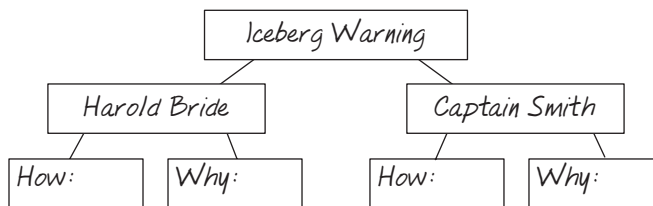


## Comprehension

1. **Recall** Why was Captain Smith given command of the *Titanic*?
2. **Recall** What kinds of accommodations did the ship have for first-class, second-class, and third-class passengers?
3. **Summarize** What safety precautions did Captain Smith and other crew members take before and after the collision?

## Literary Analysis

4. **Understand Chronological Order** Using the timeline you made as you read and other information in the selection, determine about how much time passed between the ship's hitting the iceberg and the survivors' being rescued.
5. **Make Inferences** Harold Bride and Captain Smith both received iceberg warnings before the *Titanic* sank. Use a graphic organizer like the one shown to note how they reacted to the warnings and why they might have reacted the way they did.



6. **Identify Cause and Effect** Events are often related by cause and effect—that is, one event brings about another. Referring to your timeline, note which events caused others to happen.
7. **Evaluate Narrative Nonfiction** Ballard could have written his account as a piece of informational text, presenting just the facts of what happened the day the *Titanic* sank. Instead he wrote a piece of narrative nonfiction; he added **foreshadowing** and **suspense**, and he included the words and experiences of people on the ship. In your opinion, is Ballard's telling an effective way of involving readers in the story? Explain your answer.

## Extension and Challenge

8. **Readers' Circle** The sinking of the *Titanic* has inspired many movies and books. In a group, discuss why this **disaster** lends itself to storytelling. Find details in the selection to support your views.

