



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

MARCH 2020

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

Let's Meet Up!

Hi teachers,

One of the most important and rewarding aspects of my job is spending time in classrooms. That's why I would love to visit yours! Learning about the creative ways you're using *Scope* and hearing about your needs and goals will directly inform our plans for the upcoming school year. (Believe it or not, we will soon be embarking on our fall issues.) **If you're interested in having Team *Scope* visit you, either in person or via Skype or Google Hangout, drop me an email and we'll make it happen.** And of course, if you're ever in New York City, I'd be delighted to take you for coffee in our offices.

We love having visitors!

Warmly,

Kristin Lewis, Editorial Director

KELewis@Scholastic.com | Twitter: @_KELewis



Hanging with
Anthony Wilson,
8th-grade ELA
teacher, at Ladera
Vista Junior High in
California

OUR FAVES



Lauren
Tarshis's



story about the eruption of Mount Vesuvius (p. 17) is a spectacular writing workshop waiting to happen." —*Lauren Salisbury, Education Editor*



The nonfiction
feature



(p. 4) about one teen's devastating head injury is a compelling read and offers important information about concussions that your students can use to stay safe."

—*Jennifer Dignan, Senior Editor*



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www.facebook.com/groups/ScopeMag

YOUR MARCH 2020 ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar’s Monsters of the Deep”	Students practice using <i>its</i> and <i>it’s</i> while learning about three fascinating creatures that live in the deep ocean.	• Conventions of standard English
Narrative Nonfiction, pp. 4-8 “Deadly Hits”	This important article tells the story of Zackery Lystedt, a teen football player who sustained a concussion that resulted in severe brain damage. Zack and his family have become advocates for safety in youth sports.	Featured Skill: Synthesis • Author’s craft • Imagery • Figurative language • Key ideas • Text structure • Interpreting text • Tone
Drama, pp. 9-16 <i>The Night of Terror</i>	Our powerful play is inspired by a true event from the crusade to get women the right to vote.	Featured Skill: Key ideas and details • Character • Interpreting text • Inference • Symbolism • Synthesis
Paired Texts, pp. 17-21 “Mountain of Doom” and “My Journey to Pompeii”	A fascinating nonfiction article explores the terrifying and historic eruption of Mount Vesuvius. An interview with author Lauren Tarshis follows the article.	Featured Skill: Author’s craft • Point of view • Setting • Compare and contrast • Word choice • Mood
Short Read, pp. 22-23 “The Truth about Binge-Watching”	This bite-sized nonfiction article explores the science behind binge-watching and how this habit affects our health and well-being.	• Text structure • Central ideas and details • Text evidence
Fiction in a Flash, pp. 24-25 “The Roach”	After reading a heartfelt story, students complete an activity focused on figurative language, then write their own stories.	• Figurative language • Narrative writing
Debate, pp. 26-27 “Should We Get Rid of Daylight Saving Time?”	Is it time to do away with daylight saving time? Students read arguments on both sides of the debate and then write an essay expressing their opinion.	• Supporting a claim • Central ideas and details
You Be the Editor, pp. 28-29 “This (Haunted?) Ship Won’t Sink”	Students hone their writing and revision skills while learning about a famous ghost ship called the <i>Baychimo</i> .	• Descriptive writing • Revision
Poem, p. 32 “Your Dream Is”	After reading a beautiful poem by Jason Reynolds, students write their own dream poems.	• Analyzing poetry • Symbolism

MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>its</i> and <i>it's</i> • Video: Grammar Hacks: <i>Its</i> and <i>It's</i> 		L.3
<ul style="list-style-type: none"> • Audio: Article and vocabulary • Spanish language version • Lower-Lexile version • PW Preparing to Write: Brain Injury PSA • PW Close-Reading & Critical-Thinking Questions • IW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Nonfiction Elements (two levels) • PW Core Skills: Summarizing (two levels), Central Ideas and Details (two levels), Text Features, Text Structure, Tone • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Vocabulary • Slideshow: Voting timeline • PW Preparing to Write: The Fight to Win the Vote • PW Close-Reading & Critical-Thinking Questions • PW Literary Elements: Theme Anticipation Guide, Character Thinking Tool 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Core Skill: Inference • PW Contest Entry Form 	R.1, R.2, R.3, R.5, R.9, R.10, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Video: Behind the Scenes • Audio: Article and interview • Vocabulary Slideshow • PW Preparing to Write: Bringing the Story to Life • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • PW Video Discussion Questions • PW Core Skills: Mood, Text Evidence (two levels) • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Article and vocabulary • PW The Short Write Kit • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) 	R.1, R.2, R.4, R.6, W.1, W.4, W.5, L.4, L.6
<ul style="list-style-type: none"> • Audio: Story and vocabulary • PW Figurative Language Activity • PW Narrative Planner 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.3, SL.1, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Debate and vocabulary • PW Essay Kit • IW PW Quiz (two levels) • PW Vocabulary: Definitions & Practice 		R.1, R.2, R.6, R.8, W.1, W.4, W.5, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Model Text for “You Be the Editor” Activity • PW Contest Entry Form 	<ul style="list-style-type: none"> • PW Word Variation • PW Sentence Variation 	R.1, W.5, L.3
<ul style="list-style-type: none"> • Audio: Poem • PW Poetry Analysis • PW Writing Planner 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.10, W.3

* To find grade-level-specific Common Core standards as well as Texas State Standards, go to Scope Online.

Deadly Hits

After suffering a devastating brain injury, one teen and his family are working to make youth sports safer for everyone.

About the Story

Lexile: 1010L

For qualitative complexity factors, go to Scope Online.

Learning Objectives:

to read a challenging story about concussions in youth sports and to create a PSA about how kids can stay safe

Key Skills:

author's craft, imagery, figurative language, key ideas, text structure, interpreting text, tone, synthesis

Essential Questions:

- How and why do sports evolve over time?
- What role do sports play in our lives?
- What is grit?

Standards:

This article and lesson support these Common Core anchor standards:

R.1, R.2, R.3, R.4, R.5, R.7, W.2, SL.1, L.4, L.5, L.6

For more standards information—including TEKS—go to Scope Online.



Your Teaching Support Package

Find your full suite of materials at scope.scholastic.com.

Audio:

- The article
- Vocabulary

Differentiated articles:

- Lower-Lexile version (printable)
- Spanish version (printable)

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Vocabulary
- Close Reading and Critical Thinking
- Preparing to Write: Brain Injury PSA
- **Core Skills Workout:** Summarizing*, Text Features, Text Structure, Central Ideas and Details*, Tone
- Quiz*
- Nonfiction Elements*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(8 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. (Optionally, assign the practice activity for homework.) Highlighted words: *coma, feverishly, frantic, glamorized, implemented, initial, scrutiny, sustain, traumatic*

2 Reading and Discussing

Read and discuss the article.

(45 minutes, activity sheets online)

- Have a volunteer read aloud the As You Read box on page 5.
- Play the audio at Scope Online while students follow along in their printed magazines.
- Have students work in groups to discuss the following close-reading questions.

Close-Reading Questions

In the introduction, how does author

Lauren Tarshis help you understand that a concussion is a serious injury? (author's craft, imagery) *Tarshis helps readers understand that a concussion is a serious injury by using vivid—even violent—imagery to describe what happens to the brain. She writes that when Zack suffered a concussion, “his brain shook violently against the inside of his skull.” Tarshis goes on to explain that when Zack hit his head, “billions of cells in his brain had been injured.” This tells you that a concussion is a serious injury.*

On page 6, Tarshis describes Zack's brain as a “ticking time bomb.” What kind of figurative language is she using? What purpose does it serve? (figurative language) *Tarshis is using a metaphor to compare Zack's*

concussed brain to a bomb that is about to explode. This comparison helps the reader understand how dangerous it is to continue playing a sport when you have a concussion.

