

ELA: Grade 4, Lesson 19, “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: theme, insignificant

TN Standards: 4.RL.KID.1, 4.RL.KID.2, 4.RL.CS.3, 4.W.TTP.2

Teacher Materials:

- The Teacher Packet for ELA, Grade 4, Lesson 19
- 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:

Notes about Theme

- Chart or slide L19-F, written to reveal one sentence at a time: *In the text “The Legend of Keesh”, the author develops the theme of good leaders are not determined by age – but rather by actions. B.P. Skinner repeats the message that leadership does not depend on age several times throughout the story. He does this by using phrases to describe Keesh’s age like “despite his age” and “how dare one so young speak out in the council”. At the end of the story, the author was sure to include that Keesh went from an insignificant boy to a lead man.*
- Chart of independent practice or slide L19-G: *Using the theme chart, write about how the author develops a theme about leadership in the text “The Legend of Keesh”. As you write, be sure 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: think about the traits that make a good leader. Make a poster to identify these traits.

Student Materials:

- Two pieces of paper, pencil, and a surface to write on
- The Student Packet for ELA, Grade 4, Lesson 19 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 fourth 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, and a surface to write on• The Student Packet for ELA, Grade 4, Lesson 19 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 fourth 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 to complete several close reads. This means that we are able to read it many times for different purposes.</p> <p>As we have discussed in previous lessons, our text for this set of lessons is a legend. Sneak peek... tomorrow you will write your own legend! In the last lesson, we looked at all the</p>	<p>Students follow along and think and act as instructed, gradually gaining confidence and competence to complete the summary paragraph how to develop a theme about leadership.</p> <p>Student recall the meaning of a legend and connect to this text.</p>

characteristics that make “The Legend of Keesh” a legend. Let’s see what you remember...

[Show legend chart or Slide 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 where we have encountered these characteristics in “The Legend of Keesh”? [Point to chart as you ask questions.]**

- **Who is the heroic character in our story? [Pause.] Yes, Keesh is our heroic character.**
- **What was the exciting adventure? [Pause.] The exciting adventure was Keesh’s bear hunt.**
- **The setting is a real place. Where is it? [Pause.] Yes! The Polar Sea!**
- **What supernatural events take place in the story?? [Pause.] You remembered! Keesh is accused of witchcraft and using evil spirits to kill the bear.**

Let’s look at our map another time. 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.] Close your eyes. Can you visual the places I have been pointing out each lesson? [Pause.] Let’s do it again... here is the North Pole, Arctic Ocean, Alaska, and Russia. [Point on map or globe.]

When we concluded yesterday, I asked you to finish the paragraph about what we inferred about Keesh through his words and actions. Think about how what you wrote is similar or different than mine:

- **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 at such a young age is another example of bravery. Keesh can be viewed as intelligent. He devised a plan to kill a bear, despite his age, and he described how he created the plan as “headcraft”. Finally, Keesh can be described as generous. When he killed the bear alone at 13, he shared the meat with the village. In addition, when speaking to the council, he stressed the importance of providing food for the needy. In**

Students recall location of the Polar Sea.

