“The sound of people drowning is something I cannot describe to you. And neither can anyone else. It is the most dreadful sound. And there is silence that follows it.” —R.W. Pusey, crewman and survivor

I was a senior in high school the year the Titanic was discovered. I still remember the excitement of the world and trepidation from those who were living survivors of the Titanic. The discovery brought back, for the survivors, the horror and anguish of that fateful night. After reading A Night to Remember, I have developed a small sense of the events surrounding the Titanic’s sinking and the personal stories of many of the passengers. The tragedy became more genuine to me as I read about the heroic and selfless acts of some of the passengers and crew. It also became apparent that it was an event that did not have to occur. Fifteen hundred people could have lived if necessary precautions for sea travel had been considered. But the attitude in 1912 concerning the Titanic was that it was “unsinkable,” “a floating palace,” and that “God himself could not sink this ship.” People failed to realize that their arrogance would take the lives of 1500 passengers on the night of April 15, 1912.

This lesson is the final part to your reading and study of A Night to Remember. You will complete reading the novel (chapters 8–10), answer the appropriate Let’s Check Your Mastery and Speedback questions, and respond to a newspaper article written about the Titanic. The response to the newspaper article will be included in lesson 8 as part of your Portfolio assignment.

What You’ll Learn to Do

1. Memorize the meanings of fifteen vocabulary words and be able to use the words appropriately.

2. Read more thoughtfully and carefully.

3. Write effectively in the area of standard writing conventions.

4. Apply principles of grammar and usage to your writing.

5. Write a five-paragraph essay based on a newspaper editorial.

Objective 1

Memorize the meanings of fifteen vocabulary words and be able to use the words appropriately.
Expanding Your Vocabulary

**stagnant** (adj.): something that lies inactive or stays in one place

**succinct** (adj.): concise; clearly expressed with a few words

**surmise** (v.): to infer on minimal grounds; conjecture; suppose

**tedious** (adj.): boring; tiresome

**terse** (adj.): concise; brief; free of extra words

**tirade** (n.): a long and angry speech

**undermine** (v.): to weaken the support of; to injure in a slow or sneaky way

**verbose** (adj.): wordy

**viable** (adj.): workable; capable of living and growing; able to succeed

**vilely** (v.): to defame; to slander; to blacken the character of

**vivacious** (adj.): lively; spirited

**wanton** (adj.): immoral; lewd; deliberate maliciousness; having no regard for others

**waver** (v.): to be indecisive or inconstant; to fluctuate in opinion

**zealot** (n.): a person with great enthusiasm for and committed to a cause

**zenith** (n.): the highest point

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Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

Match each word with the correct meaning. Try to complete this without looking at the definitions on the left-hand side of the page.

- __1. vilify__
  - a. to infer on minimal grounds; conjecture; suppose

- __2. stagnant__
  - b. wordy

- __3. wanton__
  - c. to weaken the support of; to injure in a sneaky way

- __4. tedious__
  - d. a long and angry speech

- __5. tirade__
  - e. boring; tiresome

- __6. undermine__
  - f. to be indecisive or inconstant; to fluctuate in opinion

- __7. verbose__
  - g. something that lies inactive or stays in one place

- __8. zenith__
  - h. lively; spirited

- __9. succinct__
  - i. a person with great enthusiasm

- __10. viable__
  - j. workable; capable of living and growing

- __11. terse__
  - k. concise; clearly expressed with a few words

- __12. vivacious__
  - l. immoral; lewd; having no regard for others

- __13. waver__
  - m. concise; brief; free of extra words

- __14. zealot__
  - n. the highest point

- __15. surmise__
  - o. to defame; to slander; to blacken the character of

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Objective 2

Read more thoughtfully and carefully.

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Reading Assignment

**A Night to Remember**

Chapters 8–10
At this point in your reading of *A Night to Remember*, you should have a stronger concept of human nature in relationship to the acts of heroism and those of cowardice surrounding the night that the *Titanic* sank. How would you have responded? If you were in a lifeboat, would you have insisted on rowing back to pick up people in the water? Would you have been in shock? These questions are hard to answer, as you are not in such horrible circumstances. However, it is valuable to consider what you would have done, as it gives insight into the type of person you are. Consider the above questions as you read the final chapters (8–10) of *A Night to Remember*.

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

16. Boat #2 rowed back to pick up survivors.
   a. true
   b. false

17. Boat #14 returned to the scene.
   a. true
   b. false

18. Officer Lowe was in command of boat #14.
   a. true
   b. false

19. Boat #5 rowed back and picked up 2 survivors.
   a. true
   b. false

20. The rescue ship was the Cunard liner *Carpathia*.
   a. true
   b. false

21. The captain of the *Carpathia* was Stanley Lord.
   a. true
   b. false

22. The passengers saw shooting stars as they looked toward the heavens.
   a. true
   b. false

23. The rescue ship signaled her arrival by shouting to the survivors.
   a. true
   b. false

24. The rescue ship was 58 miles away from *Titanic*.
   a. true
   b. false

25. Chief Baker Charles Joughin was able to survive four hours in the water because he was intoxicated.
   a. true
   b. false

The following excerpts from *The Night Lives On* by Walter Lord, the same author of *A Night to Remember*, give a more specific account of Captain Rostron of the Carpathia; a third-class family called “The Goodwins” and what became of them; and finally an account of the music played on the *Titanic*. This information is supplementary to your novel; yet, it will add to your knowledge of the *Titanic*. When you are finished reading each excerpt, answer the accompanying questions.

