

# Vikings: Vicious or Victorious?

**Grade Level:** Third Grade

**Presented by:** Linda Gloor, Jeanine Ruff, Susan Hargrove, Converse Elementary, Converse, TX

**Length of Unit:** Fifteen days

## I. ABSTRACT

This unit focuses on the fact that through the years the Vikings were thought of as vicious warriors. Their ruthless and violent mode of exploration is what is left of their mighty legacy to most of the modern world. The students will discover that they were in fact a diverse culture with highly advanced social - political and economic systems. The students will be engaged in various activities that align with the Core Knowledge Scope and Sequence including: conducting an Althing with actual cases, making Viking paper dolls, using knowledge of Viking food to make a Viking restaurant in co-operative groups, and writing their own Skaldic poetry. As a culmination to our unit the students will vote on whether they still believe the Vikings were vicious or a victorious society.

## II. OVERVIEW

### A. Concepts

1. The student will develop an awareness of place.
2. The student will develop a multicultural perspective
3. The student will develop an understanding of the close relationship between society and the law.

### B. Content

1. The content of this unit will focus on the Vikings, or Norse people.
2. It will include the study of geography, government, mythology, home life, traditions, and ships.

### C. Skills

1. Map skills
2. dictionary skills
3. mathematical computation
4. reading comprehension
5. art
6. poetry writing
7. questioning
8. higher order thinking skills

## III. BACKGROUND KNOWLEDGE

- A. Hirsch, E.D Jr. What Your Third Grader Needs To Know. New York: Doubleday, 1994.
- B. Nicholson, Robert and Watt, Claire Journey into Civilization: The Vikings. Chelsea House Publisher, 1994.
- C. Clare, John D. Living History: The Vikings. Gulliver Books, Harcourt Brace and Company, 1992.
- D. Richard, Terence First History: The Viking. Rourke Enterprises, 1987.
- E. Allard, Denise The Vikings. Gareth Stevens, 1997.
- F. Chisholm, Jane Who Were the Vikings? EDC Publishing.
- G. Grant, Neil Eric the Red. Oxford University Press.
- H. Kids Discover Magazine: Vikings.

#### **IV. RESOURCES**

- A. Exploring Civilizations and Interfact CD - Rom

#### **V. LESSONS**

##### **Lesson One: Geography**

##### A. Objectives:

1. Lesson Content:
  - a. Geography of Scandinavia
2. Concept Objective:
  - a. The student will develop an awareness of place
3. Skill Objective:
  - a. Map skills identifying countries
  - b. Oceans
  - c. Seas
  - d. geography of Scandinavia.

##### B. Materials:

1. world maps
2. globes,
3. encyclopedias
4. maps of Europe
5. book on Vikings
6. colored pencils.

##### C. Key Vocabulary:

1. North
2. East
3. South
4. West
5. Viking
6. Finland
7. longitude
8. latitude
9. Atlantic Ocean
10. Sweden
11. Denmark
12. Norway
13. Greenland
14. Norsemen.

##### D. Procedures/ Activities:

1. Students get copy of Viking World Map and vocabulary words.
2. On overhead map show where each country is located.
3. Cut out vocabulary words and glue them to map.
4. Color map and oceans with colored pencils.

##### E. Evaluation: Teacher observation

##### **Lesson Two: Government**

##### A. Daily Objectives

1. Lesson Content:

- a. Government / Classes of People
2. Concept Objective:
  - a. The student will understand the close relationship between society and the law.
3. Skill Objective:
  - a. Identify different classes of Viking people.
  - b. Describe the importance of the Althing
- B. Materials:
  1. Encyclopedias
  2. Viking books
  3. The Viking News
  4. posters
  5. Viking coloring book
  6. construction paper
  7. colored pencils
  8. crayons
  9. book on U.S. court systems.
- C. Key Vocabulary:
  1. Jarls
  2. Thralls
  3. Karls
  4. Althing
  5. lawspeaker
  6. court
  7. lawyer
  8. jury
  9. judge
- D. Procedures:
  1. Read book about U.S. court system. Discuss.
  2. Talk about community laws, state laws, and federal laws.
  3. Discuss classes of people in Viking times.
  4. Read about Viking Althing. Discuss.
  5. Make venn-diagram whole class comparing Viking government to today's government.
  6. Make flipbook about Viking government, U.S. government and comparison of both.  
Draw pictures to illustrate.
  7. Put desks in circle and chose lawspeaker and jury to re-enact the Althing using summaries of cases.
  8. Have list of Viking punishments posted for students to decide criminals fate.
- E. Evaluation: Teacher Observation

