

## Day 2: "The Legend of Keesh"

### Begin lesson

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Begin lesson

#### Teaching notes

Click the "Begin lesson" button to view this lesson.  
Teaching notes for each slide will appear in this box.

### Before the Lesson

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Before the  
Lesson

#### Teaching notes

# Anchor Text


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The legend of Keesh

## The Legend of Keesh

Adapted by R.F. Silver  
from the last London story, "The Story of Keesh"

How does a person who began in humble circumstances become a legend? Along the rim of the Polar Sea, Keesh lived and died. From father to son, from brother to sister, from summer when the sun does not set, until winter when the sun does not shine, Keesh's story is still told over and over again.



When Keesh's father was killed while hunting to save the village

### Teaching notes

Download and print copies of the anchor text for each student.

# Student Notes Sheet

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student notes for "The Legend of Keesh"

Step 2

1. What does the illustration tell you about Keesh's village?

2. Reread paragraphs 1 and 2. What does the author teach us about the story's setting in the introduction?

3. What does the phrase "Take, every go hungry while you, the strong men of the village, stuff yourself with the best meat" tell us about the village and the council?

4. After Keesh returns from hunting, why do the men of the village make Keesh an "even more magnificent" than the others?"

### Teaching notes

- This guided notes sheet provides students with a list of the text-dependent questions to be explored in the lesson along with supporting graphic organizers, as necessary. During class, students may use the sheets as directed by you to record their responses, notes, or ideas. These sheets may be modified to meet the needs of each learner.

- Space is also provided on the back for recording responses to the focus question.
- Following class, collect student notes and use as a formative assessment.

# Getting Started

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## Teaching notes

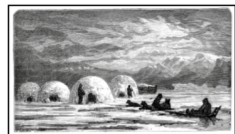
# Getting Started

## Introduction 1 of 3

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### *The Legend of Keesh*

Adapted by B.P. Skinner  
From the book *Keesh*  
story: "The Legend of Keesh"



- "The Legend of Keesh"
- Adapted by B.P. Skinner from author Jack London

## Teaching notes

**Pacing:** ~20 minutes.

### Notes:

- Remind students that they have started discussing and analyzing "The Legend of Keesh." Today, they will continue closely reading the text by rereading the story and answering questions based on evidence from the text.
- Tell students that they will be focusing on Keesh's

village in today's lesson. They should pay close attention to events that involve interactions between Keesh and the village while rereading.

- Make sure that students have their copy of the article and the student notes worksheet.
- Read the text aloud fluently. Remind students to track along with the text as you read aloud. Pause to highlight key events. As a scaffold for ELLs, consider having students act out key events. Suggested events include Keesh's speech to his council (top of page 3), Keesh's return to the village (bottom of page 3), and Keesh's explanation of how he killed the bear (top of page 5).

# Introduction 2 of 3

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How does a person who began in humble circumstances become a legend? Along the rim of the Polar Sea, Keesh lived and died. From father to son, from brother to sister, from summer when the sun does not set, until winter when the sun does not shine, Keesh's story is still told over and over again.



When Keesh's father was killed while hunting to save the village from starvation, the villagers soon forgot him. They neglected Keesh and his widowed mother, Ikappa, who shared a small igloo together. This all changed when Keesh turned thirteen. Because his father's blood ran in his veins, Keesh was bright, healthy, and strong. When the village council met in the big igloo of Chief Klash-Kwan, Keesh, despite his youth, spoke up.

- Today we will focus on Keesh's village and his relationships with the people who live there.
- We will reread the whole text again as a class, highlighting key events that involve interactions between Keesh and his village.

## Teaching notes

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# Introduction 3 of 3

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As we explore the text we will be asking and answering questions.

We will find and keep track of evidence from the text to support our ideas about each question.

## Teaching notes

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# Exploring the Text

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# Exploring the Text

## Teaching notes

# Supporting Question 1

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What does the illustration tell you about Keesh's village?

**Teaching notes****Pacing:** ~2 minutes**Standard:** RL.4.7

**Purpose:** The illustration helps students understand the story's setting. Since the setting/culture might be unfamiliar to students, it is important that students explore and discuss the visual representation. Further, to understand how Keesh's relationship with the village changes, students must

first understand the overarching setting.

**Answer:**

- Keesh's village is in a cold place.
- People live close together.
- It looks different than where we live.
- They have different resources like spears and boats.
- They have sticks: these might be spears for hunting.
- It might be a different time period.

**Look for students....**

- Connecting the picture to what they know about the story (e.g. the sticks the people hold in the picture are probably spears, as we know the village depends on hunting).
- Making inferences based on clues in the picture (e.g. connecting the presence of igloos to the cold climate).
- Connecting the picture to words and phrases they previously read, including "hunting", "spears" and "village".

