

# Vikings: A Misunderstood People

**Grade Level:** Third Grade

**Presented by:** Bobbie Mullinax, Sheila Phillips, Laren Gresser, Chris Brown, Jan Gilmore, Donna Price, Ginn Schmeelk, and Lynn Bump, Midway Elem., Alpharetta, Ga.

**Length of Unit:** Fifteen to Eighteen Days

## I. ABSTRACT

Over the years, the people called the Vikings were thought as vicious and vile. Their contributions to the world were never emphasized. We will begin to change your perception of the Vikings or Norsemen by recognizing their gifts to modern man. Through their Gods we have names for days of the week, through their shipbuilding skills other countries were discovered, and through their family life women, had a role in the society. The Vikings affected societies then as well as now. Let us honor the Vikings with recognition of their endeavors and feats.

## II. OVERVIEW

### A. Concept Objectives

1. Students will develop a multicultural perspective that respects the dignity and worth of a people.
2. Students will develop an awareness of place.

### B. Specific content from the Core Knowledge Sequence

1. Came from an area called “Scandinavia” and the countries that comprise that area
2. Kings also called Norseman and were skilled shipbuilders and sailors
3. The Vikings traded along the European coast as well as raided there
4. Two important Vikings, Eric the Red and Lief (the lucky) Ericson
5. Earliest Europeans, long before Columbus, we know of to come to North America:, Greenland, Canada, Newfoundland
6. Norse Mythology and stories of Asgard, Valhalla
7. Norse gods, Odin, Thor, and Freya, and English Names for the days of the week

### C. Skills to be Taught. The Students will be able to:

1. name the countries of Scandinavia and state these on the continent of Europe
2. describe the other name for the Vikings and how they received that name.
3. name and describe the 3 main types of boats used by the Vikings and their purpose.
4. plot on a map the route taken by Eric the Red to the continent of North America
5. state the days of the week named after the Norse gods
6. use information gained through the reading of Norse mythology to write new adventures for Odin and Thor
7. state how we learned so much about the Vikings and their culture
8. plot the dates on a timeline as they relate to the Viking era
9. relate Viking Life in a longhouse to their life and note some of the differences
10. discuss how the “thing” compares to parts of our government today and why the Vikings felt they needed laws
11. plot the overland routes explored by the Vikings on a map of Europe

## III. BACKGROUND KNOWLEDGE

- A. For Teachers: What Every Third Grader Needs to Know (section on Viking history)
- B. For Students: study of Ancient Greece, early man, and Early explorers

#### IV. RESOURCES

- A. Hirsch, E.D. Jr., What Every Second Grader Needs to Know, Fundamentals of a Good Second Grade Education, Dell Publishing, 666 Fifth Avenue, New York, New York. ISBN 0-385 41116-2
- B. Hirsch, E. D. Jr., What Every Third Grader Needs to Know, Dell Publishing 1540 Broadway, New York, New York, ISBN 0-385-31257-1-1
- C. Hirsch, E. D. Jr., What Every Fourth Grader Needs to Know, Fundamentals of Good Fourth Grade Education, Dell Publishing, 1540 Dell Publishing, New York, New York, ISBN 0-385 31260-1.
- D. Hirsch, E. D. Jr., Core Knowledge Sequence Core Knowledge Foundation, 801 East High Street, Charlottesville, VA. ISBN 1-890517-12-7.
- E. Hirsch, E. D. Jr., A First Dictionary of Cultural Literacy, Scholastic, 555 Broadway New York, New York, ISBN 0-590-04705-1.

#### V. LESSONS

##### Lesson One ---K-W-L

- A. Daily Objectives:
  1. Lesson Content: Vikings/Norsemen
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives:
    - a. The children will be able to state what they know from previously taught lessons about the Vikings so that it may be written on a K-W-L chart..
    - b. The children will be able to state the information they want to learn concerning the Vikings so that it may be written on a K-W-L chart..
    - c. The children will be able to state the purpose of the K-W-L chart.
- B. Materials
  1. large sheet of butcher paper
  2. magic markers
  3. masking tape
- C. Background Knowledge
- D. Key Vocabulary and Selected Definitions
  1. Vikings--group of people living in what is today Scandinavia also called Norsemen
  2. KWL
- E. Procedure/Activities
  1. The teacher will begin by folding the butcher paper into 3 sections and labeling K W L
  2. The teacher will explain that today a unit of study is begun that will teach the children about the culture of the Vikings.
  3. The teacher ask the children to state anything they might already know about the Vikings, as they begin to relate the information, write any reasonable responses on the "Know" side of the butcher paper.
  4. Write each response that is give after finishing with the Know part of the chart, begin the what
  5. Ask for items they might want to know about the Vikings, write each response on the "Want" section of the chart.
  6. After writing each response on the appropriate sections, read them to the children.

7. Display in a prominent place within the classroom.
- F. Evaluation/Assessment
1. The children were able to state items to be added to the K-W-L chart for the beginning of the unit.
  2. The children will keep a folder of completed activities to display for the parents at the culminating activity, to be held at night.

### **Lesson Two--Map of Scandinavia**

- A. Daily Objectives:
1. Lesson Content: the Scandinavian countries
  2. Concept Objectives: Students will develop an awareness of place.
  3. Skill Objectives:
    - a. The student will identify the countries that make Scandinavia.
    - b. The student will be able to label the countries on a map showing those countries.
    - c. The students will be able to state Scandinavia is a part of the European continent
- B. Materials:
1. Atlases
  2. map of Scandinavia
  3. individual globes,
  4. pictures of life in these countries from picture books
  5. transparency,
  6. overhead projector
  7. The Story of the Vikings P. 43
- C. Background Knowledge
- D. Key Vocabulary
1. Scandinavia
  2. Denmark,
  3. Norway,
  4. Sweden,
  5. Iceland,
  6. maps,
  7. globes,
  8. locate,
  9. label,
  10. map key,
  11. Europe
- E. Procedures/Activities
1. Show countries on the map saying the name of each as you point..
  2. Ask the children to find them in their atlas.
  3. Ask the children to find the same countries on the globe.
  4. Explain this part of the world where the Viking culture began, but explain that they will learn the Vikings did not always stay in these countries.
  5. Using the atlas as a guide, ask them to label each country, and then color it a different color making sure all the countries are different colors, and to make a map key showing the country and its color.
  6. Use a transparency of the map on the overhead so the children can see the shape of the country as well. Ask: What continent are these countries on? Get the children to use the word Europe. They should know this word from previously studied units.

