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Unearthing Pompeii

Texas Essential Knowledge and Skills

This unit contains the following Grade 3 ELA standards from the Texas Essential Knowledge and Skills:

ELA 3.1 – Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:

A. listen actively, ask relevant questions to clarify information, and make pertinent comments;
B. follow, restate, and give oral instructions that involve a series of related sequences of action;
C. speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;
D. work collaboratively with others by following agreed-upon rules, norms, and protocols; and
E. develop social communication such as conversing politely in all situations.

ELA 3.3 – Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:

A. use print or digital resources to determine meaning, syllabication, and pronunciation;
B. use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;
**ELA 3.6 – Comprehension skills:** Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:

A. establish purpose for reading assigned and self-selected texts;  
B. generate questions about text before, during, and after reading to deepen understanding and gain information;  
C. make, correct, or confirm predictions using text features, characteristics of genre, and structures;  
D. make connections to personal experiences, ideas in other texts, and society;  
E. make inferences and use evidence to support understanding;  
F. evaluate details read to determine key ideas;  
G. synthesize information to create new understanding; and  
H. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

**ELA 3.7 – Response skills:** Listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:

B. write a response to a literary or informational text that demonstrates an understanding of a text;  
C. use text evidence to support an appropriate response;  
D. retell and paraphrase texts in ways that maintain meaning and logical order;  
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;  
F. respond using newly acquired vocabulary as appropriate; and  
G. discuss specific ideas in the text that are important to the meaning.

**ELA 3.9 – Multiple genres:** Listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:

A. demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths;  
D. recognize characteristics and structures of informational text, including:
Planning Notes

Texas Essential Knowledge and Skills

i. the central idea with supporting evidence;

ii. features such as sections, tables, timelines, bullets, numbers, and bold and italicized font to support understanding.

ELA 3.10 – Author's purpose and craft: listening, speaking, reading, writing, and thinking; choosing and using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:

A. explain the author's purpose and message within a text;
B. explain how the use of text structure contributes to the author's purpose;
C. identify the use of literary devices, including first- or third-person point of view;
D. discuss how the author's use of language contributes to voice.

ELA 3.11 – Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:

A. plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;
B. develop drafts into a focused, structured, and coherent piece of writing by:
   i. organizing with purposeful structure, including an introduction and a conclusion;
   ii. developing an engaging idea with relevant details;
C. revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;
D. publish written work for appropriate audiences.

ELA 3.12 – Composition: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:

A. compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;
B. compose argumentative texts, including opinion essays, using genre characteristics and craft.


**Planning Notes**

**ELA 3.13 – Inquiry and research:** listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:

A. generate questions on a topic for formal and informal inquiry;
B. develop and follow a research plan with adult assistance;
C. identify and gather relevant information from a variety of sources;
D. identify primary and secondary sources;
E. demonstrate understanding of information gathered;
F. recognize the difference between paraphrasing and plagiarism when using source materials;
H. use an appropriate mode of delivery, whether written, oral, or multi-modal, to present results.
# At-A-Glance