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

<p>conclusion, Keesh can be described as a brave, intelligent, and generous protagonist by using evidence found in his words and actions.</p> <p>You check your paragraph for the requirements from the previous lesson as I check mine.</p> <ul style="list-style-type: none"> • Introduce your topic? Yes, I used the introductory sentence we composed together in the last lesson. Did you use the sentence or did you write a new one? • Group the traits together? Yes, I grouped the information for each trait together. Check yours. • Use details to support the trait? Yes, I gave a specific example for all three traits from the text. • Provide a conclusion? Yep. I pretty much just restated the introduction. Check your paragraph. Did you include a conclusion? [Pause.] • Link your thoughts together? A couple of ways that I did this was “in addition”, “also”, “finally”. Look at your paper, quickly circle your transitions. [Pause.] • Use precise language? I used language from the text. What about you? [Pause.] • Use correct grammar punctuation? Check. <p>During our fourth read of the legend today, we are going to continue thinking about the main character Keesh, the protagonist. Remember protagonist is just another name for main character. We are going to consider the theme of the text. If you joined me for the “Echoing Green” lessons, you might remember that theme is the lesson that the author is trying to give us.</p> <p>As we read today, our focus question is: what is the theme of the text based on the author’s word choices? 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 the theme. Finally, I will assign you independent work 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 take notes about the theme. Go ahead and write – “Notes about Theme” 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>Students create chart to be used during the lesson.</p>
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<p>Also, don't forget to take your own notes as we read.</p>	
<p>Teacher Model/Read-Aloud (16 min)</p> <p>Like in the last lesson, we will not be reading the text in full. Instead, I have selected specific parts that I think will help us determine the theme of "The Legend of Keesh". Remember, the theme is the message the author wants you to get from reading his or her writings. Just like we did with "The Echoing Green", we are going to look for repeated ideas in the text.</p> <p>To narrow our focus a bit, from our multiple readings of "The Legend of Keesh", I feel like the author was trying to send us a message about leadership – but what message? The selections I have chosen should all give us clues to the message. As we read the passages, see if you can make some connections between them.</p> <p>Let's read the first selection I have chosen:</p> <p>[Show Slide L19-A.] <i>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 Klosh-Kwan, Keesh, despite his youth, spoke up.</i></p> <ul style="list-style-type: none"> • We used this passage in our last lesson as evidence for one of Keesh's character traits. Do you remember which one? [Pause.] Yes, Keesh is brave to speak even though he is young. • Sometimes authors repeat words or ideas to help develop a theme. Because I remembered that Keesh's age is mentioned several times during the text, I think the author might be trying to tell us something. On our chart, I am going to add our first notes about leadership. Here, I am going to use the author's exact words because I think they are important – <i>Keesh, despite his youth, spoke up.</i> [Add to chart: Keesh, despite his youth, spoke up.] <p>On to our next selection... [Show Slide L19-B.]</p> <p><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> <p><i>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</i></p>	<p>Student listens to the selections from the text about leadership.</p> <p>Students record ideas about the theme on their own paper.</p>

“speak for my mother, Ikeega, who should have her fair share of meat. All we get is gristly meat that’s full of bones.”

- After reading this, I need to ask myself. What in the passage tells me something about leadership? Did you hear anything? [Pause.] Hmm... during this part it seems like Keesh showed leadership because he was willing to speak for all the people in the village who were going hungry – even though the elders and onlookers jeered at him. Let put that on our chart: *speaks up for others*. [Add to chart.]
- I think this line tells us something, too - *should have her fair share of meat*. What does it tell you about leadership? [Pause.] It seems that fairness is important here as Keesh speaks to the council. On our chart, I am going to add *fair share*. [Add to chart.]
- I think we need to look at this part again. What do you notice beginning repeated? *How dare one so young speak out in the council*. [Pause?] Yes, the author is mentioning his youth again. I think I am going to write that whole line on my chart – it feels important. [Add: *how dare one so young speak out in the council* to the chart.] I wonder what that tells me about leadership. I bet it will get clearer as we read.

As I read the next selection, remember to be thinking... what do I hear that connects to leadership?

[Show Slide L19-C.] ***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. 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 did you notice about leadership in this selection? [Pause.]
- Let me reread two lines: *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*. To me, this line says a lot about leadership, the people were talking about making him the next chief – or leader!

Students record ideas about the theme on their own paper.

Students record ideas about the theme on their own paper.