F. Evaluation

1. The evaluation will be the correctly colored maps that will be placed in each child's Viking folder.

**Lesson Three--Creating a Message with the Futhark.**

A. Daily Objective:

1. Lesson Content: the Viking alphabet
2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
3. Skill Objectives:
  - a. The children will be able to create a "Rune Stone" using the Viking alphabet, called the "futhark".
  - b. The children will be able to state the difference between the futhark and the alphabet we use today.

B. Materials

1. manila drawing paper (18 x 24),
2. magic markers,
3. a copy of the 24 member futhark, Appendix A.
4. an example of the rune stone made from the manila paper.
5. Vikings: Raiders of the North, p. 28-31
6. The Story of the Vikings, p. 43

C. Background Knowledge

D. Key Vocabulary and Selected Definitions

1. futhark--Viking Alphabet
2. rune stone--stone with messages and sagas carved into them
3. archeologists,
4. language,
5. alphabet,
6. English,
7. saga--Viking story
8. runes--each letter of the Viking Alphabet

E. Procedures/Activities

1. Display a transparency of the 16 letter Viking alphabet. Compare this to their alphabet.
2. Ask the students why the futhark is all straight lines. Lead them to realize these were carved with a rock or bone and easier for the Vikings to make. Explain to them this was the way the Vikings record stores or sagas of their life and adventures. Lead a short discussion of how we keep records and which would be easier, our way or the Vikings way.
3. Show the picture of a rune stone form the book, Vikings: Raiders of the North p. 28 and 29. Hand out copies of the 24 letters alphabet (Appendix A) and explain they will be using this one because it is easier and the letters are similar to ours. But throughout the study of the Vikings it is possible they will see another version. Lead the children in a discussion of why there could possibly be more than one version.
4. Let the children practicing writing their names using the Viking alphabet.
5. Then tell the children that today they will be writing a message to their parents in Viking using the Futhark. Explain this is to be displayed in the hall and their parents can read it on Parents Night.
6. Hand out the large sheets of manila drawing paper. Show them how to tear around the edges so it will look like a stone.

7. The children will write their message on a sheet of scrap paper before writing it on the stone, rune stone, so they can make sure it is correct and placement will be good.
  8. The children will now write their message on the rune stone in pencil. They will go over it with magic marker.
  9. After writing the message, the student will lightly color the paper with a brown crayon, and then lightly crumble it to give the appearance of an old stone. The completed rune stone will be displayed in the hall for Parents Night.
  10. The student will then write a message to a friend in the class using the futhark. This message after being decoded by the friend will be put in the Viking folder.
  11. The children may be given a color sheet of p. 43 from The Story of the Vikings, a coloring book.
- F. Evaluation/Assessment
1. The finished rune stone ready for display will be the evaluation.
  2. The message written for a friend and it decoded will be an evaluation and this is to be placed in their Viking folder.
  3. The children could state the difference in the runes of the futhark and the letters of the alphabet they use everyday.

#### **Lesson Four--Introduction to the Viking Gods**

- A. Daily Objectives
1. Lesson Content: the Viking gods
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives:
    - a. The students will be introduced to Viking gods.
    - b. The children will be able to name the greatest of all the Viking gods.
- B. Materials
1. Book, Favorite Norse Myths, by Mary Pope Osborne,
  2. drawing paper (11X18),
  3. magic markers.
  4. chart paper
  5. Book, Norse Myths and Legends, p. 12 through 21, by Cheryl Evans and Anne Millard
- C. Background Knowledge
- D. Key Vocabulary and Selected Definitions
1. Gods,
  2. Odin (oh-din) King of all the Gods
  3. quests,
  4. Thor (thaw) son of Odin, thunder God, carried a magical hammer
  5. Freya (fray-ah) goddess of love and beauty
  6. Frey (fray-er) god of fertility and plenty
  7. Loki (lo-kee) blood brother to Odin, loved adventures, mischief, trickery, and disguise
  8. Balder (ba-der) son of Odin, gave advice, reconciled enemies
  9. Tyr (tier) son of Odin, god of law and order, guaranteed contracts and agreements
- E. Procedures/Activities
1. The teacher will read, Norse Myths and Legends, giving a short description of each god beginning with Odin.
  2. As each short description of the god is finished, the children will discuss the god and the teacher will list the god on the chart paper and write characteristics of each.

3. The teacher will continue in this manner through the gods of Thor, Balder, Tyr, Loki, Freya, and Frey.
  4. The teacher will explain there were other gods and other sagas told about them, but these will be the ones most mentioned in this unit.
  5. The teacher will then begin a discussion asking where we get words we use regularly and the children will ,using previously learned information form other Core Knowledge units, remember about words gained through the Ancient Greek civilization and mention these.
  6. The teacher will explain another reason we will learn about these particular gods is because of certain days of the week. She will write the words Tuesday, Wednesday, Thursday, and Friday on the chart paper. She will then explain the origin of Tuesday as it comes form Tyr's day, Wednesday comes form Woden's day (Woden is Odin's name in German), Thursday comes form Thor's day, and Friday comes from Freya's day. These can now be added to the chart of the characteristics of each god.
  7. After hearing the characteristics of each god and listing them on chart paper, the children will choose a name of a god to draw. Using manila drawing paper will then draw their interpretation of the chosen god. To prevent each child from choosing the same god, the teacher could have each child to choose a name from a bag of previously prepared names.
- F. Evaluation/Assessment
1. The Evaluation tool will be the completed picture that will be placed on a wall in the classroom.
  2. As each God is studied and discussed, the children will make a determination about the accuracy of the illustration.
- G. Extension: At the end of the unit, the child can write how he or she would now draw their chosen god, adding any changes or deciding if it should stay the same.

