

**ELA: Grade 4, Lesson 18, “The Legend of Keesh” adapted from B.P. Skinner from Jack London**

**Lesson Focus:** Use the words and actions of Keesh, the protagonist, to infer character traits.

**Practice Focus:** Write an explanatory paragraph about the words and actions the author uses to describe Keesh.

**Objective:** Students will infer using evidence from the text to determine the character traits of Keesh. Then, students will write an explanatory paragraph about how the author uses words and phrases to describe Keesh.

**Academic Vocabulary:** protagonist, jeered, despite, unprecedented

**TN Standards:** 4.RL.KID.1, 4.RL.KID.3, 4.RL.IKI.7, 4.W.TTP.2

**Teacher Materials:**

- The Teacher Packet for ELA, Grade 4, Lesson 18
- 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, the protagonist

- Chart or slide L18-F, written to reveal one sentence at a time: *In the text “The Legend of Keesh”, the author uses the character’s words and actions to describe Keesh, the protagonist, as brave, intelligent, and generous. It can be inferred that Keesh is brave through his actions and words. Keesh hunting the bear, even though he is young, is an action that proves Keesh to be brave. Also, Keesh speaking to the council is another example of bravery.*
- Chart or slide L18-G: Using the chart about Keesh, what character traits does the author convey through Keesh’s words and actions? Write a paragraph to explain how the words and actions of Keesh can be used to infer his character traits. Use key details from the text to support your answer. Also, don’t forget to:
  - Introduce your topic
  - Group the traits together
  - Use details to support the trait
  - Provide a conclusion
  - Link your thoughts together
  - Use precise language

## PBS Lesson Series

- Use correct grammar punctuation

Creative assignment: draw how you imagine Keesh.

### Student Materials:

- Two pieces of paper, pencil, surface to write on
- The student packet for ELA, Grade 4, Lesson 18 which can be found at [www.tn.gov/education](http://www.tn.gov/education)

Teacher Do	Students Do
<p><b>Opening</b> (1 min)</p> <p><b>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 third in this week's series.</b></p> <p><b>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!</b></p> <p><b>If you didn't see our previous lessons, you can find it at <a href="http://www.tn.gov/education">www.tn.gov/education</a>. 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.</b></p> <p><b>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.</b></p> <p><b>Before we get started, to participate fully in our lesson today, you will need:</b></p> <ul style="list-style-type: none"><li>• Two pieces of paper, pencil, surface to write on</li><li>• The student packet for ELA, Grade 4, Lesson 18 which can be found at <a href="http://www.tn.gov/education">www.tn.gov/education</a></li></ul> <p><b>Ok, let's begin!</b></p>	<p>Students gather materials for the lesson and prepare to engage with the lesson's content – "The Legend of Keesh".</p>
<p><b>Intro</b> (4 min)</p> <p><b>Today starts our third 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.</b></p> <p><b>As we have discussed in previous lessons, our text for this set of lessons is a legend. In the last lessons, we started thinking about what makes this text a legend. Let's see, by finishing the story, we can now identify more reasons it is a legend.</b></p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the summary paragraph how the author's words and actions reveal Keesh's character traits.</p> <p>Student recall the meaning of a legend and connect to this text.</p>

[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. Let's think about what we have – have we encountered any of these characteristics in "The Legend of Keesh"?**

- **Heroic characters – Who is the heroic character in our story?** [Pause.] After reading in our last lesson, I now am for sure that Keesh is the hero. He went on a hunt at age 13, killed 3 bears, and fed his village.
- **Exciting adventure? What do you think?** [Pause.] The author's description of Keesh's hunting the bear was rather exciting!
- **Historical fact? In the last lesson we discussed that the Polar Sea is a real place.**
- **Supernatural events? Did we encounter those in the story?** [Pause.] Yes! Keesh is accused of witchcraft and using evil spirits to kill the bear.

**Wow! It meets every criteria for a legend!**

**Do you remember the setting of the story?** [Pause.] The setting of the "The Legend of Keesh" is in a village near the Polar Sea which is in the Arctic Ocean near the North Pole. [If you have a globe, use the globe. If not, show image L16-B. ] **Let's point out areas on the map again to help us understand the setting. Here is the North Pole, Arctic Ocean, Alaska, and Russia.** [Point on map or globe.]

**I think it would be good to look at the illustration of the village again before we begin discussing the text again.** [Show L16-C.] **Revisiting the illustration after we have finished the story will help us connect the text and the illustration.**

- **How can we connect what we read in the last lesson to the illustration?** [Pause.] Igloos were mentioned more in our last lesson. When I look at the illustration, it makes me wonder where Keesh's igloo is located. If you remember, his igloo is now bigger than the rest as a sign of rank and respect in the village. I am guessing this illustration is more towards the beginning of the story because the igloos look the same size.

