

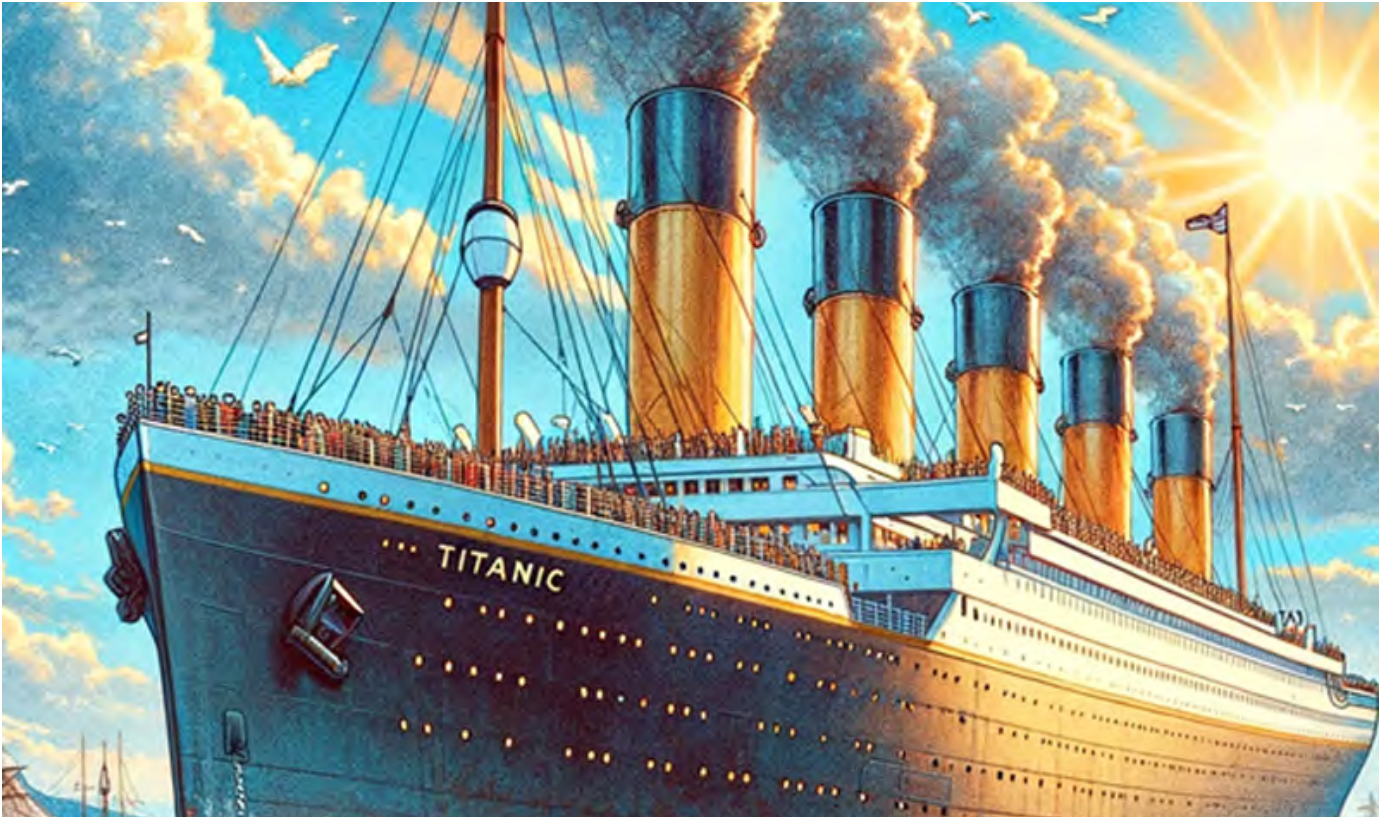
The Titanic : Facts vs. Opinions

NIVEL DE EDUCACIÓN SECUNDARIA / 4.º, 5.º Y 6.º AÑO
INGLÉS

Palabras clave: skimming and scanning / simple past / facts and
opinions / the titanic



The Titanic : Facts vs. Opinions



EDUCACIÓN SECUNDARIA / CICLO SUPERIOR

Cursos: 4.º, 5.º y 6.º año

Inglés

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Presentation

In this sequence of activities, we explore the Titanic shipwreck, an event that took place around 100 years ago and continues to be analyzed and depicted in documentaries, series, and movies. The Titanic's story generates controversy and raises questions about its construction, the captain's responsibility, the demands of Harland and Wolff (the company that built it), and the safety measures implemented to prevent such a high loss of human life.

