

ELA: Grade 4, Lesson 17, “The Legend of Keesh” adapted from B.P. Skinner from Jack London

Lesson Focus: Understand the relationship between Keesh and the village at the beginning, middle, and end of the text.

Practice Focus: Write a narrative extending the story to include the new relationship between Keesh and the villagers.

Objective: Students will infer using evidence from the text to determine the relationship changes between Keesh and the villagers. Then, students will write a narrative about the new relationship.

Academic Vocabulary: grief stricken, assume the worst, elated, suspicious

TN Standards: 4.RL.KID.1, 4.RL.KID.3, 4.RL.IKI.7, 4.W.TTP.3

Teacher Materials:

- The Teacher Packet for ELA, Grade 4, Lesson 17
- Paper charts OR digitally display images from the PPT (will need to be in a format for filming)
- Charts of legend definition: (Note: you may reuse the chart from “The Legend of Sleepy Hollow” lesson set or you could use image L16-A)
 - A legend usually:
 - Focuses on heroic individuals or fantastic creatures
 - Describes an exciting adventure.
 - May have some basis in historical fact
 - Includes some supernatural events
- Globe, if available. If not, use image L16-B.
- Chart:

Keesh’s Relationship with the Village		
Beginning	Middle	End

- Chart or slide L17-A: Using our changing relationship chart between Keesh and the villagers, write a scene with Keesh as the head man of the village. Use descriptive words to help the reader understand the new relationship between Keesh and the villagers. As you write be sure to:
 - Establish the situation
 - Organize the events
 - Use dialogue, pacing, and description
 - Use transitional words
 - Provide a conclusion
 - Use precise words
 - Use correct grammar and punctuation

Creative assignment: Draw a picture to accompany your scene.

Student Materials:

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 17 which can be found at www.tn.gov/education

Teacher Do	Students Do
<p>Opening (1 min)</p> <p>Hello! Welcome to Tennessee’s At Home Learning Series for literacy! Today’s lesson is for all our fourth graders out there, though all children are welcome to tune in. This lesson is the second in this week’s series.</p> <p>My name is ____ and I’m a ____ grade teacher in Tennessee schools. I’m so excited to be your teacher for this lesson! Welcome to my virtual classroom!</p> <p>If you didn’t see our previous lessons, you can find it at www.tn.gov/education. You can still tune in to today’s lesson if you haven’t seen any of our others. But, it might be more fun if you first go back and watch our other lessons since we’ll be talking about things we learned previously.</p> <p>Today, we will continue our close read of the text, “The Legend of Keesh”, adapted from Jack London’s writings by B.P. Skinner. This means B.P. Skinner rewrote the legend in his own words.</p> <p>Before we get started, to participate fully in our lesson today, you will need:</p> <ul style="list-style-type: none"> • Two pieces of paper, pencil, surface to write on • The student packet for ELA, Grade 4, Lesson 17 which can be found at www.tn.gov/education <p>Ok, let’s begin!</p>	<p>Students gather materials for the lesson and prepare to engage with the lesson’s content – “The Legend of Keesh”.</p>
<p>Intro (4 min)</p> <p>Today starts our second of five lessons based on one text. By focusing on one text for several lessons, we have time to think deeply about the text and complete several close reads. This means that we are able to read it many times for different purposes.</p> <p>Because we are reading another legend, let’s review what we have learned about legends. [Show legend chart or L16-A.] A legend usually focuses on heroic individuals or fantastic creatures and describes an exciting adventure. It may have some basis in historical fact, something that actually happened, and includes some supernatural events, like ghosts! Let’s think about what we have read so far – have we encountered any of these characteristics in “The Legend of Keesh”?</p> <ul style="list-style-type: none"> • Heroic characters – I am thinking that Keesh might end up being heroic. If you remember, when we 	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the summary paragraph on their own and answer the question about Keesh’s motivation.</p> <p>Student recall the meaning of a legend and connect to this text.</p>

