



## **American Stories**

***Keesh***

***by Jack London***

Lesson Plan  
*by Jill Robbins, Ph.D.*

# Introduction

This lesson plan is to accompany the American Stories series episode, *Keesh*, by Jack London.

A transcript of the story is included at the end of this lesson to print so students can read as they listen. Teachers who cannot play the audio from the website can read the story aloud or have students read it.

This lesson plan is based on the CALLA Approach. See the end of the lesson for more information and resources on teaching with the CALLA approach. The following slide shows the five parts of this lesson plan.

# Lesson Elements

**Prepare**

**Present**

**Practice**

**Self-Evaluate**

**Expand**

# Prepare

Introduce the story. “Today we will read *Keesh*, a story about a young Eskimo boy. He has a problem. In this story, we see how he finds a very creative way to solve his problem. How about you? Do you ever think of new ways to deal with the problems in your life?”

Listen to students’ comments about solving problems. Encourage them to give an example (to the class or to their neighbor) of one problem they solved.

Locate the population centers of the indigenous people known as Eskimos on a map or use the following slide. Show an image of Eskimos. Teach the vocabulary for the story.

# Where the Eskimos live

Eskimo are the indigenous peoples who have traditionally inhabited the northern circumpolar region from eastern Siberia (Russia), across Alaska (United States), Canada, and Greenland.



# Eskimos



# Vocabulary

**Eskimo** - *n.* a member of a group of peoples of northern Canada, Greenland, Alaska, and eastern Siberia

**igloo** - *n.* a house made of blocks of snow or ice in the form of a dome

**spear** - *n.* a weapon that has a long straight handle and a sharp point

**witchcraft** - *n.* magical things that are done by witches; the use of magical powers obtained especially from evil spirits

**whalebone** - *n.* a hard substance that is found in the jaw of some types of whales

# Present

Introduce the task to students: “As we read the story today, we will practice the strategy ***predicting*** to guess what will happen next in the story. When we think about what the characters in a story will do, we are using our imagination to help us understand the story. I’ll show you how to do this.”

Play or read aloud to “He should not talk to gray-beards this way!”

Tell students, “We see that Keesh is a young boy (13 years old). He is trying to make his tribe treat him equally. The way he thinks they should do that is give him good meat when they hunt.”



Model the strategy: “After reading this part, I am going to guess what the village council will do. When I imagine what might happen next, I am *predicting*. So, I predict that they will not give Keesh and his mother the good meat. Let’s listen more and find out.”

Play or read aloud to ‘I shall go hunt meat like my father, Bok.’

Check prediction: “Well, I was right. They didn’t agree to give him the good meat. Keesh says he’s going hunting himself. ”

# Practice

Ask, “What do you think will happen when Keesh goes out hunting? Will he be safe? Remember, I told you before that Keesh came up with a new idea to solve his problem. Keep that in mind.”

Listen to students’ ideas about Keesh’s hunting trip.

Explain: “Good. You are making *predictions* now about what will happen next in the story about Keesh. Let’s read some more and check on our predictions.”

Play or read aloud to “‘Maybe his father’s spirit hunts with him,’ said another.’

Instruct students to sit with another student and talk about the predictions they can make. “With your partner, think, what will happen now? How is Keesh hunting so well? Is he using magic? Is the spirit of his father helping him, as the villagers say?”

Give students time to discuss their predictions. Ask them to write down at least two predictions on a notebook or paper.

Let’s read some more of the story. Keep thinking about your prediction.

Play or read aloud to ‘Keesh moved carefully up to the bear and pushed his father’s spear into it.’

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Review the events of the story by asking students to summarize.  
“What did the villagers find when they followed Keesh? Can you guess, or *predict*, what he was doing?”

Give students time to discuss their predictions.

“Let’s read the rest of the story. Pay attention and see if what you *predicted* actually happens.”

Play to the end of the story.

# Self-Evaluate

Ask students to stay with their partner and talk about Keesh's explanation at the end of the story: "Do you understand what he did?" If students do not, draw a picture on the board to show the process of putting a sharp piece of whalebone into a ball of meat. "Did you *predict* that he had a trick like this?"

Give students time to talk about their predictions.

Ask, "Now I'd like to ask – what do you think about using this strategy, ***predicting***, when you read? Did it help you follow the story? Write a sentence or two on your paper to turn in about how *predicting* helped you today."

# Expand

Ask students, “Are there other times when you can *predict*?”

Listen to students’ responses.