This topic enables teachers and students to analyze the events surrounding the Titanic within their historical context. It also allows learners to distinguish between the actual events and the various opinions and interpretations offered by the people involved in or interested in its story. Discussing the distinction between real-life facts and personal opinions can help students understand reality and its complexity.

The sequence is divided into three sections, each containing activities that aim to raise awareness of the difference between facts and opinions.

At the end of these activities, the correct answers are provided alongside additional freely available resources for reference. This section also includes information on how these materials align with the topics included in the Secondary School Curriculum Design.



Outline of the Proposal

Class 1. The Story behind the Tragedy

Activating vocabulary related to the Titanic's story.

Sequencing key events in chronological order before and during the night of the accident.

Class 2. Exploring the Titanic: Facts and Opinions

Identifying facts and opinions related to the Titanic's Story.

Asking questions about the Titanic.

Distinguishing texts based on facts from those based on opinions.

Class 3. Sharing Facts and Opinions

Writing about facts and opinions on different topics.

Playing a game to review content and vocabulary.



Class 1. The Story behind the Tragedy



In the first activities, we will explore the incredible story of the Titanic. This famous ship has an interesting history that we will explore together in each class. As we go through the story, you will learn new words and phrases related to the ship, its amazing journey, and the reasons it is still remembered today.

This didactic sequence is designed to introduce young learners to the concepts of facts and opinions, using the engaging context of the Titanic's story. Recognizing the challenges these abstract concepts might pose, we use a familiar historical event to help students develop critical thinking skills. Below, you will find some strategies to help you implement the activities.

- *The activities begin with a warm-up section focused on helping students master difficult vocabulary and enhance their ability to engage with more complex materials.*

Two audio recordings are included in this sequence:

- *The first audio narrates the story of the Titanic in chronological order. It can be used to check answers from Activity 2 and to draw students' attention to the pronunciation of unfamiliar words.*

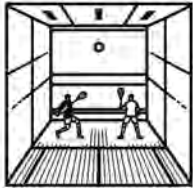
- The second audio presents the sequence of events that occurred the night the Titanic hit the iceberg. This recording supports Activity 3, where students are asked to put those events in chronological order. The audio provides a clear model of how the events unfolded step by step, helping students confirm or revise the order they have selected.

 <u>ESCUCHAR EL AUDIO 1</u>	 <u>ESCUCHAR EL AUDIO 2</u>
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- In activity number two, guide your students to recreate the Titanic's story using cartoons as visual aids. This can help them distinguish between factual information and personal interpretations related to historical events.
- Afterward, have them retell the story of the Titanic using the cartoon frames to organize their delivery.
- Write transition words and essential vocabulary on the board.
- As you walk around the classroom, monitor the students' interactions and listen to them retelling the story.

Activity 1

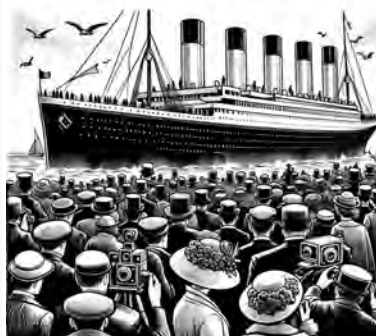
a. Warming Up: Match each picture to its correct name.

	Crow's nest		Iceberg
 	Crew		Luxurious
 			

	Deck		Squash Court
	Lifeboats		Bridge
	Facilities		Sink

Activity 2

Look at the following cartoon pictures. They show a story about the Titanic. Find the right sentence for each picture from the list below.



1.



2.



3.



