

A-Viking We Will Go

Grade Level or Special Area: 3rd Grade

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Length of Unit: Seven lessons and two Culminating Activities (nine days, one day=90 minutes)

I. ABSTRACT

This unit focuses on the topic of Vikings, as described in the *Core Knowledge Sequence*. The content is presented in the form of sagas (stories) and skaldic poetry. The books that are referenced for each lesson are usually needed only to show pictures related to the day's topic, so any Viking book with good pictures can be substituted. Students will be immersed in Viking life and legend and will produce a "photo album" of their experiences. The lessons are 90 minutes in order to integrate writing into the history lessons.

II. OVERVIEW

A. Concept Objectives

1. Student will develop a sense of historical empathy, they will see through the eyes of the people who were there.
2. Students will recognize that history is recorded from many different perspectives.
3. Students will relate literature with the culture that created it.

B. Content from the *Core Knowledge Sequence*

1. From area now called Scandinavia (Sweden, Denmark and Norway) (p. 70)
2. Also called Norsemen, they were skilled sailors and shipbuilders (p. 70)
3. Traders and sometimes raiders of the European coast (p. 70)
4. Eric the Red and Leif Ericson (Leif the Lucky) (p. 70)
5. Earliest Europeans (long before Columbus) we know of to come to North America (p. 70)
6. Locate: Greenland, Canada, Newfoundland (p. 70)
7. The Husband Who Was to Mind the House (a Norse/English folk tale, also known as "Gone is Gone" (p. 67)
8. Norse Mythology (p. 67)
 - a. Asgard (home of the gods)
 - b. Valhalla
 - c. Hel (underworld)
 - d. Odin
 - e. Thor
 - f. Trolls
 - g. Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Freya

C. Skill Objectives

1. Students will recognize through literature the commonalties and differences among people. (Jefferson County Language Arts Standards 2E)
2. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
3. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
4. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)

5. Students will identify the different ways and reasons that places are connected and the reasons for these connections. (Jefferson County Geography Standards 1.3A)
6. Students will identify the causes and effects of human migration. (Jefferson County Geography Standards 4.1C)
7. Students will describe ways the physical environment influences how people live. (Jefferson County History Standards 3.2A)
8. Students will understand basic economic concepts such as needs, wants, and resources. (Jefferson County History Standards 4.2A)
9. Students will recognize that all people develop traditions that pass on their beliefs and ideas. (Jefferson County History Standards 6.1A)

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. *How Would You Survive as a Viking?* by Jacqueline Morley
 2. *If You Were There: Viking Times* by Antony Mason
 3. *Living History: The Vikings* by John D. Clare, editor
- B. For Students
 1. Spatial sense (working with Maps, Globes and other Geographic Tools) (Kindergarten-Grade 2)
 2. Mythology of Ancient Greece (Grade 2)
 3. The Nina, the Pinta and the Santa Maria (Kindergarten)
 4. The Mayflower (Kindergarten)
 5. Old Ironsides (Grade 2)
 6. Christopher Columbus (Kindergarten)

IV. RESOURCES

- A. *What Your Third Grader Needs to Know Revised Edition* by E.D. Hirsch (Lesson One)
- B. Any two or three Viking books with good pictures (Appendix E has some suggestions) (Lessons Two, Three, Four, Five, and Six)

V. LESSONS

Lesson One: Life with the Vikings (90 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will relate literature with the culture that created it.
 2. Lesson Content
 - a. The Husband Who Was to Mind the House (a Norse/English folk tale also known as "Gone is Gone")
 3. Skill Objectives
 - a. Students will recognize through literature the commonalties and differences among people. (Jefferson County Language Arts Standards 2E)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
- B. *Materials*
 1. *What Your Third Grader Needs to Know Revised Edition* by E.D. Hirsch
 2. White or natural colored construction paper stapled together to make a 16 page photo album for each student

3. Stone shaped cut outs (two per student)
 4. Scrap paper (one small piece per child)
 5. Appendix A: Everybody Pitches In (one copy for teacher)
 6. Appendix B: Reading and Writing the Viking Way (one copy per student)
- C. *Key Vocabulary*
1. Plow - to break up the ground
 2. Sow - to plant seeds
 3. Hoe - to loosen the ground
 4. Churn - to make butter by stirring violently
 5. Skin - to remove the fur from animals
 6. Futhark - the Viking alphabet
 7. Runes - the letters of the Viking alphabet
- D. *Procedures/Activities*
1. Prepare enough “photo albums” for your class by stapling white or natural colored construction paper to make a 9” X 12” album with at least 16 pages for each student.
 2. Give each student two stone shaped cut outs. Have them write something they know about the Vikings on one stone shape and something they hope to learn about the Vikings on the other stone shape. If they do not know anything, they can write two things they hope to learn.
 3. Have the students read their “stones” to the class and use the stones to build a wall.
 4. Explain to the class that we will become Vikings in our imagination over the next week and a half. Since we will become Vikings, we should have Viking names. The Vikings had a given name like we do, but their last name or surname was their father’s name with son or dottir added. For example, the son of Eric would have Ericson and the daughter would have Ericdottir as their surname.
 5. Have the students write down their Viking last name on a piece of scrap paper. (Students without fathers may want to use their mother’s name).
 6. Explain to the class that the Vikings often used nicknames. Eric the Red was called that because of his red hair. His son, Leif the Lucky was called that because the other Vikings considered Leif to be lucky because of his many close calls.
 7. Have the student choose a nickname that describes them. (Steve the Quiet, Joanie the Talkative, Tom the Friendly, etc.) Have them write their nickname on the scrap of paper.
 8. Let the students know that we will “meet” Eric the Red and Leif the Lucky in a few days.
 9. Introduce the first five vocabulary words.
 10. Read “Gone is Gone” on pages 32-34 in *What Your Third Grader Needs to Know Revised Edition*.
 11. Ask the class what chores Fritzl tried to do. Write them on the board under the heading “women” and explain that these were chores that were usually completed by women. Ask the class what chores Fritzl usually did. List those chores on the board under the heading “men” and explain that these were chores that were usually completed by men. Use Appendix A: Everybody Pitches In to make a complete list of chores that were completed by men, women, boys and girls in Viking times.
 12. Pass out the photo albums and Appendix B: Reading and Writing Like the Vikings. Read the information about the Viking alphabet together. Instruct the class to decorate the cover of their album with their name and other details they

might want to include. Allow them to get ideas for drawings or pictures from any books you have. Encourage them to use Appendix B: Reading and Writing Like the Vikings to write their Viking names in runes.

13. Ask one or two students to share their decorated covers with the class.
- E. *Assessment/Evaluation*
1. Play “four corners” with the class. Assign each corner in your room one of the following categories: men’s chores, women’s chores, boy’s chores and girl’s chores. Read a chore and the class should move to the corresponding corner.

Lesson Two: Where Did We Vikings Come From? (90 minutes)

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will relate literature with the culture that created it.
2. Lesson Content
 - a. From area now called Scandinavia (Sweden, Denmark, Norway)
 - b. Also called Norsemen
3. Skill Objectives
 - a. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - c. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)
 - d. Students will identify the different ways and reasons that places are connected and the reasons for these connections. (Jefferson County Geography Standards 1.3A)
 - e. Students will describe ways the physical environment influences how people live. (Jefferson County History Standards 3.2A)
 - f. Students will recognize that all people develop traditions that pass on their beliefs and ideas. (Jefferson County History Standards 6.1A)

B. *Materials*

1. Appendix C: From the Cold North (a Skaldic Poem)
2. Appendix D: Viking Map (one copy per student and one overhead)
3. Appendix D: Viking Map-Teacher’s Edition (one copy)
4. Appendix E: Good Illustrations (one copy to be used each day)
5. Appendix F: Picture Perfect (one copy per student)
6. Appendix G: My Life as a Viking (make one copy per student to be used each day)
7. Appendix H: Photo Album Rubric (one copy per student for teacher to use each day)
8. Photo album from Lesson One
9. Two or three books with good pictures such as: *Growing Up in Viking Times*, *How Would You Survive as a Viking?*, *If You Were There: Viking Times*, *Living History: The Vikings*, *The Vikings: Facts, Stories, Activities*, or any books you have located