Continue, “This strategy is helpful in both reading and listening. Predicting prepares your mind to understand what you read or hear. And remember, it doesn’t matter if what you predict happens. Just predicting is enough to get your brain more active as you learn. Try using this strategy tonight when you do your homework, or in your next class. Let me know how it goes!”

Our story this week is "Keesh." It was written by Jack London. Here is Shep O'Neal to tell you the story.

Keesh lived at the edge of the polar sea. He had seen thirteen suns in the **Eskimo** way of keeping time. Among the Eskimos, the sun each winter leaves the land in darkness. And the next year, a new sun returns, so it might be warm again.

The father of Keesh had been a brave man. But he had died hunting for food. Keesh was his only son. Keesh lived along with his mother, Ikeega.

One night, the village council met in the big **igloo** of Klash-kwan, the chief. Keesh was there with the others. He listened, then waited for silence.

He said, "It is true that you give us some meat. But it is often old and tough meat, and has many bones."

The hunters were surprised. This was a child speaking against them. A child talking like a grown man!

Keesh said, "My father, Bok, was a great hunter. It is said that Bok brought home more meat than any of the two best hunters. And that he divided the meat so that all got an equal share."

"Naah! Naah!" the hunters cried. "Put the child out! Send him to bed. He should not talk to gray-beards this way!"

Keesh waited until the noise stopped. "You have a wife, Ugh-gluk," he said. "And you speak for her. My mother has no one but me. So I speak. As I say, Bok hunted greatly, but is now dead. It is only fair then that my mother, who was his wife, and I, his son, should have meat when the tribe has meat. I, Keesh, son of Bok, have spoken."

Again, there was a great noise in the igloo. The council ordered Keesh to bed. It even talked of giving him no food.

Keesh jumped to his feet. "Hear me!" he cried. "Never shall I speak in the council igloo again. I shall go hunt meat like my father, Bok."

There was much laughter when Keesh spoke of hunting. The laughter followed Keesh as he left the council meeting.

The next day, Keesh started out for the shore, where the land meets the ice. Those who watched saw that he carried his bow and many arrows. Across his shoulder was his father's big hunting **spear**. Again there was laughter.

One day passed, then a second. On the third day, a great wind blew. There was no sign of Keesh. His mother, Ikeega, put burned seal oil on her face to show her sorrow. The women shouted at their men for letting the little boy go. The men made no answer, but got ready to search for the body of Keesh.

Early next morning, Keesh walked into the village. Across his shoulders was fresh meat. "Go you men, with dogs and sleds. Follow my footsteps. Travel for a day," he said. "There is much meat on the ice. A she-bear and her two cubs."

His mother was very happy. Keesh, trying to be a man, said to her, "Come, Ikeega, let us eat. And after that, I shall sleep. For I am tired."

There was much talk after Keesh went to his igloo. The killing of a bear was dangerous. But it was three times more dangerous to kill a mother bear with cubs. The men did not believe Keesh had done so. But the women pointed to the fresh meat. At last, the men agreed to go for the meat that was left. But they were not very happy.

One said that even if Keesh had killed the bear, he probably had not cut the meat into pieces. But when the men arrived, they found that Keesh had not only killed the bear, but had also cut it into pieces, just like a grown hunter.

So began the mystery of Keesh.

On his next trip, he killed a young bear...and on the following trip, a large male bear and its mate.

Then there was talk of magic and **witchcraft** in the village. "He hunts with evil spirits," said one. "Maybe his father's spirit hunts with him," said another.

Keesh continued to bring meat to the village. Some people thought he was a great hunter. There was talk of making him chief, after old Klash-kwan. They waited, hoping he would come to council meetings. But he never came.

"I would like to build an igloo," Keesh said one day, "but I have no time. My job is hunting. So it would be just if the men and women of the village who eat my meat, build my igloo." And the igloo was built. It was even bigger than the igloo of the Chief Klash-kwan.

One day, Ugh-gluk talked to Keesh. "It is said that you hunt with evil spirits, and they help you kill the bear."

"Is not the meat good?" Keesh answered. "Has anyone in the village yet become sick after eating it? How do you know evil spirits are with me? Or do you say it because I am a good hunter?"

Ugh-gluk had no answer.

The council sat up late talking about Keesh and the meat. They decided to spy on him.

On Keesh's next trip, two young hunters, Bim and Bawn, followed him. After five days, they returned. The council met to hear their story.