<p>Why? What qualities did he have? [Pause.] Here is what I heard – He was popular and respected, and he could be counted on. I think the author is giving us descriptions of a good leader. I am adding them to the chart. Be sure you are, too. [Add to chart – <i>popular, respected, can be counted on.</i>]</p> <p>As we continue to the next part, think about how it might continue to develop a theme about leadership:</p> <p>[Show Slide L19-D.] <i>"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."</i></p> <p><i>"Would you tell us how you do this? Can any man do this?" asked Klash-Kwan, not convinced.</i></p> <p><i>"Any man can do this." Keesh finished sucking his marrow-bone and rose to tell the group of his clever hunting tactic.</i></p> <ul style="list-style-type: none"> • What did you notice? [Pause.] There are two words that stuck out to me... headcraft and clever. I remember from discussing Keesh's character traits in the last lesson that we found quite a bit of evidence that Keesh was intelligent. The author is certainly supporting that with these two word choices – headcraft (or using his head) and clever. Let's add them. [Add to chart.] <p>Our next part comes from the end of the story:</p> <p>[Show Slide L19-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"> • Hmmmm... what does this tell me about leadership? Take a moment to jot your ideas on your paper. [Pause.] This tells about Keesh becoming the head man of the village so it is definitely about leadership. Keesh became a leader because the council heard his story and realized how intelligent he was to create the plan to kill the bear. I think we need to add <i>intelligent</i> to our chart. [Add to chart.] • What else does it tell us about Keesh as a leader? [Pause.] The line <i>no one cried at night because there was no meat</i> lets me know that Keesh took care of the people – even after he became the leader. [Add <i>took care of others</i> to chart.] 	<p>Students record ideas about the theme on their own paper.</p> <p>Students record ideas about the theme on their own paper.</p>
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<p> <ul style="list-style-type: none"> Did you hear another reference to Keesh's age? Let me reread and listen specifically for a reference to his age. <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> Did you catch it? [Pause.] Yes! Insignificant boy is a reference to Keesh's age. Did you remember that insignificant means not important? The author is showing that a not important boy became a leader. The author just kept giving us details about Keesh's age. I am going to write <i>insignificant boy to leader</i> on the chart. [Add to chart.] <p>We are going to stop reading selections and now look at the information we have collected to see if we can make some connections. Let's review our chart. We took notes that we felt would lead us to the theme about leadership:</p> <ul style="list-style-type: none"> speaks up for others Keesh, despite his youth, spoke up fair share how dare one so young speak out in the council popular, respected, can be counted on headcraft and clever intelligent took care of others insignificant boy to leader <p>Are you noticing any connections between the notes?</p> <p>[Pause.] I sure am! I think I want to start from the bottom because I feel like the author really kept emphasizing Keesh's age.</p> <ul style="list-style-type: none"> Besides "insignificant boy to leader", what other notes are connected to age? [Pause.] I see two. Did you find them? The others are <i>Keesh, despite his youth, spoke up</i> and <i>how dare one so young speak out in the council</i>. I am going to star all three of them. At the side, I am going to make a key to show how these are related. What is the author telling us with these three quotes? What do you think? [Pause.] It seems like the author is saying, <i>age doesn't matter</i>. I am going to write that by the star in my key. [Create a key at the side, add a star, and beside the star write age doesn't matter.] </p>	<p>Students make connections between the details recorded about the theme of leadership.</p>
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Look at the ones remaining. In my head I am thinking, if age doesn't make a good leader, then what does? Hmm... I see several actions in what we have collected. Can you find the ones that are actions? [Pause.] I am going to place a check by the ones that are actions, and, in my key, I am going to make a check and write the word "actions" beside it. [Add to key in the chart.] Be sure you are doing this, too. This will help as we put our ideas together to write. Let's see... here are the ones I am going to check as actions:

- speaks up for others
- Keesh, despite his youth, spoke up - I am going to put a check over *spoke up*.
- Fair share – Because Keesh gave everyone a fair share, I am going to check it.
- How dare one so young speak out in the council – I am going to put a check on *speak out*.
- Popular, respected, can be counted on – I am going to check *counted on*.
- took care of others

We have marked the actions with a check. Do you see any other connections? [Pause.] Yes, I think the rest are traits – like we listed Keesh's character traits in the last lesson. Let's place a heart above each of the traits. I am placing hearts above:

- popular
- respected
- headcraft
- clever
- intelligent

Take a look at our key – we have pulled out some big ideas about leadership: age doesn't matter, actions are important, and leaders have some common traits. Did you catch all this the first or even the second time we read the text? [Pause.] This is exactly why it is important to read a text multiple times.