<p>stopped yesterday, he was about to go on a hunt alone at age 13.</p> <ul style="list-style-type: none"> • Exciting adventure? This makes me think something exciting might happen in what we are reading today. • Historical fact? Well, I know the Polar Sea is a real place. • Supernatural events? Nothing ghost-like has happened yet. <p>The setting of the “The Legend of Keesh” is in a village near the Polar Sea. Do you remember where the Polar Sea is located? [Pause.] Yes, it is in the Arctic Ocean near the North Pole. [If you have a globe, use the globe. If not, show image L16-B.] Here is the North Pole, Arctic Ocean, Alaska, and Russia. [Point on map or globe.]</p> <p>Before we begin reading our next section, I would like for us to look again at the illustration of the village. [Show L16-C.] Because the setting is so different than what we have encountered, I think it is good for us to study the illustration more.</p> <ul style="list-style-type: none"> • What do we know about the setting from what we’ve read? How can we connect that to the illustration? [Pause.] We mentioned the igloos in the last lesson. I know the text mentioned the igloos. I am also seeing what looks like spears in the hands of the people. I remember that Keesh was going to use his father’s spear on this hunt. We know from the text that the village depends on hunting so I am also wondering if the fur that the people are wearing is from an animal they hunted. • Why do you think the author included the illustration? [Pause.] For me as a reader, it helps me imagine the setting – especially the closeness of the igloos. <p>As we ended the last lesson, I asked you to finish the summary of the first part of the text. I will read you what I wrote. I want you to think about if you have added any other details in yours that I didn’t add in mine.</p> <ul style="list-style-type: none"> • “The Legend of Keesh” is about a thirteen year old boy named Keesh who lives in a village on the rim of the Polar Sea. When he and his mother were neglected by the village after his father’s death, Keesh spoke to the village council. As he spoke the elders and onlookers jeered at Keesh. Keesh had chosen to speak to the council because he and his 	<p>Students recall location of the Polar Sea.</p> <p>Students revisit illustration and connect to text.</p> <p>Students listen to summary from first lesson and compare to their own.</p>
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<p>mom were getting the worst meat while the council was getting the best. Also, Keesh was standing up for all the others in the village who were being neglected. After he spoke the council sent him away without dinner and the threat of a beating. Keesh was so angered he decided to leave on a hunting trip by himself.</p> <ul style="list-style-type: none"> • Did you add details that I didn't? Sometimes when we summarize, it is hard to decide what to include and what to leave out. I think of a summary as the big picture. <p>During our first read of the legend today, we are going to continue adding details about the characters, setting, and events, but today I want us to be thinking about one question – How did Keesh's relationship with his village change through the story? As we talk through the text, I will draw your attention to the words and details that he you answer the question. Then, there will be time for you to practice thinking about how Keesh's relationship with the village changes. Finally, I will assign you independent work that you can complete after the video ends. This is the same structure we have followed for all of our lessons together.</p> <p>Today, like always, we will capture notes and details about the text as we go. Go ahead and create a chart for the beginning, middle, and end of the story. [Show chart. Pause for writing on paper.] We will use our chart as we read the text. If you have a copy of the text, you can use it as we read together; if not, you can listen as I read aloud.</p> <p>Also, don't forget to take your own notes as we read.</p>	<p>Students create chart to be used throughout the lesson.</p>
<p><u>Teacher Model/Read-Aloud</u> (16 min)</p> <p>Looking at our chart. I want us to consider what we learned about Keesh's relationship with the village at the beginning of the story. What would you say his relationship is with the village? Write your ideas on your chart. [Pause.] In thinking back to the beginning, I think he ranked low. If you remember the author even used the word humble. Also, I remember that he and his mother were neglected, or not taken care of, by the village when his father died- so much so that they were starving. I will add those to Keesh's relationship with the village at the beginning of the story. [Add <i>ranked low, humble, neglected by village, village let them starve</i> to beginning section of chart.]</p> <p>We are picking up our story after Keesh has left for his hunting trip – alone!</p>	<p>Student listens to the first read of the text, connecting to previous learning of characters, setting, and events – while also thinking about Keesh's relationship with the village.</p> <p>Students use details to understand Keesh's relationship with the village at the beginning.</p>

“The Legend of Keesh” adapted by B.P. Skinner from Jack London’s story, “The Story of Keesh”

After several days, Keesh still had not returned. His mother, grief-stricken, assumed the worst. Just when the men were preparing to mount a search for his body, Keesh strode proudly into the village, fresh-killed meat draped across his shoulders. He dispatched (or sent) the other hunters and their dogs to where the rest of the mother bear and two half-grown cubs lay slain (or killed). Keesh and his elated mother ate their fill.