C. *Key Vocabulary*

1. Skald - a Viking poet
2. Skaldic poems - Viking poems

3. Saga - a story
 4. Fjord - a narrow inlet of sea surrounded by cliffs or steep mountains
 5. Norsemen - men from the north, another name for Vikings
- D. *Procedures/Activities*
1. Introduce yourself (or a volunteer) to the class as their Viking skald for the next week and a half. Tell them a skald is a poet or storyteller. A skald often travels around from place to place telling sagas, which are stories, and reciting skaldic poetry.
 2. Introduce the last three vocabulary words.
 3. Recite (or read) Appendix C: From the Cold North (a Skaldic Poem).
 4. Ask them to restate any facts that were found in the poem.
 5. Pass out Appendix D: Viking Map.
 6. Ask them if they can find any of the places mentioned in the poem.
 7. Have the class color Sweden, Denmark and Norway the same color. Tell the class that these countries are now called Scandinavia. Color the square in the key labeled "Scandinavia" the same color.
 8. Have the class find Iceland. Iceland will be colored a different color than Scandinavia.
 9. Have the class draw one arrow from Sweden to the Caspian Sea and another arrow to the Black Sea.
 10. Have the class draw arrows from Denmark to England, Scotland and Ireland.
 11. Have the class draw arrows from Norway to Iceland.
 12. Put the maps away for future lessons.
 13. Use any Viking books or a few of the books listed in Appendix E: Good Illustrations for suggestions on pictures to show the class. Today's pictures should show clothing, chores, Viking houses and if possible a fjord.
 14. Explain to the class that they are going to make a "photo album" of their life in Viking times. Each day they will draw four pictures to put in the album and write detailed captions explaining the pictures.
 15. Give each student a copy of Appendix F: Picture Perfect and a set of directions for Day One from Appendix G: My Life as a Viking.
 16. Show them Appendix H: Photo Album Rubric. This will ensure that they know how you are evaluating the photo album.
 17. Give them time to draw four pictures, cut them out and mount them in their "photo albums." They will also need to write captions for each picture. Tell them that they will be graded on the historic accuracy and the quality of the pictures and captions.
 18. Ask one or two students to share their photos for today.
- E. *Assessment/Evaluation*
1. Check maps for accuracy.
 2. Use Appendix H: Photo Album Rubric to assess today's photo album work.

Lesson Three: Shipbuilders and Sailors, At Home on the Sea

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will recognize that history is recorded from many different perspectives.
 - c. Students will relate literature with the culture that created it.

2. Lesson Content
 - a. Skilled sailors and shipbuilders
 3. Skill Objectives
 - a. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - c. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)
 - d. Students will describe ways the physical environment influences how people live. (Jefferson County History Standards 3.2A)
- B. *Materials*
1. Appendix E: Good Illustrations (from Lesson Two)
 2. Appendix F: Picture Perfect (one new copy per student)
 3. Appendix G: My Life as a Viking (from Lesson Two)
 4. Appendix H: Photo Album Rubric (from Lesson Two)
 5. Appendix I: At Home on the Sea (one copy for teacher use)
 6. Photo album from Lesson One
 7. Two or three books with good pictures such as: *Growing Up in Viking Times*, *How Would You Survive as a Viking?*, *If You Were There: Viking Times*, *Living History: The Vikings*, *The Vikings: Facts, Stories, Activities*, or any books you have located
 8. Picture or model of a Viking ship
- C. *Key Vocabulary*
1. A-Viking - to travel for adventure
 2. Longship - the long, narrow Viking ships
 3. Knorr - wide Viking ships used for trading
 4. Husanotra - a device used for determining latitude
 5. Prow - the front of the ship
 6. Stern - the back of the ship
- D. *Procedures/Activities*
1. Hold up the Viking ship.
 2. Have the class make observations about the ship. They can compare it to other ships: the Mayflower, the Nina, the Pinta, the Santa Maria and the USS Constitution (Old Ironsides).
 3. Introduce the vocabulary words.
 4. Use Appendix I: At Home on the Sea to tell a saga of the Viking life on the sea.
 5. Ask the class to retell any facts that were told within the story.
 6. Show pictures from books about Viking boats. Read any relevant captions to clarify understanding.
 7. Discuss the following:
 - a. Were the Vikings really the best sailors and shipbuilders of their time? (History tells us they were).
 - b. Did animals really travel on the boats? (yes)
 - c. Would the people Uncle Bjorn raided feel that he was a good man? (no)
 - d. What would be good about being a Viking sailor?
 - e. What would be difficult?
 - f. Did they really burn the ship with a dead person in it? (yes)
 - g. Would you want to travel on a Viking ship?

8. Tell the class that the Vikings usually named their boats. Common names might include Long Serpent, Great Dragon, Serpent of the Sea, Deer of the Surf, Lion of the Waves, Snake of the Sea etc.
 9. Pass out the photo albums and Appendix F: Picture Perfect. Make sure each student still has a copy of Appendix G: My Life as a Viking.
 10. Instruct the class to follow the directions for Day Two of “My Life as a Viking.”
 11. Have one or two children share their photo album.
- E. *Assessment/Evaluation*
1. Use Appendix H: Photo Album Rubric to assess today’s work.

Lesson Four: A Viking’s Life-Trading and Raiding

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will recognize that history is recorded from many different perspectives.
 - c. Students will relate literature with the culture that created it.
2. Lesson Content
 - a. Traders, and sometimes raiders of the European coast
3. Skill Objectives
 - a. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - c. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)
 - d. Students will identify the different ways and reasons that places are connected and the reasons for these connections. (Jefferson County Geography Standards 1.3A)
 - e. Students will identify the causes and effects of human migration. (Jefferson County Geography Standards 4.1C)
 - f. Students will describe ways the physical environment influences how people live. (Jefferson County History Standards 3.2A)
 - g. Students will understand basic economic concepts such as needs, wants, and resources. (Jefferson County History Standards 4.2A)

B. *Materials*

1. Appendix D: Viking Map (overhead from Lesson Two)
2. Appendix E: Good Illustrations (from Lesson Two)
3. Appendix F: Picture Perfect (one new copy per student)
4. Appendix G: My Life as a Viking (from Lesson Two)
5. Appendix H: Photo Album Rubric (from Lesson Two)
6. Appendix J: One Viking’s Life-Trading and Raiding (one copy for teacher use)
7. Photo album from Lesson One
8. Two or three books with good pictures such as: *Growing Up in Viking Times*, *How Would You Survive as a Viking?*, *If You Were There: Viking Times*, *Living History: The Vikings*, *The Vikings: Facts, Stories, Activities*, or any books you have located

C. *Key Vocabulary*

1. Navigate - to steer a ship

2. Barter - to exchange goods or services instead of using money
3. Raid - to make a sudden or surprise attack
4. Plunder - goods taken without permission
5. Monastery - a place where monks live
6. Monk - a man who spends his life in prayer
7. Berserk - crazy, wild or a bear shirt worn by Vikings

D. *Procedures/Activities*

1. Start today's lesson by showing pictures of raiding and trading from various Viking books. You can use Appendix E: Good Illustrations for ideas.
2. Introduce the vocabulary words.
3. Ask the class to describe the advantages and disadvantages of trading for goods. Ask them to describe the advantages and disadvantages of raiding for goods.
4. Use Appendix J: One Viking's Life-Trading and Raiding to tell today's story.
5. Ask the class what facts are included within the story. (The story of the bridge is where the song "London Bridge is Falling Down" originated).
6. Ask the students to take the point of view of the villagers who were raided by the Vikings for a moment. How would they feel if it were their village? What words would they use to describe the Vikings? How would they react the next time they saw Vikings coming near their village?
7. Explain that history always has two sides. Because the Vikings did not keep written history, it is hard to know why raiding occurred. Some possible reasons: lack of food, lack of land, adventure, easy way to get things, fun.
8. Explain that the sword was the most important thing to any Viking man. He would name his sword. A Viking going into battle would wear a chainmail shirt. This was a shirt made of small circles of metal attached to each other. It protected the Viking from swords and arrows.
9. The word "berserk" that we use to describe someone who is really wild came from the Vikings. A group of Vikings would wear berserkers (bear shirts) and go into a village screaming loudly and wildly.
10. Put up the overhead of Appendix D: Viking Map. Try to locate the places in the story.
11. Pass out the photo albums and Appendix F: Picture Perfect. Make sure each student still has a copy of Appendix G: My Life as a Viking.
12. Instruct the class to follow the directions for Day Three of "My Life as a Viking."
13. Have one or two children share their photo album.