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<tr>
<td><strong>Session 1-A</strong> Launching the First Module</td>
<td>• What did you learn from reading “Day of Disaster”? • What terms and moments are unfamiliar or difficult?</td>
<td>• Students will review the work of the unit and its two modules. • As a whole group, students will learn about types of informational texts, identify where Italy and Pompeii are located, and gain a basic understanding of what Italy was like in AD 79. • Students will listen to a read aloud of “Day of Disaster,” following along in their student reader, keeping track of what they are learning and marking terms and moments that are unfamiliar, confusing, or unclear. • Working first in pairs or trios and then as a whole class, students will collaborate to create a list of what they learned about Pompeii and the eruption of Mount Vesuvius from reading this text. • Still working as a whole group, students will share the questions they have about Pompeii and the eruption of Mount Vesuvius and identify what kind of informational text “Day of Disaster” is and why.</td>
<td>• 3.1 (A, D, E) • 3.6 (A, B, C, F, G, H, I) • 3.7 (E, F, G) • 3.9 (D, Di) • 3.10 (A, B) • 3.13 (A)</td>
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<td><strong>Session 1-B</strong> Starting the Search and Study</td>
<td>• What terms and moments in “Day of Disaster” are unfamiliar, confusing, or difficult? • How will you make sense of unfamiliar terms and confusing moments in the text?</td>
<td>• Students will work in pairs or trios to create a summary chart of the unfamiliar terms and confusing moments they identified in the text. • Students will collaborate as a whole class to create a master list of these unfamiliar terms and confusing moments, which will be captured on a chart titled “’Day of Disaster’: Unfamiliar Terms and Confusing Moments.” • Still working as a whole class, students will brainstorm, item-by-item, ways to solve these difficulties. • Students will reflect on the process of identifying and resolving unfamiliar terms or confusing moments.</td>
<td>• 3.1 (A, D, E) • 3.3 (B) • 3.6 (B, F, G, H, I) • 3.7 (E, F, G) • 3.13 (A, B, C)</td>
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<td><strong>Session 1-C</strong> Search and Study—Continued Work</td>
<td>• How will you make sense of unfamiliar terms and confusing moments in the text? • What more did you learn about this text from your search and study?</td>
<td>• Students will review the “’Day of Disaster’: Unfamiliar Terms and Confusing Moments” chart with a focus on refining any items in column three that are not specific enough. • Students will work in pairs or trios to conduct search and study work on all of the unfamiliar terms and confusing moments identified. • As a class, students will share the results of their search and study work and negotiate entries to add to the “What did we learn?” column of the master chart. • Students will reflect on the search and study work to discuss what more they learned about the text itself and how to work through unfamiliar terms and confusing moments from doing the search and study.</td>
<td>• 3.1 (A, B, D, E) • 3.3 (A, B) • 3.6 (B, C, F, G, H, I) • 3.7 (E, F, G) • 3.13 (A, B, C, E, H)</td>
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<td><strong>Session 1-D</strong></td>
<td><strong>Explaining Ideas</strong></td>
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<td>• According to Tarshis, how did the people of Pompeii react before and during the eruption of Mount Vesuvius?</td>
<td>• Students will reread the text and mark places that provide information about how the people of Pompeii reacted before and during the eruption of Mount Vesuvius, and why they reacted as they did.</td>
<td>• 3.1 (A, B, D, E)</td>
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<td>• What do you learn from discussing your ideas with others?</td>
<td>• Students will share their markings in pairs and then create two lists—one of how people reacted before the eruption and why, and one of how they reacted during the eruption and why.</td>
<td>• 3.6 (A, C, E, F, G, H, I)</td>
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<td>• Students will collaborate as a group to create whole-class versions of the same two lists.</td>
<td>• 3.7 (B, C, D, E, F, G)</td>
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<td>• Students will see a model of how to use the information from the first chart to create a paragraph that explains how the people of Pompeii reacted before the eruption of Mount Vesuvius and why.</td>
<td>• 3.9 (Di, Dii)</td>
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<td>• Students will work individually to write their own paragraph to explain how the people of Pompeii reacted during the eruption of Mount Vesuvius and why.</td>
<td>• 3.11 (A, Bi, Bii, C)</td>
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<td>• Students will share their paragraphs with a partner and then, reflect, as a whole class, on what they learned about explaining ideas effectively.</td>
<td>• 3.12 (B, D)</td>
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<td><strong>Session 1-E</strong></td>
<td><strong>Studying Craft</strong></td>
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<td>• What are some reasons why Tarshis would choose to write in second person?</td>
<td>• Students will review and/or learn about the second person point of view.</td>
<td>• 3.1 (A, B, C, D, E)</td>
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<td>• How did the use of the second person and present tense influence your understanding of and engagement with the text?</td>
<td>• Students will listen to a read aloud of the first section of “Day of Disaster,” taking note of the author’s use of the second person point of view.</td>
<td>• 3.6 (H)</td>
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<td>• As a class, students will rewrite several sentences from second person to third person and from present tense to past tense.</td>
<td>• 3.7 (F, G)</td>
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<td>• In pairs, students will discuss why they think the author would choose to write in second person and present tense and how those choices influence their understanding of and engagement with the text.</td>
<td>• 3.10 (A, B, E, F)</td>
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<td>• Students will participate in a whole-group discussion in which they share and discuss their ideas about the author’s choices and the influence of those choices on them as readers.</td>
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<td>• Working as a whole group, students will reflect on what they learned about point of view and the work of close reading.</td>
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<td><strong>Module 2: Studying “Escaping Certain Death”</strong></td>
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<td><strong>Session 2-A</strong></td>
<td><strong>Launching the Second Module</strong></td>
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<td>• What did you learn from reading “Escaping Certain Death”?</td>
<td>• Students will read the biography of the author of the translated letter they are about to read and briefly consider the differences in perspective between the authors of “Day of Disaster” and “Escaping Certain Death.”</td>
<td>• 3.1 (A, D, E)</td>
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<td>• What terms and moments are unfamiliar or difficult?</td>
<td>• Students will listen to a read aloud of “Escaping Certain Death,” following along in their student reader, keeping track of what they’re learning and marking terms or moments that are unfamiliar, confusing, or unclear.</td>
<td>• 3.6 (A, B, C, E, F, G, H)</td>
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<td>• How do you plan to learn more about these unfamiliar terms or difficult moments?</td>
<td>• Students will work first in pairs or trios and then as a whole class to create a list of what they learned from the reading, adding this information to the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart.</td>
<td>• 3.7 (E, F, G)</td>
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<td>• Students will work first in pairs or trios and then as a whole class to create a list of unfamiliar terms and confusing moments, which will be captured on a chart titled “Escaping Certain Death: Unfamiliar Terms and Confusing Moments.”</td>
<td>• 3.13 (A, B)</td>
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<td>• Still working as a whole class, students will brainstorm, item-by-item, ways to resolve these difficulties.</td>
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<td>• Students will share new questions that they have about Pompeii and the eruption of Mount Vesuvius.</td>
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| Session 2-B Search and  | • How will you make sense of unfamiliar terms and confusing moments in the text?  
• What more did you learn about this text from your search and study? | • Students will review the “Escaping Certain Death: Unfamiliar Terms and Confusing Moments” chart, with a focus on refining any items in column three that are not specific enough.  
• Students will work in pairs or trios to conduct search and study work on all of the unfamiliar terms and confusing moments identified.  
• As a class, students will share the results of their search and study work and negotiate entries to add to the “What did we learn?” column of the master chart.  
• Students will reflect on the search and study work to discuss what more they learned about the text and how to work through unfamiliar terms and confusing moments. | • 3.1 (A, B, D, E)  
• 3.3 (A, B)  
• 3.6 (A, B, C, E, F, G, H, I)  
• 3.7 (E, F, G)  
• 3.13 (A, B, C, E, H) |
| Study                    |                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                                               |
| Session 2-C Exploring    | • What are the similarities and differences in what you learned about Pompeii and the eruption of Mount Vesuvius from the two different text sources?  
• Which text gives you a better sense of what it must have been like when the volcano erupted? Why?                                                                 | • Students will be reminded of the differences in perspective between the authors of “Day of Disaster” and “Escaping Certain Death.”  
• Students will work with a partner to discuss the similarities and differences in what they learn from the two sources as well as discussing which source they think does a better job of giving the reader a sense of what it must have been like when the volcano erupted.  
• Students will engage in a whole-group discussion in which they share the similarities and then the differences in what they learn from the two sources.  
• Still working as a whole group, students will discuss reasons for the differences by taking into account the authors’ purposes, audiences, and proximity to events.  
• Still working as a whole group, students will engage in a discussion in which they share which text gave them a better sense of what it must have been like when the volcano erupted and why.  
• Students will reflect on the work of the session by doing a quick write and then engaging in a whole-group discussion in which they explain why it’s important to read primary and secondary sources. | • 3.1 (A, C, D, E)  
• 3.6 (E, G, H)  
• 3.7 (B, C, D, E, F, G)  
• 3.10 (A, E, F)  
• 3.11 (C)  
• 3.12 (B, C)  
• 3.13 (D, E, H) |
| Differences in Sources   |                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                                               |
| Session 2-D Writing to   | • What are the biggest reasons why some people chose to stay in their homes and not flee Pompeii during the eruption of Mount Vesuvius?  
• What did you learn by engaging in this unit?                                                                 | • Students will review the final assignment and begin working on it in class.  
• Students will reread the texts through the lens of the assignment prompt, taking notes and gathering evidence.  
• Students will share and discuss their notes in small groups to refine their ideas.  
• Students will participate in a whole-class discussion to share their ideas.  
• Students will study a teacher-created model paper written in response to a different prompt related to the same two texts.  
• Students will use the remainder of the class to begin writing their papers.  
• Students will reflect on what they learned from engaging in this unit. | • 3.1 (A, C, D, E)  
• 3.6 (A, E, F, G, H)  
• 3.7 (B, C, E, F, G)  
• 3.9 (Di)  
• 3.11 (A, Bi, Bi, C, E)  
• 3.12 (B)  
• 3.13 (C, E, F, H) |
| Explain                  |                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                                               |
Introduction

This study consists of two modules, each focused on a single nonfiction text about the eruption of Mount Vesuvius in AD 79.

The first text in the unit, “Day of Disaster: The Eruption of Mt. Vesuvius,” asks students to imagine themselves as a visitor in Pompeii before, during, and after the eruption of Mount Vesuvius. This text and the work in the first module serves as an introduction to the content of the unit and to the basic and essential cycles of teaching and learning that will mark the work in the second module as well as the work in the second unit in this microcourse.

The second module features a firsthand account of the eruption of Mount Vesuvius by Pliny the Younger. In “Escaping Certain Death,” Pliny the Younger details his experiences during the eruption in a letter to his friend and historian Cornelius Tacitus. This letter provides a nice contrast to the style and content of the first text. Although this text is shorter, the vocabulary and syntax are more complex. However, because of the work students experienced in the first module, they are well equipped to meet the demands of the text and the module’s tasks. In the final session of the unit, students have the opportunity to work across the two texts to respond to a writing prompt.

Together, these two short modules provide an introduction to the eruption of Mount Vesuvius and an orientation to the close reading of informational texts. Through them, students are introduced to important ways of working with informational texts as well as to cycles of teaching and learning that feature significant amounts of reading, writing, and discussion.

This short study is not intended to be a comprehensive exploration of Pompeii, the eruption of Mount Vesuvius, or Roman life. Teachers can easily extend this study to delve deeper into those topics by reading additional sources, watching videos, and viewing photographs that discuss other aspects of topics such as how ancient Romans lived, how Pompeii was discovered, and the archeological excavation that has been completed and still remains. Additionally, this unit can easily be nestled into a larger unit of study on ancient Rome, archeology, or volcanoes.
A Note on Language and Method

The sessions in this study are best viewed as illustrations or sketches. They are offered to help teachers visualize how instruction might unfold in time. Teachers will find in the Appendix a session-level planning template designed to aid their individual efforts to organize and prepare for the teaching that will occur in their particular classroom. In addition, the design of each unit incorporates large margins and a generous amount of white space to encourage and allow teachers to revise and customize the text as they work through the curriculum. It is important to keep in mind that any course of study is, when properly used, a tool for teaching students. The moment we make instructional decisions to choose “coverage” over the delivery of appropriate and timely instruction to individual students, we have erred. It is in the spirit of appropriate and timely instruction that the following sessions and the planning template is provided.
Module 1

Studying “Day of Disaster”
Session 1-A
Launching the First Module

Guiding Questions
What did you learn from reading “Day of Disaster”?
What terms and moments are unfamiliar or difficult?

Agenda

☐ Students will review the work of the unit and its two modules.

☐ As a whole group, students will learn about types of informational texts, identify where Italy and Pompeii are located, and gain a basic understanding of what Italy was like in AD 79.

☐ Students will listen to a read aloud of “Day of Disaster,” following along in their student reader, keeping track of what they are learning and marking terms and moments that are unfamiliar, confusing, or unclear.