Why did Zack's coach allow Zack to re-enter the game after he hit his head the first

time? (key ideas) *Zack's coach allowed Zack to continue playing because he had not been trained to recognize or test for signs of a concussion. Because Zack seemed OK on the outside, his coach did not think he was putting Zack at risk by letting him back on the field.*

In the section “What If?,” Tarshis asks a series of questions. What purpose do

these questions serve? (author's craft, text structure) *These questions emphasize the idea that Zack's head trauma was preventable. They also help the reader understand the things that could have been done to prevent Zack's injury, as well as what can be done to prevent similar injuries from occurring in the future.*

On page 7, while explaining how a new version of the video game *Madden NFL* was created, Tarshis writes, “No longer are injured players glamorized.” What does she mean? (interpreting text) *To glamorize something is to make it look appealing and exciting. Tarshis means that when Madden NFL showed injured players staggering around the field, the game was sending the message that playing a sport while injured was not just OK but even tough, cool, or heroic. By removing this feature, the game makers are no longer glorifying playing sports while injured.*

What is Tarshis's attitude toward Zack, his coach, and his parents? Do you think she blames any of them for Zack's injury?

Explain. (tone) *Students will likely say that Tarshis's attitude toward Zack, his coach, and his family is sympathetic and that she does not place blame on them for Zack's injury. Throughout the article, Tarshis makes it clear that if they had been informed about concussions, they would have acted differently.*

- Reconvene as a class to discuss the following critical-thinking questions.

Critical-Thinking Questions

Drawing on information from the article and your own ideas, explain why young athletes today might choose to play football despite the fact that the game can be dangerous. *In the article, Tarshis lists several benefits of playing football, including that the game can build discipline and character. She also writes that for many young people, football offers a way to pay for college and get a good education. Students may say that young athletes might find these benefits to be worth the risk of serious injury that football brings.*

On page 6, Tarshis writes, “Sportscasters ran highlight reels that celebrated the most brutal hits of the week in college and professional football.” Why do you think sportscasters stopped doing this? *Answers will vary. Students may say that sportscasters stopped highlighting the most brutal hits on television because doing so glorified violence in football and sent the message that dangerous hits deserve admiration. Students may also say that by celebrating brutal hits, sportscasters were encouraging players to behave irresponsibly.*

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Brain Injury PSA**. This activity will prepare them for the writing prompt on page 8. For alternate culminating tasks, see the box below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain why it is important to educate athletes, coaches, and parents about concussions. Use details from “Deadly Hits” to support your ideas.

For Advanced Readers

Create a public service announcement (PSA) about concussions, drawing on information in the article and your own research. Your PSA may be in the form of a poster or a video (less than 2 minutes long). In addition, create a document that explains who your target audience is, where your PSA should be shown or displayed, and why your PSA will be effective.

For Documentarians

Interview coaches and players on local youth sports teams about concussions and create a short documentary. (Make sure a variety of sports are represented.) Your questions might include what they know about concussions, how much they think about concussions, and what they are doing to prevent serious brain injuries.

For Opinion Writers

Research the history of concussion protocol in the NFL. How have the league's safety rules changed in regard to protecting players from concussions? Are the new rules effective? Do they go far enough? Write an essay expressing your opinion.

The Night of Terror

Inspired by a true event from the fight to get women the right to vote

About the Story

Lexile: 910L (captions and informational text)

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to identify and synthesize key ideas and details from an informational text and a historical play about a little known event in the women's suffrage movement

Key Skills:

character, interpreting text, inference, symbolism, key ideas and details, synthesis

Essential Questions:

- What is the value of a vote?
- How can people stand up for their rights?
- What does it take to change society?

Standards:

The texts and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.5, R.9, R.10, W.2, SL.1, SL.2, L.4, L.6.** For more standards information—including TEKS—go to Scope Online.



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Slideshow: Timeline about voting equality in America

Audio:

- Vocabulary

Literature Connections: ideas for connecting to curricular texts

Recommended pairings from the Scope Archives:

- *Fly Girl*
- *When Girls Ruled Baseball*
- *Vanished*

Skill Builders to print or project:

- Vocabulary
 - Close Reading and Critical Thinking
 - Quiz*
 - **Core Skills Workout:** Inference
 - **Literary Elements:** Theme Anticipation Guide, Character Thinking Tool
 - Preparing to Write: The Fight to Win the Vote
 - Contest Entry Form
- * Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Do-Now: Anticipation Guide

(3 minutes, activity sheet online)

Project the **Theme Anticipation Guide**. As students enter the classroom, have them write down whether they agree or disagree with each statement. Take a quick poll for each statement and ask volunteers to explain their responses.

Preview vocabulary.