E. *Assessment/Evaluation*

1. Use Appendix H: Photo Album Rubric to evaluate today's work.

Lesson Five: Eric the Red - A Man of Adventure

A. *Daily Objectives*

1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will relate literature with the culture that created it.
2. Lesson Content
 - a. Eric the Red
 - b. Locate Greenland

3. Skill Objectives
 - a. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - c. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)
 - d. Students will identify the different ways and reasons that places are connected and the reasons for these connections. (Jefferson County Geography Standards 1.3A)
 - e. Students will identify the causes and effects of human migration. (Jefferson County Geography Standards 4.1C)
 - f. Students will understand basic economic concepts such as needs, wants, and resources. (Jefferson County History Standards 4.2A)
- B. *Materials*
 1. Appendix D: Viking Map (student copies and overhead from Lesson Two)
 2. Appendix E: Good Illustrations (from Lesson Two)
 3. Appendix F: Picture Perfect (one new copy per student)
 4. Appendix G: My Life as a Viking (from Lesson Two)
 5. Appendix H: Photo Album Rubric (from Lesson Two)
 6. Appendix K: Eric the Red - A Man of Adventure (one copy for teacher use)
 7. Appendix L: Viking Vingo Game Board (one copy per student)
 8. Appendix M: Viking Vingo Clues (one copy for teacher)
 9. Photo album from Lesson One
 10. Two or three books with good pictures such as: *Growing Up in Viking Times*, *How Would You Survive as a Viking?*, *If You Were There: Viking Times*, *Living History: The Vikings*, *The Vikings: Facts, Stories, Activities*, or any books you have located
- C. *Key Vocabulary*
 1. Fierce - violently aggressive
- D. *Procedures/Activities*
 1. Review with the class skaldic poetry. Explain that skaldic poetry was commonly used to praise the great deeds of a hero.
 2. Tell the class that our skald will sing the praises of one of the greatest Viking heroes: Eric the Red.
 3. Introduce the vocabulary words.
 4. Recite (or read) Appendix K: Eric the Red - A Man of Adventure.
 5. Ask the class to sum up the sequence of events in Eric the Red's life. Ask if they think he was a hero. Ask them to explain why or why not.
 6. Make sure students have their copies of Appendix D: Viking Map. Locate and color Greenland. Draw arrows to show Eric's travels. Refer to Appendix D: Viking Map-Teacher's Edition for the route.
 7. Pass out the photo albums and Appendix F: Picture Perfect. Make sure each student still has a copy of Appendix G: My Life as a Viking.
 8. Instruct the class to follow the directions for Day Four of "My Life as a Viking."
 9. Have one or two children share their photo album.
- E. *Assessment/Evaluation*
 1. Use Appendix H: Photo Album Rubric to evaluate today's work.
 2. Use Appendix L: Viking Vingo Board and Appendix M: Viking Vingo Clues to play Viking Vingo.

Lesson Six: Leif Ericson - A Man of Luck

A. Daily Objectives

1. Concept Objectives
 - a. Students will develop a sense of historical empathy, they will see through the eyes of the people who were there.
 - b. Students will recognize that history is recorded from many different perspectives.
 - c. Students will relate literature with the culture that created it.
2. Lesson Content
 - a. Leif Ericson - Leif the Lucky
 - b. Earliest Europeans (long before Columbus) we know of to come to North America
 - c. Locate Canada, Newfoundland
3. Skill Objectives
 - a. Students will engage in authentic writing to create products which incorporate expression, description, narration, or exposition. (Jefferson County Language Arts Standards 3D)
 - b. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - c. Student will synthesize information from a variety of sources into something new. (Jefferson County Language Arts Standards 7D)
 - d. Students will identify the different ways and reasons that places are connected and the reasons for these connections. (Jefferson County Geography Standards 1.3A)
 - e. Students will identify the causes and effects of human migration. (Jefferson County Geography Standards 4.1C)
 - f. Students will understand basic economic concepts such as needs, wants, and resources. (Jefferson County History Standards 4.2A)

B. Materials

1. Appendix D: Viking Map (student copies and overhead from Lesson Two)
2. Appendix D: Viking Map -Teacher's Edition (copy from Lesson Two)
3. Appendix E: Good Illustrations (from Lesson Two)
3. Appendix F: Picture Perfect (one new copy per student)
4. Appendix G: My Life as a Viking (from Lesson Two)
5. Appendix H: Photo Album Rubric (from Lesson Two)
6. Appendix K: Leif Ericson - A Man of Luck (one copy for teacher use)
7. Photo album from Lesson One
8. Two or three books with good pictures such as: *Growing Up in Viking Times*, *How Would You Survive as a Viking?*, *If You Were There: Viking Times*, *Living History: The Vikings*, *The Vikings: Facts, Stories, Activities*, or any books you have located

C. Key Vocabulary

1. Squalls - a sudden violent gust of wind, often with rain or snow
2. Hail - to salute or greet

D. Procedures/Activities

1. Write the name "Leif Ericson" on the board. Ask the students what we know about Leif because his last name is Ericson. (Hopefully they will remember that he is the son of Eric).
2. Tell the class that today's skaldic poem is about one of Leif Ericson's most famous journeys.

3. Use Appendix N: Leif Ericson - A Man of Luck to give today's information.
 4. Ask the class to sum up the factual information included in the poem.
 5. Ask the class the following questions:
 - a. How do you think the Native Americans felt when the Vikings landed?
 - b. Why would the Native Americans have sent away future Viking travelers?
 - c. The poem says that the first Europeans to America were the best. Is that true?
 - d. Would everyone agree with that?
 6. Ask the class what year Christopher Columbus came to North America. (1492)
 7. On the board, subtract 1001 from 1492. Tell them that this is how many years earlier the Vikings arrived in North America than Christopher Columbus did.
 8. Tell them that Leif named the land he explored Vinland. It might be where present day Newfoundland is, but no one is really sure.
 9. Make sure students have their copies of Appendix D: Viking Map. Locate and color Canada. Label Newfoundland where there is a small dot. Draw arrows to show Leif's travels. Refer to Appendix D: Viking Map - Teacher's Edition for the route.
 10. Pass out the photo albums and Appendix F: Picture Perfect. Make sure each student still has a copy of Appendix G: My Life as a Viking.
 11. Instruct the class to follow the directions for Day Five of "My Life as a Viking."
 12. Have one or two children share their photo album.
- E. *Assessment/Evaluation*
1. Use Appendix H: Photo Album Rubric to evaluate today's work.

Lesson Seven: Who's Who in Asgard?

A. *Daily Objectives*

1. Concept Objective
 - a. Students will relate literature with the culture that created it.
2. Lesson Content
 - a. Norse Mythology
 - i. Asgard (home of the gods)
 - ii. Valhalla
 - iii. Hel (underworld)
 - iv. Odin
 - v. Thor
 - vi. Trolls
 - vii. Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Freya
3. Skill Objectives
 - a. Students will demonstrate an understanding of oral messages. (Jefferson County Language Arts Standards 4B)
 - b. Students will recognize that all people develop traditions that pass on their beliefs and ideas. (Jefferson County History Standards 6.1A)

B. *Materials*

1. Appendix O: Who's Who in Asgard (one copy for teacher)
2. Appendix P: The Norse World (one copy for each student)
3. Appendix P: The Norse World-Teacher Reference (one copy)
4. White (12" X 18") construction paper for each student

C. *Key Vocabulary*

1. Asgard - the Norse home of the gods

2. Midgard - “middle earth” where humans dwell
 3. Bifrost - the rainbow connecting Asgard and Midgard
 4. Trolls - mythological creatures who live in caves and in the sea
 5. Hel - the Norse land of dead souls
 6. Valhalla - the hall in Asgard where Vikings who die in battle go
- D. *Procedures/Activities*
1. Ask some questions to set the stage:
 - a. What is a myth?
 - b. Are myths fiction or non-fiction?
 - c. What are some myths you remember from 2nd grade?
 - d. What gods or goddesses do you remember from 2nd grade?
 2. Tell the class that today’s storytelling session will be about the Norse gods and goddesses.
 3. Tell the story from Appendix O: Who’s Who in Asgard.
 4. Write the vocabulary words on the board and have them define them based on the information in the story.
 5. Ask them what is similar between Greek and Norse mythology. Ask them what is different. Ask questions to review the information contained in the story. Would they like to live in Asgard? Why/why not? Which gods/characters seem friendly? Which gods/characters seem scary?
 6. Pass out white construction paper and Appendix P: The Norse World to each student.
 7. Use Appendix P: The Norse World - Teacher Reference to sketch the spacing of Yggdrasill and the three worlds.
 8. Give them time to draw their own copy of the Norse world.
- E. *Assessment/Evaluation*
1. Play Viking Jeopardy using Appendix Q.

