

Weekly Lesson Plan – British Literature (Le Morte d’Arthur)

Standards:

GA.12.L.V.1.a – Determine meaning of words and phrases as they are used in text, including figurative and connotative meanings.

GA.12.L.V.1.b – Analyze nuances in meaning and tone across texts.

Day	Learning Target (LT)	Success Criteria (SC)	Activation (5 min)	I DO (10 min)	WE DO (10 min)	Y’ALL DO (10 min)	YOU DO (10 min)	Closing (5 min)
Mon	I can identify claims and supporting evidence in Le Morte d’Arthur.	1. I can locate the author’s main claim. 2. I can highlight evidence that supports the claim.	Quick Write: ‘What makes evidence strong?’	Model analyzing a passage where Arthur asserts his authority; highlight claim and evidence.	Guided annotation of a second excerpt using Think-Aloud.	Pair-Share: Compare annotations and justify evidence choices.	Independent annotation of a new passage; underline claim and evidence.	Exit Ticket: Write one sentence explaining why evidence matters in argument.
Tue	I can explain how reasoning connects evidence to a claim.	1. I can describe reasoning in my own words. 2. I can link evidence to claim logically.	Concept Mapping: ‘Claim → Evidence → Reasoning’	Direct instruction on reasoning using Arthur’s decision to fight Mordred.	Reciprocal Teaching: Predict reasoning in a sample argument.	Groups create reasoning statements for provided evidence.	Write reasoning for two pieces of evidence from yesterday’s text.	Exit Slip: Identify one reasoning strategy used by the author.
Wed	I can analyze tone and word choice to strengthen reasoning.	1. I can identify tone in a passage. 2. I can explain how tone supports reasoning.	Vocabulary Sort: Group words by tone (e.g., honor, betrayal).	Model tone analysis in Arthur’s farewell speech.	Guided discussion: How does tone reinforce claim? (Socratic Questioning)	Socratic Seminar: Debate how tone influences argument strength.	Write a short paragraph analyzing tone and reasoning in text.	Reflection: Share one tone word and its impact on reasoning.
Thu	I can evaluate the strength of an argument using claim, evidence, and reasoning.	1. I can judge if evidence is relevant and sufficient. 2. I can critique reasoning for clarity.	Gallery Walk: Review sample arguments posted around room.	Teacher models evaluation using rubric.	Guided scoring of one argument as a class.	Groups score two arguments and justify ratings.	Evaluate a new argument using rubric.	Exit Ticket: Write one improvement suggestion for an argument.

Fri	I can construct a well-supported claim with reasoning and evidence.	1. I can write a clear claim. 2. I can provide reasoning and evidence that connect logically.	Brainstorming Web: Generate possible claims from text.	Teacher models writing a claim with reasoning and evidence.	Guided drafting of claim and reasoning together.	Peer review drafts using checklist.	Write a full paragraph with claim, reasoning, and evidence.	Closing: Share strongest claim from your paragraph.
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