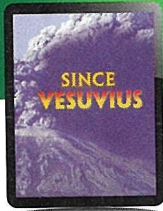
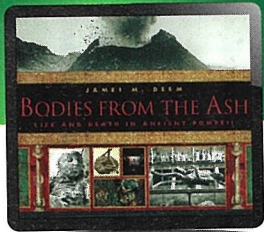


Lesson 20



LANGUAGE DETECTIVE

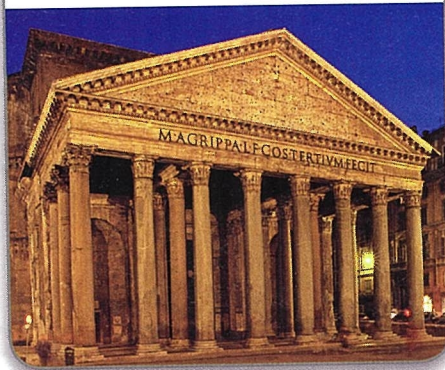
Talk About the Writer's Words

Work with a partner. Choose one of the sentences and replace the Vocabulary word with a word that means the same or almost the same thing. Tell how the sentences are the same and how they are different.

Vocabulary in Context

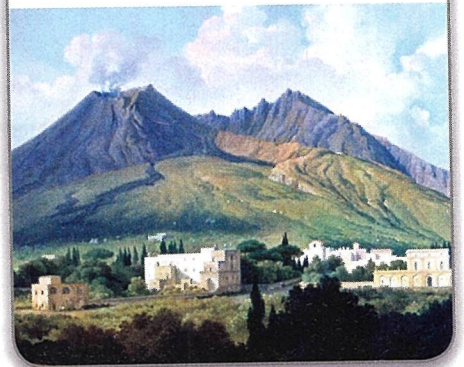
1 unaffected

Many of Rome's ancient buildings have changed little over the years. They seem to be **unaffected** by time.



2 dormant

After centuries of being **dormant**, or inactive, the volcano Mt. Vesuvius awoke with a bang.



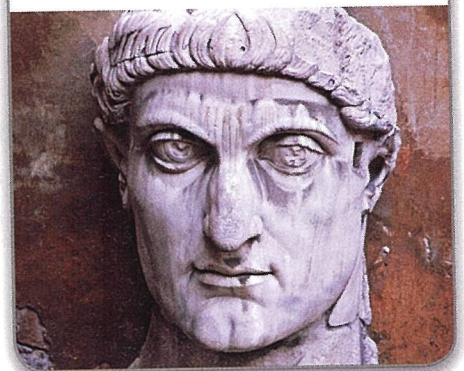
3 subjected

The city of Pompeii was **subjected** to, or made to experience, severe damage from the volcano.



4 salvage

Archaeologists have worked to **salvage**, or save, relics such as this head from a Roman statue.



- ▶ Study each **Context Card**.
- ▶ Discuss one picture. Use a different **Vocabulary word** from the one on the card.

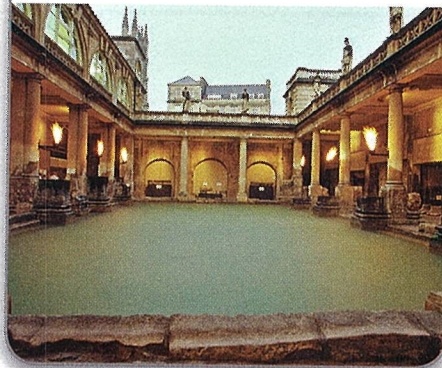
5 **outlying**

Outside Rome's city gates were roads that carried people to **outlying** areas, away from the city center.



6 **opulent**

Some bathhouses in ancient Rome were **opulent**, or richly decorated.



7 **tremors**

Tremors from earthquakes have damaged important buildings in Rome, such as the Colosseum.



8 **imprints**

Imprints, or impressions of items people used during the Roman Empire, have been found in England.



9 **luxurious**

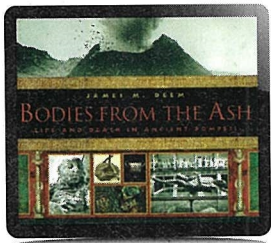
Hadrian's Villa near Rome was **luxurious**, with expensive, comfortable furnishings and decorations.



10 **meager**

These bronze coins had a low value. A Roman citizen could buy only a **meager** amount of goods with them.

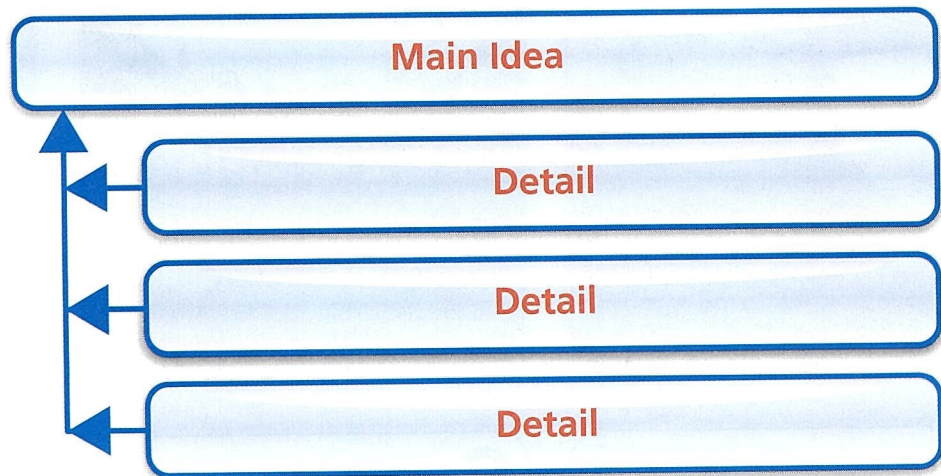




Read and Comprehend

✓ TARGET SKILL

Main Ideas and Details As you read “Bodies from the Ash,” look for the **main idea**, or the central idea, about the topic. Note the **supporting details**, which are facts, examples, and other text evidence that tell more about the main idea. Use a graphic organizer like this one to help you record main ideas and supporting details.



✓ TARGET STRATEGY

Visualize Use text details to help you **visualize**, or form pictures in your mind of, what you are reading.

PREVIEW THE TOPIC

Volcanoes

A volcano is a landform that opens to a pool of molten rock deep below the earth's surface. When pressure builds up, the molten rock rises toward the earth's crust. Gases, dust, rocks, ash, and steam or lava travel up through the opening. Then they spill over or explode into the air.

In "Bodies from the Ash," you'll learn about the eruption of a volcano in ancient Pompeii, near Rome, Italy. You'll also learn what people have found out about Pompeii through excavation and study.

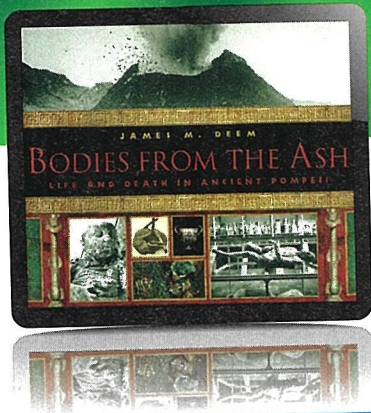


Talk About It

What do you know about volcanoes? What would you like to know? Share your ideas with classmates. Take turns speaking, and listen carefully. What did you learn from others?

Lesson 20

ANCHOR TEXT



✓ GENRE

Informational text gives facts and other information about a topic. As you read, look for:

- ▶ headings that begin sections of related information
- ▶ photographs, illustrations, and captions
- ▶ text structure—the way ideas are organized



MEET THE AUTHOR

James M. Deem

James M. Deem's writing career began in the fifth grade, when he and a group of friends found some strange tracks in the snow. He began a story called "The Strange Tracks Mystery," which stopped after the first page. However, it led to future books about such subjects as buried treasure, American presidents, and the Vikings. Like *Bodies from the Ash*, Deem's books *Bodies from the Bog* and *How to Make a Mummy Talk* explore the secrets that history has to tell us.