**Guiding questions and prompts:**

- Ask: "What clues about the setting does the author give us in the illustration?"
- Ask: "What do we know about the setting from what we've read? How can we connect that to the illustration?"
- Say: "Look carefully at the illustration. What is different about the setting than where we live?"
- Ask: "Why did the author include this illustration? What does this picture help us understand about the story?"

**Additional Notes:**

- Students should answer this question using a Think-Pair-Share.
- Use this opportunity to make sure students have a clear visual of Keesh's village, since the setting provides context for many of the story's major events. Since the story takes place within a certain

culture and time period, ensure students understand essential aspects (i.e., village structure, need to hunt). For students ready to push their thinking, consider posing the final question above ("Why did the author include this illustration?").

## Supporting Question 2

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Reread paragraphs 1 and 2. What does the author teach us about the story's setting, including Keesh's

### Teaching notes

**Pacing:** ~3 minutes

**Standard:** RL.4.3

**Purpose:** It is important that students have a clear understanding of the story's setting, as it has a large impact on the story's development. Further, as the setting is likely unfamiliar to students, it is worth an explicit discussion. By drawing students' attention to the introduction, they will be able to focus on key

details established about the setting/cultural context.

### Answer:

- Keesh lives in a village.
- Important people have their stories told again and again.
- People survive by hunting.
- A council is in charge of the village.
- The village forgot about Keesh's family after his father died.
- The village is near the Polar Sea.
- Keesh (and other members of the village) live in igloos.

### Look for students....

- Referencing specific words and phrases from the text that give information about the setting, including the phrase "Polar Sea", "village", and "igloo".
- Considering the cultural aspects of the setting (i.e., village, council, hunting).
- Using details about the village's actions (i.e. forgetting Keesh's family; hunting; following a council) from the text to support their answer.

### Guiding questions and prompts:

- Ask: "What does the introduction tell us about Keesh's village?"
- Ask: "What does the author want us to know about where Keesh lives?"
- Ask: "What words and phrases help us understand the setting?"
- Ask: "Who is in charge of the village? How do you know?"

**Additional Notes:**

- Students can answer this question via whole class discussion.
- Make sure to clarify any tricky words related to the setting for struggling readers/ELLs. You may want to consider defining *village* (a community of people with a similar culture); *council* (leaders who make decisions); *Polar* (very far North and cold); *igloo* (a house made of ice).



## Supporting Question 3

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What does the phrase, "Today, many go hungry while you, the strong men of the village, stuff yourself

### Teaching notes

**Pacing:** ~3 minutes

**Standard:** RL.4.4

**Purpose:** This question further establishes the role of the council in the story. This question is designed to scaffold students' understanding of the role of the council in the village (they decide who gets the food).

**Answer:** The village and council have forgotten Keesh's family and other people in need. They only care about themselves. Only the most important people who have a say in the council get the best food.

### Look for students....

- Connecting the phrase to other details found in the text about the council, such as the fact that they have forgotten about Keesh and his family.
- Highlighting key words within the phrase ("many go hungry"; "strong men").
- Considering the author's motivation for including the phrase by noting the phrase shows the council has also ignored other families.

### Guiding questions and prompts:

- Ask: "What words are important in this phrase?"
- Ask: "How does this phrase connect to what we already know about the village and council?"
- Ask: "Why does Keesh say this?"
- Ask: "What does it mean to 'stuff yourself'?"

### Additional Notes:

- Students should respond to the question via a Turn and Talk.
- Make sure to clarify potentially tricky vocabulary within the phrase. ELLs and struggling readers may need explicit instruction on the phrase "stuff yourself". Explain that to "stuff yourself" means to eat a lot. Ensure students understand why that situation is unfair/problematic.

## Supporting Question 4

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After Keesh returns from hunting, why do the men of the village make Keesh an "igloo more magnificent than

### Teaching notes

**Pacing:** ~2 minutes

**Standard:** RL.4.1

**Purpose:** This event reflects Keesh's changing status in the village. However, it is never explicitly stated, so this question will require students to draw on what they know about Keesh's changing relationship with his village. It also requires students to understand that Keesh shared the meat from his

hunting with the village, a key point in the text.

**Answer:** The men of the village make Keesh an igloo as a sign of respect. After Keesh brings them all food, the people in the village start to respect him. He asks for a big igloo, and because he helped them by bringing them meat, the men build him a new home.

### Look for students....

- Connecting this event to other occurrences in the story (e.g., Keesh sharing the meat).
- Using their knowledge of the village's emphasis on status to notice the importance of the event.
- Recognizing the igloo as a potential symbol of respect.