☐ Working first in pairs or trios and then as a whole class, students will collaborate to create a list of what they learned about Pompeii and the eruption of Mount Vesuvius from reading this text.

☐ Still working as a whole group, students will share the questions they have about Pompeii and the eruption of Mount Vesuvius and identify what kind of informational text “Day of Disaster” is and why.

Focus Lesson

• Take a minute to introduce the class to this short study of informational texts about Pompeii and the eruption of Mount Vesuvius. Explain to students that over the next couple of weeks they will be working with two texts that provide information about a volcano that erupted a long time ago in Italy, near Pompeii. Through the work with these two texts, students will have an opportunity to practice the skills of close reading and text-based writing and talk in order to gain knowledge about the event.
• Show students a map of the world and locate—or have a student locate—Italy and Pompeii. Then, let students know that the event they will read about, the eruption of Mount Vesuvius, occurred in AD 79.

• Spend just a few minutes helping students understand what Italy was like in AD 79. This introduction should be short and serve as a way to contextualize the study. If students have studied ancient Rome, they need very little introduction. If they have not, just a few facts about how people lived and what life was like will suffice. Students will gain additional information about the ancient Romans through reading the texts in the unit.

• Before reading “Day of Disaster” aloud, jot the following definition and examples on the board. (Consider including your own examples of ideas, historical events, or arguments that reflect students’ recent instruction.)

  » Informational texts are texts in which a writer explains or describes something. Some examples include

  – A text that explains a complicated idea or topic such as the phases of the moon.

  – A text that explains how something works or how something is made or designed, as in Luke Collins’ Cool Stuff and How It Works.

  – A text that describes, reports on, or analyzes a historical event, such as I Survived: The Sinking of the Titanic, 1912 by Lauren Tarshis.

  – A text that tells the story of a person’s life written by or about the person, such as Benjamin Franklin: A Man of Many Talents by the Editors of TIME for Kids.

  – A text in which a writer makes an argument, where he or she arranges evidence and explains how that evidence supports a claim or position.

• Ask students to open their student reader to “Day of Disaster.”

• Ask them to flip through the pages of the text, noticing in particular the illustrations and headings. Ask students to share what they noticed and wondered about as they flipped through the pages. Refrain from commenting on the accuracy of what they notice or responding to what they wondered about. Instead, gather a few responses and move on.

**Work Period**

• Tell students that you’re going to read this text aloud. As you read, they should follow along in their copy of the text, paying attention to what they’re learning about Pompeii and the eruption of Mount Vesuvius, and marking terms and moments that are unfamiliar, confusing, or unclear to them. Tell students that you’re going to stop reading at the end of each section to have them share what they’re learning.
• Model the process of marking the text with the first section. You might do this by displaying a copy of a page or two of the text on a document reader and marking the text as you read aloud.

• Read the text aloud to students. Stop at the end of each section to have students share a few quick responses to the questions below. These reading breaks should be very short and are intended to be a quick check-in to make sure students are getting the basic gist of the text. Refrain from engaging students in a full-blown discussion; instead, gather a few responses and move on.
  » What is the author telling us here?
  » How does this connect to what she already told us?

• When you’ve finished reading, tell students that they will have an opportunity to discuss what they learned from the first reading of this text.

• Place students in pairs or trios and give them 4-5 minutes to work together to create a list in their notebook of what they learned about Pompeii and the eruption of Mount Vesuvius. They should title this first list “What We Learned About Pompeii and the Eruption of Mount Vesuvius.” Tell them that they should be sure to locate evidence from the text to support what they learned.

• Next, facilitate a short, whole-group discussion where the class collaborates to create a master list of what they learned. To create this master list, call on students to share what they learned. Students should point to places in the text to support their responses. Capture student responses on a chart titled “What We Learned About Pompeii and the Eruption of Mount Vesuvius.” Structure the discussion and chart so that students report on what they learned about one aspect of the text, such as life in Pompeii in AD 79, before reporting on another aspect of the text such as what happened during the eruption.

• Tell students that since this is only their first time reading the text, and because they will be given multiple opportunities to reread this text, the intent is just to capture the gist of what they learned. It’s important to note that the pace of this “what we learned” activity is brisk and not at all comprehensive. This chart will be added to in the upcoming sessions.

• Allow students a few extra minutes to record any additional insights from the master list into their own list in their notebook.

**Closing Meeting**

• Have students turn to a partner and share the two things they learned that they found most interesting or surprising. Tell students that you will ask them to share what their partner said so they should listen carefully.

• Wrap up the session by asking students to share with the whole class something their partner found most interesting or surprising.
• Next, ask the class what questions they have after reading this text. During this whole-group discussion be sure that students are sharing the questions that came up as a result of reading this text (e.g., How many people died? How was Pompeii rediscovered in 1748?) as opposed to sharing the moments they marked as unfamiliar, confusing, or unclear to them. (You can let students know that they will have an opportunity to share confusing and unclear moments in the next session.) Capture students’ questions on a chart titled something like “Our Questions About Pompeii and the Eruption of Mount Vesuvius.” Save this chart so that students can add additional questions to it or cross others off the list as they learn more in upcoming sessions. You might encourage students to look up answers at home and report back to the class in subsequent sessions.

• Finally, direct students’ attention back to the definition of informational texts you wrote on the board during the focus lesson. Ask them to share what kind of informational text “Day of Disaster” is and why they think that.
Session 1-B
Starting the Search and Study

Guiding Questions
What terms and moments in “Day of Disaster” are unfamiliar, confusing, or difficult?

How will you make sense of unfamiliar terms and confusing moments in the text?

Agenda

☐ Students will work in pairs or trios to create a summary chart of the unfamiliar terms and confusing moments they identified in the text.

☐ Students will collaborate as a whole class to create a master list of these unfamiliar terms and confusing moments, which will be captured on a chart titled “Day of Disaster: Unfamiliar Terms and Confusing Moments.”

☐ Still working as a whole class, students will brainstorm, item-by-item, ways to solve these difficulties.

☐ Students will reflect on the process of identifying and resolving unfamiliar terms or confusing moments.

Focus Lesson

• Remind students that during the previous session they read Lauren Tarshis’ text “Day of Disaster.” Ask a few students to share what the text is about.

• Tell students that in this session they will have a chance to share and learn more about the terms and moments in the text that they found difficult, confusing, or unclear.

TEKS
• 3.1 (A, D, E)
• 3.3 (B)
• 3.6 (B, F, G, H, I)
• 3.7 (E, F, G)
• 3.13 (A, B, C)

Materials
• New chart titled “Day of Disaster: Unfamiliar Terms and Confusing Moments”
• New chart titled “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments”
• "Our Questions About Pompeii and the Eruption of Mount Vesuvius” chart
Take a few minutes to introduce students to the four-column chart below and ask them to use it as a template for their own list of unfamiliar terms or confusing moments. Title the chart “‘Day of Disaster’: Unfamiliar Terms and Confusing Moments.” Although students will be working in groups, each student should create and complete this four-column chart in her or his notebook. *(To ensure that students have enough room to write, you might have them turn their notebooks on their sides and build the chart across two facing pages.)*

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<th>Line #</th>
<th>Unfamiliar terms and confusing moments (summary or excerpt)</th>
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Tell students that they will begin this session’s work period by entering information *in the first two columns* only. They will add information to columns three and four later.

1. The first column will indicate the line number in the text where the difficult, confusing, or unclear moment is located.
2. The second column will consist of the unfamiliar terms and confusing moments students marked.

Place students in pairs or trios and then give the groups 4-5 minutes to work on the first two columns of their chart. Use this time to circulate around the room and confer with groups about what they recorded.