Bodies from the Ash

LIFE AND DEATH IN ANCIENT POMPEII



BY JAMES M. DEEM

ESSENTIAL QUESTION

What do we know today about volcanoes that people in ancient times did not?

August 24 and 25, 79 C.E.

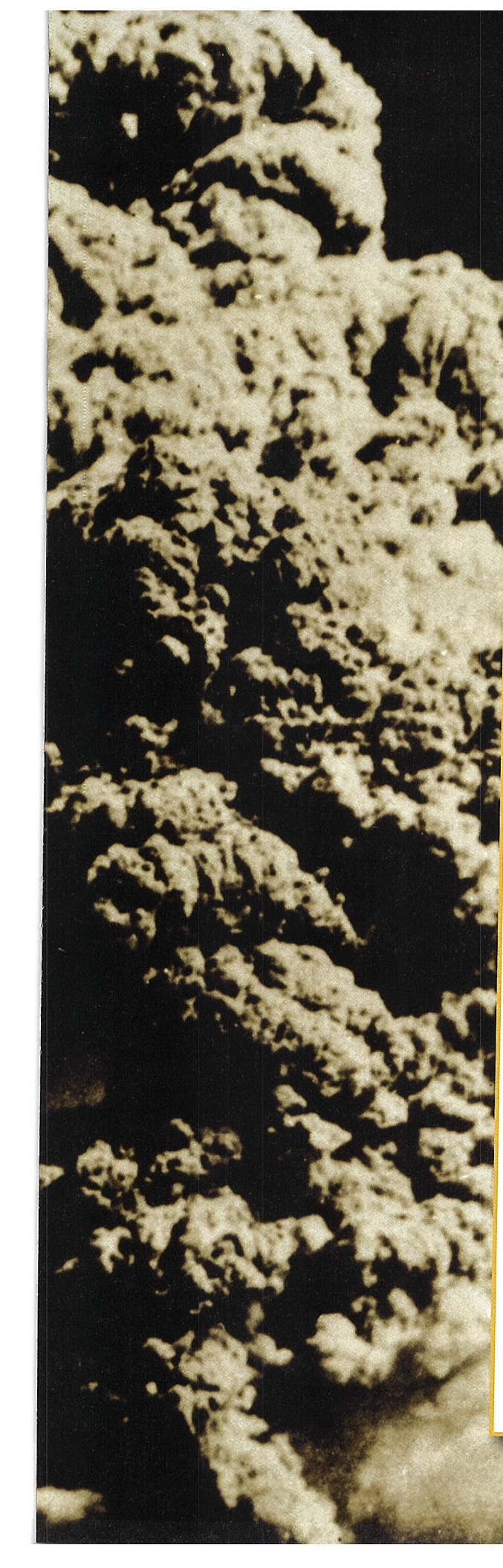
On August 24, the last Tuesday that they would live in their town, the people of ancient Pompeii awoke to a typical hot summer's morning. Four days earlier, a series of small tremors had begun to shake the area, but people were not very concerned. The region had been subjected to so many earthquakes over the years that residents had grown accustomed to them.

What they didn't know is that the region's frequent earthquakes had been caused by nearby Mount Vesuvius. Roman writers had commented on the mountain's strange appearance; one had compared it to Mount Etna, an active volcano in Sicily. A writer named Strabo even concluded that Vesuvius had once "held craters of fire." But because Mount Vesuvius had been dormant, or sleeping, for more than eight hundred years, no one realized that it still had deadly power. What's more, no one understood that the region's frequent earthquakes were actually signs that Vesuvius was building up pressure and getting ready to erupt.

That morning, Vesuvius provided a clearer warning that an eruption was beginning. Between nine and ten o'clock, the volcano shot a small explosion of tiny ash particles into the air. To the residents of Pompeii, ten miles southeast of the volcano, this may have felt like a minor earthquake, but to the people living in the immediate vicinity of Vesuvius, it was terrifying. The ash streamed up and fell like fine mist on the eastern slope of Vesuvius. A woman named Rectina who lived at the foot of the volcano was so alarmed that she quickly sent a letter with a servant to Elder Pliny, the commander of the Roman naval fleet stationed some eighteen miles away, urging him to rescue her.

People in Pompeii might have noticed the small cloud that morning and may have felt tremors, but they continued with their daily activities until early that afternoon. At one o'clock, eighty-one loaves of bread were baking in the ovens of the Modestus bakery, and vendors were selling fruit and other products in the macellum, or marketplace. The priests in the Temple of Isis were preparing to eat an afternoon meal of eggs and fish. It was then that Vesuvius finally awoke with a massive explosion.

This cloud blasted from Vesuvius during its last eruption in 1944, but the cloud from the 79 C.E. eruption was much larger. Since 79 C.E., Vesuvius erupted thirty times before becoming dormant again.



An enormous pine-tree-shaped cloud of ash, pumice, and larger rock fragments blasted into the air. Within a half-hour, the cloud had risen over ten miles high, and winds had blown it toward the southeast—in the direction of Pompeii. The cloud blocked the sun and turned the sky over Pompeii to night. Then it began to release a deluge of ash, lightweight white pumice stones, and some larger, heavier volcanic rocks on Pompeii. At the same time, earth tremors continued to shake the town.

At first, most people would have taken shelter in their homes or other buildings. But as the volcanic fallout began to accumulate at the rate of five or six inches per hour and the pumice grew to an inch in size, many decided to escape. Protecting themselves as best as they could from the falling stones, they headed down the narrow city streets, stepping on the accumulated fallout, toward one of the city gates. Some people used pillows and blankets tied to their heads; others shielded themselves with pans or even baskets. After reaching the gates, many took the coast road; others tried to escape by sea. But the buoyant pumice floated in the water, filling the harbor and making a seagoing escape more difficult. During this time, some were killed on their way out of the city, hit by larger rocks falling from the eruption cloud.



(left) As the fallout continued, Pompeians made their way to one of the eight city gates, hoping to escape the deadly rain of Vesuvius. (right) Most Pompeii streets were narrow and paved with stones. They quickly filled with pumice and ash as the eruption progressed.

By five-thirty that afternoon, two feet of ash and stones had accumulated in the streets, on roofs, and in open areas such as the courtyards of houses and gardens. In fact, so much pumice had built up on roofs that some buildings began to collapse, especially when the loose pumice was shaken by strong earth tremors. Many Pompeians were crushed in their houses when the roofs caved in on them.

As the evening progressed, the raining pumice turned from white to gray and grew bigger, some pieces almost three inches in size. By midnight, first-story doors and windows were completely blocked by fallout. Anyone who had delayed escape would have had to use a second-floor window to reach the street and then walk atop five feet or more of collected stones and ash. Fires were burning on the slopes of Vesuvius. Lightning filled the sky around it, and the eruption cloud had risen almost twenty miles high. But no one in Pompeii would have been able to see this.

ANALYZE THE TEXT

Style and Tone How does the author maintain a consistently formal style when describing the events of the eruption on pages 585–587? How is a formal style of writing different from a casual, conversational style?

