SUMMARY
Students will travel back in time to the ancient Roman city of Pompeii and witness the eruption of Mount Vesuvius in this thrilling article.

MAIN SKILLS AND TEACHING OBJECTIVES
This lesson will help your students:
• Identify text details that provide scientific information
• Analyze how the point of view supports the author’s craft

SETTING A PURPOSE FOR READING:
Reading for Information
(15 minutes, activity sheet available online)
Prepare students to look for informational details while they read by having them preview the text features. Distribute our text-features activity sheet and ask students to complete it in small groups. Briefly go over it as a class. Then call on a student to read aloud the questions in the Up Close box.

CRITICAL-THINKING QUESTIONS
(10 minutes, activity sheet available online)
• How does the author help the reader feel as if he or she were witnessing the action in Pompeii? (author’s craft) The author opens the article by asking the reader to imagine traveling back in time to Pompeii in 79 A.D. She also addresses the reader directly, saying “you,” to place the reader in the middle of the action.
• What is the main purpose of the section of the article that begins on page 6? What can you conclude about Pompeii from reading this section? (text structure) The main purpose is to describe what life in Pompeii was like before Vesuvius erupted. You can conclude that Pompeii was a very active city where people had built and accomplished a lot.
• What do we know today about Mt. Vesuvius that the people of Pompeii didn’t know? What signs could have helped them avoid disaster if they had understood them? (text evidence) We know that Vesuvius is a volcano. If Pompeians had known that the foul odor they smelled was sulfurous gas from the volcano, that streams had dried up because of heat from the volcano, or that small earthquakes were a sign of the volcano straining the land, they might have been able to escape sooner and survived.
• What were some of the effects of Vesuvius’s eruption? (cause and effect) Millions of tons of hot stone shot 12 miles into the air and rained down on Pompeii, burying it in pumice and hot ash; a burning, poisonous pyroclastic flow rushed down the mountain, destroying everything in its path.

• What does the article suggest about Mt. Vesuvius’s future activity? Based on information in the article, how might people’s reactions differ from last time? (text evidence/inference) Vesuvius could erupt again with the same force as in 79 A.D. Students might say that because we can recognize warning signs, people could flee before an eruption.

SKILL FOCUS: READING FOR INFORMATION
(20 minutes, activity sheet available online)
Ask students to reread the sections “The Volcano” and “A Boiling Avalanche”; have them work in small groups to underline details that explain why a volcano erupts and what happens when it does. Download our reading-for-information activity sheet to explore domain-specific vocabulary and informational details in the article.

SKILL FOCUS: AUTHOR’S CRAFT/POINT OF VIEW (20 minutes)
Read aloud the fourth and fifth paragraphs on page 6 to the class. Ask: To whom is the author speaking? (second-person) What effect does this create? Explain that speaking directly to the reader as “you” is called the second-person point of view. Invite students to apply this tool by writing their own second-person narratives describing a family celebration. (e.g., “You notice lit candles and a delicious scent.”)

WORD NERD’S VOCABULARY
• tunics: long, loose, blouselike garments; vendors: sellers; sophisticated: cleverly designed, complex; looms: appears in a frightening way; festering: rotting; wafts: floats through the air; seared: burned; ransacked: wildly searched for things to steal; archaeologists: scientists who study the past by digging up old buildings and objects; petrified: turned to stone

Online Resources
Digital Lesson Plan: Author’s Craft—video, interactive-whiteboard activity sheet, and lesson plan
Differentiation: Lower-Lexile version of this article; audio recording
Activities to print or project:
• Comprehension Quiz—Interactive or Printable
• Critical-Thinking Questions
• Sentence Chef
• Nonfiction Text Features
• Reading for Information (includes domain-specific vocabulary)

www.scholastic.com/storyworks

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