### **Lesson Three: Mythology**

- A. Daily Objectives:
  1. Lesson Content:
    - a. Norse Mythology
  2. Concept Objective:
    - a. The student will develop an awareness of place.
  3. Skill Objective:
    - a. Students will read, write and compare and contrast with present-day occurrences.
- B. Materials:

1. Viking books
  2. paper
  3. pencil
  4. crayons
- C. Key Vocabulary:
1. mythology
  2. Loki, Asgard,
  3. Valhalla
  4. Odin
  5. Tyr
  6. Freya
  7. Balder
  8. Yggdrasill.
- D. Procedures:
1. Read Norse Mythology section of What Every Third Grader Needs to Know.
  2. Discuss similarities between Norse mythology and today's occurrences.
  3. Use round-robin writing to demonstrate understanding of a myth. This is started by each student beginning to write an explanation to an everyday occurrence. After five minutes the teacher rings the bell and the papers are given to the next student in the group. This continues until the students receive their original writing back to them. They then have their own co-operative myth.
  4. Compile their stories into a class book.
- E. Evaluation:

### **Lesson Four and Five: Home life**

- A Objectives
1. Lesson Content:
    - a. Viking Home life
  2. Concept Objective:
    - a. The student will develop an awareness of the similarities between the ancient Viking culture and theirs.
  3. Skill Objective:
    - a. Oral language to discuss
    - b. research, sentence structure
- B. Materials:
1. construction paper
  2. paper dolls
  3. Viking books
  4. glue
  5. scissors
  6. Interfact book and computer disk
  7. Fiona MacDonald's Viking Treasure Chest
  8. coat hangers
  9. string
  10. map pencils
  11. markers
  12. red toothpicks
  13. empty cereal boxes

14. poster paint
  15. wet-set clay
  16. modeling clay
  17. water colors
  18. poster board
  19. drawing paper
  20. nut cups
  21. videos about food pyramid.
- C. Key Vocabulary:
1. Stolfa
  2. brooch
  3. cape
  4. Ornate
  5. shield
  6. chain mail
  7. longhouses
  8. runes
  9. futhark
  10. food pyramid
- D. Procedures:
1. Students choose a Viking name from list.
  2. Make a Who? How? Where? What? Poster
    - a. Who? - Viking Name
    - b. How? - How they got their name.
    - c. Where? - They live.
    - d. What? - Their job.
  3. Illustrate poster with picture of the Viking man or lady.
  4. Flip books with drawings of Viking villages, interiors of Viking homes, and the making of Viking tools, will be made. Students will write factual descriptions of their pictures.
  5. For mobile use coat hanger ,construction paper, and string.
  6. Students will draw for a family job to wok in a co-operative group setting.
  7. Students will select a job from the chart that is displayed.
  8. They will illustrate the member of their Viking family as they are performing this job.
  9. These pictures will be shared and displayed as a mobile.
  10. Trace paper doll patterns on heavy paper. Cut these out and using Viking books, students will dress their dolls in Viking attire made up of construction paper.
  11. To make Viking jewelry and combs. Boys use wet-set clay and shape this into Thor's hammer. Put these shapes into water to harden, take out and let dry. Paint with poster paint. Girls trace pattern of comb and cut out. Modeling clay will be put on each side of the combs. Paint combs with water colors.
  12. Students will see a video about the food pyramid.
  13. Show newspaper advertisements or food coupons to give ideas on how to advertise.
  14. Co-operative groups decide how to construct an advertisement for a Viking restaurant.
  15. Put ad on poster board.
  16. Using the food pyramid, they create and illustrate menus consisting of balanced meals. (Use Viking food chart to choose menu items.)
  17. Share advertisements and menus with class.
  18. Students will use Viking books to research the use of a Viking shield.