4



5



6



7



8



9



10



11



12



13



14



15



16



17



18

- A. The Titanic broke in two at 2 am, throwing everyone into the very cold ocean. In the -2°C water, most people survived only for 15 minutes.
- B. Captain Smith and his crew knew the Titanic would sink after the crash, so they called for help and told people to quickly go to the lifeboats.
- C. In third class, children could play with toys on the deck and read books from the library. Adults could make friends, play games and walk around the areas they were allowed to.
- D. The iceberg made big holes in the Titanic's side, and cold water filled the ship fast, leaving little time for people to escape.
- E. Just before midnight on the fifth day, the Titanic, unable to quickly turn, hit a huge iceberg in the cold North Atlantic Ocean.
- F. In third class, passengers gathered in the general room to play music, sing, socialize, drink, and smoke.
- G. Captain Smith heard a noise, went to the bridge, and the First Officer told him they had hit an iceberg.
- H. In the afternoon of April 14, 1912, the wireless operator Jack Phillips received a second iceberg warning in the radio room but didn't tell the captain, Edward John Smith.
- I. The Titanic had only twenty lifeboats, not enough for everyone, and the first ones were launched half-empty, wasting space.
- J. Later, Phillips told Captain Smith about a third ice warning from the Baltic ship, but the captain did not share it with his officers.

- K. At night, first-class passengers met in the lounge after dinner to drink, talk, and smoke.
- L. On the Titanic, the wealthiest people traveled in first class, located at the top of the ship. They slept in private suites and enjoyed delicious food in an elaborate dining room. They had access to lots of facilities, such as cafes, a swimming pool, squash courts, barber shop, and a reading and writing room.
- M. During the day, first-class passengers could play games, take walks to enjoy the sea and breathe in the fresh air.
- N. Families around the world felt very sad when they learned their loved ones died on the Titanic.
- O. The Titanic, built by White Star Line and finished in 1912, was a very big and luxurious ship, the largest of its time.
- P. In third class, cabins at the bottom of the ship accommodated up to ten people each. There was a dining room where meals were served three times a day.
- Q. The Titanic started its first journey to New York on April 10, 1912, with over 2,200 people, including holidaymakers and those seeking a new life in America.
- R. The news that more than 1,500 people died on the Titanic shocked the world. This is such a sad story that people still make movies and shows about it today.

Activity 3

Now, let's look at what exactly happened the night the Titanic hit an iceberg. Knowing what happened step by step helps us understand the story better.

Read the following statements and put the events of that night in chronological order.

-  A. Fifteen minutes later, the Fourth Officer said water was coming in.

- ☐ B. Lookouts Frederick Fleet and Reginald Lee were cold and tired. Suddenly, Fleet saw a big, dark shape in the ocean. He rang the warning three times and called the bridge, "Iceberg right ahead."
- ☐ C. It was a cold, clear evening. Second Officer Lightoller saw the ice message and told the lookouts to be careful of icebergs.
- ☐ D. In the afternoon, Phillips received an ice warning from a ship named the Baltic. It was the third warning that day. Captain Smith didn't show it to his officers until 7:15 P.M.
- ☐ E. The captain told the crew to get the lifeboats ready.
- ☐ F. Phillips received a third message from a ship named the Californian. They said they couldn't move because of the ice. But Phillips was too busy to listen.
- ☐ G. Captain Smith hurried to the bridge and asked, "Anything wrong?" The First Officer said, "We hit an iceberg, sir."
- ☐ H. In the radio room, Phillips got a second message about icebergs but put it on his desk and kept working. So, it didn't get to the bridge.
- ☐ I. People on the bridge knew that the Titanic was sinking.

Activity 4

In pairs or small groups, use the cartoon frames to retell the story of the Titanic. You can read the sentences provided to guide you. After some practice, try to retell the story without reading the sentences.

Class 2. Exploring the Titanic: Facts and Opinions



When we hear stories about the Titanic, from books, news, or even posts online, we may think: *Is this a fact or someone's opinion?* This helps us see the difference between events that truly happened and what people think or feel about it. For instance, a movie might show the Titanic's story with lots of details, but it can also add people's thoughts or feelings to make the story interesting. By asking if it's **a fact** or **an opinion**, we learn to tell apart **real events** from what people **say or believe** about them.

Tips to Tell Apart Facts from Opinions

Check for Proof: A fact can be proved true. Ask: *Can this information be checked and proved?* If it can be **checked**, it's likely to be **a fact**. For example, *the Titanic sinking in 1912* is a **fact** because **historical records** show it happened.

Search for Words that Indicate Belief: Opinions often use words such as **think**, **feel**, or **believe**. If someone says, *I think the Titanic was the most beautiful ship*, that's an **opinion**.

Find the Source: **Facts** usually come from official sources such as **history books**, **news reports**, or **scientific research**. See if the information comes from a **source** known for checking its facts.