At about one o'clock on the morning of August 25, twelve hours after the first major explosion, the eruption shifted to its second—and deadlier—phase. Vesuvius was losing strength and its eruption cloud was beginning to weaken. As the cloud collapsed completely over the next seven hours, it would fall in six separate stages, each one producing a *pyroclastic surge and flow*. With each partial collapse, a surge of superhot gas and ash blew down the slopes of Vesuvius at speeds between 60 and 180 miles per hour and at temperatures ranging between 350 and 650 degrees Fahrenheit, each surge larger than the last, each one spreading farther. The surge cloud destroyed everything in its path, leaving behind a layer of ash. This was quickly followed by a very rapid pyroclastic flow of volcanic debris that covered the area like a hot avalanche. The flow itself was not lava (that is, a melted rock that would have moved slowly and burned everything it touched); rather, it was a mixture of rock fragments and gas that rolled over the ground at temperatures up to 400 degrees Fahrenheit. This combination of surge and flow is sometimes referred to as *nuée ardente*, or glowing cloud; it is the most deadly type of volcanic activity because of its high temperature and speed.

The first and second surges in the early morning hours did not reach as far as Pompeii, but they did destroy other towns closer to Vesuvius. At about six-thirty, a third surge ended at the northern edge of Pompeii, destroying some of the walls surrounding the city and suffocating anyone who had taken shelter in any of the **outlying** buildings.



Skeleton images were frequently found in floor mosaics, wall paintings, and even on drinking cups in Pompeii. Such designs served as a reminder that life was short.



This calix, a silver two-handled cup, was recovered by archaeologists from the ruins of Pompeii.

By morning, nine feet of pumice and other volcanic debris had accumulated, but the estimated two thousand people in and around Pompeii who had survived the night might have thought that they still had an opportunity to escape. By then, the rain of pumice had lessened so noticeably that many residents took to the streets, which were still darkened by the volcanic cloud, trying to get out of town. Many were carrying lanterns to help them see in the darkness.

But they were cut down around seven-thirty, when a fourth surge engulfed the city and the area beyond it, immediately killing everyone still alive, whether they were inside or out. Some fifteen minutes later, a fifth surge exploded through. Both of these surges deposited a layer of hot ash and a larger amount of pyroclastic flow.

Finally, at about eight o'clock that morning, a final surge—the largest and most violent—shook the area as the remainder of the volcanic cloud collapsed, crushing the top stories of buildings. Bricks, tiles, stones, and other debris were blown through the town. The last surge deposited two more feet of ash and debris on top of the town. But by then there was no one left alive to notice what had happened.

When the eruption ended, Pompeii was covered with more than twelve feet of volcanic debris. Only the very tops of a few ruined buildings were visible; most of the higher stories had been blown down during the pyroclastic surges.

In the days that followed, residents who returned hoping to find their city would have been lost in an unfamiliar landscape. Valleys were filled in; new hills had grown; and the course of the nearby river Sarno had changed. Even Vesuvius had a new look. The volcano's conelike top had collapsed, leaving a gaping crater.

And everywhere they would have looked, the landscape was blanketed by a ghostly covering of ash.

ANALYZE THE TEXT

Analyze Events How is the eruption of Vesuvius introduced in the text? Give examples of how the author elaborates on these events through page 588.

Rediscovering Pompeii

No one knows what happened to the residents of Pompeii who managed to escape, since no written record from any survivor of the town has ever been found. Some people may have left the area; others may have relocated to nearby towns **unaffected** by the tragedy. Some researchers believe that a few people returned and tunneled into the ruins, trying to **salvage** what they could, since tunnels have been found during excavations within the ruins. But no one tried to rebuild the city.

By the fourth century C.E., some 220 years after Vesuvius erupted, Pompeii's name no longer appeared on maps. Instead, the area was called Civitas. The volcanic ash that buried the town became fertile soil, and farmers planted olive trees and grapevines there. Sometimes they would come across bricks and other building materials that poked out of the ground. On rare occasions, a farmer might even find a statue hidden in the undergrowth. In 1594 an attempt to build an underground canal brought workers tantalizingly close to the ancient city. They found pieces of marble, parts of painted walls, and statues. But no one realized that the discoveries might lead to the site of the long-buried town.



In 1865 the artist Edouard Sain painted an imaginary version of the excavations at Pompeii. In reality, slaves and convicts were often used to excavate the ruins during the early years that it was explored.



This model depicts the theater in Herculaneum before early excavators looking for treasure plundered it.

Pompeii and its secrets remained hidden for centuries. It was only after the town of Herculaneum, which was also buried by Vesuvius in 79 C.E., was discovered that excavators began digging for Pompeii. In 1709, a group of well diggers came across some beautiful marble. Since the prince in charge of the region was building a new villa nearby, he was told of the discovery. No one knew that the marble was part of a theater or that it was situated in the ancient town of Herculaneum. Instead, the prince ordered an excavation, hoping to find even more marble for his house. Seven years later, when the prince's **opulent** villa was completed, he ordered workers to stop digging. During that time, they had stripped the theater of its statues and marble façade, without even knowing what they had found.

In 1738, after the Bourbon king Charles III took control of the region, he was eager to find more buried treasures from the same site, so he hired a Spanish military engineer named Alcubierre (al koo BYEH reh). In short order, Alcubierre widened the entrance to the site, quickly discovering that the treasure was part of a theater. He also found an inscription that finally identified the location as Herculaneum. But in his haste to please Charles, Alcubierre essentially turned the site into a tunnel-filled coal mine. Soon, workers were hauling beautiful statues and other treasures out of the tunnels and sending them to the palace of Charles III.

After fourteen years, workers began to find fewer objects, but Alcubierre was not about to give up. Instead, he planned to try another site: the underground canal that had been attempted in the late 1500s. He hoped that it might lead to the ruins of Pompeii—and further favor from Charles III.

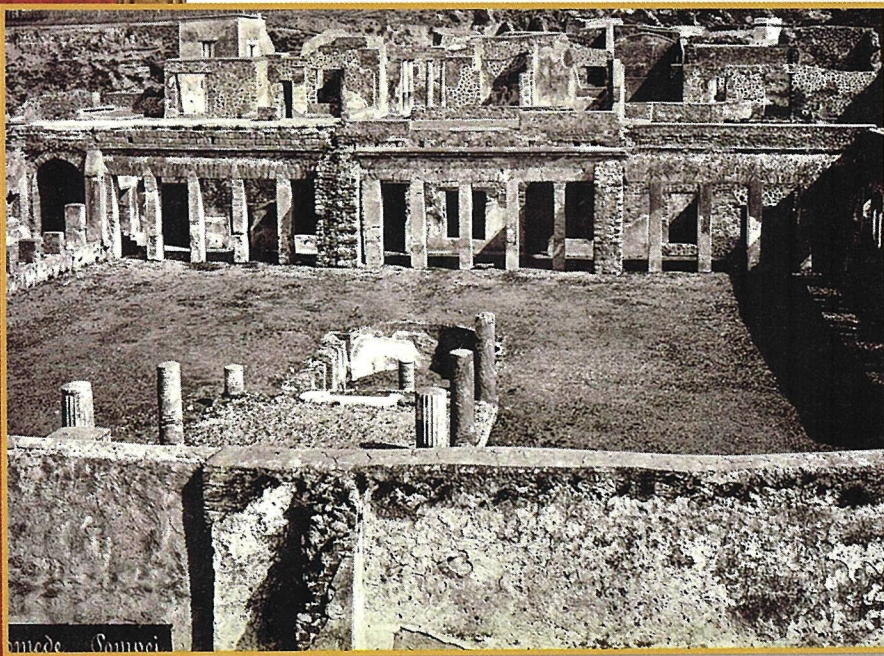
On March 30, 1748, a small crew of twenty-four men, twelve of them convicts, began work. Digging was easier at the canal site, but it was filled with areas of firedamp—that is, toxic gasses trapped in the layers being excavated. Every time a pocket of firedamp was exposed, the diggers would have to run away to escape breathing the poisonous gas, and their work could be interrupted for many days.