### Work Period

- Reconvene the class and facilitate a whole-group share where the class collaborates to create the first two columns of a new master chart for this module titled “‘Day of Disaster’: Unfamiliar Terms and Confusing Moments.”
- To create this master chart, call on students to share the unfamiliar terms and confusing moments from their notebook chart. Capture these in column two of the class chart. Be sure to include line numbers for each term or moment in the first column. *(Note to Teacher: If students share questions that came up as a result of reading this text—e.g., How was Pompeii rediscovered—as opposed to moments they marked as unfamiliar, confusing, or unclear, add their questions to the master chart “Our Questions About Pompeii and the Eruption of Mount Vesuvius.”)*
Once the first two columns have been completed, add a third column header to this master list so that it looks like the table below:

<table>
<thead>
<tr>
<th>Line #</th>
<th>Unfamiliar terms and confusing moments (summary or excerpt)</th>
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Revisit the list, item-by-item, and work with the class to generate ideas for the third column. These third column entries will support the search and study work students will do in Session 1-C. Consider the following recommendations when negotiating the master list with the whole class:

» Always ask students first if those moments they identify are best resolved through a careful rereading. Students should directly consult the text for each item on the list in order for them to make an informed decision if the specific moment can be resolved using context clues. Students should only consider consulting outside resources when the answers cannot be determined by rereading the text.

» Guide students to make these entries as specific as possible. For example, an entry in column three that reads “Reread section called ‘The Volcano’ to determine the meaning of the word ‘dormant’” identifies a purpose for reading in ways that “reread” does not.

» If students have long lists of unfamiliar terms and confusing moments, work with the class to consider which terms and moments they should prioritize for their search and study and which terms and moments they might skip. To do this, have them consider whether not understanding an identified term or moment impedes their overall comprehension of the passage or text. If it does, the item is a good candidate for the search and study. If it does not, perhaps that term or moment can be skipped, or pursued at home on the student’s own time. The goal of this conversation is to apprentice students to the ways proficient readers work through unfamiliar terms and confusing moments.
Planning Notes

Tell students that the list they’ve created in their notebook might differ slightly from the master list they’re creating together as a class. Encourage students to record additional entries in their notebooks that they might have missed when they were working in their small groups. Let students know it is not necessary for them to record these additional entries in their notebook if they do not find the terms or moments offered by their peers to be difficult, confusing, or unclear.

Closing Meeting

- Ask students to turn to a partner and talk about what they learned about the process of identifying and resolving unfamiliar terms or confusing moments.
- Ask a few students to share what they discussed with their partner. Capture responses on a new chart titled “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments.”
Session 1-C
Search and Study—Continued Work

Guiding Questions
How will you make sense of unfamiliar terms and confusing moments in the text?

What more did you learn about this text from your search and study?

Agenda

☐ Students will review the “Day of Disaster: Unfamiliar Terms and Confusing Moments” chart with a focus on refining any items in column three that are not specific enough.

☐ Students will work in pairs or trios to conduct search and study work on all of the unfamiliar terms and confusing moments identified.

☐ As a class, students will share the results of their search and study work and negotiate entries to add to the “What did we learn?” column of the master chart.

☐ Students will reflect on the search and study work to discuss what more they learned about the text itself and how to work through unfamiliar terms and confusing moments from doing the search and study.

Teaching Note: During this session, students will work in pairs and trios to share and then resolve the difficulties they identified in Session 1-B. Perhaps the most important message related to this session is do it quickly. The point is to get students focused and to help them develop a clear plan so that they can quickly tackle the items and then participate actively in reporting out and refining understandings with the rest of the class.

TEKS
• 3.1 (A, B, D, E)
• 3.3 (A, B)
• 3.6 (B, C, F, G, H, I)
• 3.7 (E, F, G)
• 3.13 (A, B, C, E, H)

Materials
• “Day of Disaster: Unfamiliar Terms and Confusing Moments” chart
• “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart
• “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments” chart
**Focus Lesson**

- Remind students that during the previous session they identified and made a plan for resolving the unfamiliar terms and confusing moments in “Day of Disaster.”
- Direct students’ attention to the class version of the “‘Day of Disaster’: Unfamiliar Terms and Confusing Moments” chart that they created during Session 1-B.

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- Explain to the class that this session’s work period will be dedicated to a round of search and study work where students will collaborate in small groups to solve the difficulties identified on the chart.
- In preparation for the search and study task, take three minutes to work with the whole class to refine any entries in column three that are too general.
- Wrap up the focus lesson by adding a heading for the fourth column as shown below. (Students should make the same addition to their own charts.)

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<tr>
<th>Line #</th>
<th>Unfamiliar terms and confusing moments (summary or excerpt)</th>
<th>How can we resolve this difficulty?</th>
<th>What did we learn from the search and study?</th>
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Session 1-C: Search and Study—Continued Work

Work Period

- Place students back in pairs or trios and give them time to conduct the search and study work. Students should add what they learn about each item in the fourth column. In a best-case scenario, the small groups would have access to the Internet during the search and study for those moments that cannot be resolved through a careful rereading. Even simple vocabulary work is best conducted online so that students get multiple definitions and visuals in order to come away with a richer understanding of the terms and moments.

- Once again, stress the importance of figuring out the unfamiliar terms by rereading those sections first. Groups should consult outside resources such as the Internet only when the answers cannot be determined from rereading the text or to verify their thinking.

- It is important to remind students to have their student reader open as they conduct the search and study so that they can be sure that what they record about the meaning of a term or moment, especially as it relates to unknown vocabulary, fits within the context of the text. Encourage students to talk with their partners about how their research findings help them patch together meaning and make sense of the text as a whole.

- It is important that each group work on all of the items they identified in their notebook, which may differ slightly from the items on the master chart. The whole group will reconvene at the end of this session to share findings and add “What did we learn?” items to the fourth column of the master chart.

- Use this time to confer with the groups about their search. Also, take note of instances in which groups have come up with very different understandings of terms or moments.

Closing Meeting

- Once the small groups have completed their search and study work, reconvene the class and work as a group to share findings and negotiate entries to add to the fourth column: “What did we learn from the search and study?”

- To do this, move one-by-one through the unfamiliar terms and confusing moments listed in column two of the master chart. Call on students to share their search and study findings. Be sure to “test” findings publicly by displaying a copy of the text for the class to see. Encourage other students to push back on errors or to make contributions that further develop or offer a more nuanced explanation for each entry. Consider using a timer to ensure that you’re spending no more than 90 seconds on each moment. During this time, students should be refining, correcting, or even adding new entries to their own chart in their notebook.
Planning Notes

• Wrap up the search and study work by asking students to reread the text again given their new insights, which have been entered in the “What did we learn?” column of the master chart.

• Finally, ask students to reflect on the search and study work with a discussion of the following two questions:

  1. What more did you learn about this text from doing the search and study? Add relevant responses to class version of the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart.

  2. What did you learn about working through unfamiliar terms and confusing moments from doing the search and study work? What did you do to tackle some of the most challenging moments? Add relevant responses to the “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments” chart created in the last session.
Session 1-D
Explaining Ideas

Guiding Questions
According to Tarshis, how did the people of Pompeii react before and during the eruption of Mount Vesuvius?

What do you learn from discussing your ideas with others?

Agenda

☐ Students will reread the text and mark places that provide information about how the people of Pompeii reacted before and during the eruption of Mount Vesuvius, and why they reacted as they did.

☐ Students will share their markings in pairs and then create two lists—one of how people reacted before the eruption and why, and one of how they reacted during the eruption and why.

☐ Students will collaborate as a group to create whole-class versions of the same two lists.

☐ Students will see a model of how to use the information from the first chart to create a paragraph that explains how the people of Pompeii reacted before the eruption of Mount Vesuvius and why.

☐ Students will work individually to write their own paragraph to explain how the people of Pompeii reacted during the eruption of Mount Vesuvius and why.

☐ Students will share their paragraphs with a partner and then, reflect, as a whole class, on what they learned about explaining ideas effectively.

Focus Lesson

• Tell students that in this session they’re going to work on explaining ideas using evidence to support what they write.

