

Unit 4: Myths Matter
6th Grade Language Arts
14 Class Meetings

Revised May 2026

Essential Questions
• What is mythology and why is it important? • What common universal themes are found in a variety of myths across cultures? • How do myths continue to influence literature?

Enduring Understandings with Unit Goals
EU 1: Myths exist in many cultures as a means to explain the natural world and human experiences. • Identify common characteristics of myths. • Examine how myths convey gods, heroes and creatures. • Describe and explain the importance of myths. EU 2: Readers think critically, using implicit and explicit text information to draw conclusions from myths. • Describe and summarize the basic plot of several myths. • Compare and contrast myths to discuss common themes about human nature. EU 3: Research a myth and gather textual evidence to support the analysis of the text. • Relevant textual evidence helps the reader to make inferences and draw conclusions. • Analyze artistic and literary works based on or inspired by myths.

Standards
<u>Common Core State Standards</u> • 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 judgements • RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze a specific word choice on meaning and tone. • 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. • RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall the overall structure of a text and contributes to the development of ideas.

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- **W.6.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.6.1** Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- **SL.6.2** Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. Reading Myths

- Summarizing different types of myths
- Central Idea and theme

2. Elements of Myths

- Gods, goddesses, and creatures

3. Writing and Presenting a Myth

- Research a character from a myth
- Create and share a visual presentation

Key Terms: analysis, infer, inferences, visualize, interpretation, central idea, theme, imagery, point of view, personification, tone, symbolism, mood, suggest, convey, figurative language, narrator, speaker, compare and contrast, perspective, word choice, tone,

Vocabulary: allegory, archetypes, astrology, culture, civilization, epic, fantasy, folklore, mystic, motif, prophecy, stereotypes, supernatural, vengeful

Interdisciplinary Connections:

Humanities Immigration Unit

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Daily Learning Objectives with TWPS

Students will be able to....

- Determine what a myth is and the characteristics of a myth.**
 - *What is a myth? Describe a myth or mythological figure you have read in the past.*
 - *Why are myths important? Describe the purpose of the myths read.*
- Summarize the text including the most important key details.**
 - *Write a paragraph summary including characters and conflict found in the myth.*
 - *Consider the setting and symbolism in the myth. How does it enhance the story?*
- Determine the central idea or theme of the myth based on details in the text.
 - *How do you think this myth reflects human values and beliefs?*
- Describe the plot and main character of the myth using text evidence.**
 - *How do the setting, characters and conflict all add to the mood of the myth.*
 - *If you could create any God/Goddess, who would it be? Explain*
- Research and create a presentation on a figure in Greek mythology.**
 - *Who is your favorite god or goddess so far? Explain why?*
 - *Imagine yourself as one of the characters in a myth. Who would you be and how would you react to the challenges?*
- Summarize and present your research and myth to the class.
 - *What makes a good presentation?*
- Compare and contrast the reader's theater play and other myths read previously in class.
 - *How does the play present the myth differently from other written versions? Explain*
- Interpret the central idea and author's purpose from audio presentations of text.
 - *How does the speaker effectively present and communicate their ideas? Explain*

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Instructional Strategies/Differentiated Instruction
• Whole group instruction • Small group instruction • Guided notes • Modeling • Student-led instruction • Anchor charts • Reader Response journals • Graphic Organizers • Accountable Talk • Homework • Individual Conferencing • Audio Book • Larger text and line spacing • Modified assignments EL Differentiated Instruction: • Sentence Starters • Simplified directions • Prompting, questioning • Alternate responses when needed • Explicit Modeling • Key Vocabulary • Visuals • Graphic Organizers • KWL Charts • Venn Diagram • Glossary

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Assessments

FORMATIVE ASSESSMENTS:

- Do Nows
- TWPS
- Exit Slips
- Frequent check-ins for understanding
- Accountable Talk Discussions
- Regular homework
- Grammar Practice
- Close Reading Text Annotations
- Summaries
- Brief Writes

SUMMATIVE ASSESSMENTS:

- Quiz 1 on EU1
- Quiz 2 on EU2
- Unit Task: Mythology Research & Presentation (EU1, EU2, EU3)

Unit Task

Unit Task Name: Myth Presentation

Description: This performance task assesses students' ability to read, analyze, research and create a presentation based on a myth, god, goddess or creature of the students' choice. Students will use key details and research notes to draw conclusions and make inferences about a myth. (EU1) Students will design a presentation that contains information describing the type of myth, the theme and the main character of the myth. (EU2) Students will create a visual project such as a slide, comic strip or other artistic representation. Students will research their favorite god or goddess from the myth and present their research to the class. (EU3)

Evaluation: Teacher-Created Scoring Guide

Unit Resources

- D'Aulaires' Book of Greek Myth by Ingri and Edgar Parin d'Aulaire
- Mythology: Timeless Tales of Gods and Heroes by Edith Hamilton
- The Illustrated Book of Myths: Tales and Legends of the World by Neil Philip
- Graphic Organizers/Google Forms
- Selections from video adaptations
- Chromebooks
- www.commonlit.org
- www.readworks.com
- Scholastic Action Magazine