**Literature – Mythology Organizer**

**6th Grade Core Knowledge - Huey/Ricketts/Canfield**

**Summary**

In this domain, students will continue adding to their knowledge of the mythology. Students will continue to expand their knowledge of Greek myths from their previous exposure in second grade. Students read the following myths Apollo and Daphne, Orpheus and Eurydice, Narcissus and Echo and Pygmalion and Galatea. This unit will equip the students with the necessary information to understand the Children’s Homer, which is the next unit. Students will demonstrate their knowledge of myths and Greek gods and goddesses by completing the unit assessment.

**The Big Idea**

Reading myths and analyzing their meaning will help students to understand common phrases and idioms used in everyday culture including the specific domain content words that enriches vocabulary.

**Colorado State Standards**

**REA 6.2.1a. Use Key Ideas and Details to:**

1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (CCSS: RL.6.1)
2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (CCSS: RL.6.2)
3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (CCSS: RL.6.3)

**REA 6.2.1.b Use Craft and Structure to:**

1. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.   
   (CCSS: RL.6.4)
2. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (CCSS: RL.6.5)
3. Explain how an author develops the point of view of the narrator or speaker in a text. (CCSS: RL.6.6)

**REA 6.2.1.c Use Integration of Knowledge and Ideas to:**

1. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they ―see‖ and ―hear‖ when reading the text to what they perceive when they listen or watch. (CCSS: RL.6.7)
2. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (CCSS: RL.6.9)

**REA 6.2.1.d Use Range of Reading and Complexity of Text to:**

1. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (CCSS: RL.6.10)

**SS 7.1.2.b** Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved:

1. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved.

**REA 7.2.3.b.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (CCCS: L.7.5)

1. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.   
   (CCCS: L.7.5a)

**Common Core Standards**

**RL.6.1 -** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RL.6.2 –** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**RL.6.3 –** Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**RL.6.4 –** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**RL.6.5 –** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**RL.6.6 –** Explain how an author develops the point of view of the narrator or speaker in a text.

**RL.6.7 –** Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

**RL.6.9 –** Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

**RL.6.10 –** By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**L.6.4 -** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6* *reading and content*, choosing flexibly from a range of strategies.

**Core Knowledge Unit**

**C. Classical Mythology**

Apollo and Daphne

Orpheus and Eurydice

Narcissus and Echo

Pygmalion and Galatea

**Core Knowledge Language Arts**

**B. Speaking and Listening**

• Participate civilly and productively in group discussions.

**Previous Unit:**

None

**Prior Knowledge**

Students have been exposed to main ideas in Greek Mythology in second grade. They are familiar with the names of Greek gods and goddesses, as well as with several myths.

**Grade 2:**

**B. Mythology of Ancient Greece**

• Gods of Ancient Greece (and Rome)

Zeus (Jupiter)

Hera (Juno)

Apollo (Apollo)

Artemis (Diana)

Poseidon (Neptune)

Aphrodite (Venus)

Demeter (Ceres)

• Mount Olympus: home of the gods

• Mythological creatures and characters

Atlas (holding the world on his shoulders)

centaurs

Cerberus

Pegasus

Pan

• Greek Myths

Prometheus (how he brought fire from the gods to men)

Pandora’s Box

Oedipus and the Sphinx

Theseus and the Minotaur

Daedelus and Icarus

Arachne the Weaver

Swift-footed Atalanta

Demeter and Persephone

Hercules (Heracles) and the Labors of Hercules

**Next Unit:** Children’s Homer

**What Students will Learn in Future Grades**

This unit encompasses aspects of review, as well as exposes students to domain vocabulary and knowledge that is crucial for the next unit. Students will read several Greek myths, and participate in discussions about values and symbolism. After this unit, students will read and analyze Children’s Homer. This familiarity will help them in high school when they read the Iliad and the Odyssey.

**Cross Curricular Links**

**History**

**B. Ancient Greece**

• The Greek polis (city-state) and patriotism

• Beginnings of democratic government: Modern American democratic government has its roots in Athenian democracy (despite the obvious limitations on democracy in ancient Greece, for example, slavery, vote denied to women) The Assembly Suffrage, majority vote

• The “classical” ideal of human life and works

The ideal of the well-rounded individual and worthy citizen

Pericles and the “Golden Age”

Architecture: the Parthenon

Games: The Olympics

• Greek wars: victory and hubris, defeat and shame Persian Wars: Marathon, Thermopylae, Salamis

The Peloponnesian War: Sparta defeats Athens

**Art**

**A. Classical Art: The Art of Ancient Greece and Rome**

• Observe characteristics considered “classic”—emphasis on balance and proportion, idealization of human form—in

The Parthenon and the Pantheon

**Additional Resources**

Hirsch, E.D., Jr. (ed). (1994). What Your Sixth Grader Needs to Know. New York, NY: Delta Book.

Evslin, Evslin, and Hoopes The Greek Gods. New York: Scholastic, 1966.

Price, Sean Stewart Ancient Greece. New York: Scholastic Professional Books, 2000.