

Day 5: "The Legend of Keesh"

Begin lesson

Card 1 of 11

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

Card 2 of 11

Before the
Lesson

Teaching notes

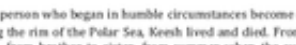
Card 3 of 11

The legend of Keesh

The Legend of Keesh

Adapted by R.P. Stinner
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

Teaching notes

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

Card 4 of 11

 LearnZillion

Name: _____ Date: _____

Focus question: As the narrator states, The Legend of Keshi recounts how "Keshi rose from being an insignificant boy to becoming the head man of the village." Consider Keshi's journey from a young outsider to becoming his tribe's leader. How does the author develop the theme of leadership through Keshi's journey? Use specific examples from the text, including direct quotations where possible.

Teaching notes

- As this is the culminating task of the 5 day close reading cycle, the guided notes sheet only contains the question for the culminating task. However, students should be encouraged to use their guided note sheets from previous days' lessons. Also, consider using a graphic organizer or a planning page to support learners who may need support with organization. This sheet may be modified to meet the needs of each learner.
- Following class, collect student responses and use as a formal assessment.

Getting Started

Card 5 of 11

Teaching notes

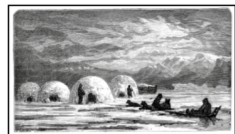
Getting Started

Introduction 1 of 2

Card 6 of 11

The Legend of Keesh

Adapted by B.P. Skinner
From the Jack London story "The Story of Keesh"



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

Teaching notes

Pacing: ~15 minutes

Notes:

- Tell students that today, they will be completing a culminating writing task to show what they have learned while closely reading the text, "The Legend of Keesh."
- When they answer the question, they should use all

of their annotations and notes to help them.

- Make sure that students have their copy of the text and all of their previous student notes worksheets.
- Read the culminating question aloud.
- Tell students they will independently read the text again, with the focus question in mind. Encourage them to annotate the text accordingly, jotting ideas that may help them answer later in the margins.

Introduction 2 of 2

Card 7 of 11

Teaching notes

Pacing: ~15 minutes

Notes:

- Tell students that today, they will be completing a culminating writing task to show what they have learned while closely reading the text, "The Legend of Keesh."
- When they answer the question, they should use all

of their annotations and notes to help them.

- Make sure that students have their copy of the text and all of their previous student notes worksheets.
- Read the culminating question aloud.
- Tell students they will independently read the text again, with the focus question in mind. Encourage them to annotate the text accordingly, jotting ideas that may help them answer later in the margins.

Focus Question

Card 8 of 11

Teaching notes

**Focus
Question**

Culminating Writing Task

Card 9 of 11

As the narrator states, "The Legend of Keesh" recounts how "Keesh rose from being an insignificant boy to

Teaching notes

Pacing: ~30 minutes

Standard: RL.4.2

Purpose: For this task, students will need to be able to discern and discuss the story's central theme by providing examples from throughout the text. This requires students to synthesize information from across the story. Specifically, they will have to examine Keesh's development as a leader. In order

to fully answer the question, students will need a strong understanding of Keesh's character traits, and how they contributed to the major events of the story. Further, to fully answer the question, students will need to understand the character of Keesh in the context of both his culture, and the literary structure of a legend. This integration of skills and concepts makes this a worthwhile culminating question.

Answer: In "The Legend of Keesh", Keesh shows the qualities of a good leader. One quality of a good leader in Keesh's culture is helping others. In the story, Keesh shares all the food he gets from hunting with the other people in his village. This earns him respect from the other villagers. For example, the author writes, "Regardless, over time, he gained popularity and respect, and people came to count on him to bring meat to the village. There was even talk of making him the next chief." The people of the village did not care how he found the food. They wanted him to be the leader because he shared his resources, and made sure no one was hungry. This shows that the village thinks helping others is a quality of a good leader.

Based on the text, another quality of a good leader is intelligence. This is one of Keesh's characteristics. In the story, Keesh finds a faster way to hunt by using his knowledge. This convinces the council he is a smart person that deserves their respect. For example, after Keesh explains how he was able to kill the bear, the author states, "The council was satisfied and amazed by Keesh's story. And this is how Keesh rose from being an insignificant boy to becoming the head man of the village." This shows that Keesh's intelligence helped him to become a leader in his village, because being smart was a quality of a good leader.

Finally, the author shows that leadership comes from a person's actions. In the beginning of the story, everyone doubts Keesh because he is young. As the author writes, the villagers were angry when Keesh spoke at a council meeting because he was so young. But Keesh is able to find a way to feed the village because he is smart. Being young did not matter. Keesh is able to become an

important person, even though the council does not like him. The council is suspicious of Keesh, but because he shares meat with the villagers, the people in the village consider him a good leader. This proves that it does not matter that he is not a member of the council. It is more important that Keesh is fair, and cares for others. This shows that leadership comes from a person's actions. In the story, the actions that help Keesh become a leader are his kindness and his intelligence.

Look for students....

- Referencing Keesh's essential traits (bravery, generosity, intelligence) and connecting those traits to the theme of leadership.
- Using key events from the story as evidence, including Keesh's decision to hunt the bear and provide food for his entire village.
- Integrating essential words and phrases, such as "rising from an insignificant boy to head man"; "youth"; and "headcraft".
- Synthesizing information from across the story that references or infers the qualities of a leader.
- Inferring the author's message based on what he does *not* consider an essential leadership trait (i.e., being in an official position of power, being of a certain age, being wealthy).

Additional Notes:

- Students will answer this question in paragraphs. They will answer the question independently so the teacher can assess their integration of skills from the close reading cycle.
- Encourage students to reread their notes, as some of the previous days' questions will help them find details for their responses.
- Some students (ELLs, struggling readers, students with IEPs) may find it difficult to immediately start the writing task. For these students, consider creating a graphic organizer or distributing an essay planning page.

After the lesson

Card 10 of 11

Teaching notes

After the
lesson

Comprehension Skill Video

Card 11 of 11

Core Lesson

Ask "What pieces of evidence are connected to each other?"

The elders and onlookers jeered at the young boy; how dare one so young speak out in the council? Despite them, Keesh continued, "You speak for your wives and mothers. So, I speak for my mother, Ikkega, who should have her fair share of meat. All we have is this soup that's full of bones."

Regardless, over time, he gained popularity. The council came to count on him to bring meat to the council. He even talked of making him the next chief.

The council was satisfied and amazed by how Keesh rose from being an insignificant head man of the village, and long as he lived, no one would forget him because there was no meat.

What pieces of evidence are connected?



Visit <https://haywood.lzill.co/r/43154>

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.