### **Lesson Five--Viking Ships**

- A. Daily Objectives
1. Lesson Content: the Viking longship
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives:
    - a. The children will be able to build a model of a longship.
    - b. The children will be able to name the 3 main types of ships used by the Vikings and state their purpose.
- B. Materials
1. Step into the Viking World, p. 36 and 37 and 38 and 39
  2. Who were the Vikings, p. 20 and 21
  3. The Viking World, p.12 and 13
  4. Viking Raiders, p. 12 and 13
  5. Vikings: Raiders from the North, P. 39--51, p.8-9, p. 11, p.14,
  6. Dover Coloring Book, The Story of the Vikings, p. 6-8
  7. construction paper, brown, 12 x 18, white paper, 8x8,
  8. magic markers,
  9. crayons,
  10. rulers.
  11. modeling clay,

12. small piece of poster board 2x3,
  13. straw,
  14. scissors
- C. Background Knowledge
- D. Key Vocabulary and Selected Definitions
1. Faering--boat used by the Vikings for fishing
  2. knorr--boat used by the Vikings for trading
  3. Longship--boat used by the Vikings for raiding
  4. oars
  5. stern
  6. bow
  7. keel
  8. mast
  9. prow--front of the boat which was usually a dragons head or some adornment
  10. dragon's head
  11. strake--boards overlapping on the side of the longship
- E. Procedures/Activities
1. The teacher will show the children pictures of the longship, knarr, and faering using the book, Step into the Viking World.
  2. The teacher will explain the 3 main types of ships and their purpose. Longships were used for ocean voyages and warfare: knarrs were used for trading and was designed for the open sea, and the fearing was used for fishing in the fjord.
  3. The teacher will explain about the dragons head usually found on the longship, especially during warfare.
  4. The teacher will read the material on the ships from the books Who were the Vikings, The Viking World, and Viking Raiders. The teacher will initiate a discussion about the hardships faced by the Viking explorers and why the Vikings were brave enough to go on long journeys in the open ships.
  5. After having read the information to the students, the teacher will hand out brown construction paper, 12 x 18.
  6. Modeling this procedure, the teacher will ask they fold it into a hot dog fold, (lengthwise)and glue the two ends together about 1/2 the way down
  7. After checking to make sure all of this has been done correctly, next demonstrate how to cut the paper on the fold about 4 inches down and fold it into each other forming the front of the longship. The children will be instructed to glue this folded ends together inside the boat.
  8. The teacher will check to determine if instructions were followed. Next, model how to cut the inside of the longboat using scissors. This is to be cut into a very broad "u " shape.
  9. The teacher will check the cutting results. Using a dark brown crayon, the children may draw strakes (planks) on the side of the boat.
  10. Then the children will get an 8x8 piece of white paper, preferably copy paper. They will be instructed to draw diagonals on the paper using rulers. The teacher will demonstrate how to draw the line using the edge of the ruler. Placing the ruler on the line, draw more lines for the next set.
  11. After this has been done and checked, the teacher will instruct the students to use two colors of their choice, color the square making a pattern of the stripes. When this has

- been done, the children using a hole puncher, will make two holes in the square. To get the holes in the middle, the children will fold the paper into two parts using a hot dog fold.
12. After the boat has been colored, sail colored and punched, the teacher will give each child a straw. The children will put the straw through the holes punched in the sail. This is to be the mast. Then the teacher will give each child the small piece of poster board. They are to fold this with the two ends under. Then the ends will be folded out and a hole using hole punchers will be punched into the middle of this piece of paper. The teacher will check to see if all is colored, punched, folded and ready for assembly.
  13. The children will be given a small piece of modeling clay. It will be put in the middle of the longship. The poster board with the hole will be glued over this. The straw serving as the mast will be pushed through the poster board into the modeling clay. Thus, you have a longship.
  14. The children will be given a 6x9 piece of yellow construction paper. They will be instructed to make a dragons head for the prow of the ship. It is one of their design. Explain that it will need two sides and need to be scary.
  15. After the designing of the head, it may be glued to the prow of the longship.
  16. The children may be given pages 6 and 7 of the coloring book, The Story of the Vikings. When completed these may be added to the Viking folder.

F. Procedures/Assessment

1. The completion of the longship will be the evaluation of this lesson.

**Lesson Six--Family Life of the Vikings**

A. Daily Objectives:

1. Lesson Content: family life in the Viking world
2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
3. Skill Objective: The children will be able to compare and contrast family life in the Viking world to family life of today.

B. Materials

1. Step into the Viking World, p. 19----25
2. Vikings: Raiders form the North , p. 142-143, 154, 156, 157
3. The Vikings, p. 16, 19, and 21
4. Who were the Vikings, p.6, 7, 8, 9, 22
5. The Viking World, p.6-11 and 18, 19
6. Growing up in Viking Times, p. 8-12
7. First Facts about the Vikings, p. 8-9 and 12 -13
8. Dover Coloring Books, The Story of the Vikings p. 5, 17, 34, 35, 36,
9. white sheet of writing paper, writing utensil

C. Background Knowledge

D. Key Vocabulary and Selected Definitions

1. Longhouse--home of the Vikings, usually three generations lived here
2. Hearth
3. tapestries--weavings which would tell a story of the Vikings, these were used for decoration as well as warmth
4. assembly
5. farmers
6. fisherman

E. Procedures/Activities

1. The teacher will read in a guided setting the pages from the book, Step into the Viking World. She will lead the children in a discussion of the family, jobs of the children, and the life inside the longhouse.
2. The teacher will show the children the pictures from the books mentioned on the materials list. Each page or picture being discussed.
3. After looking at all the pictures and discussing them, the teacher will hand out the pieces of paper. The children will fold it into 3 different parts. One part will be labeled Viking, one part us, and one part both.
4. After the teacher has modeled the appropriate folding technique for this activity she will check the children papers by having them hold their paper in the air. Then the directions will be given. They will write 5 things they learned about Viking family life, 5 things about their family life, and 5 ways our family life and the Viking family life were the same. The teacher will give an example of each, Viking life; all family members worked, Our life; children spend more time playing than adding to the needs of the family, same; if there are little kids in the family the older children would and will help with those kids.
5. After completing the writing activity and sharing in a small group, the list can be added to the Viking folder.
6. Each child should receive a copy of the pages mentioned in the materials from Dover Coloring book. When completed, these pages may be added to the Viking folder.

