

Honors or On-Level English 9 – *A Night to Remember*
Introductory Reading Activity

Selection: *A Night to Remember* by Walter Lord.

Rationale: This text contains strong examples of the elements of non-fiction, which are part of all high school curriculums. Its content is aligned to social studies (Sinking of the Titanic - The Gilded Age), and students can connect information and events in the book to other historical and/or personal experiences, as well as to related texts and sources. The non-fiction novel gives a realistic look into diverse characters' demeanors in difficult times. The text allows students to compare and contrast works within a literary genre that deal with similar themes through the use of the author's strong imagery and allusions to historical and social issues of the time.

Objectives: To enjoy reading and responding to the book in its entirety.
To understand how a writer factual explains a historical event using the elements of literature.

Assignment: We strongly recommend you examine the questions prior to reading the novel. You are encouraged to purchase a book to build your own library, or you may borrow one from any public library. Read the entire book and complete all questions / activities.

Specific Instructions: Please word-process your answers (12 pt. Times New Roman).
Answer all questions (and all the parts of each question) in complete sentences unless otherwise indicated.

Questions and Activities for *A Night to Remember*

1. Explain exactly what happened to the *Titanic* on April 14, 1912. What were the reactions from the people aboard, and why were those reactions different? Make sure you address each group: Officers; Crew; 1st, 2nd, and 3rd Class (Steerage), as well as, men, women, and children within each group.
2. There are many topics of themes in *A Night to Remember*. Select one of these and explain how Lord develops it throughout the novel by using specific examples from the text to support your explanations. (Compassion, Loyalty, Faith, Physical courage, Moral courage, Sense of humor, Interdependence, Fallibility.)
3. The sinking of the *Titanic* was a catalyst for change. What changes were there in American life and what changes in maritime law after its sinking? Address one from

each domain that affects society today and explain why you feel they are the most important.

4. Select one of the scenes from below and make it come alive with your own dramatic words. (One to two paragraphs – more if using dialog.)
 - In a lifeboat as the *Titanic* makes its final plunge.
 - The “conversations” in a lifeboat as it returns / does not return to pick up survivors.
 - The White Star office where relatives are waiting for news from the *Titanic*.
5. The White Star Line’s liability for damages was increased by the presence and actions of what person on board the *Titanic*? Do you think this was a morally and/or ethically correct decision? Why or why not?
6. Bio-Poem: Do this activity when you have completed the novel. Select one of the main characters from *A Night to Remember* and create a Bio-Poem following these line-by-line instructions. You may complete the line with single words or with phrases. Your objective is to show the depth of your understanding about the character. Don’t forget a title!

Title

Line 1-- First Name of character

Line 2—Title or nickname given to the character

Line 3-- Four words that describe the character

Line 4-- Love of (three items, objects, or ideas)

Line 5-- Who believes (one idea or concept)

Line 6-- Who wants (three things)

Line 7-- Who uses (three things)

Line 8-- Who gives (three things)

Line 9-- Who says (a direct quote)

Line 10-- Last name of character

Assessment: A range (100-90) – Answers indicate critical and close reading, thoughtful engagement and analysis. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

B range (89-80) – Answers predominately indicate critical and close reading, and mostly thoughtful engagement and analysis. Some, although few, grammatical or formatting errors may be present. Academic voice. All directions are followed.

C range (79-70) – Answers indicate some critical and close reading and analysis, although understanding of the text may be not in depth or just skimming the surface. Very few if any grammatical or formatting errors are present. Academic voice. All directions are followed.

D or F range (69-0) – Responses are not acceptable for honors level work. It is unclear whether the book was read or understood. Multiple errors in grammar, voice and / or formatting may be present.

This will count for 50 points in the Homework Category.

Due Date: The completed questions / activities are due – Word-processed, 12 font, Times New Roman (or similar), on **Thursday / Friday August 7/8, 2014**

A copy of this assignment is available on-line at the Hamilton website:
www.HamiltonHuskies.com

Books are available at all libraries, Changing Hands Book Store, Bookmans, and Barnes and Noble. If you have trouble finding a copy, check with the main desk at Hamilton High School. We have a few to loan.

Questions: (please put “summer reading” in the subject line of your e-mail)

9th Grade Teachers:

9 Honors:

chen.yilily@cusd80.com

Lily Chen

coburn.marsha@cusd80.com

Marsha Coburn

headman.jennifer@cusd80.com

Jennifer Headman

russo.angelica@cusd80.com

Angelica Russo

World Studies:

johannes.hilary@cusd80.com

Hilary Johannes

9 On-level:

bartlett.zachary@cusd80.com

Zachary Bartlett

buchanan.lucee@cusd80.com

Lucee Buchanan

headman.jennifer@cusd80.com

Jennifer Headman

russo.angelica@cusd80.com

Angelica Russo