Twenty days later, the workers discovered something unexpected: the skeleton of a man who had died during the eruption. The excavation report for that day read only: “Found a skeleton and 18 coins.” Although this was the first recorded sign of the human tragedy at Pompeii, Alcubierre was more interested in the coins than the man. A few days later, another entry read: “Nothing was found, and only ruined structures were uncovered.” Eventually, he became so disappointed with the **meager** discoveries that he returned to the excavations at Herculaneum, leaving only a small crew to work at the canal site. No more than fifty men—some of them Algerian and Tunisian slaves, chained together in pairs—seemed to have been used at any time, even after the site was finally identified as Pompeii in 1763.

But Pompeii was about to get much more attention. In 1771 excavators made a dramatic find: a large, **luxurious** house, now called the Villa of Diomedes (dy uh MEE deez), complete with two skeletons near the garden. These skeletons were of much greater interest, thanks to the riches found with them. Next to one man, who held a key and wore a gold ring, was a hoard of coins wrapped in a cloth: ten gold, eighty-eight silver, and nine bronze. This turned out to be one of the largest collections of money found at Pompeii and certainly a dazzling find in 1771.

The next year, as excavations of the house continued, workers discovered twenty more skeletons (eighteen adults and two children) piled together in a nearby underground room. The volcanic debris that had oozed into the room during the pyroclastic flows had hardened around the bodies and created **imprints** of the people, their clothing, and even their hair. Excavators studied the impressions and concluded that they had found a family and its servants. The woman of the house wore beautifully woven clothing and was adorned with a great deal of jewelry (multiple necklaces, armbands, bracelets, and rings).





This early photo shows the Villa of Diomedes after it was excavated.

She carried a young boy in her arms. A young girl wearing golden jewelry accompanied her; as the fourth surge hit, she had covered her face with her clothing, gasping for breath.

The rest of the victims were dressed quite differently. Most wore canvas or cloth socks that were more like leggings; many had no shoes. The excavators concluded that they were slaves or servants. They also came to believe that the two skeletons found the previous year were the male head of the family, who carried the family's most valuable possessions, and another slave.

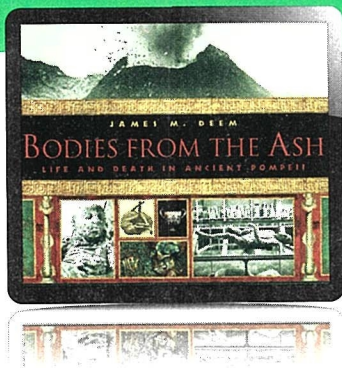
Word of this discovery and others traveled around the world. Pompeii and its Villa of Diomedes became part of the grand tour for wealthy American and English travelers. As a result, many tourists flocked to the ruins, not only to watch the excavators, but also to see the skeletons. They would wander through the ruins to encounter tableaux; that is, little scenes arranged by excavators that featured skeletons and objects found at the site. Two victims that fascinated early visitors to the site, according to the writer Jennifer Wallace, were found in the Gladiator's Barracks in 1766. These two men, either prisoners or gladiators, were said to have still been in shackles and chained to the wall when they died in the eruption. Excavators placed their skulls on shelves for all visitors to see.

Unfortunately, some tourists stole bones from the skeletons and other artifacts as souvenirs, since the large site was poorly guarded. It is not surprising, therefore, that of all the coins and jewelry found at the Villa of Diomedes, only two items have been preserved to this day: a necklace and a gemstone. The rest have disappeared without a trace.

ANALYZE THE TEXT

Main Ideas and Details What is the central idea of pages 589–593? What details does the author provide to support this idea?





Dig Deeper

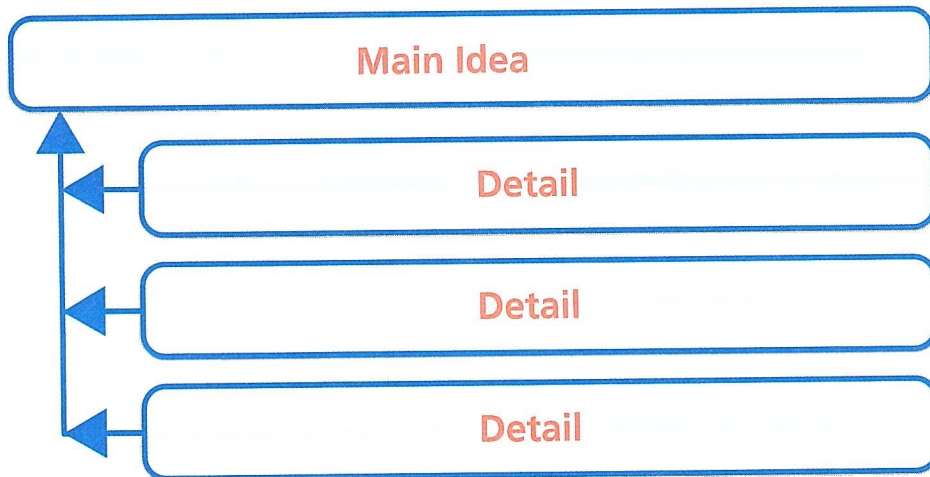
Use Clues to Analyze the Text

Use these pages to learn about Main Ideas and Details, Style and Tone, and how to Analyze Events. Then read "Bodies from the Ash" again to apply what you learned.

Main Ideas and Details

Informational texts such as "Bodies from the Ash" contain a **main idea** and **supporting details**. Main ideas are the central ideas of a text. To explain the topic, authors use supporting facts and other details that develop the main ideas.

Some informational texts have one central idea. Others have more than one. Notice that "Bodies from the Ash" contains two sections of very different kinds of information. What is the main idea of the first section? What details does the author give to support it?



Style and Tone

In writing, an author's **tone** is the author's attitude, or feeling, toward his or her subject. When authors use a serious tone, they often use a formal writing **style**. They are polite, and they avoid humor. They use third-person point of view, not first, so you won't find authors using *I* in a formal style. Their vocabulary is varied and precise, and they avoid slang and contractions. Authors keep the tone and style consistent in their writing.



Analyze Events

When authors write about **historical events**, they begin by introducing the events. They then elaborate by providing facts and other details. Authors may introduce and elaborate on events in a variety of ways. They may give background information, describe people and places, and give examples. They may tell what eyewitnesses said and make guesses about what people thought and did. Analyzing how events in "Bodies from the Ash" are introduced and elaborated helps you better understand what really happened.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question:

What do we know today about volcanoes that people in ancient times did not? As you discuss, reflect on your partner's responses.



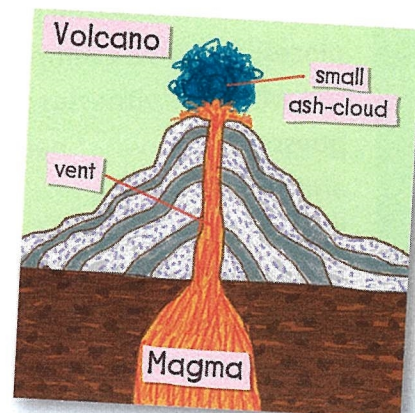
Classroom Conversation

Continue your discussion of "Bodies from the Ash" by explaining your answers to these questions:

- 1 What did the author likely have to do to prepare to write this selection?
- 2 James M. Deem subtitled his work *Life and Death in Ancient Pompeii*. What did you learn about life in Pompeii?
- 3 What text evidence explains how unprepared the people of Pompeii were when Vesuvius erupted?

WHAT DOES IT MEAN?

Use Reference Sources Choose three of these words from the selection: *erupt*, *particles*, *pumice*, *fallout*, *surge*. Find each word in the selection. Then look up the pronunciation and meaning of each word in a digital dictionary. Write a new sentence for each word. Share your sentences with a partner.