F. Evaluation/Assessment

1. The finished sheets of the comparisons of Viking life will be the finished assessment.
2. The completed coloring books pages will also be added to the Viking folder.

**Lesson Seven--Artistic Endeavors**

A. Daily Objective:

1. Lesson Content: Viking jewelry, crafts, music
2. Concept Objective: Students will develop a multicultural perspective that respects the dignity and worth of a people.
3. Skill Objective: The children will be able to explain the artistic endeavors of the Vikings, including jewelry, music, and crafts. and recreate it through the making of a piece of jewelry.

B. Materials

1. Dover Coloring Book, Story of the Vikings, p. 33
2. Step into the Viking World, p. 50, 52, 53
3. Growing up In Viking Times, p. 12
4. The Vikings, p. 19--22
5. Who were the Vikings, p. 5
6. Vikings: Raiders from the North, p. 26, 27, 61, 70, 71, 78, 79, 80, 81, 82, 83 ,84
7. silver cord, 3 pieces per child, about 15 inches long each.
8. yellow construction paper, 12 x 18
9. the comics from the Sunday paper
10. white glue
11. three pieces of white yarn with a silver thread through it

C. Background Knowledge

D. Key Vocabulary

1. gold
2. silver

3. brooch
  4. dins
  5. harps
  6. Flutes
  7. tapestries
  8. weaving
  9. carving
  10. crafts
  11. tusks
- E. Procedures/Activities
1. The teacher will show the pictures from all the books mentioned in the materials list, except Step Into the Viking World. (this book a guide to show the teacher how to make a bracelet), in a guided setting.
  2. The children will discuss the carvings and the designs of the pattern
  3. The children will discuss how the Vikings came to have items of art.
  4. The children will discuss why the Vikings would do carvings at night or during the winter.
  5. The children will discover through discussion that some of the decorations worn by men and women were functional as well as decorative, as they did not have belts or pins.
  6. The children will discuss music and the kinds of instruments the Vikings could have had. They will discover the instruments to be very simple and the Vikings did not have musical notes as we have today.
  7. After the discussion, the children will be given the 3 pieces of silver cord. They are to tie a knot on one end of the cord, very close to the end. The children will create a bracelet for themselves by weaving one piece over the other until all is woven. The children will then tie a knot on this end of the bracelet. It will help the children to have the first knotted end taped to their desk with masking tape.
  8. For homework, give the children the yellow piece of construction paper, ask them to design a key, and cut it out. Have them write (on the key) the place where the key fits and what is in it. After being checked by the teacher, this will go into their Viking folder. Show pictures of some Viking keys that can be found in the book, The Vikings, Raiders of the North.
  9. Another choice of jewelry would be to tear the comics from the Sunday paper into about 1 inch wide strips, smear glue along this and round it loosely around their pencil. Let them dry thoroughly and they can be strung on silver cord for bracelets or necklaces.
  10. The children can make belts for themselves using three pieces of white yarn that are 40 inches long and follow the same procedure as they used for their bracelets.
- F. Evaluation/Assessment
1. The completed bracelet or necklace will be the evaluative tool.
  2. The completed ornate key will be an evaluative tool.

### **Lesson Eight--Levels of the Norse World**

#### **A. Daily Objective:**

1. Lesson Content: the three main levels of the Norse world
2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
3. Skill Objectives:

- a. The children will be able to distinguish between the three main levels of the worlds of the Norse Gods.
- b. They will also be able to draw and discuss these levels that are made up of nine worlds in Norse mythology.
- c. They will be able to label and complete a picture of the nine worlds of the Norse Gods.

B. Materials

1. Norse Myths and Legends, Pages 8 and 9
2. manila drawing paper 11 X 18
3. an overhead model of the nine worlds
4. overhead projector
5. chart paper list of the Viking Gods

C. Background Knowledge

D. Key Vocabulary and Selected Definitions

1. Yggdrasil--tree that towered above the Viking world and held it together with its three huge roots
2. Asgard (ahz-gahrd)-- highest level of the nine worlds where the Gods and Goddesses lived
3. Alfheim (ahlf-hame)--located at the highest level of the of Asgard and was the world of the light elves
4. Well of Urd--a root of the tree reached here, which was tended by Norns who were very wise. They decided every person's destiny.
5. Vahaheim (vah-nah-hame)--home of the fertility gods who lived in Asgard
6. Ratatosk --a squirrel that ran up and down the trunk of the tree carrying insults between the eagle and the dragon of Niflheim, Nidhogg.
7. bifrost--rainbow bridge connecting Asgard and Midgard
8. Jormungard (yore-mun-gand)--serpent that swam around Midgard, whose body was so big that he encircled Midgard and took his tail in his mouth.
9. Migard ( meed-gahrd) --the world of the humans, the second level of the tree, Earth
10. Nidavellir (need-ah-vel-eer)-- one of the levels of the human world
11. Fountain of Minir --a second root of the tree when into this, the water in this fountain was considered to be the source of all wisdom
12. Jotunheim (yoh-tun-heim) --the world of the frost giants, barren mountains
13. Muspell (moos-pel)-- world of fire on the bottom level of the nine worlds
14. Nidhogg --the vile dragon who gnawed at the root of the tree going to Niflheim trying to destroy it
15. Spring of Hvergelmar--The place where the third root of the tree went. This place in Niflheim.
16. Niflheim (niff-el-hame)--lowest level of the nine worlds, place of ice and snow was the world of the mist and the dead
17. Valhalla--the great hall of Odin and the bravest warriors slain in battle joined Odin here

E. Procedures/Activities

1. The teacher will read in a guided setting about the creation of the Viking gods (p. 9-10). The teacher will lead the children into in a discussion about how this creation has come into being. The teacher will compare this to their previously learned knowledge of the Native Americans ideas about creation.
2. The students will be shown an overhead picture taken from p. 8 on the overhead. The teacher will read page 9 and the lead a discussion of the three levels and the nine worlds

- using the visual and introducing the above vocabulary that has been written on chart paper.
3. The student will be given the manila paper and will be asked to make a burrito fold. The Teacher will demonstrate. The student will draw the three levels of the Viking World, labeling the 3 levels of Asgard, where the gods lived; Migard, where humans lived, and, Nifheim, the underworld.
  4. The Class will work together to draw and name all nine worlds and draw the sea monster, Jormungand. The student will have a list of the vocabulary words to aid them with the labeling.
  5. The students will color the display.
- F. Evaluation/Assessment
1. The finished drawings will be the assessment for this objective.