(7 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions**. Words: *alienated, allies, amendment, picketing, prominent, suffragists, treason*

2 Reading and Discussing the Play

(45 minutes, activity sheet online)

- Read aloud the As You Read box on page 10.
- Assign parts and read the play as a class.
- Invite students to share anything they found surprising or interesting. Then discuss the following questions as a class.

Close-Reading Questions

At the start of the play, how does Franny feel about the suffrage movement? What events cause her feelings to change?

(character) *At the start of the play, Franny can't understand why women are protesting during wartime. She seems to think it's inappropriate. She feels that the President and servicemen like her father have bigger problems to deal with because of the war. After she reads a letter revealing that her late mother was a suffragist and then witnesses her aunt's mistreatment, she begins to understand why women must fight to have the same rights as men.*

In Scene 3, Aunt Kate says, "We stand there because as long as women's voices are silenced, we are not really citizens." What does she mean? (interpreting text) *Aunt Kate is using "voices" to mean voting rights; she is referring to how voting gives people the ability to make their needs and values known. When she says that without the vote, women "are not really citizens," she means that without the ability to vote, women are citizens of the U.S. only insofar as they live there—they do not have the rights and protections that she thinks all citizens should have.*

In Scene 4, Hazel says to the judge, "There are 30 of us in your courtroom today. Tomorrow, there will be 60!" What message is she sending to the judge in this moment? (inference) *Hazel is implying that the movement is growing in strength, and that if the judge imprisons these women for expressing their opinions—a right that is supposed to be guaranteed in the U.S.—it will only inspire more people to join their cause.*

What is the significance of the sashes Franny makes for herself and Aunt Kate at the end of Scene 7? (symbolism) *The sashes symbolize Franny's change of spirit about the women's suffrage movement. By making and wearing a sash, she proudly commits to the cause.*

Analyze and discuss the text features.

(20 minutes, activity sheet online)

- Have students work in groups to read the captions and informational text. (Optionally, they can also read the timeline at Scope Online.) Students should be sure to discuss the questions posed in the orange circles.
- Have the groups discuss the following two questions.

Close-Reading Questions

What do the text features tell you about the women's suffrage movement? (key ideas) *The text features show that the movement faced many challenges, but that suffragists met these challenges with strength and determination. For example, on page 10, the caption explains that even though members of the National Woman's Party "were attacked, yelled at, and frequently arrested," they refused to give up. The informational text (14) explains that because of racism, black suffragists "were often alienated and ignored" by white suffragists. In response, black suffragists formed their own organizations and continued to work for justice.*

What tactics did suffragists use in their crusade? (key ideas) *Suffragists organized, protested, marched, and participated in public acts of defiance, such as burning copies of President Wilson's speeches. They also published information about their treatment in the workhouse. (These practices are known as "nonviolent resistance.")*

- Invite volunteers from each group to share what they discussed.
- As a class, discuss the following questions.

Critical-Thinking Questions

Patriotism is devotion to your country. Did the suffragists in the play show patriotism? Can you have patriotism and also speak out against the government? *Answers will vary.*

Is the fight for women's rights over? What other people or movements can you think of that are fighting for change today? *Students may say the movement is not over and may recall the recent women's marches, Malala Yousafzai and her crusade for girls' education, or the fact that we have never had a female president. Other movements they may mention: Greta Thunberg and environmental activism, Black Lives Matter, and access to clean water.*

In the U.S., the minimum voting age is 18.

Do you think it should be lowered? *Answers will vary.*

3 Skill Building: Key Ideas & Details

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: The Fight to Win the Vote**. This activity will prepare them for the prompt on page 16. *For alternate culminating tasks, see the box below.*

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, describe how the suffragists in the play worked to get women the right to vote.

For Advanced Readers

In a well-organized essay, explain how suffragists crusaded for the right to vote. Support your answer with information from the play, informational text, timeline at Scope Online, and another source of your choosing.

For Biographers

Write an article about a famous suffragist or women's rights advocate to be published in a class edition of *The Suffragist* newspaper.

For Journalists

Research an issue related to women's ongoing struggle for equality—within education, the workplace, military service, etc. Why does this inequality exist? How are people standing up to it? Present your findings in a podcast or essay.