**The Electric Spark**
from *The Night Lives On*
by Walter Lord1

The rockets and lights of the southeast signaled the entrance of a brand-new character on the stage—a man often overlooked in recent accounts of the disaster, yet one who in many ways symbolized the robust virtues of the period.

Captain Arthur H. Rostron, commanding the Cunard Liner *Carpathia*, brought to the job a driving spirit that was woefully lacking in the *Titanic* crewman who lay on their oars, listening to the cries of the swimmers. Born in 1869, Rostron went to sea at 13, spent ten years in sail, joined Cunard, and then rose steadily up the company ladder. Now, at 42, he was an experienced, respected ship master, known for his quick decisions and for his ability to transmit his own boundless energy into those serving under him. Not surprisingly, his Cunard shipmates nicknamed him “The Electric Spark.”

His other most notable quality was piety. Rostron did not smoke or drink, never used profanity, and frequently turned to prayer. When he did so, he would lift his uniform cap slightly, and his lips would move in silent supplication.

In January 1912 he became Captain of the 13,564-ton *Carpathia*—less than a third the size of the huge *Titanic*, but his most important command to date. On the night of April 14–15, she was three days out of New York on a Mediterranean cruise, and so far there had been little occasion for either prayers or quick decisions.

All that ended at 12:35 A.M., when Harold Cottam, the *Carpathia*’s wireless operator, burst into the Captain’s quarters to report that the *Titanic* had struck a berg and urgently needed help. Rostron’s reaction was completely in character. He immediately ordered the *Carpathia* turned

around, then asked Cottom if he was sure. Nine out of ten captains would have done it the other way around.

The Titanic was 58 miles to the northwest; the Carpathia’s maximum speed was 14 knots—meaning she could get there in four hours. That time must not be wasted. Calling his department heads to the bridge, Rostron rattled off a stream of orders. . . .

Yet all these measures didn’t cover the biggest problem Rostron had to face—ice. If the Titanic had hit a berg, so could the Carpathia. He was going full steam into the very same region. What could be done to minimize the risk to his own ship, to his own passengers and crew?

Reducing speed was out of the question; time was everything. So Rostron took the only course left: he greatly strengthened his lookouts. He added a man to the crow’s nest; he put two men on the bow; he stationed a man on each wing of the bridge—all chosen for their keen eyesight. Since he was always on the bridge himself, there were now seven pairs of eyes searching the sea ahead.

Finally, one last measure, even more important than the lookouts. As Second Officer James Bisset peered into the night from the starboard wing of the bridge, he suddenly became aware of Rostron standing nearby. In his familiar way, the Captain had raised his cap a couple of inches above his head, and his lips were moving in silent prayer.

At 2:45 A.M. Bisset spotted the first berg—about a mile ahead—revealed by, of all things, the reflected light of a star. The Carpathia steered around it and raced on. In the next hour and a quarter she dodged five more bergs, all sighted first by the bridge, suggesting that the crow’s nest was not the best place to be when searching for ice at night.

At 4 A.M. the Carpathia reached the Titanic’s position, and Rostron cut his engines. He had made his run in 3 ½ hours—30 minutes better than his original estimate. For some time he had been watching an occasional green light ahead that would flare up briefly, then fade into the dark again. At first he thought it might be the Titanic herself, but now as the Carpathia glided to a stop, he saw it again, close and low in the water. It was a lifeboat.

Rostron eased the Carpathia toward the boat, trying to pick it up on his port side, which was to leeward; but as he turned he suddenly saw one more iceberg directly ahead and only 400 yards off. It forced him to turn back and take the boat instead on his starboard side. It was the only thing he did all night that didn’t work out exactly as he planned.

The boat was No. 2, Fourth Officer Boxhall in charge. He had brought along green flares with the hope that they might be useful in keeping the Titanic’s boats together and perhaps serve as a marker for some approaching rescue ship. Now that rescue ship was here, and Boxhall was quickly escorted to the bridge, where he confirmed what Rostron, with sinking heart, already sensed—the Titanic had sunk.

By this time day was breaking, revealing the Titanic’s whole fleet of lifeboats scattered over a four-mile area. More than that, dawn also revealed a fantastic setting. Two or three miles to the west lay an enormous ice field, running generally northeast to southwest, as far as the eye could see. Here and there it was studded with individual bergs, some 200 feet high. To the east and south lay other bergs, scattered haphazardly along the course the Carpathia had just completed.

Even with a sharp lookout few of these bergs had been sighted, and it seemed incredible that the ship had missed them all. Years later, Rostron told his friend Captain Barr of the Cunarder Coronia, “When day broke, and I saw the ice I had steamed through during the night, I shuddered, and could only think that some other Hand than mine was on that helm during the night.”

Then he was “The Electric Spark” again. For the next four hours Rostron methodically picked up the Titanic’s boats one by one. The survivors came aboard by ladder, chair slings, canvas ash bags, and cargo falls with bowlines carefully knotted at the ends. All depended on how agile the person was.

As they came aboard, the survivors were processed in almost assembly-line fashion. First, names and class were taken by a purser stationed at each gangway . . . next, they were handed to the doctors for a quick medical check . . . then on down the line for brandy, coffee, breakfast, blankets, and a bunk. The Carpathia’s own First Class passengers gave up their cabins to those who seemed in the greatest need; the ship’s public rooms were turned into dormitories for the rest. Not surprisingly, Mrs. Astor, Mrs. Widener, and Mrs. Thayer—Rostron’s three most prominent guests—were assigned to his own quarters.

By 8:30 A.M. the last boat had been gathered in. The Leyland Liner Californian was along side now, and Rostron asked her to search the area for anyone he might have missed. Then he turned the Carpathia for New York.