**Lesson Nine --Viking Heroes Or Day 9, 10, 11 (extension activity follow through)**

- A. Daily Objectives:
1. Lesson Content: Viking heroes
  2. Concept Objectives: Students will develop an awareness of place.
  3. Skill Objectives:
    - a. The students will become familiar with the names of the Viking heroes.
    - b. The students will be able to state why they are still famous.
    - c. The student will be able to compare journals of long ago and journals of today and their importance.
- B. Materials
1. Hunt, Jonathan, Leif's Saga: A Viking Tale
  2. EyeWitness Books on Vikings
  3. Encyclopedias
  4. Encarta
  5. chart paper and markers
  6. Map of the world
  7. Story of the Vikings, coloring book, pages 24, 25, and 26.
  8. map of Scandinavia from the beginning of the unit
  9. Usborne Book of Explorers, p. 20 and 21.
- C. Background Knowledge
- D. Key Vocabulary and Selected Definitions
1. Eric the Red
  2. Leif Ericson
  4. famous
  5. Vinland (Newfoundland)
  6. nickname
  7. Greenland
  8. skraelings--Native Americans encountered in Vinland
- E. Procedures/Activities
1. The student will brainstorm ideas as to why someone is famous. The teacher will write these ideas on the chart paper to be displayed in the classroom.
  2. Read Leif's Saga: a Viking Tale.. Discuss the book and the discoveries made by the Vikings.
  3. Show the students the Eye Witness Books on Vikings p. 9-10

4. Discuss why these two men have nicknames. Compare those nicknames to some of the kids nicknames and how they obtained them.
  5. The teacher will lead the students in a discussion of who came to America first as is taught in school, why we study that person, and how important journals are in history. Compare this to keeping journals of their writing in today's world.
  6. The teacher will show on a map of the world where Vinland (Newfoundland) and Greenland are and discuss how far the Vikings had to sail to get there and the hardships endured by them. The teacher will lead the students in a discussion of the reasons the Vikings went exploring. The teacher will help the students to realize that people still explore today for some of the same reasons. The teacher will ask the students what areas of the world people might explore today. The teacher will aid in this discussion by pointing to the areas the students mention on the map and making a list of these on chart paper.
  7. Following the example on the overhead, the children will label Greenland and Newfoundland on the map previously used for coloring Scandinavia.
- F. Evaluation/Extension
1. The children will choose one of the areas mentioned for exploration today. Using encyclopedias or Encarta or the Internet, the children will research as to why scientists are exploring this area and its probable importance to mankind. This will be a 3 day project, with the children taking "bullets" from the information sources and using the information to write a short, less than one page, explanation of the explored area. This is to be completed at school with the teacher facilitator. The final report will be graded by a class- generated rubric and placed along with the bullets in the Viking folder.
  2. The three completed pages of the coloring book can be added to their Viking folder.
  3. The map with the extra information will be added to the Viking folder.

### **Lesson Ten --Viking Government and Laws**

- A. Daily Objective:
1. Lesson Content: Viking government and laws
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives:
    - a. The students will acknowledge the role of laws during the Viking's time and today.
    - b. The students will be able to compare the difference in the laws of the Viking's and today.
    - c. The students will be able to distinguish between the three different classes of Viking people.
    - d. The students will be able to compare the Althing to our government of today.
- B. Materials
1. Who were the Vikings? p., 24 and 25
  2. First Facts About the Vikings, page 22 and 23
  3. Growing up In Viking Times, page 22 and 23.
  4. The Vikings, Ancient World, page 27
  5. The Usborne Time Travelers book of, Viking Raiders, page 26.
  6. Story of the Vikings, coloring book, page 19.
  7. Chart paper and markers
- C. Key Vocabulary and Selected Definitions
1. class

2. Jarls--chief people of a region, richest and most important chiefs, owned lots of land
  3. Thralls--slaves
  4. Kings
  5. Althing or Thing--Viking parliament and their place of law, and open air meeting held every two or three years and they lasted for days. Vikings met here to discuss local problems, settle arguments, and punish criminals.
  6. government
  7. democracy
  8. laws and rules
  9. consequences
  10. voters
  11. rights
  12. banishment--to be sent away from the group to endure some form of punishment
- D. Background knowledge
- E. Procedures/Activities
1. The Teacher will read and discuss the idea of government and laws with the children using the listed books. Some of these will be used for pictures and others for information.
  2. The teacher will lead a comparison of the Althing and our government today. The comments of the children will be written on chart paper that has been folded into two parts, one for the Vikings and one for USA.
  3. The children will be put into three groups, for the three classes of people within the Viking society. Each group will role play their part and jobs within the Viking society.
  4. A discussion will follow concerning the role each group played and whether it compared to the role of people in government today.
  5. With the children still in their 3 classes of people, an Althing will be conducted. The 3 groups will continue to role - play as the Althing is conducted.
  6. The children will then write a short story stating how they felt being a part of the Althing, from their "class" viewpoint.
  7. The children will also as part of their writing discuss consequences of actions set forth by the Althing to participants.
- F. Evaluation
1. The assessment will be the finished stories concerning the Althing.