**As we ended the last lesson, I asked you to write a scene at the end of the story showing the new relationship between**

Students recall location of the Polar Sea.

Students revisit illustration and connect to text.

Students listen to teacher's paragraph and check for inclusion of requirements.

Keesh and the villagers. I am going to read you what I wrote. As I read, consider if I added the requirements that I asked you to write:

- 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

Two years after the honorable Keesh became leader of the village at the edge of the polar sea, a pack of wolves began terrorizing the village. Knowing that Keesh was intelligent and could devise a plan to help the village, the council called a meeting to present the problem.

“Brilliant leader, Keesh, we are confronted with a pressing problem. A pack of wolves is sneaking into our village when the sun does not shine and is stealing our rations,” the eldest council member spoke in a respectful tone.

“The wolf voices on the wind in the darkness have alarmed me each evening, too,” Keesh responded to the councilman. “I have met with my advisors, and we have developed a plan.” The council member shook their heads in agreement as Keesh presented a plan that would begin that very evening.

Your turn to help me do a quick check to see if I included everything.

- Establish the situation - What was my situation? [Pause.] Yes, wolves are terrorizing the village.
- Organize the events – Did I organize? [Pause.] Hmmm... the council discovers the problem and then calls a meeting. I think that is organized.
- Use dialogue, pacing, and description? [Pause.] Yes, both Keesh and the councilman speak, so I included dialogue. I have described Keesh as brilliant and honorable. Also, I used the line to describe the darkness: when the sun does not shine.
- Use transitional words. Did you hear some? [Pause.] a couple I wrote were: *two years later* and *as Keesh presented*.
- Provide a conclusion. Do you think I wrapped it up enough? [Pause.] I think this is where I need to

<p>revise a bit. Perhaps adding more about the plan here would entice the reader.</p> <ul style="list-style-type: none"> <li>• Use precise words – Thoughts? [Pause.] Some of my favorites were terrorizing and devise.</li> <li>• Use correct grammar and punctuation. Yes, I did this.</li> </ul> <p>What about yours did you included all those, too? Take a minute and scan your paper. [Pause.]</p> <p>During our third read of the legend today, we are going to continue thinking about Keesh, or the protagonist. We looked at all the characters in the first lesson, but today we are just going to focus on Keesh. Oooo, did you hear a new word? A protagonist is new word you can use for the main character. Keesh is the protagonist in our text. As we read today, our focus question is: what character traits does the author convey through Keesh’s words and actions? As we talk through the text, I will draw your attention to the words and details that will help you answer the question. Then, there will be time for you to practice thinking about words to describe Keesh. 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. I am going to start a new chart to describe just Keesh because today we are only going to describe Keesh, the protagonist, and I am afraid that I might not have enough room. Go ahead and write – Keesh, the protagonist at the top of your paper. [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 parts.</p> <p>Also, don’t forget to take your own notes as we read.</p>	<p>Students introduced to the word-protagonist.</p> <p>Students create chart to be used during the lesson.</p>
<p><b>Teacher Model/Read-Aloud</b> (16 min)</p> <p>Today, we will not be reading the text in full. Instead, I have selected specific parts that I think will help us infer some character traits about Keesh. Remember, when we infer, we use what the text says and what we know. As I read this first selection, remember, you are listening for words or actions that help us understand who Keesh is.</p> <p>The first selection I made was the second paragraph:</p> <p>[Show Slide L18-A.] <i>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,</i></p>	<p>Student listens to the first read of the text, considering the words and actions of Keesh.</p>

***Ikeega, 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.***

- Why do you think the author includes the phrase, "despite his youth"? [Pause.] Did you remember the meaning of the word despite? It means even though. The author is saying – even though he is young, he speak ups. The author is trying to draw attention to how young he is.
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I am now going to revisit when Keesh is speaking to the council.

[Show Slide L18-B.] ***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 did you notice? Why is the council surprised that Keesh spoke up? [Pause.] Yes, he is young – only 13.
- From this, what does it tell us about who usually speaks at the council? [Pause.] Because they are thinking *how dare one so young speak out in the council*, I do not think young people normally speak at the council.
- What does this tell us about Keesh? [Pause.] Let me read this sentence again. *The elders and onlookers jeered at the young boy; how dare one so young speak out in the council?* This line is important. He is able to speak in front of the men of the council even though they are treating him badly as he speaks.
- What does the line tell us about how the council is acting while they listen? [Pause.] I hope you remembered that jeered means to make loud, rude

Students use Keesh's action to make an inference.