But before leaving the scene, Rostron added one last characteristic touch. As the Carpathia passed over the grave of the Titanic, rescuers and rescued alike assembled in the First Class dining saloon for a brief service in memory of those who were lost and in thanksgiving for those who were saved.
Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

26. Captain Rostron had a terrible temper.
   a. true
   b. false

27. The *Carpathia* was almost the same size as the *Titanic*.
   a. true
   b. false

28. The *Carpathia* was headed for France.
   a. true
   b. false

29. The *Californian* picked up survivors in addition to the *Carpathia*.
   a. true
   b. false

30. Rostron was known for being a religious man.
   a. true
   b. false

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The Sound of Music
from *The Night Lives On*\(^2\)

The last moments of the *Titanic* are full of mysteries—none more intriguing than those surrounding the ship’s band. We know they played, but little else. Where they played, how long they played, and what they played remain matters for speculation.

All eight musicians were lost; so there are no firsthand accounts. We can only piece the story together from bits of evidence. The search is made more difficult by a host of legends that have cropped up, and by the fact that few of the *Titanic*’s survivors seem to have been blessed with a very good musical ear . . . .

Harold Bride recalls their music while he was on the roof of the officers’ quarters struggling to free Collapsible B. Greaser Thomas Ranger heard them when he came up from turning off 45 fans to find all the boats gone. But perhaps the musicians’ best epitaph comes from the testimony of Steward Edward Brown at the British Inquiry. When asked how long he heard the band play, Brown replied, “I don’t remember hearing them stop.” . . .

Yet doubts persist. In the first place, the whole point of the band playing was to keep the passengers’ spirits up, and light music seems best suited to that. As Colonel Gracie observed, “If ‘Nearer, My God, to Thee’ was one of the selections, I assuredly would have noticed it and regarded it as a tactless warning of immediate death, and more likely to create a panic that our special efforts were directed toward avoiding. . . .”

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Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study.

31. All of the band members perished with the *Titanic*.
   a. true
   b. false

32. The musicians are best known for constantly playing, even while the ship sank.
   a. true
   b. false

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What Happened to the Goodwins?
from *The Night Lives On*\(^3\)

At midnight, April 14–15, the shortage of lifeboats on the *Titanic* was academic; the question was, who would get to use them. The White Star Line always claimed that the only rule was, “Women and children first”; there was absolutely no distinction, the line insisted, between First, Second, and Third Class passengers.

Both the American and British investigations agreed, and Mr. W. D. Harbinson, who officially represented Third Class at the British Inquiry, emphatically concurred:

I wish to say distinctly that no evidence has been given in the course of this case that would substantiate a charge that any attempt was made to keep back the third class passengers. There is not an atom or a tittle of evidence upon which any such allegation could be based. . . .

Yet there remained those uncomfortable statistics: 53% of First and Second Class passengers saved, but only 25% of Third Class. . . . 94% of First and Second Class women and children saved, but only 42% of those in Third Class. In First Class just one child was lost—little Lor- raine Allison, whose family decided to stick together—while in Third Class, 52 out of 79 children were lost—about the same percentage as First Class men.

The White Star Line was full of explanations: the Third Class passengers were more reluctant to leave the ship. . . . They didn’t want to part with their luggage. . . . It was hard to get them up from their quarters. At the British Inquiry . . .


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one member of the crew after another assured the Court that there was no discrimination whatsoever—but not a single Third Class passenger was called as a witness.

The Court accepted all of White Star’s explanations, and seemed especially impressed by the point that many of the steerage passengers were foreign and couldn’t understand the crew’s instructions.

How, then, to explain the loss of the entire Goodwin family—father, mother, and six children? There was no “language barrier” here; they were from London. Nor is there any reason to suppose they were unwilling to leave the ship, or especially reluctant to part with their luggage.

Frederick Goodwin was no ordinary, uneducated immigrant. He was a 40-year-old electrical engineer who lived with his wife, Augusta, and their six children in a small but neat row house in Fulham. As the family grew, Mr. Goodwin began looking around for new opportunities. His brother Thomas had already left the old country and settled in Niagara Falls, New York; so when Thomas wrote of an opening at the big power station there, Frederick jumped at the chance.

He got rid of the house in Fulham, paused briefly at Marcham, and booked passage for himself and family on one of the more modest steamers operation out of Southampton. These were the days before new employers paid relocation costs, and since the Goodwins had little in savings, they would be traveling Third Class.

Then came the lucky break. Due to the coal strike, their sailing was canceled, and they were transferred to the new, glamorous Titanic. They were still in Third Class, but on the Titanic that was as good as First Class on most of the older, smaller liners. The Goodwins probably occupied two of the four-berth cabins at the very stern of the ship, which White Star reserved for single women and families traveling together. Single men were quartered in the bow, but during the day all Third Class passengers mingled on the deck and in the various public rooms. They could go anywhere they liked, as long as they didn’t cross the various barriers and gates that barred access to Second and First Class space.

On White Star ships, Third Class was encouraged to retire by 10 P.M., and the Goodwins were undoubtedly in bed when that faint, grinding jar shook the Titanic at 11:40 on the night of April 14. Whether they were awakened by the jar no one knows, but they were certainly up shortly after midnight, when the Third Class bedroom stewards went through the long white corridors, banging on doors and telling everybody to put on their life belts.