Ask for Evidence: If there is **proof or information** that supports a fact, then it is probably **true**. For example, we know how long the Titanic was because we have ship records.

Watch for Bias: Sometimes, how something is said can show it's an opinion. If it sounds like it's **favoring one side** or is **against something**, it might be an **opinion**.

Emotion vs. Information: Opinions often have words that make you **feel something**. **Facts** just give information. Saying *The Titanic sinking was a tragic event* has the word *tragic* to make you **feel sad**. Saying *The Titanic sank in 1912* is just **a fact**.

By using these tips, you can become better at understanding what you read and hear about the Titanic or any other topic. Remember, distinguishing between **facts** and **opinions** is a valuable skill, not just for learning history, but for making informed decisions in everyday life.

Adapted from: Glaser, E. M. (1941).
An Experiment in the Development of Critical Thinking. Cornell University.

This section is specifically designed to introduce students to the distinctions between facts and opinions within the framework of historical narratives like the Titanic.

- *Begin your lesson by discussing how stories about historical events are presented across various media—books, news articles, social media posts, and films.*
- *Emphasize how these sources often blend factual information with personal interpretations to make the story more interesting.*
- *To effectively convey the distinction between facts and opinions, you can employ the following strategies:*
 - *Using Visual Aids*
You can employ the cartoon activity to provide clear examples of factual statements versus opinions. It might be helpful to encourage students to critically analyze the information they encounter by questioning if it can be verified, or if it simply reflects personal beliefs.

- *Source Evaluation*
You could discuss the importance of using trustworthy sources. Guiding your students to identify whether information comes from reliable sources known for their accuracy might deepen their understanding of the topic they are working with.
- *Critical Questioning*
Encourage students to critically question if the information they encounter can be proved to be true. Prompt them to find evidence that supports the statements they discuss as factual. This can help them improve their analytical skills.
- *Vocabulary and Bias Awareness*
You can help students identify words that typically indicate opinion, such as “think,” “feel,” and “believe.” Discussing how bias and emotional language shape the presentation of information can also show how opinions are designed to elicit emotional responses. For instance, describing the Titanic’s sinking as “the most tragic maritime disaster” uses words to make the story feel more dramatic and sad.
- *Practical Examples*
Using the examples from the activities can be a good way to help students understand the concepts taught in this sequence.

Activity 1

In small groups, read the sentences about the Titanic below. Color the facts red and the opinions blue. Then, classify these facts and opinions in the table provided below.

- a. Many people think the Titanic was the most beautiful ship ever built.
- b. The Titanic was 269 meters long and built by the White Star Line.
- c. In April 1912, the Titanic hit an iceberg in the North Atlantic Ocean and sank.
- d. Some officials believed watching out for icebergs was important.
- e. Many people believe having more lifeboats is better than having luxury.

- f. There were 2,207 people on the Titanic, but only lifeboats for 1,178.
- g. Some think the captain of the Titanic was not a good leader.
- h. Jack Phillips got a third warning about ice on April 14, 1912. Captain Smith told his officers at 7:15 P.M.
- i. Some people imagine traveling on the Titanic was a big adventure.
- j. The Titanic sank with over a thousand passengers and crew still on board.
- k. Some people think building the Titanic was a mistake.
- l. Titanic movies usually make people feel sad.
- m. The Carpathia came 90 minutes after the Titanic sank and saved 710 people by 9:15 AM on April 15.

Facts	Opinions

Activity 2

Arrange the words to make questions. Color the questions about facts red and the questions about opinions blue. Ask these questions to your classmates.

- a. lifeboats / were / the Titanic / How many / on?
- b. liked / on the Titanic / Would you / to travel / have? / Why or why not?
- c. sink / What year / the Titanic / did?
- d. survived / How many / the Titanic sinking / people?
- e. the ship / the captain / Do you think / save / of the Titanic / did his best / to?
- f. going / when / Where / it sank / was / the Titanic?
- g. the emergency / about / the Titanic's crew / the way / How / do you feel / handled?
- h. (Length or number of passengers) / the Titanic / was / How big?
- i. the iceberg / did / What time / hit / the Titanic?
- j. the Titanic / start / From which city / did / its voyage?
- k. before / sail / How many / it sank / the Titanic / did / days?
- l. someone / you could meet / If / from the Titanic, / what / would you ask / them?

Activity 3

Read these two texts about the Titanic. Decide which text is about facts and which one is about opinions. In pairs, explain your choices.