VI. CULMINATING ACTIVITY

- A. Appendix R: Viking Test
- B. Appendix S: Viking Days Celebration

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Everybody Pitches In
- B. Appendix B: Reading and Writing Like the Vikings
- C. Appendix C: From the Cold North (a Skaldic Poem)
- D. Appendix D: Viking Map and Viking Map-Teacher’s Edition
- E. Appendix E: Good Illustrations
- F. Appendix F: Picture Perfect
- G. Appendix G: My Life as a Viking
- H. Appendix H: Photo Album Rubric
- I. Appendix I: At Home on the Sea
- J. Appendix J: One Viking’s Life-Raiding and Trading
- K. Appendix K: Eric the Red - A Man of Adventure
- L. Appendix L: Viking Vingo
- M. Appendix M: Viking Vingo Clues
- N. Appendix N: Leif Ericson - A Man of Luck
- O. Appendix O: Who’s Who in Asgard?
- P. Appendix P: The Norse World and The Norse World - Teacher Reference
- Q. Appendix Q: Viking Jeopardy
- R. Appendix R: Viking Test

- S. Appendix S: Viking Days Celebration
- T. Appendix T: Viking Test Key

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Appendix A
Everybody Pitches In

A look at how the work was divided in the family during Viking Times

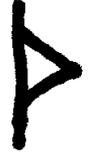
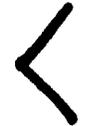
<p><u>Men's Work</u> Plow the ground Sow the seeds Hoe weeds Cut the hay Rake the hay Stack the hay Build and repair ships Hunt food Make spoons and knives Skin the animals</p>	<p><u>Women's Work</u> Clean the house Cook the food Churn the butter Milk the cow Take care of the baby Weave the cloth Make blankets and clothes Make sails for the ships Raise the animals</p>
<p><u>Boy's Work</u> Catch sea birds Catch fish Help hoe and plow Carve wood Help make tools Help build or repair ships Look after animals</p>	<p><u>Girl's Work</u> Help cook Help smoke the meat and fish Help weave the cloth Help make the cheese Help dye the cloth Store berries and fruit for winter Helped salt meat and fish</p>

Adapted from *Growing Up in Viking Times* by Dominic Tweddle (ISBN 0-8167-2726-0) and
"Gone is Gone" from *What Your Third Grader Needs to Know* (ISBN 0-385-49719-9)

Appendix B

Reading and Writing Like the Vikings

The Vikings used an alphabet, known as the futhark. The Viking alphabet is called the futhark because those are the first 6 letters. It is also called runes or the runic alphabet. It was much easier to carve straight lines into wood and stone, so there are no curves. It was confusing to read, because some runes also had 2 or more meanings. Try to write your name and other words with Viking runes. You will have to be creative because the futhark contains 24 runes.

			
F (fehu) "fee and gold"	U (uruz) "strength/health"	TH (thurisaz) "giants"	A (ansuz) "wind"
			
R (raido) "journeying/rides"	K (kenaz) "torch"	G (gebo) "gift"	W (wunjo) "joy and peace"
			
H (hagalaz) "hail"	N (nauthiz) "strength of need"	I (isa) "ice"	Y (Jera) "year"
			
EI (eihwaz) "yew"	P (perth) "fruit"	Z (algiz) "protection"	S (Sowilo) "the sun"
			
T (tiwaz) "victory"	B (berkano) "birth"	E (ehwaz) "horse"	M (mannaz) "man"
			
L (laguz) "water"	NG (ingwaz)	D (dagaz) "day"	O (othila) "inheritance"

Adapted from: www.ugcs.caltech.edu/~cherryne/myth.cgi/Runes.html

Appendix C
From the Cold North (A Skaldic Poem)

We Vikings are tough, we do not fear
Neither the cold, nor the men we meet

So when we set sail
Others shake on their feet

We come from the north
Norsemen is our name
We keep ourselves warm
When we travel for gain

The fjords of our homeland
Have very steep drops
We're willing to work hard
On this land for our crops

Winters are hard
With little fresh meat
So we often set sail
To get what we need

From Sweden, Denmark and Norway
Our homeland is best
We leave our mark
From the east to the west

The Swedish went east
To the Caspian and Black Seas
Where they found Constantinople
And riches to please

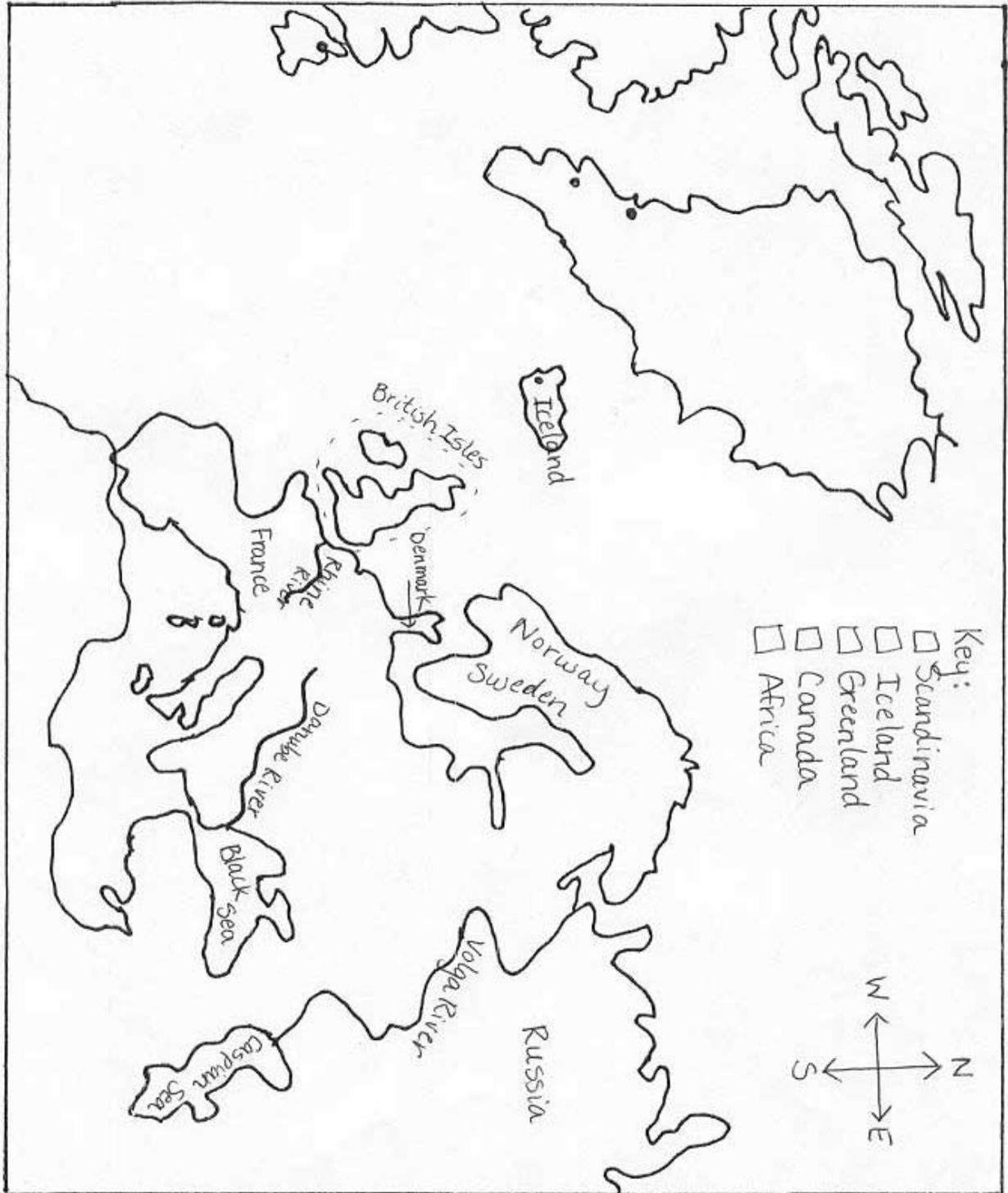
The Danish went south
To the British Isles
They built many villages
For miles and miles

We, the Norwegian
Went north to cold places
Where the sun often hides
For days upon days