### Guiding questions and prompts:

- Ask: "What does 'magnificent' mean in this sentence?"
- Ask: "Why does Keesh get the most magnificent igloo?"
- Ask: "What does the igloo symbolize for Keesh and his village?"

### Additional Notes:

- Students should answer this question via a whole group discussion.
- Struggling readers and ELLs may not know the meaning of the word "*magnificent*" (beautiful, large). Be sure to define or support student-generated definitions with the question above.
- For students ready for enrichment, have them consider the possible symbolism of the igloo using the last suggested guiding question.

# Supporting Question 5

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Why are some members of the village "suspicious" of Keesh after he returns from hunting? How does he

## Teaching notes

**Pacing:** ~3 minutes

**Standard:** RL.4.1

**Purpose:** It is important that students understand these key plot point. It is during this event that Keesh reveals that he used his wit and intelligence to get the meat, thereby earning the respect of his entire village (including the council). It is this event that leads to his official establishment as a leader of

the village, so it is essential students understand its significance.

**Answer:** Some people are suspicious because they think he used magic to kill the bear. They show they are suspicious by whispering and asking questions when he brings back the meat. Keesh changes their mind by explaining how he killed the bear.

### Look for students....

- Connecting this event to Keesh's changing status in the village.
- Inferring the meaning of "suspicious" based on the actions of the villagers (whispering, doubting his accomplishment).
- Supporting their thinking with details from the text, including the fact that some villagers think Keesh killed the bear with magic.

### Guiding questions and prompts:

- Ask: "What does 'suspicious' mean?" Prompt with: "Reread the sentence where it is used."
- Ask: "How do some people in the village think Keesh killed the bear? Why would this be a problem?"

### Additional Notes:

- Students should answer this question via a group discussion.
- Some students (ELLs/struggling readers) may not know the word "*suspicious*" (not trusting). Make sure to clarify the word's meaning for these students, either by using the guiding question above (encouraging the use of context clues) or through an explicit definition.
- Since this is a two part question, consider pausing between questions to allow students with processing difficulties to make meaning.

# Focus Question

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## Focus Question

Teaching notes

# Focus Question

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How does Keesh's relationship with his village change through the story? Track key events from the

## Teaching notes

**Pacing:** ~15 minutes

**Standard:** RL.4.3

**Purpose:** Many of Keesh's motivations and decisions are the result of his relationship with his village. Further, Keesh experiences a significant change in relation to his village as he goes from an impoverished young man to a leader. It is important students understand this change, as it will help

them respond to the culminating writing task. In addition, as fourth graders engage with more complex texts, they will begin to explore characters who change or who have multiple motivations; learning how to track this is essential to their overall growth as readers.

**Answer:**

Keesh's Relationship to his village across the story:

Beginning	Middle	End
Keesh is an outsider. The village ignores him and he and his mother starve.	Keesh kills a bear, and he shares the meat with the village. He earns the respect of many in the village. Some people still doubt him.	The village realizes Keesh used his intelligence to kill the bear. He becomes a leader of the village.

**Look for students....**

- Referencing key events in the text that highlight the changing relationship. This should include the village ignoring Keesh at the outset and naming him a leader by the end.
- Recognizing Keesh's killing of the bear as a key turning point in the text.
- Including key details from all parts of the text (beginning, middle, end).
- Noticing the tension between Keesh and certain members of the village (based on their suspicions) in the middle of the text.

**Additional Notes:**

- Give students time to return to the text to find and annotate evidence. Encourage them to star key events.
- Provide students with time to write the response independently.
- This response should be in writing so the teacher can assess each student's understanding.
- To answer, students need to understand several nuances of Keesh's culture, including the role of the council and the structure of village life. Be sure students are clear on these topics during supporting question discussions. Some students may have trouble tracking changes. Assist these students by directing them to key events in the story.

## After the lesson

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After the  
lesson

**Teaching notes**

# Comprehension Skill Video

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Core Lesson

Reread the text, noticing the key events in the beginning, middle, and end.

Beginning: Keesh speaks up at the council meeting.

Middle: Keesh provides for the village.

End: Keesh becomes head of the village.

Visit <https://haywood.lzill.co/r/43156>

Teaching notes

Use this video as an intervention tool for students who struggle to answer the focus question. The video uses a metacognitive approach to model the targeted reading comprehension skills.

[https://haywood.learnzillion.com/lesson\\_plans/1122-day-2-the-legend-of-keesh/lesson](https://haywood.learnzillion.com/lesson_plans/1122-day-2-the-legend-of-keesh/lesson)

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