Pouring into the hallways, the passengers tended to congregate at the foot of the main Third Class stairway on E Deck. Here they waited for instructions from above, while the bedroom stewards adjusted the life belt straps and assured them that there was not need to worry. It’s easy to imagine the Goodwins, nervous but faintly amused by the odd sight of each other in their bulky life belts; Frederick, with arms folded as in the family photograph . . . Augusta, with her old-fashioned upswept hairdo . . . Lillie, her dark hair hanging casually over her shoulders . . . Charles, 14, alert, erect, every inch the oldest brother . . . then William, Jessie, Harold, and Sydney, all under 12, good soldiers but uncomprehending.

Word gradually spread that the Titanic had hit an iceberg, but the first truly alarming development came when the single men, driven from the bow by the rising water, swarmed aft and joined the crowd milling around the stairs. Many of these men carried satchels and bundles, sopping wet from the seawater that had swirled into their quarters.

And so the crowd waited—restless, complaining, but certainly not rebellious. Their only clue to the condition of the ship was the definite forward tilt of the linoleum beneath their feet. The lights still burned brightly, and buried as there were on E Deck, they couldn’t see that the Titanic’s lifeboats were now dropping to the sea and rowing off into the night.

Shortly before 1 A.M., the long-awaited instructions came: “Pass the women and children up to the Boat Deck.” The order was by no means easy to carry out. Here and there, wives refused to leave their husbands, children clung to their fathers, and some of the women still refused to believe there was any serious danger. A few even went back to their bunks.

Somehow Steward John E. Hart managed to collect a group of 30, and leading the way, he escorted them up the stairway to C Deck, across the open well deck, by the Second Class library, and into First Class space. Then on forward to the C Deck foyer, and finally up the grand staircase to the Boat Deck. The route seems to have been set in advance, for all the barriers were down, and here and there other stewards were posted to nudge them along.

It was now 1:10, and Boat 8 was about to leave. Hart handed over his charges to the men at the falls and headed back to steerage for another group.

By the time he reached the Third Class stairs, matters had taken an ugly turn. The male passengers were now demanding to go up to the Boat Deck too, and it was all the steward could do to hold them back. Finally, another convoy was organized, and Hart again set out. This time he had about 25 in tow and reached the Boat
Deck around 1:35. As far as he could see, there were no boats left except No. 15, still in the davits but ready to be lowered.

Not a moment to lose. He bundled his people into the boat and made a lightning assessment: the Titanic was finished . . . no time to go back for one more group. With a nod from the officer standing by the davits, Hart too jumped into the boat.

In all, he had brought up some 55 women and children—nearly half the total number saved—but the Goodwins weren't among them. Possibly the family refused to be parted. Possibly they remained below, waiting in vain for one more party to be escorted topside. Possibly they tired of the long wait, struck off on their own, but never made it to the Boat Deck until too late.

It's difficult even to speculate, not because of any set policy to hold back Third Class, but because there was no policy at all. Some gates were open; some were closed. Some passengers were assisted; others were stopped; others were left to shift for themselves.

Berk Pickard, a 32-year-old leather worker from London, found a door to Second Class wide open, easily made his way to an early boat. Kathy Gilnagh, a 15-year-old colleen had no such luck. When she and two friends tried to pass through the gate to Second Class from the after well deck, they found it closed and guarded. It took some powerful persuasion by Jim Farrel, a strapping lad from Kathy's home county, to persuade the guard to open it long enough for the girls to slip through.

All the way forward, Daniel Buckley, another young Irishman, joined a group trying to force their way up the ladder leading from the well deck to First Class. Here, too, the gate was closed and guarded, and after a brief scuffle, the seaman on duty locked it as well. Undaunted, the leader of Buckley's group stormed up the ladder again and smashed the gate open—lock and all—as the seaman fled.

Olaus Abelseth and four friends, all from Norway, waited for what seemed an eternity in the after well deck. The barriers leading to Second Class were closed, and they whiled away the time watching the more agile steerage passengers climb up a crane, crawl out on the boom, and drop safely into First Class, the ultimate goal of everyone. At last an officer opened the barrier and called for the women and children to go to the Boat Deck. A little later he called for “Everybody.” Abelseth and the rest of the men surged up, only to find that all the boats were gone.

And so it went: no set policy, but incident piled on incident, all combining to make a mockery of Mr. Harbinson's assurances that there was “not an atom or a tittle of evidence” to substantiate a charge that any attempt was made to keep back the Third Class passengers. Even Steward Hart's testimony, heavily relied on by the White Star Line, showed clearly that the men in steerage were held back and that the women had what amounted to an hour's hindrance in the race for the boats.

Oddly enough, while the Third Class passengers were having such a hard time, many of the lifeboats were leaving the Titanic only half-filled. Considering that at best there was room for only half those on board the ship, it seems incredible that the space available—good for 1,178 people—was occupied by only 705. There was room for another 473—far more than enough for all the women and children lost. Why wasn’t it used? . . .

There were women as well as men in this crowd, and it offers our best clue to what happened to the Goodwin family. Sticking together, they probably reached the Boat Deck too late for a chance at the boats. Now, somewhere in this nameless, faceless mass of human beings, Frederick and Augusta Goodwin stood with their six children, quietly prepared to meet the end.
Writing Conventions

The Six-Trait Writing Model of Assessment

As an English student, it might seem that English teachers focus too much attention on the language rules of spelling, punctuation, grammar and usage, paragraphing, and capitalization, but it is quite difficult to read a paper that has many spelling or punctuation errors (and I speak from experience). Some students struggle more with language convention than others. My advice to all my students is to read and write often and to always have someone who is “language smart” help you edit your writing. Another helpful practice is reading your work out loud; doing this helps you locate simple errors that can easily be missed.

The following questions are about the conventions part of the Six-Trait Analytical Writing Assessment Model. Make sure you carefully review that part of the model before answering the following questions.