- Grief-stricken! The author made a great choice of words here to let us know how his mother felt. If you are stricken by grief, you are terribly upset. His mother was terribly upset with worry – assuming the worst. Have you heard “assume the worst” before? [Pause.] It means you are thinking of the worst things that could happen.
- What do the village men think this has happened to Keesh? [Pause.] I think they think he is dead because the text says *the men were preparing to mount a search for his body* – I am guessing his dead body!
- Let’s look closer at the last line: *Keesh and his elated mother ate their fill*. Do you know what elated means by the way it is used? [Pause.] You can use what happened to help you determine the meaning of elated. Keesh comes home with three bears after his mother has been extremely worried. I think elated probably means very happy because she is no longer worried AND they have meat to eat.
- What does *ate their fill* mean? [Pause.] Yes, it means they ate all they wanted.
- I think this line also lets us know about how Keesh’s relationship with the village is changing: *He dispatched (or sent) the other hunters and their dogs to where the rest of the mother bear and two half-grown cubs lay slain (or killed)*. What does this tell us? [Pause.] Keesh comes back to the village with some meat and tells the others to go get the rest. It appeared that they listened! I think I will add to my chart – Keesh kills a bear, and he shares the meat. [Add to chart] I wonder how this might change his relationship with the village. Let’s read on to see...

This next section is going to start giving us how the villagers feel.

Students analyze paragraph for details about the relationship in the middle of the story.

The village was abuzz with gossip. Everyone wanted to know the answer to the same question: how had young Keesh conquered a mother bear and her cubs? Even the smallest child knew that a mother bear is three times more dangerous than even an ice-bear. There were some who were suspicious of Keesh, and thought he used magic to slay the animals. Others were simply mystified (or couldn't believe it). 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.

- What does suspicious mean? Listen to the sentence where it was used again: *There were some who were suspicious of Keesh, and thought he used magic to slay the animals.* [Pause.] Suspicious means the villagers didn't trust that he had killed the bears by himself.
- How do some people in the village think killed the bear? [Pause.] Ah, yes, magic!
- Let's look back at our legend chart. [Point to legend chart.] Remember that supernatural is a characteristic of a legend. Magic is something that is supernatural.
- What do we notice about the Keesh's changing relationship with the villagers? *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.* Jot your ideas on your chart. [Pause.] On my chart, I am going to write that the *some villagers are suspicious* but we also see that *Keesh is becoming popular and respected by villagers.* [Add to chart.]

Let's see how this is affecting Keesh.

As for Keesh, what he wanted for himself and Ikeega was a huge igloo, bigger than the chief's. Hunting was Keesh's first priority, so he told the other men of the village to make him an igloo more magnificent than the others. Keesh's new prosperity (or wealth) earned Ikeega status as the village's first woman, and all other women went to her for advice and wisdom.

- Interesting, why is Keesh able to give orders to the other men? [Pause.] The men realize that Keesh is bringing in lots of food. I am going to add – *others listen to Keesh* in the chart. [Add to chart.]
- How is Keesh's hunting affecting his mother, Ikeega?

Students will consider how Keesh is now being treated by the villagers.

<p>[Pause.] Other women are going to her for advice. She has moved up in rank in the village. The text even calls her the village's first woman. While I am not exactly sure what that means, I am guessing that it probably means most respected.</p> <p>Let's continue.</p> <p><i>Ugh-Gluck, like some others, was tormented (or tortured) by young Keesh's hunting victories and fed up with taking orders from him. Ugh-Gluck confronted Keesh, "You've been charged with dealing with evil spirits to help you hunt." Keesh recoiled. "How can that be? The meat is good. Are you just envious?"</i></p> <p><i>When the council met, the men decided to spy on Keesh while he was hunting. Bim and Bawn volunteered to follow the boy on his next expedition (or hunting trip) and report back.</i></p> <ul style="list-style-type: none"> • How does the author let you know how Keesh feels about being charged with using evil spirits to hunt? [Pause.] The author used the word recoiled to describe how Keesh reacted. Recoiled means to jerk back suddenly in shock. So, Keesh is shocked or surprised by the charges against him. • What evidence does Keesh have that some might be envious? [Pause.] The text says that Keesh is having many hunting victories and he is able to give others orders. I bet others want the new power that Keesh has. • We need to add to our chart – <i>some villagers envious and Keesh charged with using evil spirits.</i> [Add to chart.] <p>Let's see what the spies, Bim and Bawn find when they follow Keesh.</p> <p><i>Two days later, the spies returned, brimming with excitement over what they'd seen. The council convened (or came together) to hear their tale. "We saw with our very eyes how Keesh followed close behind a giant he-bear," said Bim, in awe. "Then he got perilously (or dangerously) close, so the bear rose up on his hind quarters and took after Keesh. As the bear was chasing him, Keesh dropped a white fist-sized ball on the ice. The bear swallowed it up. Keesh dropped more balls behind him as he ran, and the bear ate those, too."</i></p> <p><i>"After a while the bear stopped running and started clawing</i></p>	<p>Students will determine the change in how Keesh and his mother are treated.</p> <p>Students use details to determine how the villagers feel about Keesh.</p>
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at his own stomach, hobbling across the ice, howling and squealing in awful pain,” stuttered Bawn.