Mountain of Doom

Journey 2,000 years into the past, to the day Mount Vesuvius erupted

About the Story

Lexile: 980L

For qualitative complexity factors, go to Scope Online.

Learning Objective:

to build knowledge about life in ancient Rome and a historic disaster, and to analyze how an author brings a story to life

Key Skills:

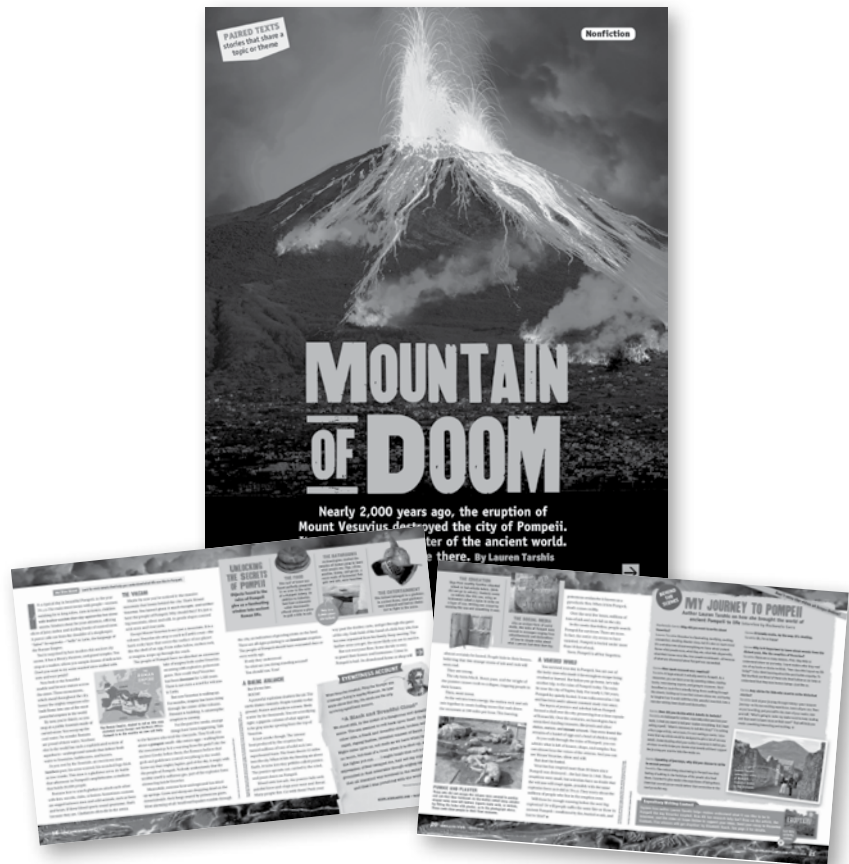
author's craft, point of view, setting, compare and contrast, word choice, mood

Essential Questions:

- How do we learn about historical events?
- How do authors bring stories to life?
- Why is it important to learn about the distant past?

Standards:

The articles and lesson support these Common Core anchor standards: **R.1, R.2, R.3, R.4, R.5, R.7, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6.** For more standards information—including TEKS—go to Scope Online.



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Video:

- “Behind the Scenes: The Eruption of Mount Vesuvius”

Audio:

- The article and interview
- Vocabulary Slideshow

Literature Connections: ideas for connecting to curricular texts

Skill Builders to print or project:

- Video Discussion Questions
- Preparing to Write: Bringing the Story to Life
- Close Reading and Critical Thinking
- **Core Skills Workout:** Mood, Text Evidence*
- Quiz*
- Contest Entry Form

*Available on two levels

Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch the video.

(15 minutes, activity sheet online)

Project or distribute the **Video Discussion Questions** and preview as a class. Then watch the Behind the Scenes video and discuss the questions together.

Preview vocabulary.

(10 minutes, activity sheet online)

Project the **Vocabulary Slideshow**. Highlighted words: *calamity, consolation, dormant, excavated, imminent, lumbers, mosaic, pungent*

2 Reading and Discussing “Mountain of Doom”

(30 minutes, activity sheets online)

- Read aloud the As You Read box on page 18.
- Read the article as a class. Optionally, play the audio from Scope Online.
- Discuss the following questions as a class.

Close-Reading Questions

Why do you think author Lauren Tarshis decided to address the reader directly?