Let’s Check Your Mastery

Answer the following questions and then check your answers in the Answer Key at the back of this course manual. Do not submit your answers to Independent Study

How many points (1, 3, or 5) would the writer receive in the area of conventions, based on the writing model?

___ 36. It would take one reading to decode my paper and another to get the meaning.
___ 37. My ideas are organized correctly into paragraphs.
___ 38. Most sentences and proper nouns begin with capitals, but I overlooked a few.
___ 39. I have capital letters in all the wrong places.
___ 40. My spelling is correct on simple words but not always on harder ones.

Objective 4

Apply principles of grammar and usage to your writing.

Usage Lesson: Apostrophe and Italics

Apostrophe

1. Use an apostrophe to show that one or more letters have been left out of a word to form a contraction.
   • won’t—ill and o are left out
   • he’d—would is left out
   • it’s—i is left out

2. Use an apostrophe and s to make letters, numbers, or words plural.
   • A—A’s
   • 7—7’s
   • You use too many but’s in your writing.

3. Use an apostrophe and an s to indicate possession of singular nouns.
   • Jennifer’s music
   • the school’s mascot

   When a singular noun ends with an s or z sound, the possessive may be formed by adding an apostrophe at the end as Dallas’—but, you will more likely still add an apostrophe and an s to most words like that.
   • Dallas’s buildings
   • Boss’s attitude

4. Use an apostrophe at the end of plural nouns to make them possessive.
   • Joneses’ cabin
   • Bosses’ attitude

5. If possession is shared by more than one noun, then use the possessive form on the last noun of the series.
   • Chad, Bill, and Charlie’s team struggled this year. (They are on the same team.)
   • Chad’s, Bill’s, and Charlie’s teams struggled this year. (They each have their own team.)

Italics (Underlining)

In printed material, you should italicize items that fall under the following guidelines. In handwritten material, any of the rules that say something should be italicized would be underlined instead.

6. Italics are used to indicate title of magazines, newspapers, books, pamphlets, plays, films, radio and television programs, book-length
poems, ballets, operas, lengthy musical compositions, record albums, CDs, legal cases, and the names of ships and aircraft.

- *U.S. News and World Report* (magazine)
- *The Great Gatsby* (book)
- *Seinfeld* (television program)
- *Hamlet* (play)

7. When one title appears within another title, punctuate it like this.
   - “Hamlet: Shakespeare’s Greatest Play.” (title of a play inside an article)

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**Portfolio Assignment**

Follow the instructions given for this assignment. Save the assignment in your portfolio for submission later.

Choose two journal options to complete for your “Response Journal.” Please label your work “Lesson 7: Response Journal Entry.” You will include the two entries in Lesson 8 as part of your portfolio. Relate the entries to your thoughts surrounding the events in *A Night to Remember* and your own life.

1. Who or what would you be willing to sacrifice your life for? Explain.

2. Paradoxically, those whose lives are most valuable to the world are the very ones who are most willing to sacrifice themselves to save others of less worth. Consider: the very quality that causes them to sacrifice self may be the same quality that makes them valuable.

3. Discuss your reaction to *A Night to Remember*. What did you learn about human nature? Give specific examples by quoting from your book.

4. Describe one person from the book who was the most interesting, the most heroic, or the least heroic. Choose only one character. Give specific examples of the character’s behavior and reasons for your choice.

5. What relevance does the story of the *Titanic* have today? Are there any lessons for us in the twenty-first century? Give specific examples.

6. In an emergency situation, what do you expect of yourself as a young man or woman? If you had been on the *Titanic*, how do you think you might have reacted to the crisis?

7. Do you know people that are different on the inside from what they portray on the outside? How are they different? Why would they project a different image from what they feel on the inside? Explain.

8. Do you have experiences or times in your life that you would like to go back to? What would you change about them? What would you keep? Explain.

9. Are there any values worth dying for? Is human life the highest value? Under what circumstances would you sacrifice your life?
Objective 5

Write a five-paragraph essay based on a newspaper editorial.

Women and Kids Wave Bye-bye to Daddy
Cory Farley, The Reno Gazette
reprinted with permission by Cory Farley

Would you give up your seat in a lifeboat to Mother Teresa? How about to Madonna? To Mario Lemieux?

Lemieux is a professional hockey player. I’m assuming you know the other two.

In a recent survey of men who were asked to whom they would give up their seats if they were on the sinking Titanic, fully 52 percent said they would yield to Mother Teresa. Eight percent would swim for Madonna, and 7 percent would go down with this ship for Lemieux.

This probably explains a lot of what’s wrong with the world today, if we only knew how to interpret it.

The survey, done for the Pittsburgh Post Gazette, also found that only a third of the men would turn over their seats to women outside their own families.

This was a story, the editors felt, because it marks such a change in attitudes. When the Titanic went down in 1912, more than 1,300 of the 1,490 people killed were men. About 300 of the 490 survivors were women, which seems to indicate that males bowed politely, offered the ladies their hands and waved as they rowed away.

Sorry, girls, but in a similar situation I think I’d have to stand by my principles. I’ve supported equality for women all my adult life. It would be dishonest to stop just because I had to make a difficult choice.

In 1912, though, chivalry was expected. After the Titanic sank, some male survivors were “scorned,” the paper reported, because they “forgot or ignored the tradition of filling lifeboats with women and children first.”

There’s even a story, possibly apocryphal, that one man dressed as a woman to get a seat in a boat. He eventually committed suicide because he couldn’t live with the shame.

I don’t know about that, but I know I could live with the shame of not giving my seat to a hockey player.

This does raise a question, though, about whom each of us would yield to.