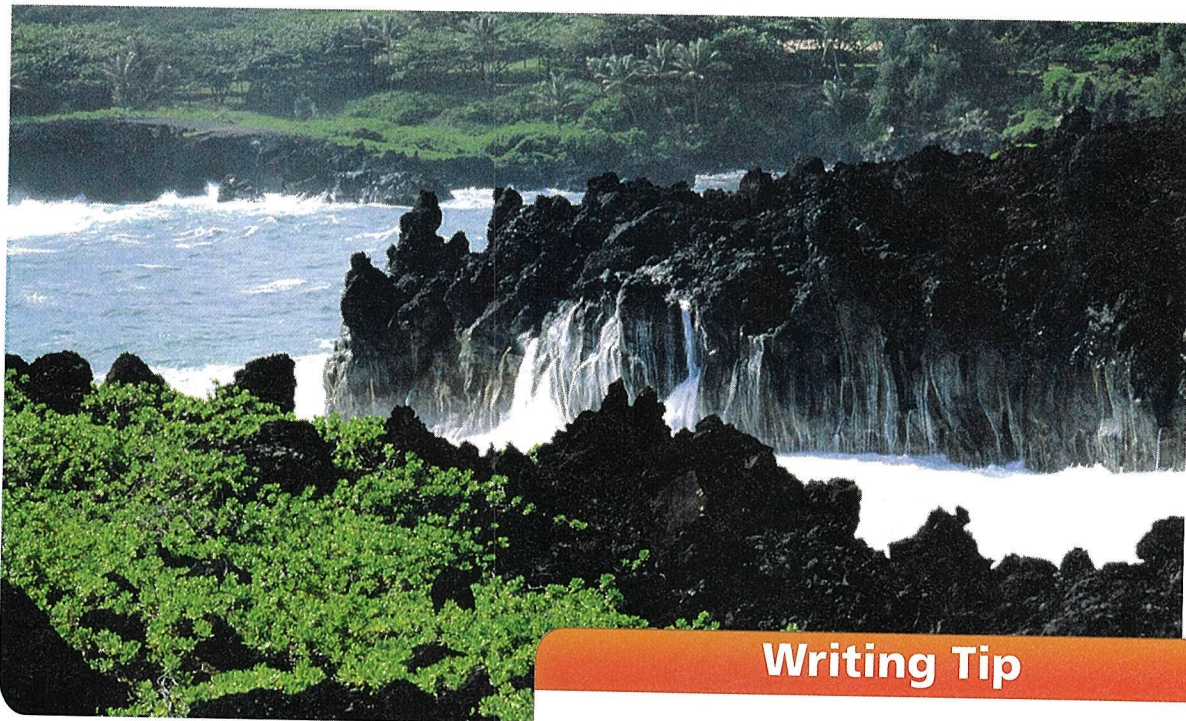


Performance Task

WRITE ABOUT READING



Response Some historic changes occur slowly over time, and others occur suddenly. Would we know as much about everyday life in Pompeii if Vesuvius had not erupted? Write an argument paragraph to express your ideas. Begin the paragraph by stating your claim, and use evidence from the selection to support it. End with a concluding sentence.

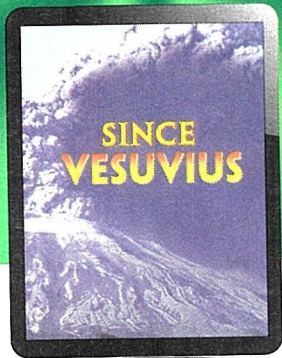


Writing Tip

State your claim at the beginning of your response. Use adjectives and adverbs correctly as you present and support your claim.

Lesson 20

INFORMATIONAL TEXT



GENRE

Informational text, such as this science article, gives facts and examples about a topic.

TEXT FOCUS

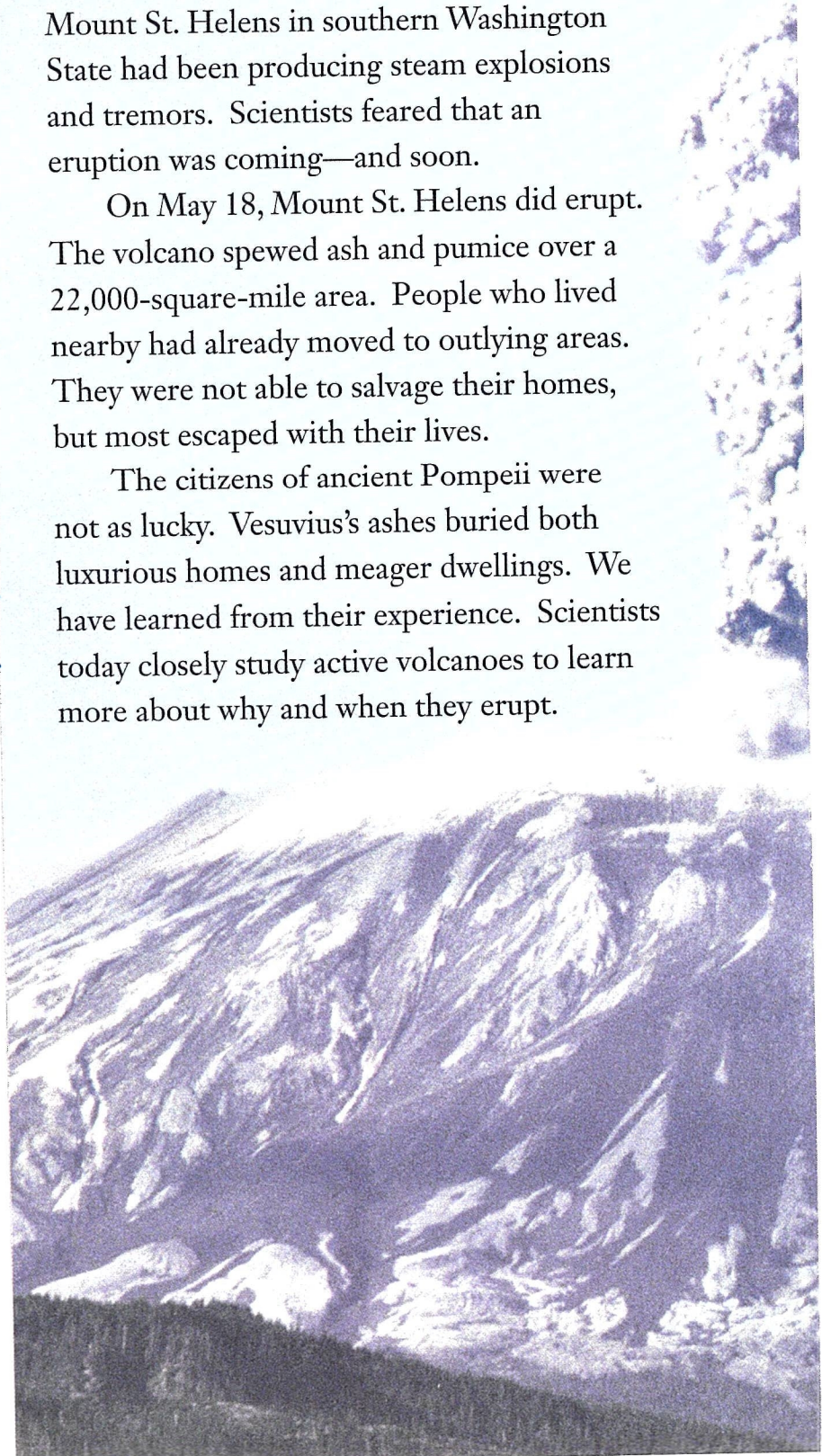
Informational text may include a **diagram**, a drawing that explains how something works or how parts relate to each other.

SINCE VESUVIUS

Since the middle of March of 1980, Mount St. Helens in southern Washington State had been producing steam explosions and tremors. Scientists feared that an eruption was coming—and soon.

On May 18, Mount St. Helens did erupt. The volcano spewed ash and pumice over a 22,000-square-mile area. People who lived nearby had already moved to outlying areas. They were not able to salvage their homes, but most escaped with their lives.