TEKS
• 3.1 (A, B, D, E)
• 3.6 (A, C, E, F, G, H, I)
• 3.7 (B, C, D, E, F, G)
• 3.9 (D, Di)
• 3.11 (A, Bi, Bii, C)
• 3.12 (B, D)

Materials
• New chart titled “Explaining Ideas”
• Write the question below in a place that all students can see.
  » According to Tarshis, how did the people of Pompeii react before and during the eruption of Mount Vesuvius? Why did they react this way?
• Tell students that you would like them to reread the text and mark places that provide information about how the people of Pompeii reacted (or didn't react) before and during the eruption of Mount Vesuvius, and why they reacted as they did.
• Before students begin, ask them which sections of the text they should reread to find this information and why. The purpose of this conversation is to help students understand that they should draw on prior work and text features such as headings when they are asked to answer questions about a text. In other words, students don't have to go back and reread the entire text, just the sections that are relevant.
• After students have reread and marked places individually, ask them to share their marked places with a partner and then create two lists. Remind students to cite page and line numbers from the text as support.
  » List 1 — Details about how people reacted before the eruption and why they reacted that way.
  » List 2 — Details about how people reacted during the eruption and why they reacted that way.

Work Period

• Convene a whole-group discussion in which students share their lists. Create master versions of each of the lists, which capture students’ responses.
• Next, tell students you're going to model writing a paragraph using the information on the first chart (how people reacted before the eruption and why they reacted that way). Tell them you'd like them to pay attention to what you're saying, doing, and thinking as you write the paragraph.
• Think aloud and model writing a paragraph in which you use information from the first chart to explain how people reacted before the eruption and why they reacted that way. Talk through the process of reviewing what’s on the chart to come up with a big idea/topic sentence, grouping and organizing your ideas and evidence, and then writing, revising, and editing the paragraph. Help students see how you incorporate and explain evidence to support your ideas. As appropriate, have students participate by asking them to help you craft, revise, and/or edit the model paragraph.
• Ask students to share what they noticed you saying, doing, and thinking as you wrote the paragraph. Capture their responses on a chart titled “Explaining Ideas.”
• Next, ask students to work individually to write a paragraph in response to the prompt below. Tell students to use the “Explaining Ideas” chart to support them as they write.
» Explain how people reacted during the eruption and why they reacted that way.

- As students are working, circulate around the room, providing support and guidance as needed. As you work, identify students who do a good job of explaining their ideas in a solid paragraph. Ask those students if they would be willing to share their work with the class in the closing meeting.

- Place students in pairs or trios and have them read their paragraphs aloud to each other. Listeners should state one thing the writer did that was effective and one thing the writer could do to revise his or her writing.

**Closing Meeting**

- Convene the whole group. Ask the students you identified in the work period to read their paragraphs to the class. After each person shares, have the rest of the class say what the writer did that was effective.

- Wrap up the work of this session by asking students to respond to the following questions.
  
  » What do we know today about volcanoes and Mount Vesuvius that the people of Pompeii didn't know?
  
  » What did you learn about explaining ideas effectively from our work today?
  
  » If I asked you to revise your paragraph, what would you change and why?

**Teaching Note:** Consider the following extensions to this session:

1. Ask students to revise their paragraphs for homework.
   - In the next session,
     * Have students share their original and revised paragraphs with a partner.
     * Ask several students to display their original and revised paragraphs for the whole group to see. Have those students talk through what they revised and why.

2. Ask students to imagine that they were one of the survivors. Have them write a letter to someone describing what it was like when the volcano erupted. They should build on what they learned about the explosion from reading “Day of Disaster.”
Session 1-E
Studying Craft

Guiding Questions
What are some reasons why Tarshis would choose to write in second person?

How did the use of the second person and present tense influence your understanding of and engagement with the text?

Agenda
☐ Students will review and/or learn about the second person point of view.
☐ Students will listen to a read aloud of the first section of “Day of Disaster,” taking note of the author’s use of the second person point of view.
☐ As a class, students will rewrite several sentences from second person to third person and from present tense to past tense.
☐ In pairs, students will discuss why they think the author would choose to write in second person and present tense and how those choices influence their understanding of and engagement with the text.
☐ Students will participate in a whole-group discussion in which they share and discuss their ideas about the author’s choices and the influence of those choices on them as readers.
☐ Working as a whole group, students will reflect on what they learned about point of view and the work of close reading.

Focus Lesson
• Tell students that they’re going to wrap up the work with this text by thinking about how it’s written. Explain to students that up to now, they’ve looked at the content of the text (i.e., what it says), but now they’re going to

TEKS
• 3.1 (A, B, C, D, E)
• 3.6 (H)
• 3.7 (F, G)
• 3.10 (A, B, E, F)

Materials
• Chart paper or other display
look at the style of the text (i.e., how it’s written). Specifically, they’re going to look at the point of view of the text.

- Assess students’ prior knowledge about point of view by asking them what they know about it.
- Tell students that when we talk about point of view, we’re often referring to fiction texts, but nonfiction texts also have an identifiable point of view. “Day of Disaster” is written in second person. That means that the author is speaking directly to the reader.

Work Period

- Read the first section aloud. Have students notice the author’s use of “you” and “your.”
- Then, work with students to change the point of view of several sentences from second person to third person to illustrate the differences. Show them a model of one sentence that you’ve changed before asking them to work with you to change a few additional sentences. As you work through revising several sentences to third person, have students note the author’s use of present tense. You might consider further revising sentences so that they’re written in the past tense, in addition to in third person.

Example 1

- Original sentence: “Vendors shout for your attention, offering you slices of juicy melons or sizzling hunks of roasted meat.”
- Revised third person sentence: “Vendors shout for attention, offering slices of juicy melons or sizzling hunks of roasted meat.”
- Revised third person, past tense sentence: “Vendors shouted for attention and offered slices of juicy melons or sizzling hunks of roasted meat.”

Example 2

- Original sentence: “The heat makes you thirsty, so you stop at a public fountain made of carved stone. You scoop up some of the cool, clean water.”
- Revised third person sentence: “It’s hot in Pompeii. The city has a public fountain made of carved stone where residents can scoop up some of the cool, clean water to quench their thirst.”
- Revised third person, past tense sentence: “It was hot in Pompeii. The city had a public fountain made of carved stone where residents could scoop up some of the cool, clean water to quench their thirst.”

- Place students in pairs, and give them a few minutes to discuss responses to the questions below. Tell students that this pair talk is in preparation for a whole-group discussion.
» Why do you think the author chose to write in the second person rather than third person?

» Why do you think she chose to write in the present tense rather than past tense?

» How do these choices influence your understanding of the text? How do they influence how you engage with the text?

• Facilitate a whole-group discussion in which students discuss their responses to the questions above. Resist the urge to respond to the questions yourself. Instead, push the conversation along and support students to respond to each other by doing the following:

» Ask follow up questions, including
  – Requests for clarification.
  – Requests for additional ideas.
  – Requests for additional support for ideas.
  – Requests for further development and explanation of ideas.

» Ask students to talk to one another rather than to or through you. Support students to
  – Make comments that contribute to the discussion.
  – Make comments that link to the remarks of others.
  – Gain the floor in respectful ways and avoid speaking over others or interrupting.

» Sort through ideas so that the class doesn’t go to work on more than one good idea at a time.

» Be patient, but also be persistent in your quest for responses to the questions.

» Work to ensure that everyone has an opportunity to participate. Establish the expectation that everyone’s idea counts and that people get smarter by working together to explore difficult questions or ideas.

• In addition to facilitating this conversation, work hard to capture and distill the major ideas that students seem to be developing. Jot these on the board or a chart and push students to help you build explanations to support them. This will ensure that students get a glimpse of what it looks like when someone explains an idea.

Closing Meeting

• Convene the whole group. Wrap up the work with this session and text by asking students to discuss responses to the following questions:

» How did our discussion change your ideas about why the author chose to write in second person and present tense?
What did you learn by studying the author’s point of view?

What can you say about what it means to engage in a close reading of an informational text from our work over the past few sessions?

- Explain to students that the work they did with “Day of Disaster” was designed to introduce them to some basic and essential ways of close reading. Point out to students that the tracking of what they learned, the marking of unfamiliar terms and confusing moments, the search and study work to resolve those difficulties, the careful thinking they did about the author’s ideas, the work they did to explain ideas using evidence from the text, and the study of the author’s craft are key components of what is often referred to as “close reading.”

