**Study Guide**

*A Night to Remember* by Walter Lord

**Note:** Before you read the main book, read the Introduction and foreword on pp. XI – XX and the “Facts About the *Titanic*” section on pp. 147-152

**Chapter 1![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

maiden voyage **first time out with passengers**

crow’s nest **lookout point on mast**

port **left when facing front of ship**

bridge **control center of ship**

windjammer **sailing ship**

starboard **right when facing front of ship**

galley **kitchen**

stern **rear end**

bow **front end**

fireman **stoker; shovels coal into boilers**

trimmer **gets coal from bunkers to firemen/stokers & keeps coal piles even**

myriads **numerous, many**

Jacobean **in style of 1560s-1620s**

calico **type of printed cotton cloth**

ominous **foreboding; strange and scary**

game(ly) (adv*)* **willingly**

nightcap **last drink before bed**

telegraph **a method of communicating by sending electric signals through wires or by radio waves**

**Questions:**

1. How does the author portray or illustrate social class differences in this chapter?
2. Who was Frederick Fleet? Where was he? What is his significance to the story?
3. Why does the steward believe there will be “another Belfast trip, and how does he feel about this possibility?
4. What are the varying first reactions of those still awake or who are awakened onboard when the ship hits the iceberg?
5. To what things do people compare the jarring of the ship?
6. What do people lodged on the iceberg side of the ship witness?
7. Which people are in the First Class Smoking Room, and what are they doing?
8. What actions does First Officer Murdoch take?
9. What does Officer Groves on the *Californian* notice?

What is he actually seeing?

**Chapter 2![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

balustrades **decorative railing**

steerage **lowest point housing passengers, 3rd**

greaser **in charge of lubricating moving engine parts**

damper **a metal plate that controls the draft in a furnace or stove**

draw **extinguish/dampen**

wireless **telegraph working by radio waves**

Cape Race **communication station off Newfoundland**

clockwork **mechanical device**

aft **to the rear**

largesse **generosity**

wrought-iron **iron objects made by shaping**

sojourn  **stay, visit**

novice **new at doing something**

compatriot **friend, partner**

detached **emotionless**

bureaucracy **administrative system**

patriarch **father figure**

urbanity **sophistication**

superseded **replaced something inferior**

squash (game) **ball game played in a walled court**

tactless **insensitive, regardless of others’ feelings**

**Questions:**

1. What factors affect people’s reactions as they realize something’s amiss?
2. What is the reaction of most people to the ice on the aft starboard deck?
3. Which people were least likely to notice that anything had happened?
4. Which people knew before midnight that something was most seriously wrong?
5. What is happening in the boiler rooms?
6. How was captain Smith generally regarded?
7. Whom do Smith and Ismay call upon to evaluate the situation? (p. 18)
8. Explain what happens with the wireless telegraph operators on the *Titanic* and the *Californian*, and why.

 What is the significance of the above exchange in terms of the *Titanic’s* fate?

**Chapter 3![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

Boatswain (pronounced *bo-son)* **officer in charge of maintenance of equipment**

“crack liner” **latest model of cruise ship**

davit(s) **devices from which lifeboats hung**

stanchion(s) **upright supporting poles**

amidships **near the middle of a ship**caul **membrane partially covering the head at birth** (yes, this is very strange, but carrying a caul was considered good luck at sea…)

pert **lively, pleasant, amusing**

colleen **teenage girl**

auspicious **lucky, fortunate**

discrepancy **difference**

ragtime **popular jazz music of 1912**

garrulous **overly talkative**

Turkish bath **variant of a steam bath or sauna but distinguished by a focus on water, as opposed to steam**

appall(ed) **shocked, horrified**

**Questions:**

1. What are crew members now beginning to tell passengers?
2. At the same time, what does the crew have to be careful not to do?
3. What differences are there between the way First, Second, and Third Class passengers are dealt with?
4. As people begin to go on deck, what things do they leave behind in their cabins? What do they take with them?

What do you think the above facts illustrate about people?

1. What does the wireless operator try to do? Is he successful? Explain.
2. What does Captain Smith order to happen at 12:45?

What is the *Californian’s* reaction?

**Chapter 4![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

fall **rope going down the side of the ship**

cul de sac **dead end**

rankest **extreme; obvious**

landlubber someone **inexperienced at sea**

dragoman **Egyptian interpreter or guide**

punctilious **very careful about details**

“neither fish nor fowl” **in-between classifications**

**Questions:**

1. What reactions does the “women and children first” policy create?

What do you think of this policy? Was it the best one or should entire families (couples with children) have been allowed (or encouraged) to leave together? How about married couples without children? Explain your response.