Children, no question. I would get out of the boat to let a couple of kids take my place.

Women in general, just because they are women? I don’t think so. Equality works both ways: let some 27-year-old marathon-running lawyer give her seat to me. She could toss me the Porsche keys, if she liked, so she wouldn’t be weighed down by them.

I was surprised at the reaction to Mother Teresa, because she is old and sick and because if you can count on anything in the whole tangled skein of out perception of Christianity, it is that she will have an easier life in the hereafter than she’s had in the here-and-now. Besides, her work is done. I’ve got two children to raise.

Madonna? I probably wouldn’t recognize her. If I did, though, she’d have to wrestle me for a spot. Don’t see why not; don’t see that her death would be greater loss than my own. Let somebody in her entourage hop out for her.

Lemieux was a surprise, too. You’d expect that in a maritime emergency, a young, fit guy would be a prime candidate for designated swimmer. Yet 7 percent would give him their places. Can it be just because they know his name?

There was bad news for relatives all through this thing, too. I can’t imagine leaving my children on a ship, yet 26 percent of men and 15 percent of women said they’d do that. One man out of 4 wouldn’t save his own children.

Men had a tough time of their own, too. Only 52 percent of men and 40 percent of women would yield a seat to their fathers, and 59 percent would let their spouses die. Only 33 percent of men would do the same.

Looking at it all in all, in fact, I find myself identifying more and more with the guy who made his escape in drag. If I were planning a sea voyage this summer, I think I’d shop around for something filmy in a 46 X-Long, just in case.

Note: Cory Farley is a Reno-Gazette Journal Columnist.

The Writing Assignment

After having read the editorial, write a five-paragraph essay that either agrees or disagrees with the author.

1. Consider the following prompt prior to beginning your essay:

   All human life is of equal value; no one should be forced to sacrifice or even risk his life to save the lives of others. A person’s sex, race, age, religion, or financial standing should not be factors in deciding who should live or die.

2. Your response must address the issue of “women and children first” in relationship to the Titanic tragedy.
3. You need to express your opinion. Therefore, using first-person point of view is acceptable for this writing assignment.

4. Your paper needs to be five paragraphs in length.
   - Introductory paragraph
   - First body paragraph
   - Second body paragraph
   - Third body paragraph
   - Concluding paragraph

5. The introductory paragraph must contain your thesis, which expresses your opinion on the “women and children” issue in relationship to the article by Cory Farley. The Thesis should be the last sentence in your introductory paragraph. For example:

   The article, “Women and Kids Wave Bye-bye to Daddy,” by Cory Farley, gives a cynical view of the issue concerning women and children occupying Titanic’s lifeboats prior to their male counterparts. I disagree with his portrayal of the role of men in a crisis situation; it was an appropriate decision for women and children to occupy the Titanic’s lifeboats first.

6. Each reason you decide to address, whether you agree or disagree with the “women and children” issue, will become the focus of your three body paragraphs. So, your first reason will be the subject for first body paragraph. Your second reason will be the focus of your second body paragraph and so on.

7. You need to have strong arguments to support your reasons. If you agree with Cory Farley’s point of view, then support your ideas with examples from the editorial. If you disagree with Cory Farley’s point of view, then include sections that you felt were offensive or inappropriate to your concept of the “women and children” issue. Be sure to express why you agree or disagree with his comments.

8. Ask three adults their opinions regarding this issue and include their responses in your essay. I would use their responses to support my own! Remember to place quotes around their words. State your point of view and support it with facts or statements from others.

9. Be honest in your writing. If you think women and children should not have received special treatment, then state that. You won’t offend your reader if your point of view is different from his or her own.

10. The easiest way to begin is to consider if you agree or disagree with Farley’s concept on “women and children first.” In addition, you need to consider your point of view on this subject. You may agree with Farley on some aspects, but not on others. Next, decide on the three reasons you agree or disagree with your topic. For example:

    Reasons: agreeing with issue:
    1. Children have so much more life to live; therefore, it makes sense that they would be allowed to occupy a lifeboat first.
    2. Women are the primary caregivers to children.
    3. Men need to consider their role of chivalry and not hesitate to recognize women and children in this role.

Sum Up

Thesis: This sentence is placed toward the end of your introductory paragraph and states the focus of your essay.

Evidence: In order to prove your thesis, you must back it up with examples from literature (your book and the article). You should have three body paragraphs that back up your thesis with specific proof. If you can’t find enough evidence to support your thesis, you might want to change it and focus on a different opinion.

Reasoning: Reasoning is explaining how your evidence proves your thesis to be true. Evidence and reasoning go hand in hand since you must be able to back up your opinions with evidence, and you must explain with reasoning the evidence you use.

Organization: Make sure your essay follows your thesis. Use transitions to lead the reader from one idea to another. Don’t jump from one idea to another without making connections back to your thesis. You might want to make a brief outline before writing so that you can clump similar ideas together. Begin with the end in mind.

Conclusion: In your conclusion, you basically wrap everything up. You restate what you have proven in your essay and tie all your ideas together in a thought-provoking way.

1. Your essay needs to be typed, double spaced, using Time New Roman print, and 12-point font.

2. Remember to be aware of your writing conventions.
3. Always read your work out loud and have another individual look over it.

4. You need to submit your rough draft, containing corrections made by another individual, along with your final copy in lesson 8.

The following five-paragraph essay follows the structure outlined for you above. An article, entitled “Corporal Punishment in Our Schools: Is It a Wise Choice?” was used as the catalyst for the writing assignment. As you read through the essay, I have identified each required part through a number system. I hope this will help you write your five paragraph essay in response to “Women and Kids wave bye-bye to Daddy.” This example was written by a tenth-grade student.

