

Day 4: "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 B.F. Skinner
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"

Day: 4

1. Who is the "person" the author is referring to in the question at the very beginning of the story? How do you know?

2. Consider Keesh's life at the beginning of the story. What does "humble" mean? Include evidence from the text to support your answer.

3. A legend is someone who does something great. How is Keesh a legend?

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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<h1>Getting Started</h1>	Teaching notes

Introduction 1 of 3

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The Legend of Keesh

Adapted by B.P. Skinner
From the Jack 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.



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

Teaching notes

Pacing: ~20 minutes

Notes:

- Remind students that they have been closely reading the story, "The Legend of Keesh". They have been carefully rereading and annotating the text to get ready to answer a culminating question about the story.
- Take this opportunity to review any information students have struggled with over the past few days, as today's rereading will likely take less time. If students have not struggled with any particular content, considering highlighting any words students circled during yesterday's partner reading.
- Make sure that students have their copy of the article and the student notes worksheet.
- Explain that students will focus on the story's introduction. Have students reread the first paragraph of the text independently. They should annotate this section carefully, recording their thoughts and ideas.
- Point out that the structure of the first paragraph is different, as it involves the strong voice of the narrator. If students are unfamiliar with this structural move, use this opportunity to define the role of the narrator.

Introduction 2 of 3

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The Legend of Keesh

Adapted by K. L. Brown
from the Jack 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 from starvation, the villagers soon forgot him. They neglected Keesh and his widowed mother, Ikepa, 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 Klesh-Kwan, Keesh, despite his youth, spoke up.

- Today we will focus on key phrases in the story's introduction.
- You will reread this section, annotating important information and recording your thoughts.

Teaching notes

Pacing: ~20 minutes

Notes:

- Remind students that they have been closely reading the story, "The Legend of Keesh". They have been carefully rereading and annotating the text to get ready to answer a culminating question about the story.

- Take this opportunity to review any information students have struggled with over the past few days, as today's rereading will likely take less time. If students have not struggled with any particular content, considering highlighting any words students circled during yesterday's partner reading.
- Make sure that students have their copy of the article and the student notes worksheet.
- Explain that students will focus on the story's introduction. Have students reread the first paragraph of the text independently. They should annotate this section carefully, recording their thoughts and ideas.
- Point out that the structure of the first paragraph is different, as it involves the strong voice of the narrator. If students are unfamiliar with this structural move, use this opportunity to define the role of the narrator.

Introduction 3 of 3

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Teaching notes

Pacing: ~20 minutes

Notes:

- Remind students that they have been closely reading the story, "The Legend of Keesh". They have been carefully rereading and annotating the text to get ready to answer a culminating question about the story.

- Take this opportunity to review any information students have struggled with over the past few days, as today's rereading will likely take less time. If students have not struggled with any particular content, considering highlighting any words students circled during yesterday's partner reading.
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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.

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Name: _____ Date: _____

Student notes for "The Legend of Keesh"

Day: 4

1. The author begins the story with a question. Who is the "person" the author is referring to in the question?

2. Consider Keesh's life at the beginning of the story. What does "humble" mean?

Exploring the Text

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<div>Exploring the Text</div>	<div>Teaching notes</div>
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Supporting Question 1

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Who is the "person" the author is referring to in the question at the very beginning of the story? How do you

Teaching notes

Pacing: ~2 minutes

Standard: RL.4.4

Purpose: If students do not re-read the initial question after completing the text, they will likely not know to whom the question refers. It is important to clarify this potential ambiguity, as the question establishes the events of the rest of the story.

Answer: The author is referring to Keesh. He started in humble circumstances and became a legend.

Look for students....

- Using evidence from the text (Keesh is the person who began in humble circumstances) to support their answer.
- Making connections between the question (Who began in humble circumstances? Who became a legend?) and the events of the text. (Keesh was poor at the outset. Keesh became a legend by killing the bear.)

Guiding questions and prompts:

- Say: "Even though the question doesn't name a person, we can make an inference about who the narrator might be talking about."
- Say: "Think about the events of the story. Who might the author be referencing?"

Additional Notes:

- Students will orally answer the question via a Turn and Talk.
- ELLs may be unfamiliar with words like "humble" and "circumstances." However, these words will be addressed in the follow-up question. If these words keep students from answering the question, consider providing explicit vocabulary instruction in lieu of the second text-dependent question.
- Ensure students note who the person is on their copies of the text, or their notes sheet, as the information will help them answer the Focus Question.

Supporting Question 2

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Consider Keesh's life at the beginning of the story. What does "humble" mean? Include evidence from

Teaching notes

Pacing: ~2 minutes

Standard: RL.4.4

Purpose: Humble is a word that some students might struggle with. It is also an important word, as it establishes Keesh's situation at the outset of the story.

Answer: Humble means to not be very important.

Keesh and his mother are not considered very important in the village, so they get the worst meat. Someone humble does not have a lot, like Keesh and his mother at the start of the story.

Look for students....

- Connecting the word to the characters in the story (Keesh, his mother) and their situation.
- Using the context of Keesh's rank in the village (i.e. his exclusion from the council) to establish a definition.
- Using the context of Keesh's poverty at the outset to establish a definition.
- Using evidence from the story (Keesh and his mother get "gristly meat"; they live in a "small igloo") to support their self-created definition.

Guiding questions and prompts:

- Ask: "What is Keesh's life like at the start of the story? What clues does this give us about the word 'humble'?"
- Ask: "What happened to Keesh and his mother after his father died?"
- For students who continue to struggle, consider saying: "In this sentence, circumstances means 'a way of life'. What was Keesh's way of life at the start of the story?"

