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Greek Mythology

Why do Greek myths continue to be relevant and popular today? In this module, students meet figures from ancient Greek mythology who are placed in a contemporary setting and evaluate how stories from a different time and place continue to resonate.

Students begin Unit 1 by launching their reading of *The Lightning Thief*. Students analyze how the author develops the point of view of the narrator, and then strategize to determine the meanings of unfamiliar words and phrases, including figurative language. In the second half of Unit 1, students prepare for a Socratic Seminar discussion by analyzing how Percy, the main character, responds to challenges. They create discussion norms to have productive text-based discourse about the novel. Theme is also introduced in the second half of the unit in preparation for Unit 2.

In Unit 2, students continue to read *The Lightning Thief*, some parts in class and others for homework. They analyze the Greek myths highlighted in the novel and compare themes and topics in the Greek myths with those evident in *The Lightning Thief*. In the second half of the unit, students write a literary analysis essay using the Painted Essay® structure, comparing and contrasting the treatment of events in the movie *The Lightning Thief* with the same events in the novel.

In Unit 3, students reimagine a scene from *The Lightning Thief*, writing themselves into the action as a different demigod from Camp Half-Blood. They research a Greek god of their choosing (or another traditional figure for those who don't feel comfortable imagining themselves as a child of a Greek god) and use their research to create a new character, the child of that figure. Students develop the attributes of that character and strategically insert the character into a scene from the novel, editing carefully so as not to change the outcome of the story. At the end of the module, students create a presentation outlining their choices and reasoning for the performance task.

Guiding Questions and Big Ideas

What is mythology, and what is the value of studying mythology from other cultures?

- *A collection of stories featuring traditional figures that explain natural phenomena and convey the values of the culture.*
- *Studying stories from other cultures introduces alternative perspectives and amplifies one's worldview.*

Why have stories from Greek mythology remained popular?

- *They teach themes that are still relevant.*
- *They contain figures whose attributes are valued across time.*
- *They ask questions about the human condition.*
- *They remain relatable because they can be reimaged to fit different environments and time periods.*

How does point of view change with experience?

- *A narrator's or character's understanding of an experience changes depending on one's point of view.*
- *Examining multiple points of view supports a more complex understanding of our own and others' choices and beliefs.*

Module Performance Task - Write a Narrative

Throughout Unit 3, students plan a revised scene of *The Lightning Thief* told from the point of view of a new character who is a friend of Percy Jackson and the child of one of the Greek gods or another figure from a traditional story. In the End of Unit 3 Assessment, students use those plans to compose their narrative.

Students will be assessed on their ability to introduce characters and the setting; develop a well-written narrative; organize events in a logical sequence; pace the narrative with dialogue, description, and transition words to create suspense; use precise words and phrases and sensory language to convey experiences and events; and follow the rules of writing (spelling, punctuation, and grammar).

This assessment centers on CCSS ELA W.6.3, W.6.4, W.6.6, and W.6.10.

Social Studies Connections

This module is designed to address English Language Arts standards and to be taught during the literacy block. But the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

- D2.Geo.10.6–8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world.
- D2.His.4.6–8. Analyze multiple factors that influenced the perspectives of people during different historical eras.
- D2.His.6.6–8. Analyze how people’s perspectives influenced what information is available in the historical sources they created.
- D4.1.6–8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.
- D4.3.6–8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).