### **Lesson Eleven--Thor and His Hammer**

- A. Daily Objectives
1. Lesson Content: Norse myth sagas
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives:
    - a. The students will demonstrate an understanding of the concept of exaggeration and magic by listening and responding to the Norse myth sagas.
    - b. They will relate to the God, Thor, and understand the importance of Thor's hammer to Viking mythology.
- B. Materials
1. Norse Mythology book : Gods and Heroes form Viking Mythology and Norse Myths and Legends
  2. examples of newspaper and magazine advertisements
  3. construction paper of all colors

4. drawing and coloring markers
  5. glitter, pipe cleaners, buttons, sequins, feathers, other items for decorations
- C. Key Vocabulary and Selected Definitions
1. Thor
  2. magic
  3. hammer
  4. weapon
  5. chariot
  6. Thunder God
  7. Mjollnir--Thor's hammer
  8. myth
  9. legend
- D. Background Knowledge
- E. Procedures/Activities
1. The teacher will read Norse Myths and Legends, p. 14-15. This story explains the background of Thor, as the god of Thunder and his place in Norse mythology.
  2. The class will discuss why Thor is considered a god and what he could have been like.
  3. The teacher will read and then lead the class in a discussion of the myths found on p. 28-29 in the above- referenced book.
  4. The class will decide what a magic hammer might look like. They will realize that most Norse gods had an implement of some kind and it was usually involved in the exploits of the God or it could greatly affect the powers of the God.
  5. The teacher will show an advertisement from the newspaper, magazine, etc. to get the kids excited. The teacher will let the kids know that legally ads cannot lie, but at times the truth is stretched.
  6. The teacher will explain the students are now going to make Thor's hammer using construction paper of their choice and any adornments they also choose.
  7. They will then draw a design and draw an advertisement for Thor's hammer, stressing the magical powers it seems to possess.
  8. The children will begin the assignment using the materials provided by the teacher.
- F. Evaluation/Assessment
1. The finished hammer and the its advertisement will be the completed assessment. The advertisement will be placed in the hall for all to view.

## **Lesson Twelve --Timeline of the Vikings**

- A. Daily Objective
  - 1. Lesson Content: Viking history timeline
  - 2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people. Students will gain an understanding of time and chronology.
  - 3. Skill Objectives:
    - a. The students will be able to make a class timeline dating from the present time back to the time of the Vikings around 1000 AD.
    - b. The students will be able to state the need and purpose of a timeline as we study other culture.
- B. Materials
  - 1. bulletin board paper for the wall
  - 2. markers
  - 3. magazines
  - 4. examples of several kinds of timelines
- C. Key Vocabulary
  - 1. timeline
  - 2. centuries
  - 3. decades
  - 4. years
- D. Background Knowledge
- E. Procedures/Activities
  - 1. The teacher will show examples of various kinds of timelines.
  - 2. The teacher will explain the amount of time covered by a century, a decade, and a millennium.
  - 3. The student will discuss important events in their life and will then make an individual timeline using strips of construction paper. Each timeline must have 10 events on it. ( This is a homework assignment.)
  - 4. The teacher and students will then discuss important events from history they have studied and when they would have taken place.
  - 5. The teacher will explain to the children they are going to make a large timeline for approximately 1000 years and ask how much paper they think it will take. The children will decide how much to allow for each 100 years and then will measure that amount using a ruler. This will be done with the teacher's help and guidance.
  - 6. After the paper is cut and marked accordingly, the teacher will begin to mark spaces on the timeline that are important but also ones the children can relate to, such as Columbus in the new world. The teacher will then take suggestions from the class marking them in the appropriate decade and being sure to use the appropriate language.
  - 7. The students, after being put into small groups, will then cut pictures from magazines that would correlate with the event. These will be glued on the timeline next to the historical event.
  - 8. The timeline will be displayed in the classroom or hallway.
- F. Evaluation/Assessment
  - 1. The class assessment will be the large timeline.
  - 2. Individual assessment will be the timeline made by each child as a homework assignment.

## **Lesson Thirteen--Viking Women**

### **A. Daily Objective:**

1. Lesson Content: the role of the Viking women
2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
3. Skill Objectives:
  - a. The student will be able to relate why Viking women were important to the home.
  - b. The student will be able to compare a Viking woman to a modern day woman, through a drawing.

### **B. Materials**

1. The Vikings, The Ancient World, page 16.
2. The Usborne Time Travelers Book of Viking Raiders, page 16 and 17.
3. Story of the Vikings, coloring book pages 34 and 35.
4. Growing Up in Viking Times, p. 21.
5. First Facts about the Vikings, pages 10 and 11.
6. The Usborne Illustrated World History, The Viking World, pages 16 and 17.
7. Step into the Viking World, pages 26 and 27.
8. Who were the Vikings, pages 6 and 7.
9. chart paper and magic marker
10. 11 x 18 manila drawing paper
11. drawing utensils
12. The Vicious Vikings, page 65 through 76.

### **C. Key Vocabulary**

1. women
2. marriage
3. raiding
4. divorce
5. dowry--money paid to the family of a bride or groom upon the marriage of the couple
6. respect
7. managers
8. equals

### **D. Background Knowledge**

### **E. Procedures / Activities**

1. Through discussion, the teacher will remind the students of the treatment of women in cultures previously studied.
2. The teacher will then read the pages from the books listed above.
3. The students will discover with the reading of the material, that Viking women were treated with respect and love by their husbands.
4. The students will be able to tell that the Viking women were the attackers when their husbands were off raiding or trading.
5. The teacher will lead a discussion of the jobs of Viking women in the home and will make a list of the same jobs that their moms might have. These jobs will be written on chart paper .
6. The teacher will help children compare Viking women to the treatment of women from the study of Ancient Greece and Ancient Rome.
7. The teacher will then ask the students to fold the manila drawing paper into equal parts using a hamburger fold. The student is to draw a picture of something a Viking woman

might do for her family and home on one side and the corresponding job of a modern day women on the other side.

8. The student is to write two sentences explaining the job being performed in the drawing for each woman.
9. For homework, the student is to write whether they would want to be a Viking woman or a modern day women in a short essay and give their reasons for choosing as they did.

F. Evaluation

1. The drawing and explanation will be a finished evaluation of this objective.
2. The essay will be an extension of this objective.

### **Lesson Fourteen--Trading Routes**

A. Daily Objective:

1. Lesson Content: explorations routes of the early Vikings
2. Concept Objectives: Students will develop an awareness of place.
3. Skill Objective: The students will be able to draw the exploration routes of the early Viking on maps of Europe and North America.