.....

The Titanic was a very large ship that sailed in 1912. It was supposed to go from England to New York. The ship was 269 meters long and had many rooms and lifeboats. On April 14, 1912, the Titanic hit an iceberg in the cold North Atlantic Ocean. After hitting the iceberg, the Titanic sank and many people did not survive.

.....

.....

I think the Titanic was the most amazing ship ever built. It was very big and beautiful. People say it was like a floating palace. But I also think it was very sad that not all passengers had enough lifeboats. Some people believe it was the biggest mistake not to have enough lifeboats for everyone.

.....

Class 3. Sharing Facts and Opinions



In these final activities, you will put into practice all the information you have learned about the Titanic. Additionally, you will share your opinions on different topics and play a fun game.

This final section is designed to provide students with opportunities to consolidate the content and language skills. The activities are specifically organized to deepen their understanding of the distinctions between facts and opinions, which are essential to their learning.

Below, you will find some teaching strategies designed to help you guide students through the activities.

Sentence Writing

You can ask students to write sentences about different topics, incorporating vocabulary and concepts they have learned in the previous activities. This practice helps them to integrate and apply their knowledge in a controlled environment.

Provide prompts or specific topics that relate to the content covered, especially those that can elicit both factual and opinion responses. This approach can help students deepen their understanding of how facts and opinions are interwoven in real-life communication.

Interactive Game Play:

You can organize a game where students will produce statements that are categorized as either facts or opinions. Include topics from the sequence to ensure content relevance.

To make this activity more engaging, you might consider adding additional topics or modifying the suggested topics on the cards. Consider using a timer to add a competitive element, or arrange students in teams to promote collaborative learning.

As students present their statements, encourage peers to evaluate whether the statements are facts or opinions, they should justify their options. This peer-review process is crucial as it promotes critical thinking and deeper engagement with the material.

Throughout these activities, circulate in the classroom to offer individual support and feedback. Pay special attention to students' ability to use grammatical structures and vocabulary accurately.

After the game, discuss common errors with your students and select those who have produced good examples to share with the class. Highlight effective uses of language and address any misconceptions about facts and opinions.

Activity 1

Read the topics below. For each one, write down one fact and an opinion. Write your answers on paper using full sentences.

Topics:

-
- | | |
|---------------------------------|---------------|
| ○ Your favorite singer or band | ○ School |
| ○ A fruit you love | ○ The Titanic |
| ○ A football team that you like | ○ Food |
| ○ Animals | |
-

For example:

Fact: *Sharks live in the ocean.*

Opinion: *I think giraffes are fascinating because they have long necks.*

Activity 2

Let's play a game! Read the instructions below.

Copy the Cards:

- Look at the cards in the image below.
- Draw the cards on a piece of paper.
- Cut out the cards you drew.

Organize the Cards:

Put the cards into two groups:

- One pile for **topic cards** (e.g., *Music: cuarteto, Food: empanadas*).
- One pile for Fact/Opinion cards: make 6 cards that say "Fact" and 6 cards that say "Opinion".

Play the Game:

- Get into groups of four people.
- Take turns to play.
- On your turn, pick one card from the topic pile and one from the fact or opinion pile.

Read the Cards:

- If your second card is an opinion card, talk about your feelings or thoughts about the topic.
- If it is a fact card, say something true about the topic.

Scoring:

- You get one point for each correct sentence you make.
- The student who scores the most points in each group is the winner.

Ask for Help:

- If you have any questions, you can ask your teacher for help.

Topic Cards

People on the Titanic	First Class on the Titanic	Third Class on the Titanic
Activities on the Titanic	Captain Smith	Food: empanadas
Music: quarteto	Sports: Football	Famous people: Messi
Food: barbecue	Animals: tigers	Animals: dolphins

Example:

Step 1: Student A picks two cards.

- From the Topic pile, the student picks: *Messi*
- From the Fact/Opinion pile, the student picks: *Opinion*

Step 2: The student gives his opinion about the topic:

"I think Messi is the best football player in the world."

Step 3: The teacher corrects the sentence. If it is clear and appropriate, Student A gets 1 point.

