What was Mr. Andrews' opinion of the situation?
8. Why was it especially hard for Capt. Smith to face the fact that the *Titanic* was unable to float?
9. Why had it been such a tough day for the two wireless operators, Phillips and Bride?
10. Why didn't the *Californian* get the *Titanic's* 12:15 A.M. message?

MULTIPLE CHOICE STUDY/QUIZ QUESTIONS
A Night To Remember

Another Belfast Trip
Chapter 1

1. What were the weather conditions on the fifth night of the *Titanic's* maiden voyage?
 - A. The night was moonless and cloudless. Stars were blazing, and it was bitterly cold.
 - B. The night was warm, stars were blazing and wind was whistling.
 - C. The night was bitterly cold, dark, cloudy, and windy.
 - D. The night was extremely cold with a bright moon shining on a glassy sea.

2. When did the *Titanic* make its maiden voyage?
 - A. The *Titanic's* maiden voyage was in May of 1912.
 - B. The *Titanic's* maiden voyage was in April of 1914.
 - C. The *Titanic's* maiden voyage was in April of 1912.
 - D. The *Titanic's* maiden voyage was in May of 1920.

3. What message did Lookout Frederick Fleet phone to the bridge?
 - A. "Ship approaching very close to Port side."
 - B. "All is well."
 - C. "Iceberg right ahead."
 - D. "Lookout is sick. Send a replacement."

4. What alerted the crew that there had been a mishap?
 - A. The ship's captain ordered all the crew to their stations, announcing an iceberg had been struck.
 - B. The quartermaster noted "Whiskers 'round the Light" and a break in the engines' rhythm. The dining stewards heard a faint grinding and silverware rattling. In the galley, rolls scattered on the floor.
 - C. The quartermaster noticed splinters of ice glowing in the deck lights, the stewards in the dining room were flung off their chairs, and the bakers in the galley dropped their next day's rolls on the floor.
 - D. The crew noticed that passengers were upset by the faint grinding and thought something was very wrong.

5. What did "Another Belfast Trip!" mean?
- A. Steward James Johnson thought they would not survive to make "another Belfast trip."
 - B. Steward James Johnson thought a propeller blade had dropped off, which would have meant that they would have to return to port for repairs in Belfast.
 - C. The crew looked forward to returning to Belfast after the New York voyage.
 - D. The crew did not like the Belfast port and were unhappy to think that they would be there for repairs.
6. What were the passengers' opinions as to the jarring of the ship and the grinding noise?
- A. Passengers' opinions were that the *Titanic* had struck another ship, that someone on the bridge had made a mistake, or that they were changing course.
 - B. Passengers' opinions were that the man in the engine room working on a new ship were making errors, and it felt like an earthquake.
 - C. The passengers' opinions were that the crew was in revolt and rioting, or perhaps the liner had strayed off course and the officers were adjusting their travel route, or that the *Titanic* had struck an iceberg.
 - D. Passengers' opinions were that the ship had landed, a heavy wave had hit the ship, it seemed as though a giant finger had been drawn along the ship, or that the ship had struck something.
7. Some passengers knew that the ship had hit an iceberg. Who were they, and how did they know this?
- A. Capt. Smith told the man in the smoking room about the iceberg. Mrs. Stephenson heard crew members discussing the iceberg. Mrs. Caldwell watched it through the porthole in her cabin.
 - B. Mr. Harder saw a wall of ice glide by the porthole in his cabin. As the berg brushed by, chunks of ice fell in the porthole of James McGough's cabin. The men in the smoking room went out on deck and saw the berg slide by.
 - C. Mrs. Appleton was on deck and saw the berg glide by. Mr. Peuchen saw the berg by the porthole in his cabin. Mr. Silverthorne saw chunks of ice fall off of the berg onto the deck.
 - D. Bridge players on their way to bed saw the berg through a window. Mr. Harder saw the berg when he was on deck.

8. What was Fireman Fred Barrett's experience in Boiler Room No. 6?
- A. Fireman Barrett saw a gash in No. 6 with a jet of seawater coming through the hole. He and George Cavell ran through the swinging door as it slammed behind them.
 - B. Fireman Barrett heard an ear-splitting crash. He fell to the floor. James Hesketh picked him up, and they got out of No. 6 as the emergency door closed behind them.
 - C. Fireman Barrett and George Cavell were talking when they heard a warning shout, heard an ear-splitting crash, and were covered with coal from a bin. They dug out and leapt through the emergency door.
 - D. Fireman Barrett heard a warning bell and saw a red light. He heard an ear-splitting crash, and the sea came in. He and James Hesketh leaped through the door as it slammed down behind them.
9. What did the trimmer shout?
- A. The trimmer shouted, "Blimey! We've struck a ship!"
 - B. The trimmer shouted, "Blimey! We've lost a propeller!"
 - C. The trimmer shouted, "Blimey! We've struck an iceberg!"
 - D. The trimmer shouted, "Blimey! We've run aground!"
10. Why could Officer Groves on the liner *Californian* no longer see the lights on the *Titanic*?
- A. Groves could no longer see the lights because the *Titanic* had put its lights out to encourage people to go to bed.
 - B. Groves could no longer see lights because of a heavy fog.
 - C. Groves could see no lights because the electrical system on the *Titanic* was damaged.
 - D. Groves could not see the lights because the *Titanic* was no longer broadside. She had veered sharply to port.