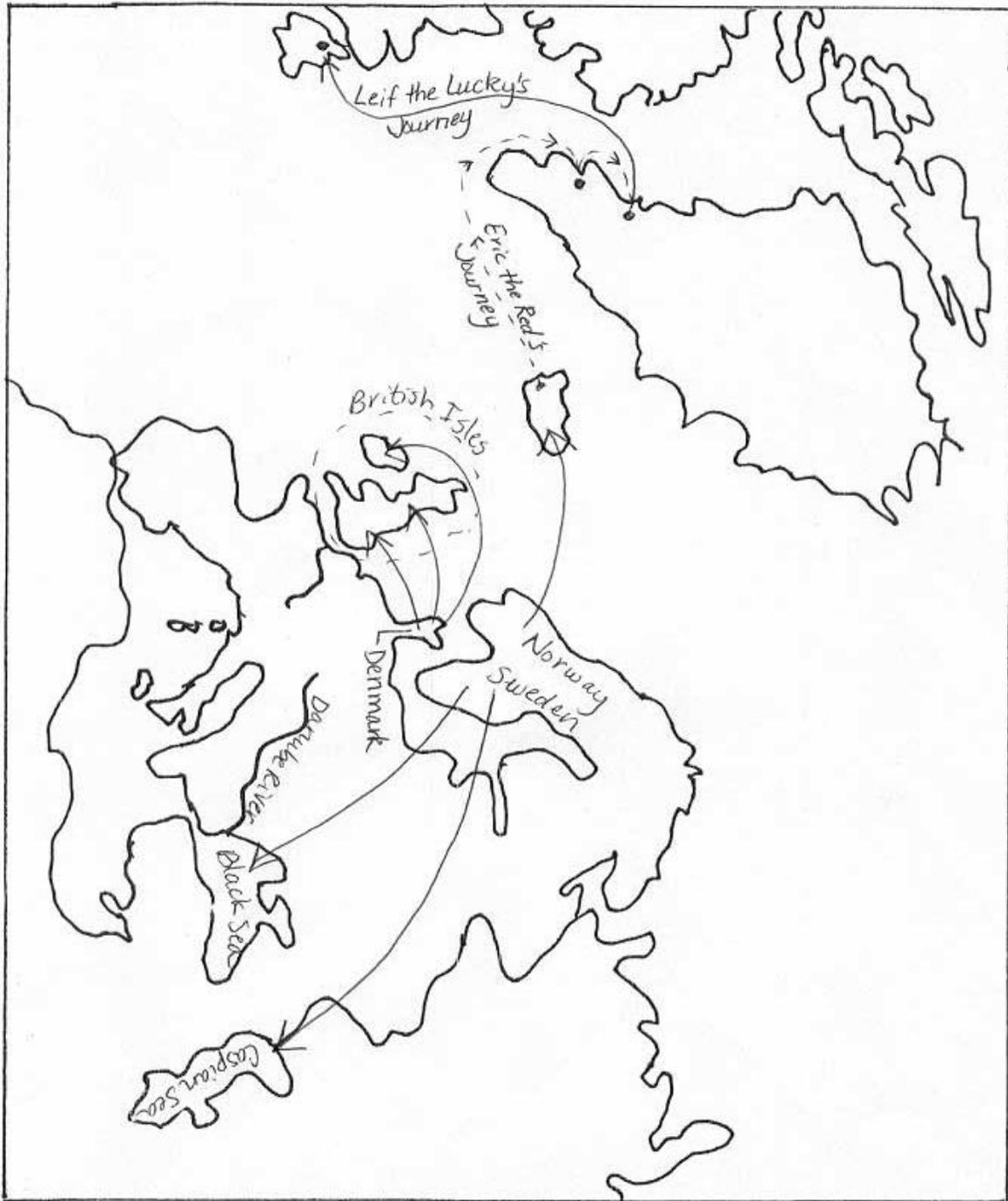
Our home is now Iceland
The ice makes us strong
So when we sail to new places
In our boats that are long
It is others who lose
The battles we choose

Information from: How Would You Survive as a Viking? by Jacqueline Morley

Appendix D
Viking Map



Appendix D, page 2
Viking Map - Teacher's Edition



Appendix E Good Illustrations

These are just some of the many books with great pictures. Use any pictures you can find to make the topics come alive for the students.

Lesson Two: Daily Life, Viking Households, Clothing and Fjords

Growing Up in Viking Times	pages 6-17
How Would You Survive as a Viking?	pages 14-27
If You Were There: Viking Times	pages 8-11
Living History: The Vikings	pages 8-13
The Vikings: Facts, Stories, Activities	pages 6-7, 18-24

Lesson Three: Shipbuilders and Sailors

Growing Up in Viking Times	pages 26-27
How Would You Survive as a Viking?	pages 12-13, 28-29, 40-41
If You Were There: Viking Times	pages 12-13, 22-23
Living History: The Vikings	pages 14,20,24,26,32,42
The Vikings: Facts, Stories, Activities	pages 10-11,17

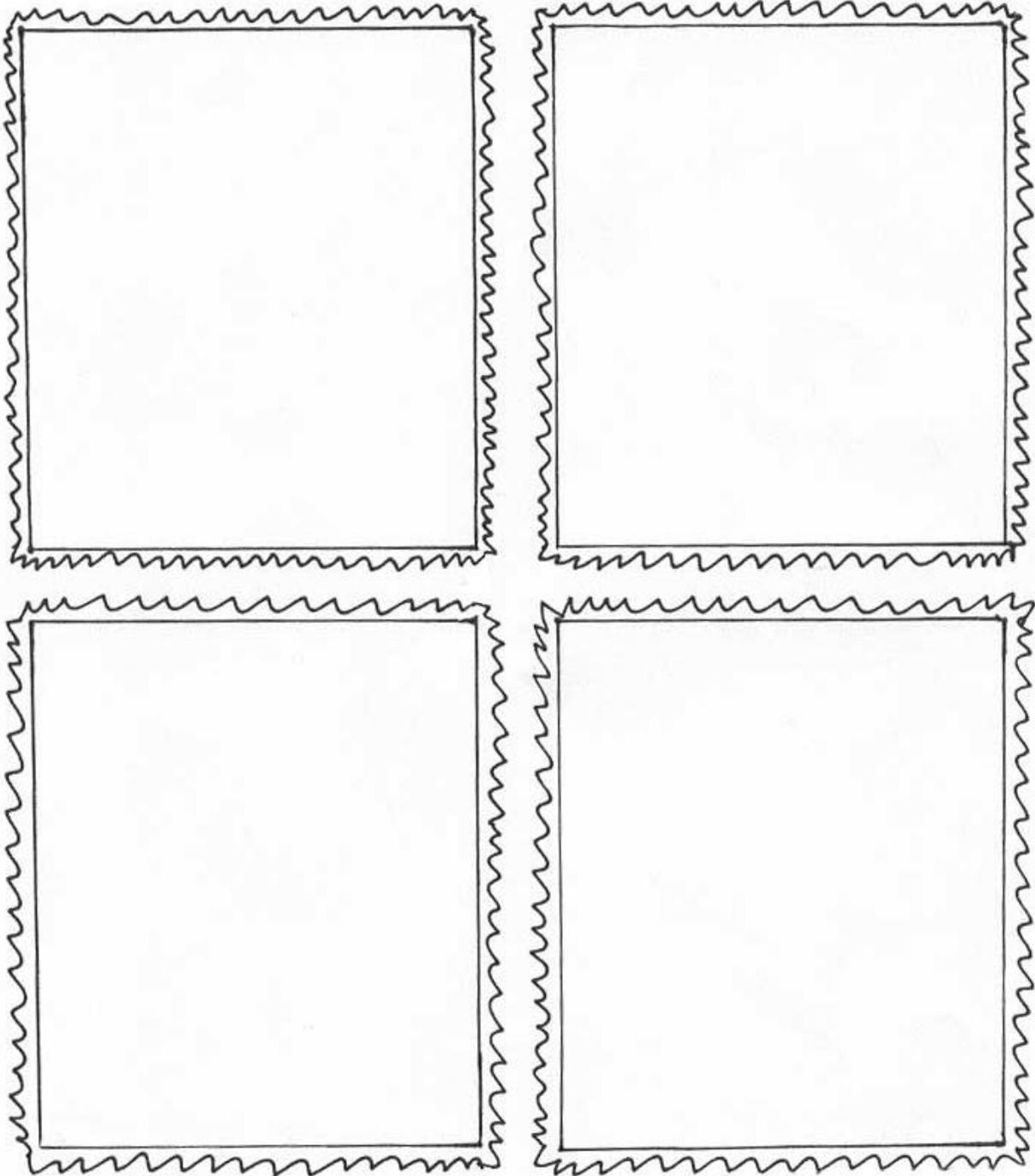
Lesson Four: A Viking's Life-Trading and Raiding

Growing Up in Viking Times	pages 24-25
How Would You Survive as a Viking?	pages 30-31
If You Were There: Viking Times	pages 6-7,16-17
Living History: The Vikings	pages 7,16-23,46-55
The Vikings: Facts, Stories, Activities	pages 8-9,12-13

Lesson Five: Eric the Red-A Man of Adventure

If you do not have any pictures of Eric the Red, show pictures of Viking men.
Remind them that Eric the Red had red hair and a red beard.

Appendix F
Picture Perfect



Appendix G

My Life as a Viking

Follow these instructions for each day's drawings and captions. Be sure to do your best work each day. Your pictures must be detailed and colorful. Your captions need to contain important details and you must write in complete sentences. Each day you will cut your pictures out and add them to your photo album.