Referencias

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FICHA TÉCNICA

Secuencia: The Titanic : Facts vs. Opinions

Nivel: Secundario / Ciclo Superior

Cursos sugeridos: 4.º, 5.º y 6.º año

Espacio curricular: Inglés

Inglés

Ejes curriculares:

- El discurso literario y otras manifestaciones artísticas: historietas y cómics.
- Escucha y lectura comprensiva y producción escrita.
- Reflexión sobre el lenguaje, la lengua (sistema, norma y uso) y los textos.

Objetivos:

- Fortalecer el conocimiento lingüístico y cultural de los estudiantes y promover el reconocimiento y la valoración de la diversidad lingüística.
- Activar el conocimiento previo y reciclar aprendizajes de años anteriores sobre expresiones útiles para comprender y narrar eventos históricos de relevancia internacional.
- Fomentar la continuidad en el desarrollo de microhabilidades y macrohabilidades para el análisis y comprensión de textos escritos y orales.
- Desarrollar la confianza de los estudiantes para que se abran al aprendizaje y uso de una lengua extranjera, ofreciéndoles un abanico de oportunidades para participar activamente en temas acordes a su edad e intereses.
- Ampliar y reforzar la habilidad de los estudiantes para identificar y expresar hechos y opiniones en la lengua extranjera.
- Emplear el lenguaje de manera cada vez más libre, personal y autónoma para reconstruir y comunicar experiencias propias.

Aprendizajes y contenidos:

- Desarrollo del repertorio lingüístico y cultural de los estudiantes, apoyando el reconocimiento y la valoración de la diversidad lingüística.
- Revisión de un repertorio léxico que posibilite la comprensión, la práctica y el uso respecto de eventos en el pasado.
- Utilización de las estructuras en contexto para expresar cuestiones inherentes a la narración de eventos en el pasado.
- Análisis de textos con hechos y opiniones.
- Desarrollo de habilidades de lectura y escucha comprensiva a partir del uso de textos y audios (*reading for details and specific information*).
- Desarrollo de habilidades de escritura y producción oral de textos propios del nivel, con estructuras un poco más complejas y foco situado en la expresión personal.

Sobre la producción de este material

Los materiales de *Hacemos Escuela* se producen de manera colaborativa e interdisciplinaria entre los distintos equipos de trabajo.

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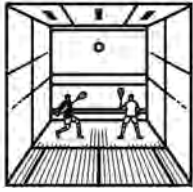
Los contenidos que se ponen a disposición en este material son creados y curados por el Instituto Superior de Estudios Pedagógicos (ISEP) del Ministerio de Educación de la provincia de Córdoba.



Answer Key

Class 1. Activity 1

a. Warming Up: Match each picture to its correct name.

	Luxurious		Lifeboats
	Facilities		Squash Court
	Iceberg		Crow's nest
	Crew		Sink
	Deck		Bridge

Class 1. Activity 2

Look at the following cartoon pictures. They show a story about the Titanic. Find the right sentence for each picture from the list below.

1. Q. The Titanic started its first journey to New York on April 10, 1912, with over 2,200 people, including holidaymakers and those seeking a new life in America.
2. O. The Titanic, built by White Star Line and finished in 1912, was a very big and luxurious ship, the largest of its time.
3. L. On the Titanic, the wealthiest people traveled in first class, located at the top of the ship. They slept in private suites and enjoyed delicious food in an elaborate dining room. They had access to lots of facilities, such as cafes, a swimming pool, squash courts, barber shop, and a reading and writing room.
4. P. In third class, cabins at the bottom of the ship accommodated up to ten people each. There was a dining room where meals were served three times a day.
5. C. In third class, children could play with toys on the deck and read books from the library. Adults could make friends, play games, and walk around the areas they were allowed to.
6. M. During the day, first-class passengers could play games, take walks to enjoy the sea and breathe in the fresh air.
7. K. At night, first-class passengers met in the lounge after dinner to drink, talk, and smoke.
8. F. In third class, passengers gathered in the general room to play music, sing, socialize, drink, and smoke.
9. H. In the afternoon of April 14, 1912, the wireless operator Jack Phillips received a second iceberg warning in the radio room but didn't tell the captain, Edward John Smith.
10. J. Later, Phillips told Captain Smith about a third ice warning from the Baltic ship, but the captain did not share it with his officers.
11. E. Just before midnight on the fifth day, the Titanic, unable to quickly turn, hit a huge iceberg in the cold North Atlantic Ocean.