B. Materials

1. individual maps of Europe
2. individual maps of the area of Scandinavia and North America
3. markers of various colors
4. overheads of the routes the Viking traveled on land and on water
5. Overhead projector
6. Step into the Viking World, p. 34-35
7. Vikings Raiders form the North, p. 62-63
8. Scholastic Atlas of Exploration, p. 10 -11

C. Key Vocabulary and Selected Definitions

1. routes--ways to other lands used by the Vikings
3. overland
4. longship
5. sailing
6. North America
7. Greenland (Vinland)
8. knorr
9. trading
10. bartering--exchanging one item for another item, did not usually include using money
11. map of Europe and North America

C. Background Knowledge

D. Procedures and Activities

1. The teacher will ask the children to think about being an explorer. They are to consider where they would go and what kinds of things they would be in search of.
2. The teacher will then explain that the Vikings usually went exploring to trade for things they needed or wanted.
3. The class will discuss how the Vikings “bartered” for these things. By using an example, the teacher will demonstrate the practice of bartering.
4. The teacher will remind the students about the ships and will explain that the Vikings traveled also on land to many far away places.

5. The teacher will show the map in the book Step into the Viking World. This same map will be compared with one of Europe today. This will be made into a transparency and shown as it is discussed.
  6. The teacher will ask how the Vikings traveled and will listen to all responses. The discussion will continue to include how items gained were brought back to Scandinavia.
  7. After a short discussion of how items could have been brought back, the teacher will show the pictures from Vikings Raiders from the North. The concepts of sleds will be discussed and the children will relate that the sled had runners as sleds of today do.
  8. The teacher will now explain that today the students will be drawing the trading routes of the early Vikings.
  9. Each child will be given a combined map of Europe and North America. On the overhead projector, the teacher will place a map of Europe and will begin to draw a trading route. Using a crayon of their choice, the children will duplicate this route as best they can. The teacher will show the route along the coast of Europe and the farthest route over Europe.
  10. The teacher will remind the students of the previously read story, Leif's Saga.
  11. Explaining facts from the previously read book, the teacher will draw the route of Leif Ericson and the children will duplicate the route using a crayon of their choice. The children will label the countries of Iceland and Greenland (Vinland).
  12. The teacher will lead the students into naming some items the Vikings might have brought back from the countries where they were trading.
  13. The teacher will lead a discussion of bartering. The teacher will have a friend (peer teacher) come into the classroom at the prearranged time and ask to exchange a magic marker for something else the teacher (you) has. When this transaction has been completed, the teacher can now ask the students what has occurred. The students should see that bartering just occurred.
  14. Explain to the students that tomorrow each one may bring in one item he or she would like to barter for something else someone else brings in. Explain when the bartering market will occur and the ground rules. The students may trade their one thing for something else. If they are happy with their trade, they will stop bartering. Once they have decided to stop they may not re-enter the bartering. This does not keep someone else who isn't happy with their trade from coming to them, however. At the end of approximately 20 minutes, the bartering session will end. A discussion will then occur concerning the benefits of this procedure, what you had to do to interest someone in your item, whether everything each person said about their item was true, and if you were happy with your trade.
  15. The children will write a short evaluation stating how they felt about this and if should be done again within the teaching of the Viking Unit.
- E. Evaluation/Assessment
1. The evaluation will be their maps with trading routes drawn and labeled.
  2. The children's written evaluation will be an assessment of this activity. It will be placed in their Viking folder after being examined by the teacher.

**Lesson Fifteen--Viking Warriors (or Day 15, 16, and 17) (extension activity follow through)**

- A. Objectives
1. Lesson Content: Viking Raids

2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people
  3. Skill Objectives:
    - a. The students will be able to compare warring techniques of the Vikings to warring techniques of today.
    - b. The students will be able to make replicas of the helmets, shields, and scarves of the men and women of the Viking world.
- B. Materials
1. The Vikings, page 8 through 11.
  2. The Viking World, pages 14 and 15.
  3. What do we Know about the Vikings, pages 40 and 41.
  4. First Facts about the Vikings, pages 18 and 19.
  5. Eyewitness Books: Vikings, pages 12 through 19.
  6. Who were the Vikings, pages 26 and 27.
  7. The Vikings, pages 36 and 37.
  8. Step into the Viking World, pages 44 through 49.
  9. Strips of poster board cut 2 inches wide
  10. brown butcher paper
  11. white poster board, cut into 14 inch circles
  12. small white bowls
  13. aluminum foil
  14. magic markers or other coloring utensils
  15. glue, white and hot
  16. scraps of material, needle, and thread
- C. Key Vocabulary
1. raiding
  2. shield
  3. plunder
  4. chain mail
  5. berserker--a leading warrior who worked themselves into a frenzy before battle. They sometimes wore bearskin cloaks.
  6. Danegeld--protection money paid to the Vikings by other countries to keep them from raiding
- D. Background Knowledge
- E. Procedures and Activities
1. The teacher will show the children the passages from the referenced books. The teacher will read facts from First Facts About the Vikings, Who were the Vikings, and The Vikings.
  2. The teacher will initiate a discussion about the viciousness of the Vikings and if their reputations were deserved.
  3. The teacher will question the children to discover that all fighting then was very close range and why this was so. This discussion will lead to a discussion of how they think wars are fought now. The students will make the comparison of wars at close range and looking at your enemy to never seeing the face of the enemy.
  4. The words bravery and cowardice will be discussed.
  5. The teacher will explain the word "berserker". After questioning, the children will realize this is where we get the word berserk in today's language.

6. The children (all) will make a shield by coloring the round circle four different colors. Each child will be given a small bowl and they will cover this bowl with a piece of aluminum foil. When they have finished coloring the shield, the small bowl will be hot glued (by the teacher) in the middle of the shield. The children will then be given a piece of aluminum foil and they will cut strips and glue them to the edge of the shield. The teacher will make a white shield. This will be a replica of the shield the Vikings used to show they were ready to discuss the terms of peace. In today's world, something held up during a battle means surrender. This has been adapted from the Vikings.
  7. Each boy will have a piece of poster board strip fit to his head that will be stapled together by the teacher. Three strips will be stapled onto this head piece which will form the helmet. The boys will tear pieces of brown butcher paper and put glue on the back. These will be glued to the helmet form. These pieces will need to be overlapped and the glued generously.
  8. While the boys are making the helmets, the girls will be making hats to wear. They will use needle and thread and sew the edges for a scarf as the Viking women would have worn.
- F. Evaluation/Assessment/Extension
1. The finished helmet, shield, and girl's scarf will be added to the Vikings museum of artifacts.
  2. The children will use resources such as Encarta, The Internet, encyclopedias, and Viking books to discover a place the Vikings would have raided and what they may have discovered. This is to be a 3- day social studies project that is to be completed in the classroom. One day should be devoted to research, the second day should be devoted to preparing the report, and the third day should be devoted to sharing the reports. These will be on display in the artifact museum.