VOCABULARY CHAPTER 1

A Night to Remember

Part I: Using Prior Knowledge and Contextual Clues

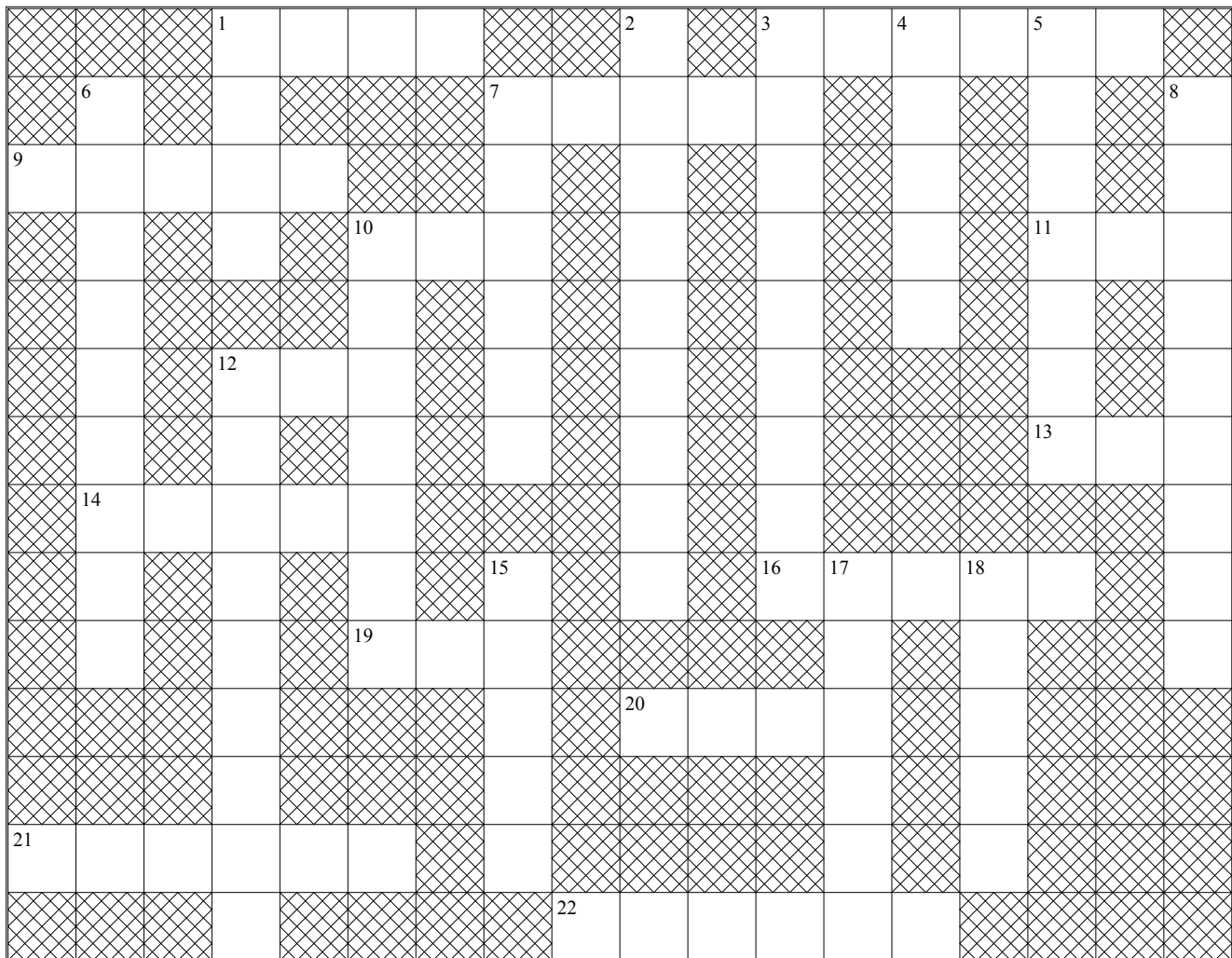
Below are the sentences in which the vocabulary words appear in the text. Read the sentence. Use any clues you can find in the sentence combined with your prior knowledge, and write what you think the underlined words mean in the space provided.