- Finally, point out that the ways of working that students experienced during this module (i.e., small-and large-group work, writing, and discussion) will remain an integral part of the work they will do with another source about the eruption of Mount Vesuvius in the module ahead.
Module 2

*Studying “Escaping Certain Death”*
Session 2-A
Launching the Second Module

Guiding Questions
What did you learn from reading “Escaping Certain Death”? 

What terms and moments are unfamiliar or difficult?

How do you plan to learn more about these unfamiliar terms or difficult moments?

Agenda

☐ Students will read the biography of the author of the translated letter they are about to read and briefly consider the differences in perspective between the authors of “Day of Disaster” and “Escaping Certain Death.”

☐ Students will listen to a read aloud of “Escaping Certain Death,” following along in their student reader, keeping track of what they’re learning and marking terms or moments that are unfamiliar, confusing, or unclear.

☐ Students will work first in pairs or trios and then as a whole class to create a list of what they learned from the reading, adding this information to the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart.

☐ Students will work first in pairs or trios and then as a whole class to create a list of unfamiliar terms and confusing moments, which will be captured on a chart titled “Escaping Certain Death: Unfamiliar Terms and Confusing Moments.”

☐ Still working as a whole class, students will brainstorm, item-by-item, ways to resolve these difficulties.

☐ Students will share new questions that they have about Pompeii and the eruption of Mount Vesuvius.

TEKS
• 3.1 (A, D, E)
• 3.6 (A, B, C, E, F, G, H)
• 3.7 (E, F, G)
• 3.13 (A, B)

Materials
• “Escaping Certain Death” translated by Rosalie F. Baker from the letters of Pliny the Younger
• “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart
• New chart titled “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments”
• “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments” chart
• “Our Questions About Pompeii and the Eruption of Mount Vesuvius” chart
Planning Notes

Focus Lesson

- Explain to students that the work they did in Module 1 has prepared them to read the next text, “Escaping Certain Death.”
- Tell students that work with this text will give them a chance to learn more about the eruption of Mount Vesuvius while practicing the approaches to close reading that they learned in the first module.
- Ask students to open their student readers and turn to “Escaping Certain Death.” Have students read the short biography of Pliny the Younger, which precedes the text.

Biographical Sketch

Pliny the Younger

Pliny the Younger was born in Northern Italy around AD 61. His name at birth was Gaius Plinius Caecilius Secundus. When Pliny was a young boy, his father died, and Pliny lived with his mother. Over the years, Pliny became very close to his uncle, Pliny the Elder, who helped to raise and educate him. When Pliny was in his late teens, he went to live with his uncle. Both Pliny and his uncle witnessed the eruption of Mount Vesuvius on August 24, AD 79.

The letter you are about to read was written by Pliny the Younger to his friend Cornelius Tacitus. Pliny wrote several letters to Tacitus in which he describes the eruption of Mount Vesuvius. These letters were written a few years after the eruption, but were not discovered until the 16th century. Although Pliny the Younger and his mother survived the eruption, Pliny the Elder did not. He died while trying to rescue his friends.

- Remind students that the first text they read, “Day of Disaster,” was written by an author who did not experience the event. To write “Day of Disaster,” Tarshis read many books and articles. (You can find a video by Tarshis in which she talks about how she wrote the text at storyworks.scholastic.com/videos.) Pliny the Younger, on the other hand, actually experienced the events. Tell students that even though these two authors are writing about the same event, there are differences in what we learn from them about the event.
- Have students consider what differences they might expect between the two accounts given that one author was there and the other was not.
- Tell students that you’re going to read this text aloud. As you read, students
should follow along in their reader, keeping track of what they’re learning about the eruption of Mount Vesuvius and marking terms and moments that are unfamiliar, confusing, or unclear to them. Tell students that they will have an opportunity to discuss what they learn from this first reading.

- Read “Escaping Certain Death” aloud to the class.

**Work Period**

- Place students in pairs or trios and give them 4-5 minutes to create a list in their notebook of what they learned about the eruption of Mount Vesuvius. They should provide evidence to support what they write.

- Facilitate a short, whole-group discussion where students share what they learned. Students should point to places in the text to support their responses. Using a different color marker, add the information to the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart created in Module 1.

- Tell students since this is only their first read, and because they will be given opportunities to reread this text, your intent is just to capture the gist of the text. It’s important to note that the pace of this activity is brisk and not at all comprehensive. Ask students to record any additional insights into their own notebooks.

- Next, tell students they will have a chance to identify unfamiliar terms and moments that are difficult, confusing, or unclear.

- Take a few minutes to remind students of the four-column chart that they used in Module 1 and ask them to use it again in this module as a template for their own list of unfamiliar terms or confusing moments. Title the chart “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments.” Although students will be working together, each student should create and complete this four-column chart in her or his notebook.

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Planning Notes

- Tell students that during this session’s work period they will be entering information in the first two columns only. They will add information to columns three and four later.
  1. The first column will indicate the line number in the text where the difficult, confusing, or unclear moment is located.
  2. The second column will consist of the unfamiliar terms and confusing moments students marked.
- Give the groups 6-7 minutes to work on the first two columns of their chart. Use this time to circulate around the room and confer with groups about what they recorded.

Closing Meeting

- Reconvene the class and facilitate a whole-group share where the class collaborates to complete the first two columns of a master chart titled “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments.”
- To create this master chart, call on students to share the unfamiliar terms and confusing moments from their group list. Capture these in column two of the class chart. Be sure to include line numbers for each term or moment in the first column.
- Once the first two columns have been completed, add a third column header to this master list so that it looks like the table below:

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<thead>
<tr>
<th>Line #</th>
<th>Unfamiliar terms and confusing moments (summary or excerpt)</th>
<th>How can we resolve this difficulty?</th>
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- Revisit the list, item-by-item, and work with the class to generate ideas for the third column. These third column entries will support the search and study work students will do in Session 2-B. Consider the following recommendations when negotiating the master list with the whole class:
  » Always ask students first if those moments they identify are best resolved through a careful rereading. Students should directly consult the text for each item on the list in order for them to make an informed
decision if the specific moment can be resolved using context clues. Students should only consider consulting outside resources when the answers cannot be determined by rereading the text.

» Guide students to make these entries as specific as possible. For example, an entry in column three that states “Reread ‘A Helping Hand’ to determine the meaning of the word ‘tumultuous’” identifies a purpose for rereading in ways that “reread the text” does not.

» If students have very long lists of unfamiliar terms and confusing moments, work with the class to consider which terms and moments they should prioritize for their search and study and which terms and moments they might skip. To do this, have them consider whether not understanding an identified term or moment impedes their overall comprehension of the passage or text. If it does, that item is a good candidate for the search and study. If it does not, perhaps that item can be skipped or pursued at home on the student’s own time. The goal of this conversation is to apprentice students to the ways that proficient readers work through unfamiliar terms and confusing moments.

• Tell students that the list they’ve created in their notebook might differ slightly from the master list they’re creating together as a class. Encourage students to record additional entries in their notebooks that they might have missed when they were working in their small groups. Let students know it is not necessary for them to record additional entries in their notebook if they do not find the terms or moments offered by their peers to be difficult, confusing, or unclear.

Teaching Note: Once again, be sure to encourage students to reread the text for those moments that are best resolved through a careful rereading. They should consult outside resources when the answers cannot be determined from rereading the text. The most effective and quickest resource for resolving those difficulties is the Internet. Even simple vocabulary work is best conducted online so that students get multiple definitions and visuals in order to come away with a richer understanding of the terms and moments.

• Have students turn to a partner and talk about what more they learned about the process of identifying unfamiliar terms or confusing moments. Ask a few students to share and add any new responses to the “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments” chart that was begun in the first module.

• Finally, ask students to review the “Our Questions About Pompeii and the Eruption of Mount Vesuvius” chart. Ask them if there are any questions that were answered by “Escaping Certain Death” that can be crossed off and if they have any new questions to add to the chart. Consider assigning students questions to research for homework and having them report back to the class in subsequent sessions.
Session 2-B
Search and Study

Guiding Questions
How will you make sense of unfamiliar terms and confusing moments in the text?
What more did you learn about this text from your search and study?