"Brothers," Bim said, "we followed Keesh, and he did not see us. The first day he came to a great bear. Keesh shouted at the bear, loudly. The bear saw him and became angry. It rose high on its legs and growled. But Keesh walked up to it."

"We saw it," Bawn, the other hunter, said. "The bear began to run toward Keesh. Keesh ran away. But as he ran, he dropped a little round ball on the ice. The bear stopped and smelled the ball, then ate it. Keesh continued to run, dropping more balls on the ice. The bear followed and ate the balls."

The council members listened to every word. Bim continued the story. "The bear suddenly stood up straight and began to shout in pain.

"Evil spirits," said Ugh-gluk.

I do not know," said Bawn. "I can tell only what my eyes saw. The bear grew weak. Then it sat down and pulled at its own fur with its sharp claws. Keesh watched the bear that whole day."

"For three more days, Keesh continued to watch the bear. It was getting weaker and weaker. Keesh moved carefully up to the bear and pushed his father's spear into it."

"And then?" asked Klash-kwan.

"And then we left."

That afternoon, the council talked and talked. When Keesh arrived in the village, the council sent a messenger to ask him to come to the meeting. But Keesh said he was tired and hungry. He said his igloo was big and could hold many people, if the council wanted a meeting.



Klosh-kwan led the council to the igloo of Keesh. Keesh was eating, but he welcomed them. Klosh-kwan told Keesh that two hunters had seen him kill a bear. And then, in a serious voice to Keesh, he said, "We want to know how you did it." Did you use magic and witchcraft?"

Keesh looked up and smiled. "No, Klosh-kwan. I am a boy. I know nothing of magic or witchcraft. But I have found an easy way to kill the ice-bear. It is head-craft, not witchcraft."

"And will you tell us, O Keesh?" Klosh-kwan asked in a shaking voice.

"I will tell you. It is very simple. Watch."

Keesh picked up a thin piece of **whalebone**. The ends were pointed and sharp as a knife. Keesh bent the bone into a circle. Suddenly he let the bone go, and it became straight with a sharp snap. He picked up a piece of seal meat.

"So," he said, "first make a circle with a sharp, thin piece of whalebone. Put the circle of bone inside some seal meat. Put it in the snow to freeze. The bear eats the ball of meat with the circle of bone inside. When the meat gets inside the bear, the meat gets warm, and the bone goes snap! The sharp points make the bear sick. It is easy to kill then. It is simple."

Ugh-gluk said, "Ohhh!" Klosh-kwan said "Ahh!" Each said something in his own way. And all understood.

That is the story of Keesh, who lived long ago on the edge of the polar sea. Because he used head-craft, instead of witchcraft, he rose from the poorest igloo to be the chief in the village. And for all the years that followed, his people were happy. No one cried at night with pains of hunger.

*You have just heard the story, "Keesh." It was written by Jack London. Your storyteller was Shep O'Neal. This is Shirley Griffith.*

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### Words in This Story

**Eskimo** - *n.* a member of a group of peoples of northern Canada, Greenland, Alaska, and eastern Siberia

**igloo** - *n.* a house made of blocks of snow or ice in the form of a dome

**spear** - *n.* a weapon that has a long straight handle and a sharp point

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# About the CALLA Approach

The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

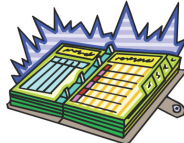



CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.







CALLA was developed by Anna Uhl Chamot and J. Michael O'Malley, and is being implemented in approximately 30 school districts in the United States as well as in several other countries.

See a list of language learning strategies below.







# Metacognitive Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
METACOGNITIVE STRATEGIES		
Plan / Organize	 Planner	Before beginning a task: <ul style="list-style-type: none"><li>–Set goals.</li><li>–Plan the task or content sequence.</li><li>–Plan how to accomplish the task (choose strategies).</li><li>–Preview a text.</li></ul>
Monitor / Identify Problems	 Check	While working on a task: <ul style="list-style-type: none"><li>–Check your progress on the task.</li><li>–Check your comprehension as you use the language. Do you understand? If not, what is the problem?</li><li>–Check your production as you use the language. Are you making sense? If not, what is the problem?</li></ul>
Evaluate	 I did it!	After completing a task: <ul style="list-style-type: none"><li>–Assess how well you have accomplished the learning task.</li><li>–Assess how well you have used learning strategies.</li><li>–Decide how effective the strategies were.</li><li>–Identify changes you will make the next time you have a similar task to do.</li></ul>
Manage Your Own Learning	 Pace Yourself	<ul style="list-style-type: none"><li>–Determine how you learn best.</li><li>–Arrange conditions that help you learn.</li><li>–Seek opportunities for practice.</li><li>–Focus your attention on the task.</li></ul>