Students use Keesh's words to make an inference.

<p>remarks. They are showing their disapproval by making loud remarks.</p> <ul style="list-style-type: none"> <li>Let's think about what to record about Keesh based upon these parts. Say your thoughts out loud. [Pause.] I am writing - <i>speaks to council even though he is young and audience jeers</i>. [Add to chart: <i>speaks to council even though he is young and audience jeers</i>.] I am going to label this as "words" because we learned about Keesh through his words. [Label this descriptor as words.]</li> </ul> <p>As Keesh is speaking, he speaks of his father. His words can help us understand more about not only his father – but Keesh himself. Listen for what Keesh says about his father as I read.</p> <p>[Show Slide L18-C.] <i>"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."</i></p> <ul style="list-style-type: none"> <li>What does this quote tell us about his father? [Pause.] His father made sure he hunted the meat for the village and divided it with everyone – even the neediest.</li> <li>What does Keesh's father want for the village? [Pause.] I think the last two words say it all - fair share. He wants it to be equal for those in the village.</li> <li>What does Keesh admire about his father? [Pause.] Through Keesh's own words, I can see that he admires his father for his hunting ability and for wanting fairness in the village.</li> <li>Why does Keesh say these words to the council? [Pause.] Keesh wants what his father wanted. He does not want villagers to go hungry.</li> <li>We need to sum this up. What does this tell us about Keesh through his words? [Pause.] It tells us that Keesh wants what his father wanted – <i>says the neediest people in village need to be fed</i>. I will add this to my chart and add "words" beside it because we know it through his words. [Add to chart.]</li> </ul> <p>Like I said at the beginning, we can learn about a character through their words – which we have added to our chart, but we can also learn from their actions. The next selection is about Keesh's actions.</p>	<p>Students use Keesh's words to make an inference.</p>
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[Show Slide L18-D.] *The next day, Keesh was seen leaving the village with his father's enormous hunting-spear and bow, and an ample supply of bone-barbed arrows. The villagers whispered to one another—it was unprecedented that a young boy should go hunting alone!*

- Do you remember what unprecedented means? [Pause.] Yes, it means never happened before.
- Why is Keesh's decision to hunt the mother bear "unprecedented"? What do these actions tell you about Keesh? [Pause.] No one as young as Keesh has gone hunting alone before. This tells us that he a rather brave kid.
- I am going to add the action to our chart – *hunts bear even though he is young*. [Add to chart: *hunts bear even though he is young*.] Beside it, I am going to write action because we are learning about Keesh through his actions. [Add to chart.]

In the next selection, we can gain infer traits of Keesh through both his words and actions. As I read, think about we can infer about Keesh.

[Note: no slide for this selection] *"I'm just a boy," Keesh explained, "I'm ignorant of these things. I've devised a way to kill the ice-bear 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 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.*

- What does this tell us about how Keesh killed the bear? [Pause.] *Keesh devised a plan*. It wasn't just luck. I am going to write that. I think I will label it as an action because he did it – even though in this part

Students use Keesh's actions to make an inference.

Students use Keesh's words and actions to make an inference.