“Witchcraft! A charm!” accused Ugh-Gluk.

“For the entire day we followed Keesh and the suffering bear. I’ve never seen anything like it,” said Bawn, amazed.

“And then?” Klash-Kwan asked. Bim and Bawn told him how they left Keesh skinning the bear.

- Wow! I can visualize this whole scene in my head. Take a moment to jot down the details you remembered. [Pause.] I heard: Keesh followed the he-bear. When it reared up, he fed it white fist-sized balls. The bear was in pain. Keesh killed the bear.
- What can we add about the relationship with the villagers? [Pause.] Beside where we wrote evil spirits, I am going to add witchcraft. [Add to chart.]
- What does this also tell you about what the villagers are thinking? [Pause.] They think he couldn’t possibly be killing the bears by himself. It has to be something supernatural.

While the men spoke in council, the women hauled in the meat of the bear Keesh had killed. A message was sent to Keesh to ask him to go to the council. “Tell them I’m too tired and hungry. My igloo is large and comfortable. Ask them to come here.”

Minutes later, the elders sat in order of rank and respect in Keesh’s comfortable igloo. Klash-Kwan spoke first. “So, we received information about your manner of hunting. Is it witchcraft?”

- What does this tell you about how Keesh’s power in the village has changed? [Pause.] Remember at the first of the story, the council sent Keesh away without dinner. With his new power from hunting, he can say that they have to come to him if they want to talk! Wow! What a shift!
- What does this tell us about the relationship with the villagers? [Pause.] They are taking orders from him. We need to add that. I am going to write – *council takes orders from Keesh*. [Add to chart.]
- What in the section also told us how things are changing for Keesh? [Pause.] You are correct. He has the big igloo now. It is described as large and comfortable.

Students add more details about the relationship in the middle of the story.

Students will reflect on Keesh’s changing status.

- Earlier in the text, Keesh *told the other men of the village to make him an igloo more magnificent than the others*. We have evidence that has occurred. Why do the men of the village make the igloo? [Pause.] I think it is because they respect him for bringing all the food to the village.
- What does the igloo symbolize for Keesh and the village? [Pause.] I think it is a sign of his rank in the village. Others are respecting him so he gets the biggest igloo.

Let's finish our story. Keesh is about to reveal how he killed the bear.

"I'm just a boy," Keesh explained, "I'm ignorant of these things. I've devised (or created) a way to kill the icebear with ease, that's all. It's headcraft, not witchcraft."

"Would you tell us how you do this? Can any man do this?" asked Klash-Kwan, not convinced.

"Any man can do this." Keesh finished sucking his marrow-bone and rose to tell the group of his clever hunting tactic.

"It's really quite simple. You take a small chunk of blubber (another name for fat) and make it hollow. Into the hole goes a sharp whale bone. Another piece of blubber is fitted over the bone. Then, you put it outside where it freezes into a tiny ball." Keesh explained that when the bear eats the balls of blubber, the fat melts, exposing the sharp ends of the whale bone. "The bones tear at the bear's insides, and make him terribly uncomfortable. He cannot eat, he cannot drink, he cannot sleep," Keesh said with a smile. After days without being able to eat or drink, the bear makes easy prey. The council was satisfied and amazed by Keesh's story. And this is how Keesh rose from being an insignificant (or not important) boy to becoming the head man of the village, and long as he lived, no one cried at night because there was no meat.

- Interesting. Keesh was accused of using witchcraft, but he says it is headcraft. What does he mean by that? [Pause.] Keesh means that he used his head or brains to create a plan to kill the bear.
- How did Keesh kill the bear? [Pause.] He used balls of fat filled with a sharpened whale bone. When the bear would eat it, it would rip his insides open, making him easier to kill.