(author’s craft, point of view) *Addressing readers directly in present tense and in second person brings them closer to the story. In this case, Tarshis places readers in Pompeii, making them feel as if they are actually in another time and place. This helps readers understand what it must have been like to live in Pompeii and experience the eruption of Vesuvius.*

Identify sensory details that Tarshis uses in the first paragraph. (author’s craft)

Tarshis includes sensory details about the main street in Pompeii such as “women swishing by in long robes,” “leather sandals that slap

against the hot stone streets,” “sizzling hunks of roasted meat,” and a parrot that “squawks.”

What information does Tarshis include to help readers better understand the time and place in which her story takes place?

(setting) *Tarshis includes information about the clothing people wore, the food they ate, the language they spoke, the religious beliefs they held, the entertainment they enjoyed, how they communicated, the types of goods they bought and sold, and the architecture and artwork that surrounded them.*

Compare and contrast life in ancient Pompeii with life today. (compare and contrast)

Answers will vary. Two similarities are that people ate in fast-food restaurants—though the food back then may not have always been suited to our modern appetites—and that Pompeii had a sophisticated system for bringing water into people’s homes, similar to the one we have today. And while we don’t watch blood sports, ancient Romans’ love of watching gladiators in amphitheaters feels similar to our culture’s love of sports. A key difference is that today we have more advanced technology and a scientific understanding of natural disasters.

Consider the sections “The Volcano” and “A Boiling Avalanche.” List vivid verbs and adjectives that heighten the emotional effect of the writing. (word choice)

Answers will vary but will likely include looms, waking up, boils, steaming, explosive, rumble, seared, shatters, spewing, etc.

Describe the mood of the sections “The Volcano” and “A Boiling Avalanche.” Besides word choice, what techniques does Tarshis use to create this mood? (mood, author’s craft)

The mood of these sections is urgent, terrifying, and suspenseful. Tarshis creates this mood by including details about what is happening beneath Earth's surface, unbeknownst to the people of Pompeii. Additionally, Tarshis gives commands to the reader such as "run," "Now!," "Go with them!," "Push your way past the donkey carts, and get through the gates of the city," "Grab hold of the hand of a little boy . . .," and "Keep moving." These orders add to the sense of urgency, terror, and suspense.

"My Journey to Pompeii"

(10 minutes, activity sheets online)

Read the interview as a class. Then discuss the following questions, some of which refer to both the article and the interview.

Critical-Thinking Questions

▶ What interested or surprised you about Tarshis's writing process? *Answers will vary.*

▶ In the final section of "Mountain of Doom," Tarshis writes that Pompeii was "lost to time." How does her article present a different idea? *Students might say that though Vesuvius destroyed Pompeii and the city was*

buried for nearly 2,000 years, the eruption of Vesuvius also preserved Pompeii in a way that the city can now live on forever, a time capsule for present-day humans to study and admire.

▶ Consider what Tarshis says in the interview about why it's important to learn about the distant past. What are some other reasons?

Answers will vary. Students may say that learning about the distant past helps us prevent future tragedies by revealing our past mistakes. Students may also say that learning about the past can inspire us by revealing all that humans have accomplished throughout history.

▶ Think about how Tarshis brings the story of Pompeii to life. What are some techniques she uses that you want to try in your own writing? *Answers will vary.*

3 Skill Building and Writing

(15 minutes, activity sheet online)

Have students complete **Preparing to Write: Bringing the Story to Life**. This author's craft activity will prepare students for the prompt on page 21. For alternate culminating tasks, see below.

Differentiate and Customize

For Struggling Readers

In a well-organized paragraph, explain three ways author Lauren Tarshis brings the ancient city of Pompeii to life. Use text evidence to support your ideas.

For Advanced Readers

Research a historical event that fascinates you. Using "Mountain of Doom" as a model, write your own article about the event. Use second-person point of view and plenty of sensory details.

For Historians

Research another volcanic eruption, such as Mount Tambora (1815), Krakatoa (1883), or Mount Kilauea (starting in 1983). What do scientists know about the eruption? How did the eruption change our planet? Present your findings in a slideshow or podcast.

For Scientists

Research the capability of today's scientists to predict volcanic eruptions. Present your findings in an essay or slideshow.