

Week-at-a-Glance Lesson Plan	British Literature – Character Analysis Project (CER Strategy)
Dates	November 17–21, 2025
Standard	12.P.EICC – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit Focus	Character Analysis from <i>Le Morte d'Arthur</i> using the CER Strategy
Project Title	Step-by-Step Board Assignment: Character Analysis
Student Choice	Students select their own character from the text

Learning Target (LT):

I can analyze a character from *Le Morte d'Arthur* using textual evidence to support a claim.

Success Criteria (SC):

- I can identify and describe the physical, social, and historical traits of a character.
- I can write a CER paragraph that explains how the character aligns with or defies the code of chivalry.

Monday – Introduction & Character Selection

Section	Activity	Strategy
Activation (5 min)	Quick Write: "What makes a character memorable?"	Quick Write
I DO (10 min)	Model character selection and trait identification using Sir Gawain	Think Aloud
WE DO (10 min)	Class brainstorm: traits of Sir Gawain and how they reflect the time period	Concept Mapping
Y'ALL DO (10 min)	Students select a character and begin listing traits	Choice Boards
YOU DO (10 min)	Students begin sketching or finding an image to represent their character	Visual Representation
Closing (5 min)	Share one trait and image idea with a partner	Turn and Talk

Tuesday – Chivalry Analysis

Section	Activity	Strategy
Activation (5 min)	Review: What is the code of chivalry?	Retrieval Practice
I DO (10 min)	Model chivalry analysis using textual evidence	Annotating Text
WE DO (10 min)	Small group discussion: Does Sir Gawain follow the code?	Socratic Seminar
Y'ALL DO (10 min)	Students analyze their chosen character's alignment with chivalry	Graphic Organizer

YOU DO (10 min)	Students write a short paragraph explaining their analysis	CER Writing Frame
Closing (5 min)	Share one example of chivalry (or lack thereof) from their character	Exit Ticket

Wednesday – Conflict Identification

Section	Activity	Strategy
Activation (5 min)	Think-Pair-Share: What is conflict? Internal vs. External	Think-Pair-Share
I DO (10 min)	Model identifying internal and external conflict in Mordred	Dual Coding
WE DO (10 min)	Class discussion: How do conflicts shape character decisions?	Reciprocal Teaching
Y'ALL DO (10 min)	Students identify internal and external conflicts for their character	Conflict Chart
YOU DO (10 min)	Students write a brief explanation of each conflict	Sentence Starters
Closing (5 min)	Share one conflict with the class	Popcorn Share

Thursday – CER Paragraph Writing

Section	Activity	Strategy
Activation (5 min)	Review CER structure with examples	Anchor Chart
I DO (10 min)	Model writing a CER paragraph using Sir Lancelot	Shared Writing
WE DO (10 min)	Group edits a sample CER paragraph	Peer Review
Y'ALL DO (10 min)	Students draft their own CER paragraph	Writing Workshop
YOU DO (10 min)	Students revise and refine their CER paragraph	Self-Assessment Checklist
Closing (5 min)	Share one sentence from their CER paragraph	Sentence Shout-Out

Friday – Summary Creation & Presentation Prep

Section	Activity	Strategy
Activation (5 min)	Gallery Walk: View sample character summaries	Visual Literacy
I DO (10 min)	Model creating a concise summary for an audience	Modeling
WE DO (10 min)	Class brainstorm: What makes a summary effective?	Criteria Chart

Y'ALL DO (10 min)	Students create their own summary	Summary Frame
YOU DO (10 min)	Students prepare to present or post their character analysis	Choice Presentation
Closing (5 min)	Reflect: What did you learn about your character this week?	Reflection Journal

Notes:

- All activities are scaffolded to support diverse learners.
- CER writing is supported with sentence frames and peer feedback.
- Students have autonomy in character selection and presentation format.
- Strategies are varied to maintain engagement and support literacy development.