Additional Notes:

- Students should answer this question via a Think-Pair-Share.
- ELLs and struggling readers may be unfamiliar with the word "circumstances". If this is hindering their ability to create a definition for humble, consider giving the explicit definition (see the last guiding question).
- Ensure students have the correct definition before moving on during the "share" portion of the Think-Pair-Share. Students should note the word's meaning on their copies of the text, or their notes sheet, as it will help them answer the Focus Question.

Supporting Question 3

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A legend is someone who does something great. How is Keesh a legend?

Teaching notes

Pacing: ~3 minutes

Standard: RL.4.3

Purpose: Students should be familiar with the word "legend", but may be unfamiliar with the different connotations of the word (i.e. a legendary person versus the story structure). This question allows students to concretely connect Keesh with the literary structure they are reading.

Answer: Keesh is a legend because he helped feed his whole village. He gave food to even the neediest people, and no one ever went hungry again. This made the villagers respect and remember him.

Look for students....

- Connecting what they know about legends (heroic actions) to the actions of Keesh (feeding his village).
- Using evidence from the text to support their theory. This should include his provision of food for the needy.
- Drawing on details that involve Keesh's interactions with the village from across the text, incorporating Keesh's actions (feeding the village) and/or words (declaring the neediest should get food as well).

Guiding questions and prompts:

- Ask: "What do we know about Keesh based on his actions? His words?"
- Ask: "What 'great things' did Keesh accomplish?"
- Ask: "Why would Keesh be considered a legend in his village?"
- Ask: "What is a legend?"

Additional Notes:

- Students should answer this question via a small group discussion.
- Use this opportunity to further clarify the word "legend." A legend can be a story structure, as well as a particular type of person (i.e. a hero). Ensure students are familiar with both uses of the word (see final guiding question).
- Students may note that Keesh killing the bear made him a legend; however, this is not the primary event that established him as a legend. Suggest students in need of redirection reread the final paragraph.
- Students should be given time to record their thoughts after the group discussion. Students can

record their ideas on their copies of the text, or their notes sheet, as the information will help them answer the Focus Question.

Supporting Question 4

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Often, legends involve the main character going on a journey. What is Keesh's journey?

Teaching notes

Pacing: ~3 minutes

Standard: RL.4.3

Purpose: This question guides students to consider both the literary structure of a legend, as well as Keesh's role within it. Understanding Keesh's quest helps students consider his journey and how it changes him.

Answer:

- A journey to kill the bear.
- A journey from being a young man of little importance to becoming the leader of the village.

Look for students....

- Referencing Keesh's journey to kill the bear and/or his journey to become the leader of the village.
- Noticing the two potential answers to the question, one more explicit (killing the bear) the other more essential to the theme of the text (becoming a leader).
- Considering how Keesh changes throughout the text, noticing a journey can be internal (becoming a leader), situational (from poor to rich), and physical (leaving the village to kill the bear).

Guiding questions and prompts:

- Ask: "How does Keesh change through the story?"
- Ask: "What are Keesh's goals? How does he accomplish them?"
- Say: "A journey can mean to travel somewhere. It can also mean a change a character encounters through a story. What are the journeys Keesh goes on?"

Additional Notes:

- Students should answer this question via a Think-Pair-Share.
- It is possible that ELLs may be unfamiliar with word "journey". Be sure to define this word for these students before asking them to respond (see the final question).
- There are two potential answers to the question: one, as it relates to the physical journey Keesh takes, the other relating to his character arc. However, the second (the journey to become a leader) is more representative of the text's central theme. Make sure students have noted the

second response and its importance.

- Students should record their answer to the question on their copies of the text, or on their notes sheet, as it will help them answer the Focus Question.

Focus Question

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Focus Question

Teaching notes

Focus Question

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The author starts the story with a question. What does he mean when he writes: "How does a person who

Teaching notes

Pacing: ~15 minutes

Standard: RL.4.4

Purpose: This question will help students contemplate Keesh's character arc. Keesh goes from an outsider in his community to the village leader, and this change is the result of Keesh's character traits (discussed previously). By discussing this phrase, students will be led to explore this change

and the reasons for it. This will help prepare students for the culminating writing task, which requires them to consider how Keesh became a leader.

Answer: The author means someone of low importance can become powerful. By asking this question, the author asks us to think about how someone humble can become remembered forever. He asks this as a question at the start of the story to get us ready to think about Keesh's journey. In the story, the person who started in "humble circumstances" is Keesh, because Keesh

starts the story as an unimportant person. He and his mother do not have very much food because the council ignores them. But, during the story, Keesh becomes a legend by brining food to the needy people in his village. Because he becomes a great leader, his story is told again and again in his village.

Look for students....

- Connecting elements of the phrase (humble circumstances, legend) to the events of the story (Keesh moving from poverty to a role of leadership and importance).
- Using their knowledge of specific words in the phrase (humble, legend) to create meaning.
- Supporting their connections with examples from the text. Students should include details such as Keesh's situation at the outset of the story, and his decision to share the meat with all of his village.

Additional Notes:

- Give students time to return to the text to gather evidence. Encourage them to reread the notes they recorded about the vocabulary words.
- Encourage students to star or underline parts of the text that show examples of "humble circumstances" and "legends".
- Provide students time to write the response independently.
- This response should be in writing so the teacher can assess each student's understanding.
- Make sure students are considering not only the phrase, but also what the author wanted readers to consider by including it.

After the lesson


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Teaching notes

After the
lesson

Comprehension Skill Video

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 <p>Visit https://haywood.lzill.co/r/43155</p>	<h2>Teaching notes</h2> <p>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.</p>
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