19. Use circle pattern to trace on poster board for making Viking shield.
20. Draw design on shield.
21. Use water colors to paint the design.
22. Cover nut cups with aluminium foil and glue on in center of the shield.
23. Attach a handle to the back.
24. Have students write a descriptive paragraph telling what it is made out of, who gave it to them, and what they use the shield for.
25. Runic Writing: For dying toothpicks: use flat toothpicks, pour half cup of alcohol and one bottle red food coloring in a one-gallon baggie. Dump in toothpicks, zip up baggie, shake vigorously, and allow them to sit in solution for twenty minutes. Drain and then let them dry.
26. Show students examples of runes on Exploring Civilizations and Interfact computer disks. Students type their first and last names and then print them out.
27. Runic translations were done on worksheet.
28. Students use insides of cereal boxes and cut these into stone shapes.
29. They write their full names in runic writing on the shapes.
30. Glue broken toothpicks onto letter shapes, using glue sparingly.
11. Evaluation:
  1. Teacher observation

### **Lesson Six: Traditions**

- A. Daily Objectives
  1. Lesson Content:
    - a. Viking Traditions
  2. Concept Objective:
    - a. The student will develop an awareness of the similarities between the ancient Viking culture and theirs.
  3. Skill Objective:
    - a. Students will read interpret, and create a Skaldic poem.
- B. Materials:
  1. Skaldic poem
  2. chart of interpretations
  3. fadeless colored paper
  4. pencils
  5. paper with Viking ships pictured.
- C. Key Vocabulary:
  1. Skaldic poem.
- D. Procedures:
  1. Students read a Skaldic poem from the chart together.
  2. Using the interpretation chart they translate the Skaldic sayings on the poetry chart.
  3. They then create their own Skaldic poems on white paper and glue onto fadeless paper.
  4. Poems are then cut out and glued onto paper with the pictures of Viking ships.
  5. The poems are compiled to form a Skaldic poetry book.
- E. Evaluation: Teacher Observation

### **Lesson Seven: Ships**

- A. Daily Objectives:
  1. Lesson Content:

- a. Viking Longships
2. Concept Objective:
  - a. The student will develop an awareness of the similarities between the ancient Viking culture and theirs.
3. Skill Objective:
  - a. Students will read and discuss the value of the Viking longship. They will also make their own longship.
- B. Materials:
  1. Pattern of ship and sail
  2. colored pencils
  3. cardstock,
  4. pencil
  5. Viking books
  6. glue
  7. clay
  8. Popsicle sticks
- C. Key Vocabulary:
  1. Longship,
  2. sail
  3. explorer
  4. trading
  5. raiding
- D. Procedures:
  1. Students will read about Viking ships and discuss their importance to the Viking culture through exploration, raiding, and trading.
  2. Students will trace pattern of longship and sail onto cardstock.
  3. Color and cut out.
  4. Fold the sides up and glue the tabs together.
  5. Place clay on the inside of the ship and stick Popsicle stick standing straight up in it.
  6. Glue the sail to the Popsicle stick.
  7. Students will write a descriptive paragraph on the uses of their Viking ship.
- E. Evaluation:
  1. Teacher observation

## **VI. CULMINATING ACTIVITY**

Discuss voting as a right with the whole class. Each student has a ballot and votes whether they believe the Vikings were really vicious or victorious.

## **VII. BIBLIOGRAPHY**

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- B. James, John How We Know About the Vikings. New York, Bedrick, 1997.
- C. Morley, Jacqueline How Would You Survive as a Viking? New York, Watts, 1995.
- D. Morley, Jacqueline First Facts About the Vikings. New York, Bedrick, 1996.
- E. Pruneti, Luigi Viking Explorers. New York, Bedrick, 1996.
- F. Thomson, Ruth The Vikings. Chicago, Children's Press, 1995.
- G. Simon, Charman Leif Ericson and The Vikings. Chicago, Children's Press, 1991.
- H. Windrow, Martin Viking Warriors. New York, Watts, 1984.