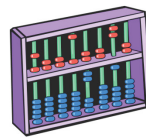
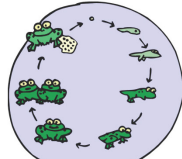
# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
<div></div> <p>USE WHAT YOU KNOW</p>		
Use Background Knowledge	 <p>I know.</p>	<ul style="list-style-type: none"><li>-Think about and use what you already know to help you do the task.</li><li>- Make associations between new information and your prior knowledge.</li><li>-Use new information to clarify or modify your prior knowledge.</li></ul>
Make Inferences	 <p>Use Clues</p>	<ul style="list-style-type: none"><li>-Use context and what you know to figure out meaning.</li><li>-Read and listen between the lines.</li><li>-Go beyond the text to understand its meaning.</li></ul>
Make Predictions	 <p>Crystal Ball</p>	<ul style="list-style-type: none"><li>-Anticipate information to come.</li><li>-Make logical guesses about what will happen in a written or oral text.</li><li>-Make an estimate (math).</li><li>-Make a hypothesis (science).</li></ul>
Personalize	 <p>Me</p>	<ul style="list-style-type: none"><li>-Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.</li></ul>


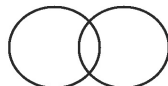


# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Transfer / Use Cognates	 Coffee/Café	-Apply your linguistic knowledge of other languages (including your native language) to the target language. -Recognize cognates.
Substitute / Paraphrase	 Make it work	-Use a synonym or descriptive phrase for unknown words or expressions.
<div></div> <b>USE YOUR SENSES</b>		
Use Images	 See it in your mind	-Use or create an actual or mental image to understand and/or represent information. -Use or draw a picture or diagram.
Use Sounds	 Sound Out	-Say or read aloud a word, sentence, or paragraph to help your understanding. -Sound out/vocalize. - Use your “mental tape recorder” to remember sounds, words, phrases, and/or conversations.






# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Use Your Kinesthetic Sense		<ul style="list-style-type: none"><li>--Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.</li><li>-Use real objects to help you remember words, sentences, or content information.</li></ul>
<div></div> <b>USE YOUR ORGANIZATIONAL SKILLS</b>		
Find/Apply Patterns	 <p>abacus</p>	<ul style="list-style-type: none"><li>-Apply a rule.</li><li>-Make a rule.</li><li>-Recognize and apply letter/sound, grammar, discourse, or register rules.</li><li>-Identify patterns in literature (genre).</li><li>-Identify patterns in math, science, and social studies.</li></ul>
Classify/Sequence	 <p>Life cycle</p>	<ul style="list-style-type: none"><li>-Categorize words or ideas according to attributes.</li><li>-Classify living things; identify natural cycles.</li><li>-Identify order and sequences in math, science, and social studies.</li><li>-Sequence events in history.</li></ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
Take Notes	 PDA	<ul style="list-style-type: none"><li>-Write down important words and ideas while listening or reading.</li><li>-List ideas or words to include in speaking or writing..</li></ul>
Use Graphic Organizers	 A Venn diagram	<ul style="list-style-type: none"><li>-Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.</li></ul>
Summarize	 Main Idea	<ul style="list-style-type: none"><li>-Create a mental, oral, or written summary of information.</li></ul>
Use Selective Attention	 Focus	<ul style="list-style-type: none"><li>-Focus on specific information, structures, key words, phrases, or ideas.</li></ul>

# Task-Based Strategies

CALLA CONTENT AND LANGUAGE LEARNING STRATEGIES		
STRATEGY	DESCRIPTION	
TASK-BASED STRATEGIES		
<div></div> <p>USE A VARIETY OF RESOURCES</p>		
Access Information Sources	 <p>Look it up!</p>	<ul style="list-style-type: none"><li>-Use the dictionary, the internet, and other reference materials.</li><li>-Seek out and use sources of information.</li><li>-Follow a model</li><li>-Ask questions</li></ul>
Cooperate	 <p>Together</p>	<ul style="list-style-type: none"><li>-Work with others to complete tasks, build confidence, and give and receive feedback.</li></ul>
Talk Yourself Through It (Self-Talk)	 <p>I can do it!</p>	<ul style="list-style-type: none"><li>- Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.</li></ul>