1. This is the thesis. It ties the ideas of the essay together, and it lets the reader know the writer’s position on the topic.

2. These sentence are specific examples that illustrate the writer’s point of view.

3. These are transition sentences that connect one paragraph to another. You need transitions in your essay in order to unite all your ideas.

4. These sentences show reasoning. These statements strengthen the thesis.

5. My concluding remarks reinforce my thesis statement and leave the reader thinking about my point of view. In your conclusion and throughout your essay, you shouldn’t wander from your thesis—but you don’t want to repeat exactly what you said at the beginning of the essay word for word. Try to leave the reader with something to think about.

Example of Five-Paragraph Essay

Have you ever heard the Bible verse, “Foolishness is bound up in the heart of a child”? When you look at some of the youth today, you can see some utterly foolish behaviors, such as swapping spit, mingling blood, or even branding their own flesh to become a member of a club. It is only later in life that the same child who branded an “EZ” on his arm may look back and realize that this was a ridiculous thing to do. There are many who would agree with the foolishness of today’s children. One such individual is Marcus Harward, author of a Newsweek article entitled “Corporal Punishment in Our Schools: Is It a Wise Choice?” Mr. Harward relates the pros and cons to supporting corporal punishment in the public education system. After reading his article, I am inclined to agree with allowing corporal punishment in our schools. Corporal punishment, with the parents’ permission, should still be an option but only with varying degrees: on the elementary level, junior high level, and the high school level. (1)

On the elementary level, corporal punishment should always be a lingering threat. (3) With kindergarten or first grade, the teacher is more like a mother. If a child is going to harm him- or herself in any way, the teacher should have the ability to say “no” first and then administer a slap if the child is disobedient. Also, if the child is disrespectful to the teacher, the professional should have the option of spanking with another adult present. Mr. Harward states, “Disrespect from a youngster should never be allowed. If an adult does not respond to the noncompliance, then the child will continue to show disrespect.” (2) In the case of a small child repeatedly being disrespectful, the school should have the option of sending the student down to the principal’s office for several swats. (4) Of course, this would all be with parental consent.

In junior high, corporal punishment should be used less frequently but still be effective. (3) Seventh graders would have more opportunities for spankings or swats if they were rebellious or disrespectful. For example, destruction of school property or breaking school rules would result in a first offense spanking by the principal. (4) Eighth-grade students would be allowed the privilege of a conference with the assistant principal first, and then on a second offense, swats from the principal. (4) Ninth-grade students would be allowed two conferences for fighting or other rule infractions, and then on the third offense, the student would receive some sort of corporal punishment. (4) To support this, Marcus Harward states, “Students in the middle grades need to be exposed to corporal punishment early on in order for it to be effective. It should only be used on an infrequent basis with middle level students.” (2)

High school is a different story; corporal punishment should be used in special cases. (3) Athletes, for example, would be one of those special cases when corporal punishment would be acceptable in high school. (4) The coaches need to have some sort of control over their teams. When a student is misbehaving in a physical environment, the coach should have the authority of giving corporal punishment in a physical capacity. Athletes should be ready for the consequences of their actions and know that self-discipline is part of the game, as well. Another method for corporal punishment to be effective in high school is with the sophomores. (3) This grade level would receive some sort of punishment for disrespect to teachers. Since some sophomores have a tendency to be immature, they need special attention and corporal punishment is a good way to keep the sophomores in line. The threat of embarrassment from a spanking would help sophomore students obey rules. On the other hand, upper classmen would have a different or less severe punishment. If a student is caught in the act of vandalism or blatant disrespect in public, then the student would also receive corporal punishment. (4) However, if an
upper classmen breaks any school rules, then
the student would have the choice of doing
some sort of community service instead of get-
ing a spanking from the principal. (4) Mr. Har-
ward does mention that corporal punishment on
a high school level seems to be effective, if it has
been reinforced throughout the earlier years. (2)

Therefore, with different strategies for the dif-
ferent age groups—elementary, junior high, and
high school—and the parents’ permission, cor-
poral punishment may keep some kids from
having a myopic view of life by doing things
they would regret later on in their lives. (5) I
believe that Mr. Harward makes some valid
points in his article. He states, "Whether major
or minor decisions, students should know that
there are consequences for their actions." (2) I
believe that his article is strongly supported and
that we should not disregard corporal punish-
ment as a discipline option in public education.
(5)

Writing Your Five-Paragraph Essay

Now it is your turn. Follow the instructions
given to you on how to get started. Take your point
of view concerning the article written by Cory Far-
ley and incorporate quotes from the article and the
opinions of three adults to support or disprove
Cory Farley's opinion regarding the “women and
children first” issue.

Make sure your essay has a strong introduction,
valid thesis, sound reasoning, specific examples,
and transitions between ideas. Your essay should
be at least five paragraphs in length.

When you have completed your essay, ask
someone to proofread it. This assignment should
be submitted as part of lesson 8 portfolio.
LESSON 7
SPEEDBACK ASSIGNMENT

Mark all answers here, then transfer them to your Speedback answer form. You may either submit your completed answer form to Independent Study for processing, or you may use WebGrade for immediate grading. See your Read Me First pamphlet for instructions.

Multiple Choice

Fill in “a” on the Speedback form if the vocabulary word is used appropriately in the sentence; fill in “b” if it is used inappropriately.