- I. Hook, Jason The Vikings. New York, Thomson Learning, 1993.
- J. MacDonald, Fiona A Viking Town. New York, Bedrick, 1995.
- K. Hughes, Jill Vikings. New York, Gloucester Press, 1984.
- L. Margeson, Susan Viking. New York, Knopf, 1994.

# Appendix 1

## VIKING PENALTIES AND PUNISHMENTS

### **MINOR=(RETRIBUTION OR ATONEMENT)**

- Paying in silver
- Paying in goods (cows, pigs, weapons)
- Whipping
- Stallion fighting (winner awarded losing horse)
- Contesting strength (lifting a large boulder or log)
- Wounding body

### **SERIOUS=(THEFT, MURDER OF A JARL OR KING, WITCHCRAFT, TREASON)**

- Cutting off hands, feet, noses, toes, ears, tongue and putting out an eye.
- Branding
- Having to undergo an ordeal (being thrown into pond with hands tied, carrying red-hot stones nine paces, combating hand-to-hand, wrestling)
- Stoning or mutilating

### **MAJOR=(DEATH)**

- Beheading
- Stoning until dead
- Hanging

### **ULTIMATE=(BANISHMENT OR EXILE)**

- Treating the punished as an outlaw, as if the person didn't exist, as if he were dead. (This was considered the worst punishment)
- Exiling for various lengths of time: 3 years to permanent, depending on the crime and reputation of the guilty.

## Appendix 2

### VIKING FAMILY ROLES

#### MEN

Slaughtered cattle  
Hunted food  
Made tents  
Made ice skates  
Made spindles  
Made combs  
Made spoons, knives  
Made iron weapons/tools  
Raised animals  
Made hay  
Skinned animals

#### BOYS

Plowed fields  
Sowed crops  
Looked after animals  
Caught sea birds  
Fished  
Made hay  
Carved wood  
Made iron tools  
Hunted food  
Repaired ships