1. How was the policy different on the starboard side? (p. 53-54)
2. What was going on at the gate between Second and Third Class? Why?
3. There weren’t enough lifeboats on board for each passenger, but what did the crew do with many boats that made the situation ever worse?
4. What thoughts does the *Californian* crew have?

**![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()Chapter 5**

**No Vocabulary**

**Questions:**

1. What do the *Titanic’s* wireless operators continue to do? What is the result?
2. What does Chief Officer Wilde order at1:40 AM? Why?
3. Who is J. Bruce Ismay?

What had he been doing during the voyage?

What’s he doing now?

How does the author describe most people’s actions and attitudes at this point?

**Chapter 6![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

ballast **ballast, stabilizer**

Pullman **compartment for sleeping**

gunwale (pronounced: gunnel) **upper edge of the side of a boat or ship**

*vox faucibus haesit* **speechless**

luminaries **famous people**

Louis Quinze **Style of furniture**

chivalry/chivalrous **courtesy/courteous towards women**

cavalier **offhand, carless, unconcerned**

conceded **gave in, admitted**

vicarious **experienced through someone else**

synonym **word meaning the same as**

retainers **people paid a salary to perform personal services**

articulate **well-spoken, good with words**

tumult **great confusion and upheaval**

BVDs **type of men’s underwear**

**Questions:**

1. What prompts Captain Smith to say, “That’s the way it is at this kind of time,” and to whom does he say it?

What does he mean by it?

1. What finally is allowed to happen at 1:30 AM?
2. What were the “collapsibles”?
3. What are the various thoughts going through people’s minds at this point?
4. What happens in the wireless shack, and what do Phillips and Bride do?
5. What happens at 2:20 AM?
6. What happens on board the *Californian*?

**Chapter 7![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

**No Vocabulary**

**Questions:**

1. What does the author note about the belief that the *Titanic* was “unsinkable”?
2. What did the sinking of the *Titanic* mark the end of?
3. What changes took place after the disaster in terms of safety precautions on liner?
4. What changes took place in society?
5. For which passengers, and why, had the *Titanic*’s trip seemed “more like a reunion than an ocean passage? (p. 92)
6. What did the *Titanic* mark the end of? (p. 95)
7. How would you say today’s attitudes toward and beliefs about social compare with the beliefs and attitudes of 1912?
8. Looking at what was going on in the lifeboats, how were people’s positions, relationships and attitudes often very different from what they had been before?
9. What happened to collapsibles A and B?

**Chapter 8![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()**

Maxixe: **A type of Brazilian dance music**

“bawl out” **criticize sharply and loudly**

clamber **climb in a clumsy manner**

**Questions:**

1. What does Fifth Officer Lowe try to do?
2. Why don’t other boats do the same; why didn’t the only partially full lifeboats go back and try to rescue some of those still alive in the sea?
3. What are some of the issues, problems and conflicts that arise in the lifeboats?
4. What does Lightoller have to do on Boat B?
5. What is unique about Chief Baker Charles Joughin?
6. What happens a little after 3:30 AM?

**![C:\Users\Penny Culliton\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\JG97X2KW\MC900361474[1].wmf]()Chapters 9** and **10**

muster(ed) **call together**

floe **iceberg, icecap, glacier**

dirigible **blimp**

Gold Coast **Australian City**

encumbrance **burden, hindrance**

nonplused **confused**

cryptic **deliberately mysterious, hidden**

conjure(d) **brought about, as if by magic**

expansive (p. 168) **in this case, talkative**

laconic **quiet, using few words**

promenading  **walking in a showy manner**

plodding **moving slowly**

**Questions:**

1. What are *Carpathia* passengers at first afraid has happened?
2. What is the reaction when they come upon the site of the sinking? (p. 126)
3. What contrasts do you see between the reactions during an emergency of the captain and crew of the *Carpathia* versus those of the captain and crew aboard the *Titanic*?

What contrasts are there with the crew of the *Californian*?

1. What is done with the *Titanic* survivors on board the *Carpathia*?
2. How does Bruce Ismay act? (p. 133-134)

Why do you think this is so?

What might it tell us about him?

1. Where does the *Carpathia* head? (p. 137)
2. What news are people getting back on land?
3. Why does Lord, the author, refer to the story of the *Titanic* as “a Classic Greek tragedy”? (p. 145)