Selection Summary
In this tale, a mysterious young woman visits a lonely young man who lives by himself in the woods. She will stay with him if he follows her commands. He does as she asks. Then she disappears, but in her place the first corn grows.

Characteristics of the Text

Genre
• Legend

Text Structure
• Third-person narrative with descriptive passages and an endnote
• Chronological plot with problem revealed on the first page

Content
• Abenaki/Native-American culture reflected in setting, clothing, importance of corn, use of the first people, supernatural character
• Important human needs: food, shelter, and companionship
• The parts of a corn plant, including corn silk and ear

Themes and Ideas
• The Abenaki see corn and the making of fire as great gifts to their culture.
• People need food and shelter to survive, and companionship to make life worth living.

Language and Literary Features
• Storytelling language that is direct, somewhat formal
• The author includes figurative language (hair the color of the pale winter sun, feathery leaves, raging river) and sensory language (sun warmed the soil)

Sentence Complexity
• Various sentence lengths with several longer, complex sentences
• Commas in a series (nuts, fruits, and berries), one hyphenated word (brown-black), and a dash (p. 12)

Vocabulary
• Words related to plants and crops: roots, shoots, fruits, berries, squash
• Multiple-meaning words are used with less-common meanings: bark (tree), bank (river), shoots (n.), drew/drawn (physical movement)
• Unfamiliar words: yearned, desolate, landscape, raging, appetite, feathery, strands

Words
• Many multisyllabic words: mysterious, Abenaki, generation, community

Illustrations
• Evocative art supports the text and adds to understanding/appreciation of the setting.

Book and Print Features
• Text is 13 pages; includes an endnote about the Abenaki and their legends

The Lonely Man: An Abenaki Legend  retold by Lee S. Justice

Build Background
Help students use their knowledge of early legends to build interest with questions like this: What are legends? What legends do you know about? Why do people tell legends? Read the title and the author and discuss the cover illustration. Explain that this is an Abenaki (ah-buh-NAH-kee) legend. The Abenaki are a Native-American people of the Northeast U.S. This legend tells a story about how the Abenaki believe fire and corn began long ago in their culture. Like most legends, this story has been passed down from one generation to another generation.

Introduce the Text
Guide students through the text, noting important ideas and helping with unfamiliar language and vocabulary so that they can read the text successfully. Here are some suggestions:

Page 2: Explain that this legend, or tale, tells a story about how fire and corn began long ago in the Abenaki culture. Tell students that the legend tells about the “first people.”
Suggested language: Why do you think they were called the “first people”?

Pages 2–3: Turn to page 2. This is the lonely man. He yearned for someone to talk to. That means he longed for someone to talk to in the woods. He doesn’t even have a name. How does this picture make you feel?

Page 4: Turn to page 4. Point out that the season has changed but the man is still alone. As the years passed, the man felt more desolate than ever. How did the man feel?

Page 6: Turn to page 6. One day a stranger appears. Legends often include strange characters. Look at the picture on page 7. What looks strange about this woman?

Pages 8–9: Turn to pages 8 and 9. What is the young man holding? The Abenaki of long ago did not have matches. They would quickly rub two dry sticks together, over and over, to create a spark to make a fire.

Now turn back to the beginning of the story and read to find out how the lonely man solves his problem.

Expand Your Vocabulary

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>desolate</td>
<td>very lonely</td>
<td>4</td>
</tr>
<tr>
<td>generation</td>
<td>a group of individuals born and living at the same time</td>
<td>14</td>
</tr>
<tr>
<td>instructed</td>
<td>gave directions to</td>
<td>8</td>
</tr>
<tr>
<td>yearned</td>
<td>longed for</td>
<td>2</td>
</tr>
</tbody>
</table>
Read
Have students read *The Lonely Man* silently while you listen to individual students read. Support their problem solving and fluency as needed.

Remind students to use the Analyze/Evaluate Strategy to think about what they are reading and form an opinion about it.

Discuss and Revisit the Text

Personal Response
Invite students to share their personal responses to the text. **Suggested language:** *Do you think that the young man in the story liked being by himself? Why or why not?*

Ways of Thinking
As you discuss the text, help students understand these points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• A man, living by himself, is very lonely. He has no fire to keep him warm and must hunt for food.</td>
<td>• Being able to grow corn and make fire can be thought of as wonderful gifts that people have been given.</td>
<td>• This legend uses a mysterious woman to explain how the Abenaki came to grow corn.</td>
</tr>
<tr>
<td>• A strange woman says she’ll stay if he burns up a meadow and then carries her across the land so that her hair sweeps the soil.</td>
<td>• People need food, shelter and other people.</td>
<td>• The author’s use of description includes sensory language and figurative language.</td>
</tr>
<tr>
<td>• She disappears; but in her place corn grows, people come, and the man is no longer lonely.</td>
<td>• When people can plant crops, they stay in one place and form villages, rather than wandering and searching for food.</td>
<td>• An endnote gives the reader some facts behind the legend.</td>
</tr>
</tbody>
</table>


Choices for Further Support
• **Fluency** Invite students to choose a passage from the text and read it with expression, as if they were an Abenaki storyteller. Remind them to think about the mood they want to create as they read aloud the passage.

• **Comprehension** Based on your observations of the students’ reading and discussion, revisit parts of the text to clarify or extend comprehension. Remind students to go back to the text to support their ideas.

• **Phonics** Provide practice as needed with words and word parts, using text examples. Remind students that longer words are often formed by adding endings to base words. Use *slowly* and *feathery* (p. 4) to show how -*ly* is added to *slow* and -*y* to *feather* to form new words. Using words from the text, have students identify each base word and the added ending (-*ly* or -*y*): lonely, fondly, grassy, suddenly, quickly, rocky, exactly, barely.
Writing about Reading

Critical Thinking
Have students complete the Critical thinking questions on BLM 13.9.