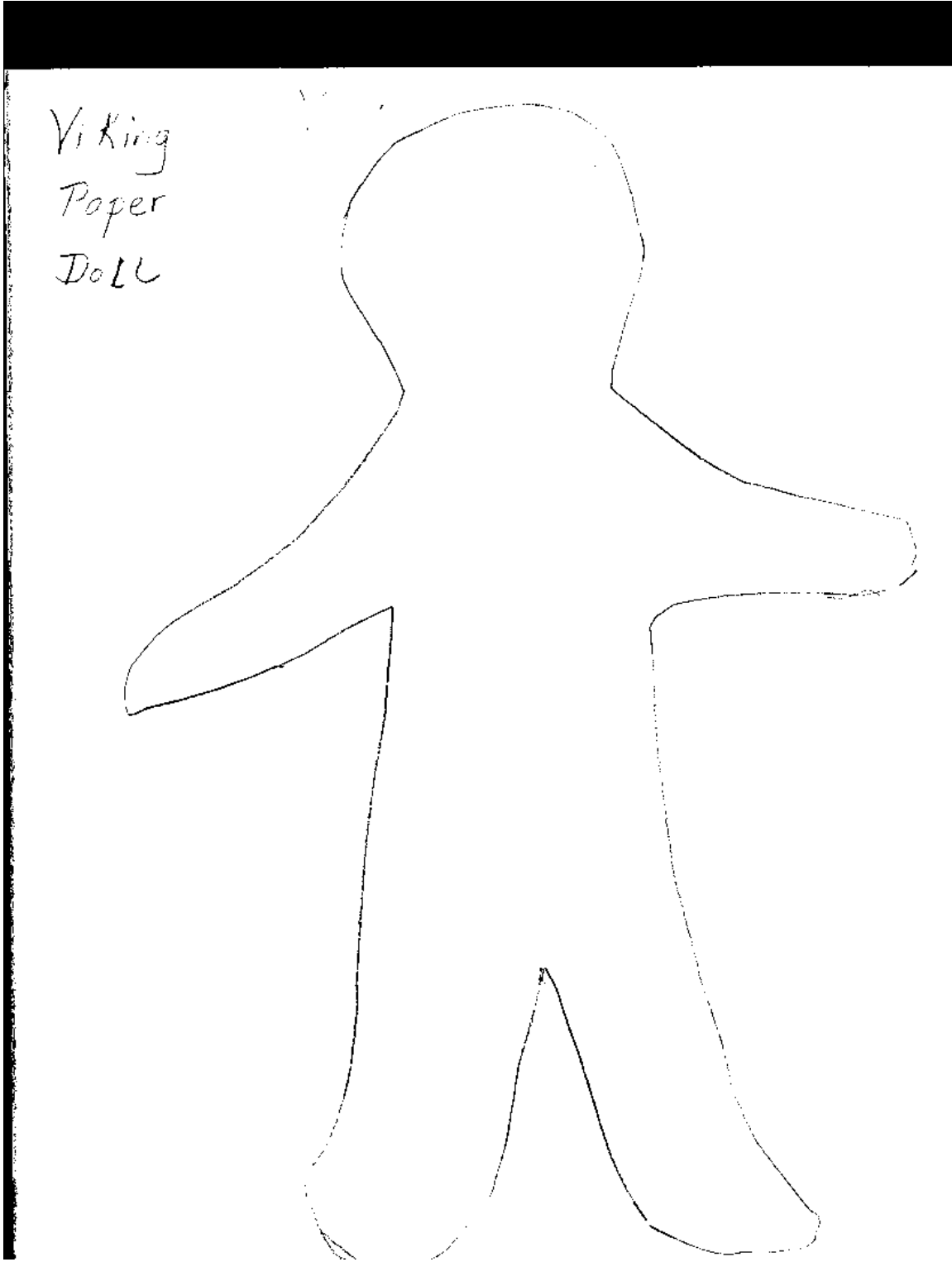
#### WOMEN

Milked cows  
Made butter  
Beat flax  
Spun wool  
Made blankets  
Made wall hangings  
Made clothes  
Made sails for ships  
Raised animals

#### GIRLS

Looked after house  
Spun cloth  
Wove  
Dyed cloth  
Cooked meals  
Salted meat/fish  
Smoked meat/fish  
Stored berries/fruit  
Sewed clothes  
Made cheese

Appendix 3



## Appendix 4

### **VIKING MEN**

Were bearded blonde, red, brown hair, wore long hair and long walrus-type mustaches. Boots and a mail of chains were put on over a long woolen shirt gathered at the waist by a leather belt. A cloak of wool, or animal skin, fasten with an elaborate broach was worn over the mail, metal helmets were worn (they didn't have horns). Carried an axe, sword, spear and round shield.

### **VIKING WOMEN**

Wore leather or skin full dressed and boots; they put their hair in 2 or 3 pigtailed, Norse-designed jewelry was around their necks, Viking good-luck charm Thor's Hammer worn around their necks.

## Appendix 5

### VIKING FOOD SUPPLY

Apples	Hazelnuts
Walnuts	Deer
Reindeer	Rabbits
Wild bears	Cod (fish)
Salmon (fish)	Trout (fish)
Pigs	Cow's milk
Goats	Cows
Lambs	Barley
Rye	Oats
Vegetables	Juniper berries
Cabbages	Mustard seeds
Whales	Peas
Beans	Wild leeks (onions)
Wild boars	Goat's milk
Sheep	Bird eggs
Butter	

Garlic, salt and cumin were used to flavor the food.