## VI. CULMINATING ACTIVITY

### Group Activity

1. Lesson Content: all knowledge acquired throughout the teaching of this unit
  2. Concept Objectives: Students will develop a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objectives: The students will display the artifacts of the Viking unit on their desk for their guests viewing.
- B. Materials
1. each child's folder of the Viking artifacts made during the teaching of the unit
  2. 8 X Sheet of white writing paper
  3. pencil
- C. Vocabulary
1. invitation
  2. guests
  3. artifacts
- D. Background Knowledge
- E. Procedures/Activities
1. The children will use the writing paper to write an invitation asking their parents to come to the Viking museum to observe the artifacts from the Viking period.
  2. They will address an envelope to their parents

3. On a night decided upon by the students and approved by the school administration, the parents will be welcomed at an open house to observe the Viking artifacts and “historical documents” created by their children.
- F. Evaluation/Assessment
1. The museum will be a success if 80% of children have a parent or parents visit the museum.

### **Individual Activity**

- A. Daily Objectives:
1. Lesson Content: all knowledge acquired throughout the teaching of this unit
  2. Concept Objectives: Students will gain a multicultural perspective that respects the dignity and worth of a people.
  3. Skill Objective: The Student will be able to write ten things he has learned during the Vikings unit.
- B. Materials
1. writing paper and writing utensil
- C. Key Vocabulary
1. directions
  2. discussion
  3. write
- C. Background Knowledge For the Students: This will be a quick discussion of each days’ lessons and something they learned.
- D. Procedure and Activities
1. The children will be shown the KWL chart constructed at the beginning of the unit. Explain instead of you writing items they have learned down on the chart, they will be writing the items and then all papers will be taped to the large sheet of butcher paper.
  2. Give the children the directions and ask them to begin. Allow the children an appropriate amount of time to complete the activity.
- F. Evaluation
1. The individual students list of learned items will be the overall unit assessment. This is to be stapled to the KWL chart.
  2. Eighty five percent of the students will be able to list 10 learned facts about the Vikings.

## **VII. HANDOUTS/WORKSHEETS**

See Appendix A

## **VIII. BIBLIOGRAPHY**

- Hirsch, E.D., Jr. What Every Third Grader Needs to Know., Dell Publishing, New York, ISBN 0-385-31257-1
- Core Knowledge Foundation, Core Knowledge Sequence, Core Knowledge Foundation, Charlottesville, Virginia.
- Steele, Phillip, Step Into the Viking World, Lorenz Publishers, Anness Publishing Limited, Hermes House, London, England. ISBN 1-85967-685-5.
- Usborne Starting Point History, Chisholm, Jane and Reid, Struan: Who were the Vikings, EDC Publishing, Tulsa, Oklahoma. ISBN 0-7460-2038-4
- Usborne Illustrated Word History, Wingate, Philippa; The Viking World, Tulsa, Oklahoma. ISBN 0-7460-1398-1

Civardi, Anne and Graham-Campbell, James: The Usborne Time Traveler Book of Vikings: EDC Publishing, Tulsa, Oklahoma, ISBN 0-86020-085-X

Troll Associate, Tweddle, Dominic: Growing Up in Viking Times. Troll Associates, ISBN 0-8167-2726-0.

Time Life Books, Vikings: Raiders from the North, Silver-Burdett Company, Morristown, NJ, ISBN 0-8094-9895-2

Morley, Jacqueline, First Facts about the Vikings, Salariay Book Co., LTD. Brighton, England. ISBN 0-877226-497-1

Branston, Brain, Gods and Heroes from Viking Mythology, Peter Bedrick Books, New York, ISBN-87226-906-X

Deary, Terry, Horrible Histories, The Vicious Vikings, Scholastic, INC. New York, ISBN-590-49849-5

Dobson, Mary, Smelly Old History, Vile Vikings, Oxford University Press, Oxford, England, ISBN 0-19-910494-8

Osborne, May Pope, Favorite Norse Myths, Scholastic, INC. New York, ISBN 0-590-48047-2.

Odiijk, Pamela, The Vikings, Silver-Burdett Press, Englewood Cliffs, NJ. ISBN 0-382-09893-5

Dover Coloring Book, Smith A.G., Story of the Vikings, Dover Publications, New York, ISBN 0-486-25653-7

Starkey, Dianh, Scholastic Atlas of Exploration, Scholastic Reference, New York. ISBN 0-5990-27551-8

Everett, Felicity and Reid, Struan: Usborne Book of Explorers, EDC Publishing, Tulsa, Oklahoma, ISBN 0-7460-0514-8

Millard, Anne. Dr., Crusaders, Aztecs, Samurai, Usborne Publishing, London, England, ISBN 0-86020-194-5

Hunt, Jonathan, Leif's Saga: a Viking Tale, Simon and Schuster Books for Young Readers, New York, ISBN 0-689-80492-X

Bombarde, Odile, The Barbarians, Young Discovery Library, Ossining, New York, ISBN 0-944589-10-3

Evans, Cheryl and Millard, Anne; Usborne Illustrated Guide to Norse Myths and Legends, EDC Publishing, Tulsa, Oklahoma, ISBN 0-7460-0010-3

Martell, Hazel Mary, What Do we Know about the Vikings, Peter Bedrick Books, New, York, ISBN -87226-355-X

Margeson, Susan M., Eyewitness Books, Viking, Alfred A. Knopf, New York, ISBN 0-679-86002-9

Nicholson, Robert and Watts, Claire, Journey into Civilization, The Vikings, Chelsea House Publishers, New York, ISBN 0-7910-2709-0



1 B Y 1 1 F F G H  
A B C D E F G H

I J K L M N O P Q  
I J K L M N O P Q

R S T U V X Y Z  
R S T U V W X Y Z

# Appendix A