Agenda

☐ Students will review the “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments” chart, with a focus on refining any items in column three that are not specific enough.

☐ Students will work in pairs or trios to conduct search and study work on all of the unfamiliar terms and confusing moments identified.

☐ As a class, students will share the results of their search and study work and negotiate entries to add to the “What did we learn?” column of the master chart.

☐ Students will reflect on the search and study work to discuss what more they learned about the text and how to work through unfamiliar terms and confusing moments.

Focus Lesson

• Remind students that during Session 2-A, they did some work with “Escaping Certain Death.”

• Direct students’ attention to the class version of the “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments” chart that they created during the closing meeting of Session 2-A.

TEKS
• 3.1 (A, B, D, E)
• 3.3 (A, B)
• 3.6 (A, B, C, E, F, G, H, I)
• 3.7 (E, F, G)
• 3.13 (A, B, C, E, H)

Materials
• “‘Escaping Certain Death’: Unfamiliar Terms and Confusing Moments” chart
• “What We Learned About Identifying and Resolving Unfamiliar Terms and Confusing Moments” chart
• Explain to the class that this session’s work period will be dedicated to a round of search and study work where students will collaborate in small groups to solve the difficulties identified on the chart.

• In preparation for the search and study task, work with the whole class to refine any entries in column three that are too general.

• Wrap up the focus lesson by adding a heading for the fourth column as shown below. (Students should make the same addition to their own charts.)

<table>
<thead>
<tr>
<th>Line #</th>
<th>Unfamiliar terms and confusing moments (summary or excerpt)</th>
<th>How can we resolve this difficulty?</th>
<th>What did we learn from the search and study?</th>
</tr>
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**Work Period**

• Place students back in pairs or trios and give them time to conduct the search and study work. In a best-case scenario, the small groups would have access to the Internet during the search and study. Students should add what they learn about each item to the fourth column.

• Once again, stress the importance of figuring out the unfamiliar terms by rereading those sections first. Afterwards, students might consider using the Internet as a resource to verify their thinking.
• It is important to remind students to have their student reader open as they conduct the search and study so that they can be sure that what they record about the meaning of a term or moment, especially as it relates to unknown vocabulary, fits within the context of the text. Encourage students to talk with their partners about how their research findings help them patch together meaning and make sense of the text as a whole.

• It is important that each group work on all of the items they identified in their notebook, which may differ slightly from the items on the master chart. The whole group will reconvene at the end of this session to share findings and add “What did we learn?” items to the fourth column of the master chart.

• Use this time to confer with the groups about their search. Also, take note of instances in which groups have come up with very different understandings of terms or moments.

Closing Meeting

• Once the small groups have completed their search and study work, reconvene the class and work as a group to share findings and negotiate entries to add to the fourth column: “What did we learn from the search and study?”

• To do this, move one-by-one through the unfamiliar terms and confusing moments listed in column two of the master chart. Call on students to share their search and study findings. Be sure to “test” findings publicly by displaying a copy of the text for the class to see. Encourage other students to push back on errors or to make contributions that further develop or offer a more nuanced explanation for each entry. Consider using a timer to ensure that you’re spending no more than 90 seconds on each moment. During this time, students should be refining, correcting, or even adding new entries to their own chart in their notebook.

• Wrap up the search and study work by asking students to reread the text again given their new insights, which have been entered in the “What did we learn?” column of the master chart.

• Finally, ask students to reflect on the search and study work with a discussion of the following questions:
  » What more did you learn about this text from doing the search and study? Add relevant responses to the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart. Remember to use the same colored marker you used for entries for this text in Session 2-A.
  » What did you learn about working through unfamiliar terms and confusing moments from doing the search and study work? What did you do to tackle some of the most challenging moments? Add relevant responses to the “What We Learned About Identifying and Resolving Unfamiliar Terms or Difficult Moments” chart created in the first module.
  » How can this information help you as you read texts in the future?
Session 2-C

Exploring Differences in Sources

Guiding Questions

What are the similarities and differences in what you learned about Pompeii and the eruption of Mount Vesuvius from the two different text sources?

Which text gives you a better sense of what it must have been like when the volcano erupted? Why?

Agenda

☐ Students will be reminded of the differences in perspective between the authors of “Day of Disaster” and “Escaping Certain Death.”

☐ Students will work with a partner to discuss the similarities and differences in what they learn from the two sources as well as discussing which source they think does a better job of giving the reader a sense of what it must have been like when the volcano erupted.

☐ Students will engage in a whole-group discussion in which they share the similarities and then the differences in what they learn from the two sources.

☐ Still working as a whole group, students will discuss reasons for the differences by taking into account the authors’ purposes, audiences, and proximity to events.

☐ Still working as a whole group, students will engage in a discussion in which they share which text gave them a better sense of what it must have been like when the volcano erupted and why.

☐ Students will reflect on the work of the session by doing a quick write and then engaging in a whole-group discussion in which they explain why it’s important to read primary and secondary sources.

TEKS

• 3.1 (A, C, D, E)
• 3.6 (E, G, H)
• 3.7 (B, C, D, E, F, G)
• 3.10 (A, E, F)
• 3.11 (C)
• 3.12 (B, C)
• 3.13 (D, E, H)

Materials

• “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart
• “Our Questions About Pompeii and the Eruption of Mount Vesuvius” chart
• Chart paper or other display
Focus Lesson

- Remind the class the first text they read, “Day of Disaster,” was written by someone who did not experience the events described while the second text, “Escaping Certain Death,” was written by someone who was there when the volcano erupted. In this session, students are going to consider these texts side-by-side to think about their differences as well as the benefits of reading both texts.

- Have students look at the chart “What We Learned About Pompeii and the Eruption of Mount Vesuvius.” Remind them that the information in the first color represents what they learned from “Day of Disaster” and the information in the second color represents what they learned from “Escaping Certain Death.”

- Place students in pairs and ask them to discuss the questions listed below. Students should consult and cite evidence from the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart as well as the two texts to support their responses.
  » What do you learn from both texts about Pompeii and the eruption of Mount Vesuvius?
  » What important information do you learn from only one text?
  » In your opinion, which text gives you a better sense of what it must have been like when the volcano erupted? Why?

- Circulate around the room as students are discussing their responses. Help support them in keeping their discussion text based.

Work Period

- Facilitate a whole-group discussion in which students discuss their responses to the questions above.

- Begin by having them state some of the things that they learned from both texts before moving on to what they learned from only one text. As students share, have them consider why only the one author shares that information. Support students to consider how differences in these authors’ purposes, audiences, and proximity to the events shape the information that the author knows and shares. (For example, Tarshis provides background on life in Pompeii while Pliny does not. Pliny is writing to his friend who is familiar with the surrounding area. Tarshis is writing for an audience that probably knows very little about ancient Rome.)

- Then ask students to share which text gives them a better sense of what it must have been like when the volcano erupted. They should provide text-based reasons for their opinion. Resist the urge to share your opinion. Instead, push the conversation along and support students to respond to each other by doing the following:
» Ask follow up questions, including
  – Requests for clarification.
  – Requests for additional ideas.
  – Requests for additional support for ideas.
  – Requests for further development and explanation of ideas.

» Ask students to talk to one another rather than to or through you. Support students to
  – Make comments that contribute to the discussion.
  – Make comments that link to the remarks of others.
  – Gain the floor in respectful ways and avoid speaking over others or interrupting.

» Sort through ideas so that the class doesn’t go to work on more than one good idea at a time.

» Be patient, but also be persistent in your quest for responses to the questions.

» Work to ensure that everyone has an opportunity to participate. Establish the expectation that everyone’s idea counts and that people get smarter by working together to explore difficult questions or ideas.

• In addition to facilitating this conversation, work hard to capture on a chart students’ text-based reasons for the text that gives them a better sense of what it must have been like when the volcano erupted. These will be used to support students writing in the next session.