- Our job now is to make all this into a statement of the theme. Take a minute and try to craft the theme on your own first. Saying it out loud might help you get it where you want it. [Pause.]
- What did you say? I am going to share the statement I wrote. Think about how your statement is similar or different than mine: Good leaders are not determined by age – but rather by actions.

Students use the connections to write a theme from the story about leadership.

<ul style="list-style-type: none"> • I also thought of: Age does not determine a good leader; instead, leadership is about using positive traits to do for others. • Did you notice how, in each, I turned our key into a statement about leadership? The author is sending us a message about good leaders. 	
<p>Guided Practice (4 min)</p> <p>It is time to take our chart and write!! Today's task is to write about the author develops a theme of leadership in the text "The Legend of Keesh".</p> <p>If you have joined me for all the lessons, you are probably a pro at writing the introductory sentence. Have you already started writing it? If so, you get a gold star! What were you thinking? Take a moment and jot down your ideas. [Pause.] For this introduction, I know I need to include the title and what I am writing about. Here is what I wrote: [Reveal first sentence on chart only – Slide L19-F.] In the text "The Legend of Keesh", the author develops the theme of good leaders are not determined by age – but rather by actions. You can choose to use my theme or your own as we write. If you choose to use your own theme, you could use the beginning of my sentence and add your theme: In the text "The Legend of Keesh", the author develops the theme of....</p> <p>I think I will use the three areas of the key as the structure for the paragraph. Because age feel like it is the most important, let's start with age. How might you start the section on age? [Pause and then reveal sentence.] Here is what I wrote: B.P. Skinner repeats the message that leadership does not depend on age several times throughout the story.</p> <ul style="list-style-type: none"> • I think I want to talk now about how the author emphasized that Keesh was young through his words. How might that become a sentence? [Pause and reveal sentence.] I wrote: He does this by using phrases to describe Keesh's age like "despite his age" and "how dare one so young speak out in the council". • Lastly in the section, let's talk about the last part: insignificant boy to lead man. How might you write that? [Pause.] Here's my sentence: At the end of the story, the author was sure to include that Keesh went from an insignificant boy to a lead man. <p>Nice! We have our paragraph started. Yes, your turn!</p>	<p>Student, with teacher support, uses theme chart to write about how the author develops a theme about leadership.</p>

<p>Independent Work (1 min)</p> <p>Here is your task: [Show chart or Slide L19-G.] Please grab a piece of paper and copy down the task. I will read the task twice. Using the theme chart, write about how the author develops a theme of leadership in the text “The Legend of Keesh”. As you write, be sure to:</p> <ul style="list-style-type: none"> • Introduce your topic • Group the traits together • Use details to support the trait • Provide a conclusion • Link your thoughts together • Use precise language • Use correct grammar punctuation <p>[Read task 2x.]</p> <p>Today, for your creative assignment, think about the traits that make a good leader. Make a poster to identify these traits.</p>	<p>Student uses the co-created beginning of the paragraph on theme to finish, independently.</p>
<p>Closing (1 min)</p> <p>Today was our last lesson reading “The Legend of Keesh”. Tomorrow, we are going to put together what we learned from “The Legend of Sleepy Hollow” and “The Legend of Keesh” to write our own legends. I can’t wait! Thank you for inviting me into your home. I look forward to seeing you in our next lesson in Tennessee’s At Home Learning Series! Bye!</p>	