

6TH GRADE: THE GREEKS TRADING CARDS

THIRD TRIMESTER



DRIVING QUESTION:

*As we read mythology, how can we make **inferences** about characters and themes?*

CONTENT COVERED:

(Standards Based)

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

Preparing 6th graders for their future!

CCSS.ELA-LITERACY.RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types **from myths**, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

WHY THIS PROJECT?

Students will be producing a card deck of minimum 15 (up to 40 total) “trading cards” based on the Greek gods, goddesses, heroes and monsters of Greek mythology. These trading card invite students to:

- ★ *Make inferences* about characters from text;
- ★ Build a *strong background knowledge* of Greek mythology that will empower them to understand the deeper allusions in the more complex texts they will be reading in their future curriculum! (Shakespeare and poetry, for example, often allude to themes, characters and plot lines of Greek mythology)



PUBLIC PRESENTATION:

- Students will *create* rules for their very own trading card games, using their self-created trading cards of the Greek gods, goddesses, heroes and monsters.
- Students will have a complete deck they are proud of to play with friends and family! *Ask your student to teach you what they learned about Greek mythology!*