Closing Meeting

• Tell students that when historians research a topic or event, they study primary sources—firsthand accounts like Pliny’s letters—and secondary sources—secondhand accounts like Tarshis’ text. Have students reflect on the work and thinking they did in this session by doing a quick write in response to the following questions:
  » Why is it important to read both primary and secondary sources?
  » How would your understanding of the event be different if you’d only read Tarshis’ text or Pliny’s letters?

• After students have finished their quick writes, engage them in a whole-group discussion to share their ideas.

• Finally, ask students if they have any new learnings to add to the “What We Learned About Pompeii and the Eruption of Mount Vesuvius” chart or any new questions to add to the “Our Questions About Pompeii and the Eruption of Mount Vesuvius” chart.
Teaching Note: Consider the following extensions to this session:

1. Ask students to reread the writing they did in Session 1-D about how people reacted during the eruption and why they reacted that way. Have them revise that paragraph with new information that they learned from reading “Escaping Certain Death.” Support them to do this by first having them identify what new information they learned about how people reacted and why, and then identifying places in their paragraph where it would make sense to incorporate this information.

2. Have students write a paragraph to explain their ideas related to which text gives them a better sense of what it must have been like when the volcano erupted. Their paragraphs should incorporate evidence from the text, and they should consult the “Explaining Ideas” chart to support their writing.
Session 2-D  
Writing to Explain

Guiding Questions
What are the biggest reasons why some people chose to stay in their homes and not flee Pompeii during the eruption of Mount Vesuvius?

What did you learn by engaging in this unit?

Agenda

☐ Students will review the final assignment and begin working on it in class.

☐ Students will reread the texts through the lens of the assignment prompt, taking notes and gathering evidence.

☐ Students will share and discuss their notes in small groups to refine their ideas.

☐ Students will participate in a whole-class discussion to share their ideas.

☐ Students will study a teacher-created written model paper written in response to a different prompt related to the same two texts.

☐ Students will use the remainder of the class to begin writing their papers.

☐ Students will reflect on what they learned from engaging in this unit.

Teaching Note: To support students in the final writing assignment of this unit, provide them with a model paper you wrote in which you responded to a different, but related prompt. Here’s one possible prompt:

In a multi-paragraph essay, please explain the two biggest warning signs that people had that Mount Vesuvius was going to erupt. Use evidence from both texts to support your response.

Teachers should consider doubling the length of this session to ensure that students have adequate time to plan and write.

TEKS
• 3.1 (A, C, D, E)
• 3.6 (A, E, F, G, H)
• 3.7 (B, C, E, F, G)
• 3.9 (D)
• 3.11 (A, Bi, Bii, C, E)
• 3.12 (B)
• 3.13 (C, E, F, H)

Materials
• “Explaining Ideas” chart
• Model of a teacher-written multi-paragraph paper
Focus Lesson

- Explain to the class that during this, the final session of the module, students will write a paper in which they will explain their ideas using evidence from the text.

- Distribute a copy of the “Writing to Explain” assignment sheet to students and review it together as a class. (You can find a copy-ready version in the Appendix.)

Work Period (Double-Length)

- Tell students that before they even begin writing their essay, they will spend the first part of the work period fleshing out as many ideas as possible, working both individually and with their peers.

- Working individually, ask students to take about 15 minutes to skim the two texts and review all of the relevant charts to brainstorm ideas, take notes, and gather evidence to respond to the assignment prompt. At this point, students should list as many reasons as they can and the textual evidence to support those reasons. Consider providing students—or asking students to come up with—an organizer that they can use to arrange their notes. The organizer might look similar to the one below. Let students know that they might not find evidence from both texts for a given reason, which is fine.

<table>
<thead>
<tr>
<th>Reasons People Stayed in Their Homes</th>
<th>Evidence from “Day of Disaster”</th>
<th>Evidence from “Escaping Certain Death”</th>
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Teaching Note: The majority of the reasons and textual evidence for this paper will come from “Day of Disaster.” Students will find some limited evidence from “Escaping Certain Death.” This allows students to focus primarily on one text while still giving them the experience of working in a minimal way across multiple texts.

- When students are finished working individually, give them 2-3 minutes to share their ideas and textual evidence with a partner. Remind students to consult the “Explaining Ideas” chart to support them with their verbal explanations.
Writing to Explain

During this unit, you worked by yourself and with others to read, comprehend, discuss, and write about two texts about Pompeii and the eruption of Mount Vesuvius.

Now that you’ve read “Day of Disaster” and “Escaping Certain Death,” you know that during the eruption of Mount Vesuvius, some people fled their homes, but others chose to stay.

Your assignment:

In a multi-paragraph essay, please explain the two biggest reasons why some people chose to stay in their homes and not flee Pompeii during the eruption of Mount Vesuvius. Use evidence from both texts to support your response.

You’ve already done much of the work this paper requires: you’ve read and reread the texts, made notes and composed quick writes, and engaged in several discussions in which we shared and charted ideas. Be sure to draw on those notes and charts as you gather ideas and write your paper.

Some things to pay attention to:

- Be sure to state in your introduction the two reasons why some people chose to stay in their homes and not flee Pompeii during the eruption.
- Organize your ideas so that each body paragraph is focused on explaining and providing textual evidence to support one of the reasons.
- When you cite a specific line or moment from the text, make sure you quote it accurately and tell what page and line number the quotation or moment is from. Here’s an example of a sentence in which a line from the text is quoted:

  Tarshis writes, “the ground shakes so violently that people fall” (p.11, lines 145-146).

Please notice three things about this example:

1. There are double quotation marks around the part that Tarshis wrote.
2. The quotation is copied exactly as Tarshis wrote it.
3. The page and line numbers the quotation comes from are placed in parentheses after the last double quotation mark but before the period.
Planning Notes

- Next, ask each pair to team up with another pair and talk about what they consider to be the two biggest reasons why some people chose to stay in their homes and not flee Pompeii during the eruption.

- Finally, engage students in a brief whole-group discussion in which students share what they consider to be the two biggest reasons and the evidence to support those reasons. Again, remind students to consult the “Explaining Ideas” chart to support them with their verbal explanations.

- Provide students with a model paper you wrote in response to a different prompt on these same texts in which you incorporate evidence from both texts to support your ideas. (See the teaching note at the beginning of this session for a suggested prompt.) Guide students to discuss the content of the text and how it’s written by having them study such things as the overall structure of the essay; the content, style, and structure of each paragraph; the way you incorporate and explain evidence; and the way you link ideas and paragraphs. Whenever appropriate, make connections to the information on the “Explaining Ideas” chart.

- Give students the remainder of the work period to work on their papers. As students are writing, confer with them individually or in small groups about their work. Be on the lookout for aspects of writing the paper that many students are finding difficult. Use this information to plan and conduct small- or whole-group mini-lessons.

- As necessary, bring students together as a whole group and return to the model you wrote to help them with aspects of writing the paper that they are finding difficult.

- At the conclusion of the work period, negotiate a deadline for students to turn in their paper or have it ready for a peer revision or peer editing session. Also, let them know how they will share or publish their work. (Teaching Note: Consider asking students to share or publish their work in some way. Sharing and publishing work provides incentive and motivation to write, and helps students understand the concepts of audience and purpose.)

Closing Meeting

- Wrap up the work of this session and unit by convening a whole-group discussion in which students reflect on the work using the questions below:
  - What’s easy and what’s challenging about writing this paper?
  - How did the work you did in this unit help prepare you to write this paper?
  - What are your lingering questions about Pompeii and the eruption of Mount Vesuvius?
  - What did you learn about reading informational texts from this study?
  - How will this knowledge help you read informational texts in the future?
Appendix

Forms and Documents

Session Planning Template

Writing To Explain
Session Planning Template

<table>
<thead>
<tr>
<th>Module: _____________________________</th>
<th>Date: ________</th>
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<tr>
<td>Session: __________________________</td>
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<td><strong>Focus Lesson:</strong></td>
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<td><strong>Work Period:</strong></td>
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<td><strong>Closing Meeting:</strong></td>
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Some things to pay attention to:

• Be sure to state in your introduction the two reasons why some people chose to stay in their homes and not flee Pompeii during the eruption.

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