<p>he is telling about doing it. [Add to chart: Keesh devised a plan.]</p> <ul style="list-style-type: none"> <li><i>To do something with ease</i> means to do something easily. How was killing the bear easy for Keesh? What does that tell us about Keesh? [Pause.] It was easy because he had a plan. He used his smarts to devise a plan.</li> <li>What did Keesh mean when he said <i>headcraft</i>? [Pause.] Keesh is using his own words to describe himself as smart by saying he used his head. I am going to add that to the chart as words he uses: he uses “headcraft” to kill the bear. I am writing “words” after it. [Add to chart.]</li> </ul> <p>The last selection I chose today is from the end of the story. I think Keesh’s action speak loudly here.</p> <p>[Show Slide L18-E.] <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></p> <ul style="list-style-type: none"> <li>I want to focus on the last part: <i>and long as he lived, no one cried at night because there was no meat.</i></li> <li>Who is the “he” in the sentence? [Pause.] Yes, it is Keesh.</li> <li>What does this phrase tell us about Keesh’s actions? [Pause.] Keesh makes sure everyone has food so no one is left crying because they do not have food.</li> <li>His actions need to go on our chart – <i>shares meat with the village</i>. [Add to chart: shares meat with the village.] I am writing actions after it. [Add to chart.]</li> </ul> <p>Let’s think about what connections we can make between the notes we captured today and infer the character traits of Keesh.</p> <ul style="list-style-type: none"> <li>Can you make any connections between our notes? [Pause.] I noticed two that I think go together -Keesh hunting the bear even though he is young and speaking to the council. What can you infer about Keesh based on these two traits? [Pause.] From these two, Keesh could be described as brave. I am going to connect these two with lines and write at the side – brave. [Add to chart: brave] Be sure you are doing the same.</li> <li>Hmmm... with the other four, do you see more connections that can help you infer Keesh’s character</li> </ul>	<p>Students use Keesh’s actions to make an inference.</p>                      <p>Students use Keesh’s words and actions to make connections and infer his character traits.</p>
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<p>traits? [Pause.] I see the action of Keesh devising a plan to kill the bear and the word “headcraft” as similar. What word would you use to describe Keesh based on these? [Pause.] Both of these tell me that Keesh is intelligent. I am going to draw lines between these and write the character trait of intelligent. [Add to chart: intelligent.]</p> <ul style="list-style-type: none"> <li>• Well, that only leaves us two. Is there a connection between the action of sharing the bear meat and saying the neediest needs fed? [Pause.] Generous is a good word to connect these. I am going to draw my lines and write the word. [Add to chart: generous.]</li> </ul>	
<p><b>Guided Practice</b> (4 min)</p> <p>Let’s review what we collected today. We looked at the characters words and actions to infer what the author is telling us about Keesh. From our notes about his words and actions, we have determined that Keesh is brave, intelligent, and generous. You guessed it! We are going to write about Keesh’s character traits now. Here is your question: What character traits does the author convey through Keesh’s words and actions? Use key details to support your answer.</p> <p>Have you already started considering an introduction sentence? If so, you are on top of it! What were you thinking? Take a moment and jot down your ideas. [Pause.] For this one, I am going to take the prompt and chart and turn them into a sentence. Here is what I wrote: [Reveal first sentence on chart only or show Slide L18-F.] In the text “The Legend of Keesh”, the author uses the character’s words and actions to describe Keesh, the protagonist, as brave, intelligent, and generous.</p> <ul style="list-style-type: none"> <li>• Do you see what I did there? I used the title of the chart and the three words we inferred today.</li> <li>• Now, I can use the three words as the structure for the paragraph. We will write about Keesh being brave together, and you will finish the other two by yourself.</li> </ul> <p>How might we start our second sentence about bravery? Write down your thoughts. [Pause and then reveal.] I wrote: It can be inferred that Keesh is brave through his actions and words. [Reveal sentence on Slide L18-F.]</p> <ul style="list-style-type: none"> <li>• Now, I need to use the evidence I collected. How might I turn them into a sentence or two? [Pause.] <ul style="list-style-type: none"> <li>• I wrote two sentences. Keesh hunting the bear, even though he is young, is an action that proves</li> </ul> </li> </ul>	<p>Student uses words and actions chart to begin an explanatory paragraph about Keesh’s character traits.</p>

<p><b>Keesh to be brave. Also, Keesh speaking to the council is another example of bravery.</b> [Reveal sentence on Slide L18-F.]</p> <p><b>Your turn now! You will write about intelligent and generous on your own.</b></p>	
<p><b><u>Independent Work</u></b> (1 min)</p> <p><b>I'm about to read aloud your task. Be sure to write the task on your paper so you have it after the lesson ends. I will read the directions twice.</b></p> <p><b>Here is your task:</b> [Show Slide L18-G.] <b>Using the chart about Keesh, what character traits does the author convey through Keesh's words and actions? Write a paragraph to explain how the words and actions of Keesh can be used to infer his character traits. Use key details from the text to support your answer. Also, don't forget to:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduce your topic</b></li> <li>• <b>Group the traits together</b></li> <li>• <b>Use details to support the trait</b></li> <li>• <b>Provide a conclusion</b></li> <li>• <b>Link your thoughts together</b></li> <li>• <b>Use precise language</b></li> <li>• <b>Use correct grammar punctuation</b></li> </ul> <p>[Read the task 2x] <b>For your creative assignment today, since our whole lesson was on Keesh, draw how you imagine Keesh.</b></p>	<p>Student uses words and actions chart to finish an explanatory paragraph about Keesh's character traits.</p>
<p><b><u>Closing</u></b> (1 min)</p> <p><b>I enjoyed digging into the protagonist, Keesh, in the story of "The Legend of Keesh" with you today! Thank you for inviting me into your home. Tomorrow, we will dig more into the language of the text. I look forward to seeing you in our next lesson in Tennessee's At Home Learning Series! Bye!</b></p>	