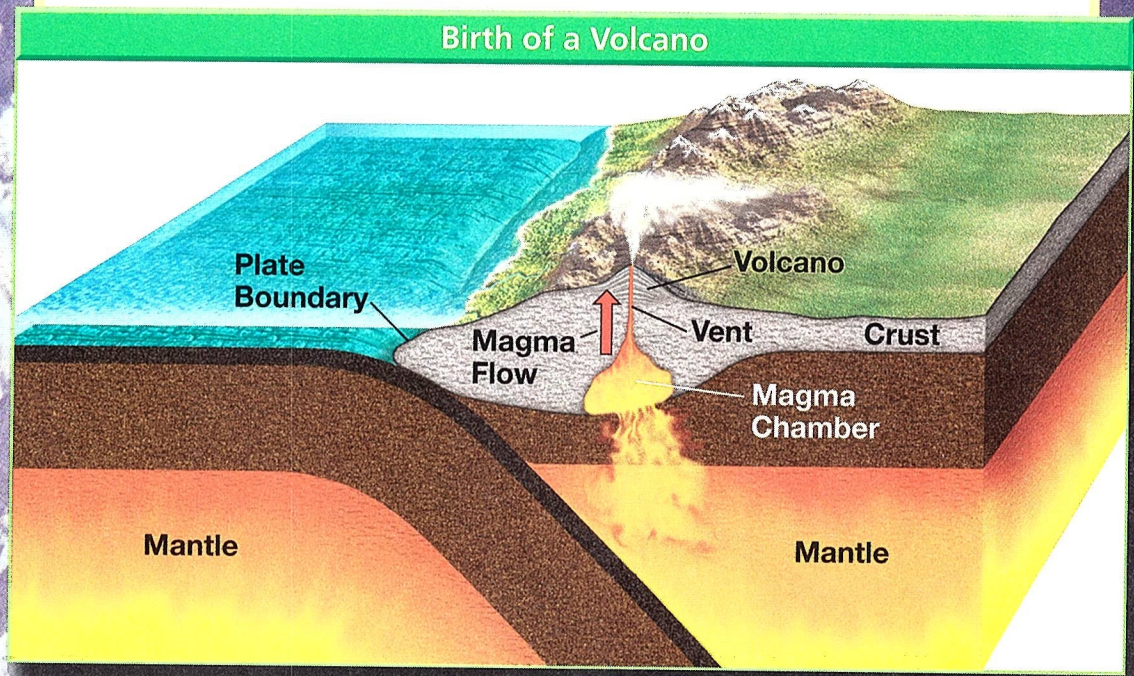
The citizens of ancient Pompeii were not as lucky. Vesuvius's ashes buried both luxurious homes and meager dwellings. We have learned from their experience. Scientists today closely study active volcanoes to learn more about why and when they erupt.



OUR FLUID EARTH

Today we know what the Pompeians didn't: that Earth's interior is always in motion. The theory of plate tectonics tells us that Earth's outermost layer, or *crust*, is made of huge slabs of rock called *plates*. These plates fit together like puzzle pieces. They are thousands of miles across and about fifty miles thick. They float on a bed of molten rock, or *magma*. Magma is part of Earth's *mantle*, the layer that surrounds its core.

The plates don't fit together exactly. They push against each other and slip past each other. This movement can create volcanoes.



When two plates crash into each other, a chain reaction may begin that melts rock in the mantle. The liquid magma can rise through a surface opening called a vent. Lava, rocks, and ash build up around the vent, and a new volcano is born.

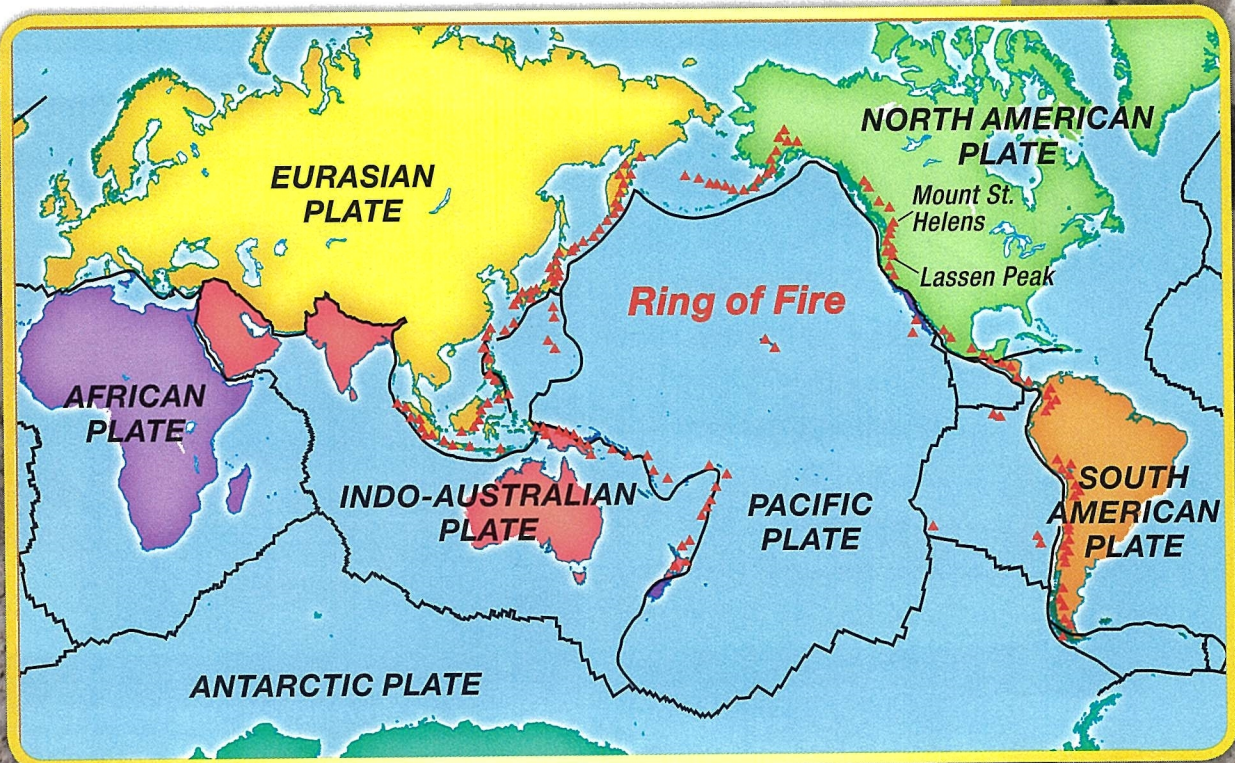
VOLCANO SPOTTING

No part of Earth is unaffected by plate movement. However, volcanoes usually leave their imprints at or near the edges of tectonic plates. These areas are subjected to more volcanic activity and earthquakes than other areas are. The edges of the plates surrounding the Pacific Ocean are especially active. Scientists call this area the “Ring of Fire.”

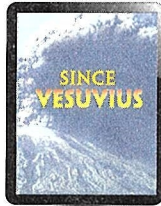
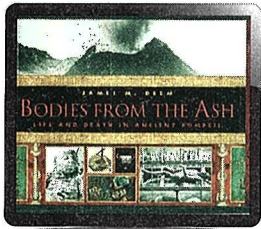
LESSONS LEARNED

Scientists can now recognize some volcano warning signs, such as groups of small earthquakes. Lassen Peak, a volcano in northern California, erupted in 1915, a year after steam blasted through the ground near its summit.

We will probably never be able to predict the exact time of a volcanic eruption. Volcanoes can remain dormant for hundreds of years. Lassen Peak was quiet for 27,000 years before erupting! Still, because we know some of the warning signs, we are much safer than the people who lived in Pompeii’s opulent villas.