- Day 1: Draw a picture of a fjord. Draw a picture of two people in your family doing one of the chores we learned about yesterday. Draw a picture of your house. Write two-five sentences about each picture.
- Day 2: Draw a picture of a Viking longship. Give your boat a name and include the name in your caption for the picture. Draw three more pictures about sailing on the seas in Viking ships, either longships or knorrs. Write one paragraph for all three pictures that includes at least two facts about Viking ships.
- Day 3: Draw three pictures of trading or raiding trips. Write one paragraph for all three that includes three facts about raiding and trading. Draw a picture of your sword, your most prized possession. Give it a name and include the name in the caption.
- Day 4: Draw four pictures of Eric the Red at different times in his life. Be sure to include his red hair and beard in any adult pictures. Write a paragraph showing the sequence of four events in his life.
- Day 5: Draw four pictures of events from the life of Leif the Lucky. Be sure to include at least one picture of him in Vinland. Write a paragraph summarizing Leif's life.

Appendix H Photo Album Rubric

Name: _____

This chart shows how your work will be evaluated in your Viking photo album.

	Unsatisfactory	Partially Proficient	Proficient	Advanced
Drawings	There is no detail or no drawing. (0 points)	Not enough detail to make the theme clear. Coloring is incomplete. (2 points)	Contain enough detail to show the theme. Most things are colored. (3 points)	Contain a lot of detail and are completely colored. (4 points)
Captions	There are no facts or no sentences. (0 points)	Some facts are present, but some are missing. 2 points)	Contain factual but simple sentences about the picture. (3 points)	Contain factual and interesting details that relate to the picture. (4 points)
Mechanics	Sentences cannot be understood as written. (0 points)	Sentences are not complete or there are many errors in grammar. (2 points)	Most of the sentences are complete and grammatically correct. (3 points)	All sentences are complete and grammatically correct. (4 points)
Presentation	There are no drawings or work is sloppy. (0 points)	Some drawings and captions are not neat and clear. (2 points)	Each drawing and caption is neat and clear. (3 points)	Each drawing and caption is neat and attractive. (4 points)

This chart shows your marks on each topic in the photo album.

	Drawings	Captions	Mechanics	Presentation	Total Points
Daily Life					
Sailors/ Shipbuilders					
Traders/Raiders					
Eric the Red					
Leif the Lucky					
Norse World					
Grand Total					

Appendix I At Home on the Sea

We Vikings are the best sailors in the world. Our ships are able to move quickly and safely through the waters of the oceans, seas and our own fjords. Many a Viking has had an incredible adventure at sea. I will tell you some tales.

When I was a young lad, I went a-Viking on a longship, called Long Serpent. It was nearly 100 feet long and had 32 oars. There were no seats, each man sat on his chest filled with his belongings. I was the youngest, but everyone expected me to work just as hard as the grown men. The first day was very windy and with our square sail all the way up our longship raced through the waters. We got quite far that day. The second day out was different. There was not a breeze at all. That meant we had to row until my arms nearly fell out of their sockets. Each day was a little bit different than the last. I learned to use the stars in the sky to keep track of where we were. My Uncle Bjorn was teaching me how to use the husanotra to keep track of how far north we were. I also used the rising sun to keep from feeling lost. After many days, we reached a land of other people.

My Uncle Bjorn had an amazing voyage one time. He was on a knorr. A knorr is a wide boat that can carry a lot of cargo. He was bringing some animals from Norway to Iceland. I was just a young boy and he was bringing some animals to help our family. There were many other men and animals on the boat as well. The trip started out well for all the sailors. But, after three days a huge storm began to toss the knorr up and down. The rough ride was causing the animals to go crazy. My uncle said that many men were worried the animals would destroy the boat. When the storm did not stop, they had to toss some of the animals into the water. There were even some men who died because there was no protection from the storm on the knorr. At last, the storm calmed and the knorr made it to Iceland, but my uncle had no animals for us. We were happy he survived, so we simply said, "What's gone is gone."

The boat I remember the best was the longship "Dragon of the Sea." That was the ship we used when my Uncle Bjorn died. He went off to raid a settlement and was killed. The boat had a dragon's head carved at the prow and the stern. Those dragons would help to scare off enemies. We placed his sword and his clothes in the boat with him. We also sent a wooden cart, a whalebone plaque and some food with him. When everything was ready we pushed the boat to sea. It was my great honor to set fire to the boat with my torch. I will never forget my uncle, he taught me to be brave and strong.

I have many other stories, but thoughts of my Uncle Bjorn make me want to be silent. I will tell more stories tomorrow.

These stories are fiction. The facts contained in the stories comes from *If You Were There: Viking Times* by Antony Mason and "Going 'a-Viking'" from *Kids Discover: Vikings*.

Appendix J

One Viking's Life - Trading and Raiding

Today I want to tell you about some of my Uncle Bjorn's greatest adventures. Bjorn loved to travel. When he was only sixteen, he set out on a knorr to go trading. He had many walrus, whale and seal skins to barter with. He hoped to come home with silver, cloth and wheat. Silver was useful for buying things here in Iceland. Bjorn's family was having a hard winter, so he hoped to bring home some wheat to help his mother. The journey started out very pleasantly, with a stiff wind helping the ship speed along its course. On the second day, another ship pulled alongside Bjorn's ship and started a battle. The men on Bjorn's ship were some of the fiercest men I know. They quickly defeated the men on the attacking ship and made it to Ireland. Their trade was very successful. Bjorn came home with plenty of wheat and some silver as well.

Bjorn once took a trip down the Volga River. Our Viking longships are fast and safe on the ocean. They are also narrow and shallow enough to navigate plenty of rivers. Bjorn had some whalebones and ivory to trade on this trip. He learned that plenty of spices and silk were available for bartering in Russia. While they were on the Volga River, some men from a town along the shore started to shoot arrows at them. Bjorn's longship stopped and the men jumped off the boat with their swords and axes. Of course, Bjorn's men were once again victorious. I'm sure the men of that town were sorry they ever challenged that group of men. Bjorn was able to carry off quite a bit of plunder. He took silver cups, pottery and most importantly a small barrel of salt. Salt is very important and to get it in Iceland we must boil the sea water until only the salt is left. Bjorn's mom was so happy to get that salt. The longship continued along the Volga River until it reached Constantinople. Bjorn was able to get the spices and silk he longed for on this journey.

I think that something changed for Bjorn on that trip. He no longer wanted to go trading. He was so excited to get plunder without giving anything that he began to go raiding with other Vikings. His first raiding journey was nearly his last. He was on a longship that set sail for Ireland. The sea journey was rough, but nothing Bjorn had not handled before. When they reached Ireland they planned to raid a monastery. The monks often had valuable things hidden away. When they docked the ship, the people of the town were waiting and killed many men. Bjorn and others made it home safely, but that didn't stop Bjorn from continuing to raid. In fact, Bjorn died a very rich man because of his raiding.

One of my favorite stories of Uncle Bjorn is when he went raiding in England. His longship was near a bridge. The Vikings shot many arrows onto the bridge. The English began to shoot arrows back. Well, the leader, Olaf told the Vikings to tie ropes to the supports of the bridge and row away like crazy. The bridge collapsed and Olaf and his men were safe. Well, my voice is tired, no more stories for today.

This is complete fiction with a few facts from *Vicious Vikings* by Terry Deary and "Explorers and Traders" from *Kids Discover Vikings*.

Appendix K
Eric the Red - A Man of Adventure

In a land called Scandinavia, in the cold north
To a family of Vikings a fierce lad was born
His head full of red hair and a temper to match
The name Eric the Red is how he was known

While living in Norway, his dad killed a man
So, his family was forced to move far away
To Iceland, a land where summers are short
And winter nights long with so little day

Eric grew up, longed for adventures at sea
He often set sail and had heard of a land
That was yet unsettled but a great place to live
He finally went there, but not as he planned

While living in Iceland with his wife Thjohild
He fought with a man, who was weaker than he
The man died, Eric took his wife and his son
And many adventuring men to the land across the sea

In the summer so warm, the land covered with ice
They sailed for many a day around to the west
At last, they saw some green and found a fjord
And they stayed there, the long winter to rest

After some years, Eric was allowed to return
To Iceland where he sought people and supplies
The name Greenland was used to draw settlers to come
To a land, not so green, but instead filled with ice

The settlers came in droves, year after year
Life was not easy, but they hunted for meat
Trading and raiding were part of the life
So the families could also have wine and wheat

Eric had a son who met dangers at sea
But never met death, Leif the Lucky

Facts from: Eric the Red and Leif the Lucky by Barbara Schiller and Vicious Vikings by Terry Deary

Appendix L Viking Vingo

Place these 25 words into your Viking Vingo grid:

Viking	Norsemen	Eric the Red	Leif the Lucky	skald
futhark	saga	longship	knorr	navigate
raiding	sailing	shipbuilding	Scandinavia	hoe
churn	a-viking	barter	fjord	husanotra
berserk	monastery	plunder	stern	prow

Listen to the clues your teacher gives. If you have the word that matches the clue, cover it with a counter. If you get five in a row, shout out "Viking Vingo!"