## Appendix 6

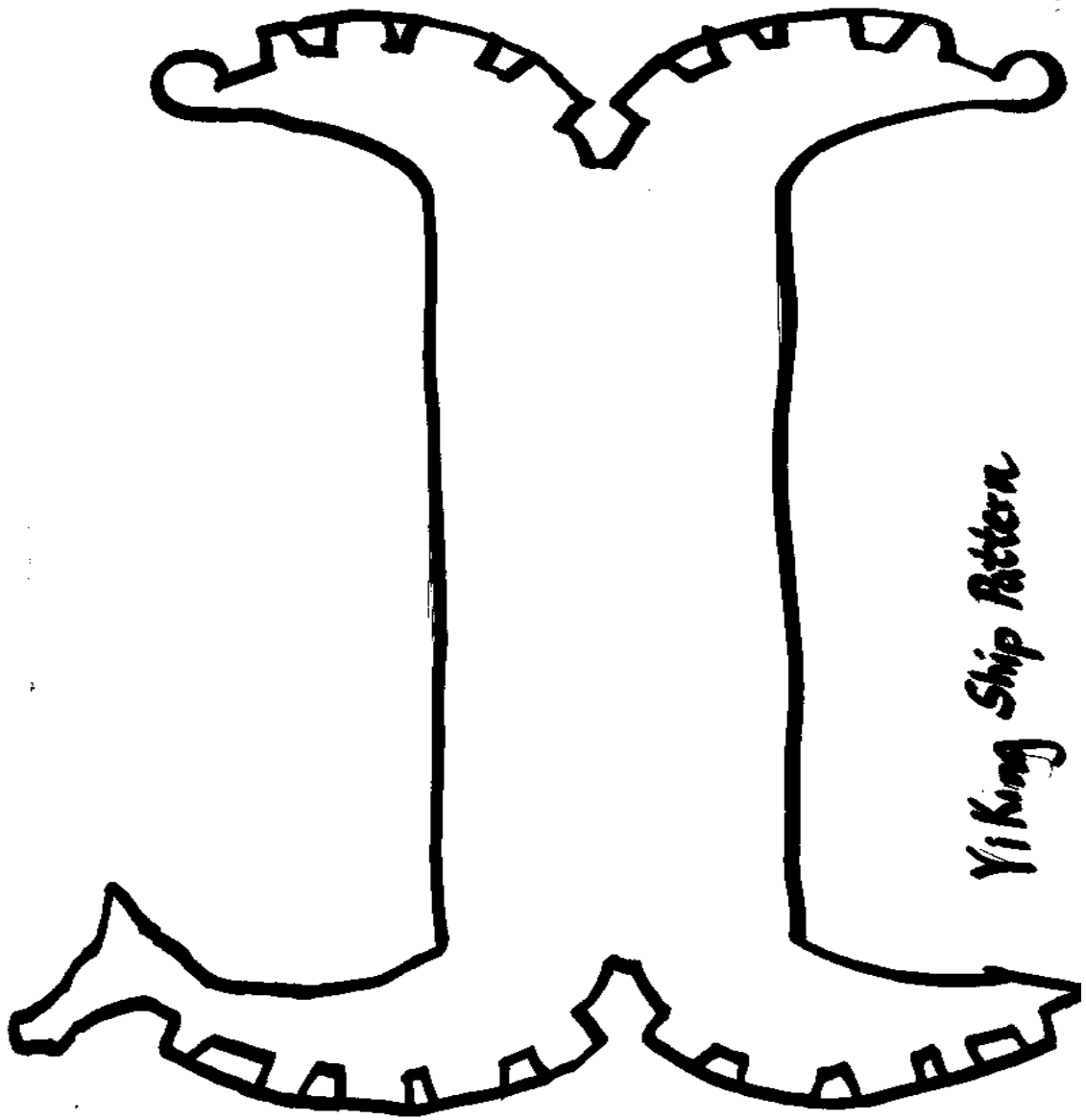
### VIKING SKALDIC POETRY

When the wolf of the sail entered  
the highway of the moon,  
we brought the cold-nosed one  
into the foamy-necked  
and passed by the bones of the earth  
into the salmon's roof.

## Appendix 7

### VIKING SKALDIC POETRY TRANSLATION

- Whale's road= open sea
- Bones of the sea= rocks
- Hill of hair= head
- The one with the cold nose= anchor
- Fire of battle= sword
- Odin's mead= poetry
- Snake of wounds= sword
- Foam-leaper/Fjord Elk= longship
- Reindeers of the deep/Foamy necked wood= ships
- Wounded bee= arrow
- Blood branch= sword
- Salmon's roof= sea
- Tongue of the scabbard= sword
- Tub of the wind/highway of the moon= sky
- Whale's bath= the sea
- Falcon's seat= right arm
- Breaker of the tree/wolf of the sail= wind
- Sun of the sea kings= shield



Appendix 8

# Appendix 9

