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<th>Grade 6 GT</th>
<th>Whole Novels Text Options:</th>
<th>Assessed Standards</th>
<th>Description / Big Ideas</th>
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<td>Unit 1: Archetypes: Use or Change?</td>
<td><strong>Mythology by Edith Hamilton</strong>&lt;br&gt;<strong>Mythology for Teens</strong>&lt;br&gt;Student-selected novel based on or inspired by mythology, such as <em>The Lightning Thief</em> (consult Library Media Specialist for other available options)</td>
<td>State Standards&lt;br&gt;RL 6.2&lt;br&gt;RL 6.3&lt;br&gt;RL 6.5&lt;br&gt;W 6.3</td>
<td><strong>Description</strong>: Students analyze archetypes, theme, characterization, and structure in a variety of myths from around the world. Students apply the archetypal, feminist, and philosophical approaches to literary criticism in their analysis of setting, plot, and characterization in order to determine when stereotypes are perpetuated or interrupted. Using a whole-novel approach, students may read <em>The Lightning Thief</em> and/or excerpts from <em>Mythology for Teens</em>. Alternatively, teachers may collaborate with media specialists to develop a list of contemporary novels based on myths from a variety of cultures such as the “Rick Riordan Presents” imprint and students may choose based on developmental appropriateness, interest, and availability. <strong>Big Idea</strong>: Archetypes appear in myths across cultures and can be instructive and/or destructive. Mythological allusions appear throughout modern literature and pop culture, although some are privileged more than others.</td>
<td>Which archetypes still resonate today? What do they teach us about universality? Which archetypes do we need to redefine?</td>
<td>Narrative -- Fictional Crossover&lt;br&gt;<strong>Part One</strong>: Students will read a myth and analyze its theme and structure. <strong>Part Two</strong>: Students will select two characters from myths from different cultures and plan a “fictional crossover” where the characters encounter each other in an archetypal setting. Students will balance narrative techniques with intentional manipulation of archetypes to interrupt stereotypes and demonstrate modern values and morals. Students will compose one scene from their fictional crossover myth.</td>
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<td>Unit 2: Mirrors, Windows, and Doors</td>
<td><strong>The Giver</strong>&lt;br&gt;<strong>One Crazy Summer</strong></td>
<td>State Standards&lt;br&gt;RI 6.2&lt;br&gt;RI 6.3&lt;br&gt;RI 6.5&lt;br&gt;RI 6.7&lt;br&gt;W 6.1</td>
<td><strong>Description</strong>: Students examine how a variety of media depict individuals and groups, as well as how individuals and groups depict themselves. Students apply the sociological, historical, psychological, and feminist approaches to literary criticism in their analysis of how authors introduce and develop individuals and groups in non-fiction media and a small selection of fiction. Using a whole-novel approach, students may read <em>One Crazy Summer</em>, <em>The Giver</em>, <em>Hush, Counting by 7s</em>, and/or <em>Tangerine</em> in order to explore how authors develop fictional individuals who assert their identities in different social contexts.</td>
<td>How does the media depict individuals and groups? When have individuals and groups asserted their own identity?</td>
<td>Argument – Social Media Campaign&lt;br&gt;<strong>Part One</strong>: Students analyze non-fiction to determine how it introduces and develops an individual and/or group. <strong>Part Two</strong>: Students choose a group (such as tweens or teens) and create a social media campaign to let others know how the group is depicted and help them be more critical consumers. Students may create a collection of hashtags, memes, mock TikToks, mock tweets, infographics, PSAs, interviews, podcasts, webpages, blog posts, and/or mock Instagram posts</td>
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**Big Idea:** Individuals, groups, events, and ideas are introduced and developed in various ways in texts and the media. Sometimes we see ourselves and those we know in these texts and the media – and sometimes the depiction is distorted. Critical readers trace how authors convey their ideas in order to identify distortions where they exist, and celebrate authors who represent individuals and groups with fidelity.

### Unit 3: Page to Stage, Past to Present

**The Shakespeare Stealer**

- State Standards
  - RL 6.6
  - RL 6.7
  - RL 6.9
  - W 6.2

**Description:** Students will be introduced to Shakespeare’s work and its relevancy today through short, popular scenes from several of his plays. Students will explore echoes of Shakespeare that appear in hip-hop, poetry, and other literature and drama/film. Students will analyze how figurative and connotative language develop point of view and themes of universal relevance, as well as how performances elevate language. Students apply the historical and sociological approaches to literary criticism to evaluate how historical context impacts point of view and power relations.

Using a whole-novel approach, students may read Shakespeare’s Star Wars, The Shakespeare Stealer, King of Shadows, or Brown Girl Dreaming (poetry as memoir).

**Big Idea:** Shakespeare used universal themes that are still relevant today and still show up in literature and pop culture -- we can see echoes of Shakespeare in hip-hop, poetry, and other literature and drama/film. The written word can be elevated through performance.

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<th>Informational – Performance with Playlist</th>
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<td>Part One: Students analyze a poem and short story to determine point of view and compare their approach to theme.</td>
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<td>Part Two: Students choose a Shakespearean scene, soliloquy, monologue, or sonnet and pair it with modern songs, raps, or other pieces of music with similar themes. Students plan and stage a performance of their Shakespearean piece with their modern playlist. Students may produce their performance with sound only or with video. Students engage in a “talkback” explaining their choices based upon similarities and differences in the pieces’ points of view and relevant themes, as well as how the performance elevates the language.</td>
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### Unit 4: Choose Your Own Destiny

**The Adventures of Tom Sawyer**

- State Standards
  - RI 6.6
  - RI 6.8
  - W 6.2
  - W 6.3

**The Call of the Wild**

**Description:** Students explore a variety of first-person accounts that illustrate voice and point of view regarding life choices. As they analyze TED Talks, personal essays and narratives, speeches, and editorials, students will evaluate arguments and apply the philosophical and biographical approaches to literary criticism.

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<td>Part One: Students analyze the point of view of a first-person account and evaluate its argument.</td>
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Using a whole-novel approach, students may read *Brown Girl Dreaming*, *Chasing Space*, *I Will Always Write Back*, *Primates*, or *No Summit Out of Sight*.

**Big Idea:** Effective writers and speakers engage their audience with careful, intentional craft to communicate their point of view and develop arguments. Learning about these tools can help students shape their own arguments.

**Part Two:** Students compose a TED Talk that argues how a particular life experience shaped their point of view and/or choices.