V	I	N	G	O

Appendix M

Viking Vingo Clues

Randomly call out the following clues:

1. crazy, wild or bear shirts worn by the Vikings (berserk)
2. a place where monks live (monastery)
3. goods taken without permission (plunder)
4. to trade goods and services (barter)
5. to steer a ship (navigate)
6. the front of the ship (prow)
7. the back of the ship (stern)
8. a Viking tool for measuring latitude (husanotra)
9. to travel looking for adventures (a-Viking)
10. the long, narrow ship used by the Vikings (longship)
11. short, narrow ship used for trading (knorr)
12. to make a sudden or surprise attack (raiding)
13. to travel on the ocean by boat (sailing)
14. to make vessels that will sail on the sea (shipbuilding)
15. the Northern part of Europe (Scandinavia)
16. to break up the ground (hoe)
17. to make butter by stirring violently (churn)
18. a Viking poet (skald)
19. the Viking alphabet (futhark)
20. a long story (saga)
21. the people from Scandinavia, known as traders, raiders and sailors (Vikings)
22. another name for Vikings, meaning from the North (Norsemen)
23. the Viking who helped settle Greenland (Eric the Red)
24. the Viking who led the first European trip to North America (Leif the Lucky)
25. a narrow inlet of sea surrounded by steep cliffs (fjord)

Appendix N
Leif Ericson - A Man of Luck

With a father like Eric, its no surprise
That his son Leif had adventure in his eyes

He often traveled by longship and knorr
He saw the same things, but hungered for more

Leif wanted Eric to join the long journey
When his horse threw him off, Eric set home in a hurry

In 1001, Leif set sail for the west
His many crewmembers believed he knew best

In the past Leif had had many close calls
Battles, and waves and storms full of squalls
But he never met death in many a sail
So to Leif the Lucky, they all would hail

He found a new land with green grass and long days
They decided to stay and this was the place

One day while exploring, Tyrkir found grapevines
Vinland had plenty of grapes to make wine

At last it was time to return from this place
With boats full of grapes, back home they did race

They returned to Greenland the land of the ice
To hear their stories, you needn't ask twice

Now others went west to see this great land
Their return to Greenland was the Native's demand
After many years they stopped sailing west
But, the first Europeans to the Americas were the best

Factual information from: Eric the Red and Leif the Lucky by Barbara Schiller

Appendix O

Who's Who in Asgard?

For our last day of storytelling together I am going to tell you about the worlds we know. It all begins at Yggdrasill (pronounced igg-dra-sil), the "Tree of Life." Yggdrasill sits at the center of the universe. It is Yggdrasill that gives life to the worlds we know. The most important world is Asgard, where the gods dwell. Asgard is the most magnificent dwelling known. It has many great halls for those who dwell there. One of the most important halls is Valhalla. Valhalla is a hall where all the brave Vikings who died in battle go to fight by day and feast by night. I'm sure my Uncle Bjorn is feasting and fighting there as we speak.

I must tell you about some of the gods and goddesses who dwell in Asgard. Odin, the king of Asgard is the leader. Odin is not only a great leader; he is the one who gave us poetry. He is the god of battle and victory and he is the one who causes wars when he throws down his spear. He rides an eight-legged horse and he is very wise, you know, he traded his eye for the wisdom he possesses. Today, we call the middle of the week Wednesday after Odin. Thursday is also named for another of Asgard's residents, Thor. Thor is the god of thunder and feasting. When you hear thunder, you can be sure Thor is riding his chariot across the heavens. He uses a large hammer and sometimes he is easily angered, but usually he is very kind. Friday is named for Freya, the goddess of love. She wears a beautiful necklace of precious stones. She is very gentle and rides in a chariot pulled by two cats. Everyone loves her. Tyr, the god of war, is not so gentle. He is very brave though. He put his hand in the mouth of a wolf. The wolf bit it off, but Tyr remains strong and courageous. Tuesday is named for him. But, that is enough about Asgard. Let us cross the magical rainbow, Bifrost, and travel to Midgard where humans dwell.

Midgard means "middle earth" and it is the land where humans and other creatures like trolls dwell. A wide ocean surrounds Midgard as well as a fence made from a giant's eyebrows. No one can leave, even by the ocean because the World Serpent encircles all of Midgard. Although there are trolls, as well as humans in Midgard, you will probably never see one. Some of the trolls are giants and some are dwarfs, but all of them shun humans. The cliff trolls live in high rocky places. If you look carefully while near a cliff, you may see a troll's hairy arm in the rocks. You might also see the hairy arms of the sea troll reaching out of the waters. They are quite strong and fear little. However, they do fear the sun and Christianity.

The last world I must tell you about is Hel, or the underworld. It is also known as Niflheim and guarded by the goddess Hel. Many dragons and ferocious dogs dwell there with the souls of the dead. It is not a place one would want to visit.

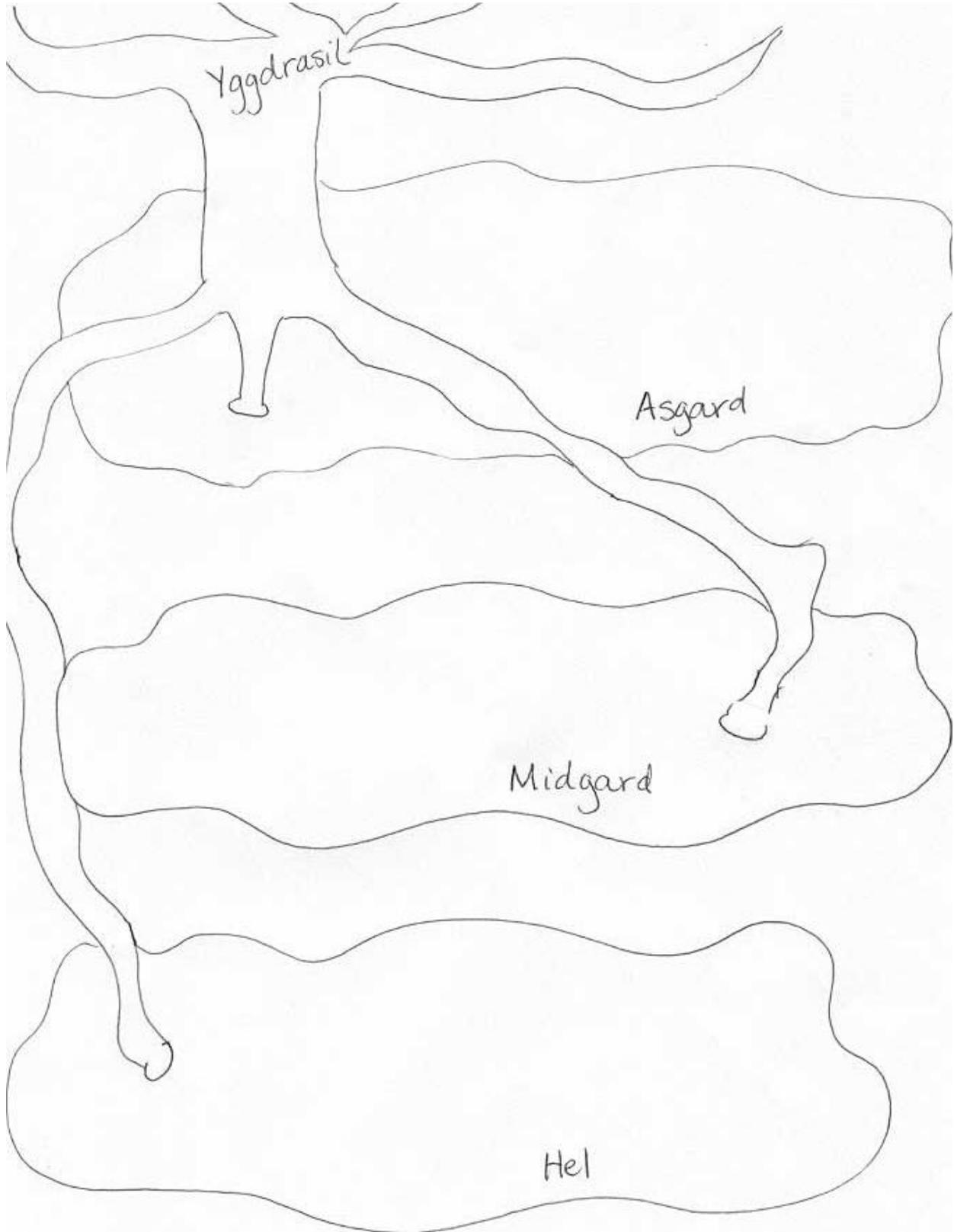
Our storytelling time is over and I must leave you. Always be strong and brave. Facts taken from: *Treasure Chests: The Vikings* by Fiona Macdonald, *How Would You Survive as a Viking?* by Jacqueline Morley, *If You Were There: Viking Times* by Antony Mason and the following websites:
www.ugcs.caltech.edu/~cherryne/mythology.html
www.sjgames.com/gurps/Roleplayer/Roleplayer24/NorseTrolls.html

Appendix P The Norse World

Draw your own map of the Norse world using the guidelines below.