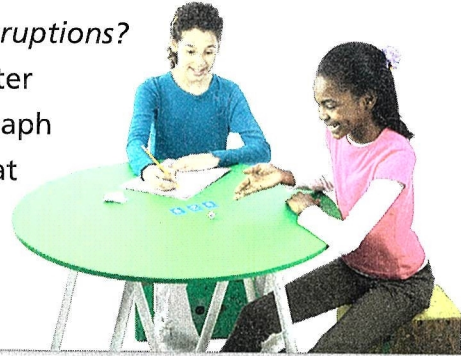
One of the active volcanoes (red triangles) in the Ring of Fire is Lassen Peak. Lassen’s boiling mud pots show its volcanic activity.



Compare Texts

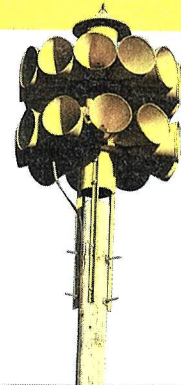
TEXT TO TEXT

Compare Volcano Texts Talk with a partner about “Bodies from the Ash” and “Since Vesuvius.” Discuss these questions: *How do both selections tell about the events during volcanic eruptions? How are the selections different from each other?* After discussing your ideas, work together to write a paragraph that compares and contrasts how the two authors treat volcanic eruptions in their texts. Use evidence from the texts in your paragraph.



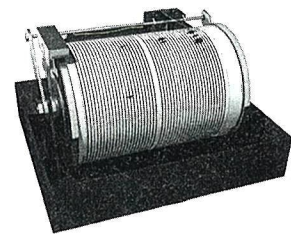
TEXT TO SELF

Be Prepared What types of natural disasters happen in the state or region in which you live? With a partner, discuss what you have done or could do to prepare for a disaster. Then write a list of instructions to follow in an emergency.



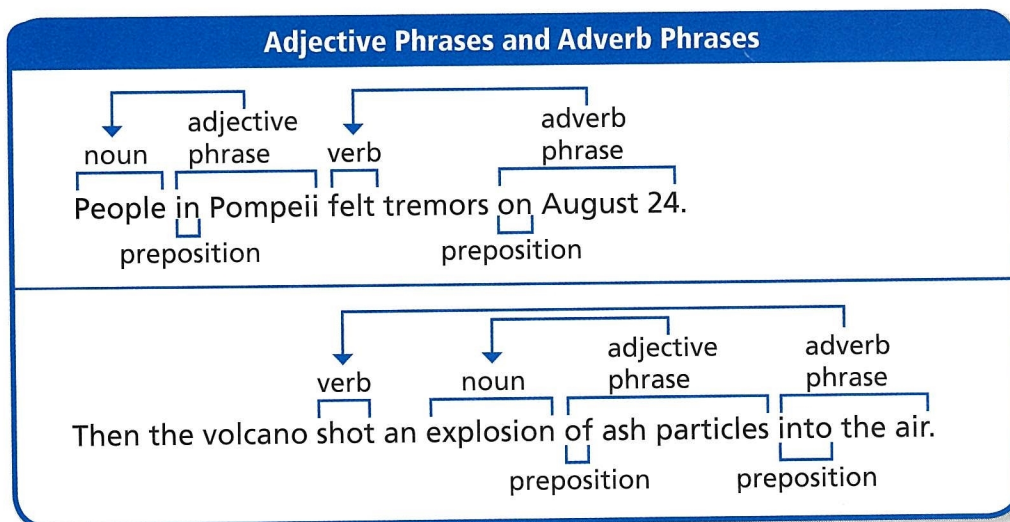
TEXT TO WORLD

Discuss Technology Think about advances in technology since the time of ancient Pompeii. What are some ways that technology keeps people safe during natural disasters today? Research the topic, and share your thoughts with a small group.



Grammar

Prepositions and Prepositional Phrases A preposition is a word that shows a relationship between a noun or pronoun (the object of the preposition) and another word. A prepositional phrase includes the preposition, the object of the preposition, and the modifiers of the object. An adjective phrase is a prepositional phrase that modifies a noun or pronoun. An adverb phrase is a prepositional phrase that modifies a verb, adjective, or adverb.



Try This!

With a partner, read aloud each sentence below. Tell whether each prepositional phrase in bold type is an adjective phrase or an adverb phrase. Then identify the noun or verb it modifies.

- 1 **Throughout the morning**, most people ignored the warnings from the volcano.
- 2 **At one o'clock**, bakers were baking loaves **of bread**.
- 3 Suddenly the volcano erupted **with a massive explosion**.
- 4 A thick cloud **of ash and rock** rose **from Vesuvius**.

When you write, you can use prepositional phrases as modifiers to give details to your readers. Use adjective phrases to tell what kind or which one about nouns. Use adverb phrases to tell how, where, or when about verbs.

Sentence with No Details

How? Where?
When?



Which one?
What kind?

The people awoke.

Sentence with Adjective and Adverb Phrases



On Tuesday, the people in Pompeii awoke to a hot morning as usual.

Connect Grammar to Writing

As you revise your research report, look for sentences that can be improved by adding adjective phrases to describe nouns or by adding adverb phrases to describe verbs. Make sure the meaning is clear in your new sentences.

Reading-Writing Workshop: Revise

Informative Writing

Evidence In a research report, good writers define the topic with a thesis statement and use headings to organize the information. When you write your research report, make sure that the body section under each heading has a main idea. Support each main idea with evidence: the facts, definitions, examples, and other details you've gathered. End each section with a concluding statement. Be sure to use domain-specific vocabulary from your topic's field of knowledge.

McKenna drafted a research report about the beliefs of the ancient Egyptians. Then she deleted details that did not support the topic and added a concluding statement to a section.

Revised Draft

The Pharaoh Ruled

The ancient Egyptians believed that the pharaoh was not only a ruler but also a divine being, like a god. ~~The ancient Greeks also believed in gods and goddesses.~~ In addition, they thought the pharaoh was given the right to rule by the gods. Only the pharaoh was allowed to communicate directly with the gods. He was also the leader of all the priests in Egypt. ~~The most famous of all the pharaohs is King Tutankhamen.~~ The royal pharaoh led the Egyptians in their religion and governed how they lived their lives.

Writing Process Checklist

Prewrite

Draft

▶ Revise

- Did I introduce the topic clearly?
- Did I include a main idea, details, and concluding statement in all body sections?
- Did I use transition words to clarify relationships?
- Did I maintain a formal style and objective tone?
- Did I use domain-specific vocabulary?

Edit

Publish and Share

Religious Beliefs of the Ancient Egyptians

by McKenna Mare

Archaeologists sift through ruins like detectives looking for clues. As archaeologists piece together bits of broken pottery or parts of statues, they also piece together facts. They have pieced together many fascinating facts about Egyptian religious beliefs. The ancient Egyptians believed in gods and the afterlife, and their beliefs shaped the way they lived.

The Pharaoh Ruled

The ancient Egyptians believed that the pharaoh was not only a ruler but also a divine being, like a god. In addition, they thought the pharaoh was given the right to rule by the gods. Only the pharaoh was allowed to communicate directly with the gods. He was also the leader of all the priests in Egypt. The royal pharaoh led the Egyptians in their religion and governed how they lived their lives.

Reading as a Writer

Which sentences did McKenna delete from her draft? Does your research report include any details that do not support your topic?

In my final report, I deleted details that do not support the topic. I also made sure that each section in the body ends with a concluding statement.



- ▶ Writing to Sources
- ▶ Writing Informative Texts: Use Facts and Examples
- ▶ Writing Informative Texts: Organize Your Information

Write an Informational Essay

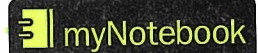
TASK In this unit you've read about methods that archaeologists and historians use to uncover secrets from the past. The "Real Vikings" shows how recently discovered objects tell us about daily life a thousand years ago. The excavation described in "The Emperor's Silent Army" reveals the history and mysterious beliefs of ancient China. "Bodies from the Ash" tells how a volcanic eruption preserved an entire Roman city.