1. Michael’s *terse* poem, “Be true/ I love you” said it all.
   a. appropriate
   b. inappropriate

2. My *stagnant* three-year-old cousin tears the house apart when he visits us.
   a. appropriate
   b. inappropriate

3. My *tedious* history class is the longest 50 minutes I must endure daily.
   a. appropriate
   b. inappropriate

4. My teacher gave me a “C” on my ten-page paper and wrote “*verbose*” at the top. I was wrong to suppose she’d give more points for writing a lot.
   a. appropriate
   b. inappropriate

5. I *surmise* clothing stores with my friends on the weekend.
   a. appropriate
   b. inappropriate

6. After wrecking our Suburban, I had to listen to my father’s *tirade* for an hour.
   a. appropriate
   b. inappropriate

7. My brother doesn’t care about anyone or anything. He is a *zealot*!
   a. appropriate
   b. inappropriate

8. My *succinct* candle burned all through the night.
   a. appropriate
   b. inappropriate

9. I ate *wanton* soup at the Chinese restaurant.
   a. appropriate
   b. inappropriate
10. We hiked to the *zenith* of the mountain and looked down at the city.
   a. appropriate
   b. inappropriate

11. In the novel we are reading, the main character *vilifies* her sister out of jealousy.
   a. appropriate
   b. inappropriate

12. My uncle *undermines* watches and clocks for a living.
   a. appropriate
   b. inappropriate

13. The *vivacious* cheerleader got the whole crowd on its feet.
   a. appropriate
   b. inappropriate

14. I’d *waver* a hundred dollars for the poor, if I had the money.
   a. appropriate
   b. inappropriate

15. Pedro came with a *viable* solution for the broken-down machinery.
   a. appropriate
   b. inappropriate

16. In one lifeboat, Mrs. ____________ provided leadership by organizing the rowing.
   a. Widener
   b. Strauss
   c. Brown
   d. none

17. How many lifeboats returned to the spot where the *Titanic* sank to pick up survivors?
   a. one
   b. two
   c. three
   d. none

18. The captain of the rescue ship was Captain Arthur H. ____________.
   a. Lord
   b. Smith
   c. Lowe
   d. Rostron

19. What became of J. Bruce Ismay, managing director of the White Star Line, after the *Titanic* went down?
   a. He moved to New York City and became a successful businessman.
   b. He retired from White Star Line within a year of the disaster and became a recluse.
   c. He was fired from his job at White Star Line and started his own shipping business.
   d. None of the above are appropriate responses.

20. Although there were conflicting reports, Harold Bride asserted that as the ship sank, the band was playing which song?
   a. “Nearer, My God, To Thee”
   b. “Autumn”
   c. “For Those in Peril on the Sea”
   d. “Go Ye Now In Peace”

Mark “a” if the statement is true; mark “b” if the statement is false.

21. The rescue ship did not see many icebergs as it raced to the *Titanic*.
   a. true
   b. false

22. The captain of the *Californian* never headed toward the *Titanic*.
   a. true
   b. false
23. Several lifeboats sank overnight
   a. true
   b. false

24. The *Titanic* survivors were very quiet once they were aboard the rescue ship.
   a. true
   b. false

25. The next day, the survivors were transferred to the *Titanic’s* sister ship, the *Olympic*.
   a. true
   b. false

26. Wireless Officer Harold Bride was one of the casualties.
   a. true
   b. false

27. Millionaires Thayer and Guggenheim did not survive the sinking of the *Titanic*.
   a. true
   b. false

28. The passengers of the rescue ship knew something was amiss when they felt considerable change in air temperature.
   a. true
   b. false

29. Officer Lightoller died of exposure in Boat B.
   a. true
   b. false

30. Arthur H. Rostron was known as the “Electric Spark.”
   a. true
   b. false

31. The *Carpathia* was 70 miles away from the location of the *Titanic’s* sinking.
   a. true
   b. false

32. To ensure the *Carpathia* would not experience the same fate as the *Titanic*, Rostron had his wireless operator work a constant 24 hours.
   a. true
   b. false

33. Many of the *Carpathia’s* First Class passengers gave up their rooms for survivors.
   a. true
   b. false

34. Colonel Gracie was touched to hear the band play “Nearer, My God to Thee” while the ship sank.
   a. true
   b. false

35. Harold Bride, the *Titanic’s* wireless operator, remembers the band stopping when the ship began to list to the starboard side.
   a. true
   b. false

36. All reports agree that the entire time the ship was sinking, the band played religious songs in order to help passengers feel at peace during such a frightening time.
   a. true
   b. false

37. The band stopped playing while the ship sank.
   a. true
   b. false
38. Two of the eight musicians survived; consequently, they were able to give detailed accounts about what they played and how long they played.
   a. true
   b. false

39. The Goodwins were immigrants that could not speak English.
   a. true
   b. false

40. According to White Star shipping, Third Class passengers were reluctant to leave the ship and they didn’t want to part with their luggage, hence the high loss of steerage passengers.
   a. true
   b. false

41. Mr. Goodwin was moving to New York due to an employment opportunity.
   a. true
   b. false

42. The Goodwins had originally booked passage on the Titanic.
   a. true
   b. false

43. According to your reading, Third Class passengers were never mistreated nor discriminated against.
   a. true
   b. false

44. Conventions are the rules of language.
   a. true
   b. false

45. Spelling, punctuation, grammar, usage, paragraphing, and capitalization are all considered conventions.
   a. true
   b. false

46. A paper with paragraphs that sometimes run together or begin in the wrong places would receive a “3” according to the Six-Trait Analytical Writing Assessment Model.
   a. true
   b. false

47. A paper that reads like a first draft would receive a “5.”
   a. true
   b. false

48. A paper that would require light editing to polish the text for publication would receive a “1.”
   a. true
   b. false