Responding
Have students complete the activities at the back of the book. Use the instruction below as needed to reinforce or extend understanding of the comprehension skill.

Target Comprehension Skill

Compare and Contrast
Remind students that one way to think about the setting, characters, events, and ideas in a story is to figure out how they are alike and different. Model, using this Think Aloud:

Think Aloud
The two characters in this legend are a lonely man and a mysterious woman. How are they alike? How are they different? The first difference I can think of is their hair. The lonely man has long, dark hair. The woman's hair color is very light. Her hair is very long and it floats around her head.

Practice the Skill
Invite students to compare the scene pictured on p. 5 with the scene on p. 13. Have them write a sentence that tells how the two scenes are alike and how they are different.

Writing Prompt: Thinking About the Text
Have students write a response to the prompt on page 6. Remind them that when they think about the text, they think about the language the author has used, the genre of the text, and how the text is put together.

Assessment Prompts
• How can the reader tell that the mysterious woman is not a real person?
• What has changed for the young man by the end of the story?
• What sentence in paragraph 1 on p. 4 tells what the whole paragraph is about?
English Language Development

Reading Support Give English learners a “preview” of the text by holding a brief small-group discussion with them before reading the text with the entire group.

Cognates Help students with three of the Expand Your Vocabulary words by linking them to their Spanish counterparts: desolate/desolación, instructed/instruir, generation/generación.

Oral Language Development

Check student comprehension, using a dialogue that best matches your students’ English proficiency level. Speaker 1 is the teacher, Speaker 2 is the student.

<table>
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<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
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<tbody>
<tr>
<td><strong>Speaker 1:</strong> Why is the man sad?</td>
<td><strong>Speaker 1:</strong> Who comes to visit the man?</td>
<td><strong>Speaker 1:</strong> What is the man’s life like at the beginning?</td>
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<td><strong>Speaker 2:</strong> He is lonely.</td>
<td><strong>Speaker 2:</strong> a strange woman with long hair</td>
<td><strong>Speaker 2:</strong> He is lonely. He has to search for food and build shelters to try to stay warm.</td>
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<tr>
<td><strong>Speaker 1:</strong> What grows after the woman leaves?</td>
<td><strong>Speaker 1:</strong> What happens after he carries her across the field?</td>
<td><strong>Speaker 1:</strong> How is his life different at the end?</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> corn</td>
<td><strong>Speaker 2:</strong> She is gone, but corn is growing.</td>
<td><strong>Speaker 2:</strong> The man isn’t lonely. People have come. They grow corn and build houses.</td>
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<tr>
<td><strong>Speaker 1:</strong> At the end, is the man still lonely?</td>
<td><strong>Speaker 1:</strong> How does this help the man?</td>
<td><strong>Speaker 2:</strong> no</td>
</tr>
<tr>
<td><strong>Speaker 2:</strong> no</td>
<td><strong>Speaker 2:</strong> People come to help grow and eat the corn. Now he’s not lonely.</td>
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Critical Thinking

Read and answer the questions.

1. Think within the text What things made the young man unhappy? Which of these things bothered him most?
   - He was cold, hungry, and lonely. Loneliness bothered him most.

2. Think within the text Why did the woman ask the young man to find two dry sticks?
   - She wanted to teach him how to make fire.

3. Think beyond the text The young man made discoveries that changed his life. What is a major discovery that you have read about or heard about? How did the discovery change people’s lives?
   - Responses will vary.

4. Think about the text Why do you think a village grew up around the field of corn? Why did the people want to stay?
   - Possible responses: The corn field provided a source of food. As long as the people stayed near the corn field, they would not go hungry.

Making Connections: “The Lonely Man” is an Abenaki legend. What is another legend you have read or heard about? How is it like “The Lonely Man”? How is it different?

Write your answer in your Reader’s Notebook.

Lesson 13: The Lonely Man: An Abenaki Legend
Thinking About the Text

Write a paragraph that answers the questions below.

Read the first two paragraphs on page 4. The author uses sensory language to tell about the young man's life. Sensory words help the reader see, smell, hear, and feel what is happening. What other sensory language is used in the story? What does it describe? Why are sensory words especially important in this story?
Critical Thinking

Read and answer the questions.

1. **Think within the text**  What things made the young man unhappy? Which of these things bothered him most?

2. **Think within the text**  Why did the woman ask the young man to find two dry sticks?

3. **Think beyond the text**  The young man made discoveries that changed his life. What is a major discovery that you have read about or heard about? How did the discovery change people’s lives?

4. **Think about the text**  Why do you think a village grew up around the field of corn? Why did the people want to stay?

**Making Connections**  “The Lonely Man” is an Abenaki legend. What is another legend you have read or know about? How is it like “The Lonely Man”? How is it different?

Write your answer in your Reader’s Notebook.
The Lonely Man • LEVEL P

4 Winter changed slowly into spring. Snow melted, filling the steep hillside streams with cold, rushing water. The sun warmed the soil, and wildflowers bloomed.

The coming spring made the young man feel hopeful. From a high peak, the young man looked out at the rugged land. He saw the tops of pine trees and the feathery new leaves of birch trees. Mist rose from sparkling lakes. Streams poured into a raging river.

The land was filled with life, but not with people. He examined every patch of landscape, but he saw nobody. His mood sank. The young man felt more desolate than ever.

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Accuracy Rate

Total Self-Corrections

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<td>Omission</td>
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Behavior | Code | Error |
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Lesson 13: The Lonely Man: An Abenaki Legend