Think about the information in all the texts that you just read. Then write an essay that explains how people collect and interpret evidence about ancient civilizations. Use ideas and examples from the Unit 4 texts in your essay. Your teacher and your classmates will read the finished copy of your essay.

Make sure your essay

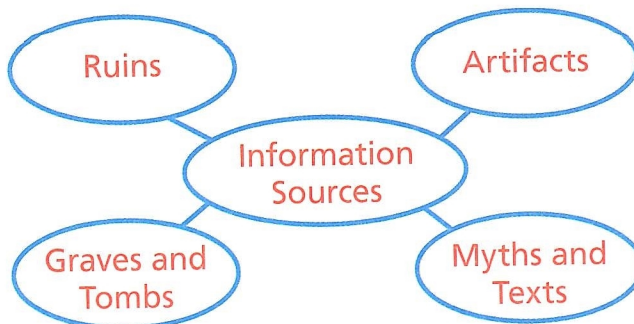
- introduces your topic clearly.
- groups related information logically.
- develops your topic with facts, details, and other information related to the topic.

PLAN



Use the annotation tools in your eBook to gather text evidence to support your ideas.

Gather Information What sources of information can people use to learn about the past? How do they interpret this information? Use a graphic organizer to list your main ideas and supporting details.



Write Your Essay Now begin working on your essay. Use your graphic organizer, the flowchart below, and all that you have learned about writing informational essays to compose your first draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

INTRODUCTION

Begin your essay with a **thesis statement** that defines your **topic** and explains the particular **focus** of the essay. Then **organize** and introduce your **main ideas** in a logical order.

BODY

Develop your topic with relevant **facts** and **definitions**. Make sure that each main idea has its own paragraph, and include **details** and **evidence** from the texts to support your ideas. Link your ideas with **transitions**. Use **precise language** and **domain-specific vocabulary** to explain your topic. Remember to include **quotation marks** to indicate phrases that come directly from the texts.

CONCLUSION

Finish your essay with a strong conclusion. **Summarize** your most important facts and show how they relate to your topic.

REVISE



Review Your Draft The revising and editing stages of the writing process give you an opportunity to look carefully at your work and to make changes that improve it. Work with a partner to review your essay. Make sure that it clearly introduces your topic and main ideas, organizes information logically, supports the topic with facts, details, and textual evidence, and concludes with a summary of the information you presented.

Have your partner review your essay in *myWriteSmart* and note where your essay is not clear. Discuss how to make improvements.

Purpose and Organization

- ✓ Did I introduce my topic clearly?
- ✓ Did I explain the focus of my essay?
- ✓ Is my information organized in a logical way?
- ✓ Do I have a strong conclusion that sums up my ideas?

Evidence and Elaboration

- ✓ Did I develop my topic with facts and details?
- ✓ Are my ideas supported by details and evidence from the texts?
- ✓ Did I use transitions to link my ideas?
- ✓ Have I used precise language and domain-specific vocabulary?

Conventions

- ✓ Does my essay include a variety of complete sentences?
- ✓ Have I used quotation marks to show that the words are directly from the text?
- ✓ Is my spelling, punctuation, and capitalization correct?

PRESENT

Create a Finished Copy Write or type a final copy of your essay. You may want to include photographs or other graphics. Choose a way to share your essay with your classmates. Consider these options:

1. Read your essay aloud to your classmates. Be sure to speak clearly and at an understandable pace.
2. Publish your essay on a school website or blog and ask readers to provide feedback.
3. Publish your essay using presentation software. Make it available for your classmates to review.

Unit 5

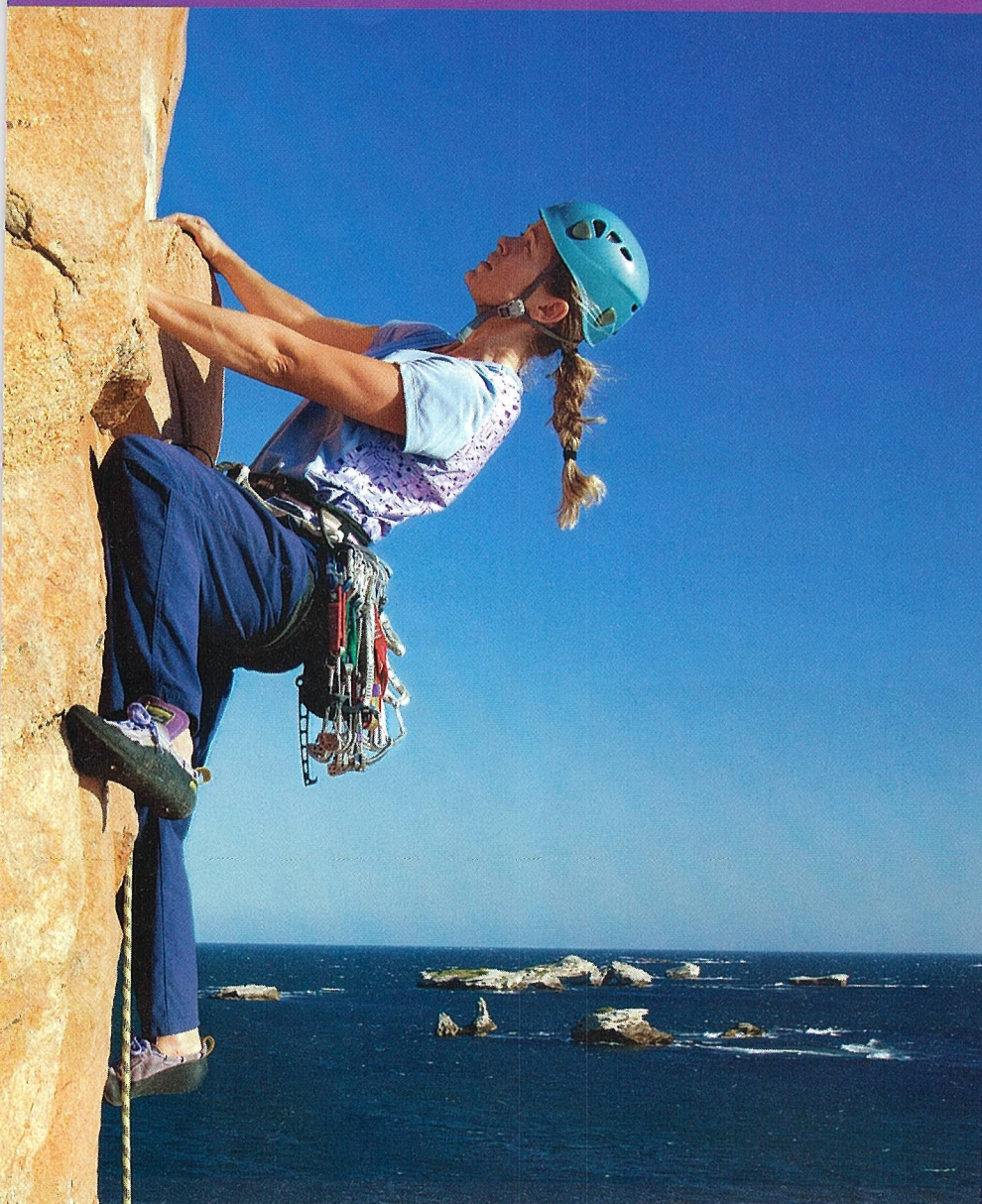
Taking Risks



Stream to Start

I have dared to try many things, sometimes trembling, but daring still. ”

— Maya Angelou



Performance Task Preview

At the end of this unit, you will think about the texts you have read. Then you will write an argument about which text best supports an idea about bravery.



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