<ul style="list-style-type: none"> • Let's reread the last part. What does it tell us about Keesh's relationship with the village? <i>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, and long as he lived, no one cried at night because there was no meat.</i> What do you think? [Pause.] It sounds like to me that he becomes a village leader because the text says – head man. I wonder if that might mean chief because the chief is the head man. • We have some things to add to our last column. Let's go ahead and write that he has the <i>largest igloo</i>. I think that gives us information about his relationship at the end. [Add to chart.] • What else do we need to add? [Pause.] Let's reread this line: <i>The council was satisfied and amazed by Keesh's story.</i> What does it tell you? [Pause.] I think this lets us know that they were amazed by his intelligence because of the way he was able to kill the bear. We should probably add that, too – <i>villagers amazed by his intelligence.</i> [Add to chart] • We also need to add that he became the head man. [Add to chart – <i>Keesh became head man.</i>] 	<p>Students determine the relationship between Keesh and the villagers at the end of the story.</p>
<p>Guided Practice (4 min)</p> <p>Let's review what we collected today. You learned how to describe a character's shifting relationship with others by tracking changes in key events across the story. Our mission was to think about how Keesh's relationship changed with the village over the course of the story. We thought about Keesh, in the beginning of the story, being neglected by the village. [Point to beginning notes.] Then, we captured how Keesh's killing of the bear changed things for him – he earned respect but some were still suspicious. [Point to middle note.] Finally, we saw the change in relationship. Keesh was respected for his intelligence and became a lead man. [Point to end notes.] Looking at the relationships in a text in this way helps us think deeply about the interactions of the characters.</p> <p>Just like in previous lessons, we are going to take what we learned during the lesson and write about it. Today you get to do some creative writing based upon the notes we have taken. Think back to the beginning of the story during our first lesson and the relationship of Keesh to the village and the council. I want to reread an excerpt. As I reread, jot the words that help you understand the relationship.</p>	<p>Student uses relationship notes with help of teacher to brainstorm a narrative story extension.</p>

"When my father hunted, he brought home more meat than any of the two best hunters combined," Keesh explained, "With his own hands he divided the meat, and with his own eyes he saw to it that the neediest of the village received their fair share."

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, Ikeega, who should have her fair share of meat. All we get is gristly meat that's full of bones."

The anger of the men boiled. Keesh was ordered to leave the council with no dinner and was promised a beating. Keesh's blood pounded in his head and his eyes flashed. "Take this, you men, as my last word. My father, Bok, was a great hunter. When he was alive, he made certain that no widow or child ever cried at night because there was no meat. Today, many go hungry while you, the strong men of the village, stuff yourselves with the best meat."

- What words clued you into the relationship? [Pause.] We see evidence of the relationships by how they reacted to each other: The onlookers and elders jeered, anger boiled, Keesh ordered to leave, Keesh's blood pounded and eyes flashed.
- The author did a fantastic job of giving us details about the relationship without saying the relationship was ____.

With the excerpt in mind and our chart, I want you to imagine how a meeting with the council might look different when Keesh is the lead man. You are going to write your own scene with Keesh as the leader. Before you begin, let's brainstorm a bit together.

- First, flip your paper over. What words might you use to describe how the council might react to Keesh speaking? [Pause.] I thought of these words: respect, admiration, loyalty, approval
- Now, brainstorm words that could describe how Keesh treats the village? Jot your words. [Pause.] My words include: fair, loyal, and devoted.
- Finally, let's set up a scene. Why might the council be meeting? Take notes on your ideas. [Pause.] I had these ideas: a wolf is terrorizing the village and they must find a solution OR it has been dry and they must find a solution. What ideas did you have? Feel free to use your own or mine.

<p>Independent Work (1 min)</p> <p>Here is your task: [Show chart L17-A] Using our changing relationship chart between Keesh and the villagers, write a scene with Keesh as the head man of the village. Use descriptive words to help the reader understand the new relationship between Keesh and the villagers. As you write be sure to:</p> <ul style="list-style-type: none">• Establish the situation• Organize the events• Use dialogue, pacing, and description• Use transitional words• Provide a conclusion• Use precise words• Use correct grammar and punctuation <p>For your creative assignment today... draw a picture to accompany your scene.</p>	<p>Students write scene, extending the story.</p>
<p>Closing (1 min)</p> <p>I enjoyed finishing the full story of “The Legend of Keesh” with you today! Thank you for inviting me into your Home. Tomorrow we will dig more into Keesh’s character. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	