12. G. Captain Smith heard a noise, went to the bridge, and the First Officer told him they had hit an iceberg.
13. D. The iceberg made big holes in the Titanic's side, and cold water filled the ship fast, leaving little time for people to escape.
14. B. Captain Smith and his crew knew the Titanic would sink after the crash, so they called for help and told people to quickly go to the lifeboats.
15. I. The Titanic had only twenty lifeboats, not enough for everyone, and the first ones were launched half-empty, wasting space.
16. A. The Titanic broke in two at 2 am, throwing everyone into the very cold ocean. In the -2°C water, most people survived only for 15 minutes.
17. N. Families around the world felt very sad when they learned their loved ones died on the Titanic.
18. R. The news that more than 1,500 people died on the Titanic shocked the world. This is such a sad story that people still make movies and shows about it today.

Class 1. Activity 3

Read the following statements and put the events of that night in chronological order.

1. D. In the afternoon, Phillips received an ice warning from a ship named the Baltic. It was the third warning that day. Captain Smith didn't show it to his officers until 7:15 P.M.
2. H. In the radio room, Phillips got a second message about icebergs but put it on his desk and kept working. So, it didn't get to the bridge.
3. F. Phillips received a third message from a ship named the Californian. They said they couldn't move because of the ice. But Phillips was too busy to listen.
4. C. It was a cold, clear evening. Second Officer Lightoller saw the ice message and told the lookouts to be careful of icebergs.

5. B. Lookouts Frederick Fleet and Reginald Lee were cold and tired. Suddenly, Fleet saw a big, dark shape in the ocean. He rang the warning three times and called the bridge, "Iceberg right ahead."
6. G. Captain Smith hurried to the bridge and asked, "Anything wrong?" The First Officer said, "We hit an iceberg, sir."
7. A. Fifteen minutes later, the Fourth Officer said water was coming in.
8. I. People on the bridge knew that the Titanic was sinking.
9. E. The captain told the crew to get the lifeboats ready.

Class 2. Activity 1

In small groups, read the sentences about the Titanic below and decide together which ones are facts and which are opinions.

Facts	Opinions
b. The Titanic was 269 meters long and built by the White Star Line.	a. Many people think the Titanic was the most beautiful ship ever built.
c. In April 1912, the Titanic hit an iceberg in the North Atlantic Ocean and sank.	d. Some officials believed watching out for icebergs was important.
f. There were 2,207 people on the Titanic, but only lifeboats for 1,178.	e. Many people believe having more lifeboats is better than having luxury.
h. Jack Phillips got a third warning about ice on April 14, 1912. Captain Smith told his officers at 7:15 P.M.	g. Some think the captain of the Titanic was not a good leader.
j. The Titanic sank with over a thousand passengers and crew still on board.	i. Some people imagine traveling on the Titanic was a big adventure.
m. The Carpathia came 90 minutes after the Titanic sank and saved 710 people by 9:15 AM on April 15.	k. Some people think building the Titanic was a mistake.
	l. Titanic movies usually make people feel sad.

Class 2. Activity 2

How many lifeboats were on the Titanic?	Fact
What year did the Titanic sink?	Fact
How many people survived the Titanic sinking?	Fact
Where was the Titanic going when it sank?	Fact
How big was the Titanic? (Length or number of passengers)	Fact
What time did the Titanic hit the iceberg?	Fact
From which city did the Titanic start its voyage?	Fact
How many days did the Titanic sail before it sank?	Fact
Would you have liked to travel on the Titanic? Why or why not?	Opinion
Do you think the captain of the Titanic did his best to save the ship?	Opinion
How do you feel about the way the Titanic's crew handled the emergency?	Opinion
If you could meet someone from the Titanic, who would it be and what would you ask them?	Opinion

Class 2. Activity 3

Read these two texts about the Titanic. Decide which text is about facts and which one is about opinions. In pairs, explain your choices.

FACT

The Titanic was a very large ship that sailed in 1912. It was supposed to go from England to New York. The ship was 269 meters long and had many rooms and lifeboats. On April 14, 1912, the Titanic hit an iceberg in the cold North Atlantic Ocean. After hitting the iceberg, the Titanic sank and many people did not survive.

OPINION

I think the Titanic was the most amazing ship ever built. It was very big and beautiful. People say it was like a floating palace. But I also think it was very sad that not all passengers had enough lifeboats. Some people believe it was the biggest mistake not to have enough lifeboats for everyone.