1. ... she was not only the largest but also the most glamorous ship in the world.
2. Then, miraculously, the bow began to swing to port.
3. "Whiskers 'round the Light"-- tiny splinters of ice in the air, fine as dust, that gave off myriads of bright colors whenever caught in the glow of the deck lights.
4. Then, as they sat there talking, a faint grinding jar seemed to come from somewhere deep inside the ship.
5. Mrs. Walter B. Stephenson recalled the first ominous jolt when she was in the San Francisco earthquake-- then decided this wasn't that bad.
6. The conversation wandered from politics to Clarence Moore's adventures in West Virginia, the time he helped interview the old feuding mountaineer Anse Hatfield.
7. About 150 yards astern he made out a mountain of ice standing black against the starlit sky. Then it vanished into the dark.
8. The sea cascaded in, swirling about the pipes and valves, and the two men leaped through the door as it slammed down behind them.
9. It never occurred to him that perhaps the lights were still on . . . that they only seemed to go out because she was no longer broadside but had veered sharply to port.

Part II: Determining the Meaning -- Match the vocabulary words to their dictionary definitions.

- | | |
|---------------------|---|
| ___ 1. Glamorous | A. Jolt; sudden unpleasant action or event |
| ___ 2. Miraculously | B. Foreshadowing something bad; threatening |
| ___ 3. Myriads | C. Turned sharply |
| ___ 4. Jar | D. Disappeared |
| ___ 5. Ominous | E. Fell like a waterfall |
| ___ 6. Feuding | F. Engaged in a long-term disagreement |
| ___ 7. Vanished | G. Especially attractive and beautiful |
| ___ 8. Cascaded | H. As if by a miracle |
| ___ 9. Veered | I. Countless numbers; many |

CROSSWORD
A Night To Remember



Across

1. They were neither ___ nor fowl.
3. It reminds me of a bloomin' _____.
7. Prominent First-Class Passenger on Titanic
9. Sleeping place on board the ship
10. Toward the rear of the ship
11. Very front of the ship
12. Old distress call
13. Only ___ can save you now.
14. Code made of dots and dashes or short and long signal combinations
16. Wireless operator on Californian
19. New distress call
20. You go and I'll ___ a while.
21. Crane-like devices for raising & lowering boats
22. Room where steam was made to run engines

Down

1. What troubled people especially was...the element of ___ in it all.
2. Right side of the ship
3. Main deck on which passengers walk outside on the ship
4. Room on a ship
5. Caused a gash in the hull of Titanic
6. I must be a ___.
7. Behind the ship or backwards
8. The ___ Rich
10. Builder of the Titanic
12. Rescued Titanic survivors
15. Director of White Star Line
17. What a trip on the sea is called
18. We're going ___ like hell.

VOCABULARY MATCHING 1

A Night to Remember

_____ 1. NOVICES	A. Steer into position
_____ 2. ENGULFED	B. Peaceful
_____ 3. REBUKE	C. Felt or enjoyed through the life or actions of someone else
_____ 4. QUEER	D. Excessive administration
_____ 5. MYRIADS	E. Surrounded and consumed by
_____ 6. CAMARADERIE	F. Good fellowship; friendship
_____ 7. PILLORIED	G. Without motion or particular interest
_____ 8. TUMULT	H. Turned sharply
_____ 9. TRANQUIL	I. Conversation with short, quick responses
_____ 10. VEERED	J. Out of place or time
_____ 11. VICARIOUS	K. People who are inexperienced
_____ 12. CHIVALRY	L. Fell like a waterfall
_____ 13. CASCADED	M. Took advantage of for worldly success
_____ 14. FEUDING	N. Exposed to public ridicule or abuse
_____ 15. IDLY	O. Put in motion as if thrown
_____ 16. BUREAUCRACY	P. Exhibiting courteous, honorable, courageous, and just behavior
_____ 17. LARGESSE	Q. Round; fat
_____ 18. INCONGRUOUS	R. Having a long-term, serious disagreement
_____ 19. REPARTEE	S. Different; unusual
_____ 20. IRREPRESSIBLE	T. Can't be kept down; uncontrollable
_____ 21. ROTUND	U. Countless numbers; many
_____ 22. PARLAYED	V. Generous gift
_____ 23. MANEUVER	W. Turbulence; disturbance or uproar
_____ 24. EXQUISITELY	X. Elegantly
_____ 25. CATAPULTED	Y. Sharp expression of disapproval

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