1. Turn your paper to portrait position.
2. Draw Yggdrasill, the tree of life, at the top of your paper. It should be about 4 inches tall.
3. Draw the land for each of the three worlds by drawing one island shape at the top of the paper, one in the middle and one near the bottom. Yggdrasill will sit on the top piece of land.
4. Draw Asgard, the home of the gods somewhere on the top land with Yggdrasill.
5. Draw Bifrost, the magic rainbow that connects the land of Asgard with Midgard.
6. Draw a sea around Midgard.
7. Put the World Serpent in the sea around Midgard.
8. Put humans in Midgard.
9. Put troll arms in Midgard as well. You will need to draw some cliffs for the trolls.
10. Put dragons and ferocious dogs in Niflheim (Hel).
11. Add Odin, Thor, Tyr and Freya to the land of Asgard. (Odin, god of poetry and wisdom, rode an eight-legged horse and had one eye. Thor, god of thunder, carried a large hammer. Tyr, god of war, carried a sword. Freya, goddess of love, rode in a chariot pulled by two cats).
12. Add other details you remember from the story and color your Norse world.

Appendix P
The Norse World - Teacher Reference



Appendix Q

Viking Jeopardy

Viking Lands:

- 100 The island country, with a cold name, where many Vikings from Norway settled. (Iceland)
- 200 The three countries that make up Scandinavia. (Norway, Sweden and Denmark)
- 300 The island Eric the Red discovered. (Greenland)
- 400 The modern name for the place Leif Ericson traveled. (Newfoundland)
- 500 The Norse name for the cliffs of Scandinavia and Greenland. (fjords)

Viking Sailors:

- 100 The wide ships used for trading. (knorrs)
- 200 The narrow ships used for raiding. (longships)
- 300 These were used to tell which direction to travel. (stars or husanotra)
- 400 The shape of the Viking sails. (square)
- 500 This is what the Vikings sat on in a ship. (chests)

Viking Raiders and Traders:

- 100 Name two items a Viking brought to trade. (whale, walrus & seal skins; whale bones and ivory)
- 200 Name two items a Viking hoped to receive in a trade. (silver, gold, silk, spices, salt, wheat)
- 300 The name for things the Vikings took without making a trade. (plunder)
- 400 The religious places the Vikings often raided. (monastery)
- 500 Name two of the countries the Vikings might raid. (Russia, England, Scotland, Ireland, Germany and France)

Viking Heroes:

- 100 His nickname was given because of his red hair. (Eric the Red)
- 200 This was the nickname for Eric's son. (Leif the Lucky)
- 300 This island was discovered and settled by Eric the Red (Greenland)
- 400 This is the modern day country where Leif Ericson explored. (Canada)
- 500 He was sent to Iceland because he killed a man. (Eric the Red's father)

The Norse World

- 100 The hall where Vikings who die in battle go. (Asgard)
- 200 These creatures live in the cliffs and fear the sun. (trolls)
- 300 This is the underworld where dead souls stay. (Hel or Niflheim)
- 400 This creature swims in the sea around Midgard. (World Serpent)
- 500 This magical rainbow connects the home of the gods and Midgard. (Bifrost)

Norse Gods and Goddesses

- 100 The king of the gods. (Odin)
- 200 The god of thunder. (Thor)
- 300 The god of war. (Tyr)
- 400 The goddess of love. (Freya)
- 500 The home of the gods. (Asgard)

Appendix R
Viking Test

Name: _____

Fill in the blanks with the following words:

Norway	Vinland	Scandinavia
Denmark	Greenland	Sweden
Iceland	Canada	

1. The Vikings originally came from the northern part of Europe known as _____.
2. The three countries that make up the northern part of Europe are _____, _____ and _____.
3. Many Vikings moved to Iceland. After Eric the Red got into some trouble for killing people, he went to _____.
4. Eric's son, Leif the Lucky, went to North America. He named the land he found _____ because there were delicious berries that could be used to make wine.
5. The modern day country where Leif Ericson landed is _____.

Tell whether each of the following statements is true or false.

- | | | |
|-------|-----|--|
| _____ | 6. | Eric the Red never returned to Iceland. |
| _____ | 7. | Leif the Lucky lived the end of his life in North America. |
| _____ | 8. | The Vikings were not always raiders. They sometimes went into cities and traded for goods. |
| _____ | 9. | The Viking ships were not covered, so there was no protection from the wind and rain when they traveled. |
| _____ | 10. | The Vikings were also known as Norsemen. |
| _____ | 11. | Newfoundland is the place where Leif Ericson landed on his voyage west. |
| _____ | 12. | The Vikings were some of the best shipbuilders of their time. |
| _____ | 13. | Columbus reached North America before Leif Ericson. |

Appendix R, page 2

Match the Norse gods, creatures and places with a statement that is true about them.

- | | | | |
|-----|-----|--------------|--|
| ___ | 14. | Odin (Wodin) | a. The goddess of love.
Friday is named after her. |
| ___ | 15. | Thor | b. The god of war.
Tuesday is named for him. |
| ___ | 16. | Tyr | c. The home of the gods. |
| ___ | 17. | Freya | d. The god of thunder.
Thursday is named for him. |
| ___ | 18. | Asgard | e. The leader of the gods.
Wednesday is named for him. |
| ___ | 19. | Valhalla | f. Dwarfs and giants who live in the sea and
in the cliffs. They are afraid of the
sunlight. |
| ___ | 20. | Trolls | g. The world of the dead. |
| ___ | 21. | Hel | h. Odin's hall. Where warriors
who die in battle will go. |

22. Write 3-5 sentences about what daily life was like for the Vikings.

23. Write a paragraph explaining why the Vikings were called each of the following: raiders, traders and sailors.

Appendix S Viking Days Celebration

Choose any or all of the following ideas for a Viking Days Celebration.

- Boy Costumes:** Take an oversize t-shirt and paint a colorful border along the hem.
- Girl Costumes:** Wear a loose dress. Take two towels or long clothes and pin them at the shoulders.
- Jewelry Making:** Have students use a nail and hammer to pound a design into a metal disk. Make it into a necklace stringing some beads also.
- Shipbuilding:** Use cardboard and paper to make a Viking longship.
- Weaponry:** Use foil to design a sword. Be sure to put interesting details into the handle of the sword.
Design a Viking shield.
Design an iron axe.
- Feasting:** Use any of the foods listed for a Viking feast: cherries, strawberries, blueberries, apples, mutton, pork, beef, porridge, bread, cabbage, peas, turnips and onions.
- Cloth Weaving:** Weave a potholder or other small items.
- Soap:** Make Viking soap. Peel and crush chestnuts. Add some water. Squeeze out the extra water. Leave to dry.
- Poetry:** Write your own skaldic poem.
- Storytelling:** Have each child take a turn as a skald and tell a story about one adventure in their life.

Appendix T
Viking Test Key

1. Scandinavia
2. Norway, Denmark and Sweden (accept in any order)
3. Greenland
4. Vinland
5. Canada
6. False
7. False
8. True
9. True
10. True
11. True
12. True
13. False
14. e.
15. d.
16. b.
17. a.
18. c.
19. h.
20. f.
21. g.
22. These sentences should include information from Day 1 about the chores of the different members of the Viking family. The sentences can also include details from the pictures you have looked at throughout the unit. They can also include details from the story "Gone is Gone."
23. A sample paragraph:

The Vikings were called raiders, traders and sailors. They were called raiders because they often went to towns and villages unexpectedly. They stole goods and people. The Vikings were called traders because they sometimes bartered for the goods they needed. The Vikings were called sailors because they did most of their traveling on the sea. They also built the best ships of their time. All three of these words can describe the Vikings.