

Be a Viking!

Grade Level or Special Area: 3rd Grade

Written by: Sara Laughlin and Telena Haneline, The Academy of Charter Schools,
Denver, Colorado

Length of Unit: Eight lessons at approximately 45 minutes each

I. ABSTRACT

In this History/Geography unit, students will experience the journeys and experiences of the Vikings by taking on the role of a Scandinavian Viking. Student Vikings learn the history, origin, myths and language of their Viking ancestors and put that information to use in a final “learning journey” report.

II. OVERVIEW

A. Concept Objectives

1. Students will develop an awareness of place and understand how geography influenced historical events and the development of culture.
2. Students will understand the motivations of the explorers and the impact of exploration on indigenous cultures.
3. Students will understand that religious ideas have been powerful forces throughout history.

B. Content from the *Core Knowledge Sequence*

1. Third Grade History and Geography: World History and Geography (p. 70)
 - a. The Vikings
 - i. From area now called Scandinavia (Sweden, Denmark, Norway)
 - ii. Also called Norsemen, they were skilled sailors and shipbuilders
 - iii. Traders, and sometimes raiders of the European coast
 - iv. Eric the Red and Leif Ericson (Leif “the Lucky”)
 - v. Earliest Europeans (long before Columbus) we know of to come to North America.
 - a) Locate: Greenland, Canada, Newfoundland
2. Third Grade Language Arts: Fiction (p. 67)
 - a. Myths and Mythical Characters: 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

C. Skill Objectives

1. Students will be exposed to the Vikings and begin to identify their culture and impact in history through a story read aloud and a reading response.
2. Students will use a map to identify the travel routes of the Vikings.
3. Students will identify the reasons the Vikings traveled and locate areas they’ve settled.
4. Students will compare the architecture of a type of Viking ship by recreating it through a drawing with its relation to its uses by the Viking people.
5. Students will identify with young Viking children and relate their perspective through a writing exercise.

6. Students will chronologically order the events of Eric the Red's life through a picture drawing exercise.
7. Students will identify with Leif the Lucky by comparing their story of a lucky event with his through a writing exercise.
8. Students will identify the days of the week with Norse mythological gods through reading and drawing.
9. Students will compare the English alphabet with the Viking rune alphabet by writing and decoding rune messages.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History and Geography*
 2. Chisholm, Jane, *Who were the Vikings?*
 3. Tweddle, Dominic, *Growing up in Viking Times*
- B. For Students
 1. First Grade History and Geography: World History and Geography (p. 27)
 - a. Geography
 - i. Name your continent, country, state, and community
 - ii. Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 2. Second Grade History and Geography: World History and Geography (p. 47)
 - a. Geography
 - i. Name your continent, country, state and community
 - ii. Identify major oceans: Pacific, Atlantic, Indian, Arctic
 - iii. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia

IV. RESOURCES

- A. Book – *What a Viking!* by Mick Manning and Brita Granstrom (Lesson One)
- B. Book – *Who Were the Vikings?*, by Jane Chisholm and Stuan Reid (Lesson Three)
- C. Book – *America Begins* by Alice Dalgliesh (Lesson Three)
- D. Book – *The Vikings?* by Hazel Martell (Lesson Eight)
- E. Book – *Pearson Learning Core Knowledge History and Geography* by E.D. Hirsch (Lesson Eight)

V. LESSONS

Lesson One: Becoming a Viking Explorer! (45 minutes)

- A. *Daily Objectives*
 1. Concept Objectives
 - a. Students will develop an awareness of place and understand how geography influenced historical events and the development of culture.
 2. Lesson Content
 - a. From area now called Scandinavia (Sweden, Denmark, Norway)
 - b. Also called Norsemen, they were skilled sailors and shipbuilders.
 - c. Traders, and sometimes raiders of the European coast
 3. Skill Objective(s)
 - a. Students will be exposed to the Vikings and begin to identify their culture and impact in history through a story read aloud and a reading response.

- B. *Materials*
1. Class set of pre-assessment test - the pre-assessment and post assessment test are almost identical (Appendix A)
 2. Class set of ‘Viking vocabulary’ list for the Viking unit (Appendix B)
 3. Book *What a Viking!* by Mick Manning and Brita Granstrom
 4. Pencil for each student
 5. Social Studies folder – one per student
- C. *Key Vocabulary*
1. A *raid* is a surprise attack by a small group.
- D. *Procedures/Activities*
1. Explain to the class that they will be taking a pre-assessment on the Vikings and it is okay if they don’t know the answers. This test is to determine what they may already know and what they still need to learn.
 2. Hand out the pre-assessment test to the class and allow time for them to complete it silently. Allow approximately 10 minutes for completion.
 3. Collect them once students are finished. (Grade them after class using the pre-assessment answer key (Appendix I) to ensure the teaching direction of the lesson is correct.)
 4. Read the list of ‘Viking vocabulary’ words that the class will be learning throughout the unit found in Appendix B.
 5. Explain that as the class encounters each vocabulary word they will be writing down the definition in the blank area provided next to the word. If your class does not know what a definition is, please instruct them that it is the meaning of a word.
 6. Hand out the vocabulary list to the class.
 7. Read the book *What a Viking* to the class aloud. The book discusses the journey and adventures of one boy from Birka, Sweden who became a Viking.
 8. One vocabulary word, “raid,” appears in the story. Explain to the students the definition of this word (A raid is a surprise attack by a small group.) as it applies to this story.
 9. Write the definition on the board and allow time for students to copy it onto their ‘Viking vocabulary’ sheet.
 10. Continue reading the book.
 11. Ask/Respond: “After reading this book, what is something you heard about the Vikings that you didn’t know for the pre-assessment? What is something interesting about the Vikings you heard from the book?” Allow students a few minutes to respond. Informally assess student responses to include Viking origin, travel locations, professions and skills.
 12. Ask students, “Who wants to go on a journey like the boy in the book?” Wait for responses.
 13. Explain that the class will be learning about the Vikings and at the end of the unit, everyone will get to report on their “learning journey” as a Viking Explorer!
 14. Have students save their ‘Viking vocabulary’ sheets in their social studies folder.
- E. *Assessment/Evaluation*
1. Students’ pre-assessments of the Viking unit will be evaluated.
 2. An informal evaluation will occur while the teacher is leading the book discussion and observing the student responses.

Lesson Two: Viking Travels (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will develop an awareness of place and understand how geography influenced historical events and the development of culture.
2. Lesson Content
 - a. From area now called Scandinavia (Sweden, Denmark, Norway)
 - b. Traders, and sometimes raiders of the European coast
 - c. Earliest Europeans (long before Columbus) we know of to come to North America. Locate: Greenland, Canada, Newfoundland
3. Skill Objective(s)
 - a. Students will use a map to identify the travel routes of the Vikings.
 - b. Students will identify the reasons the Vikings traveled and locate areas they settled.

B. Materials

1. Class set of the Vikings packet (Appendix C)
2. Pencil for each student
3. Social Studies folder for each student

C. Key Vocabulary

1. *Norsemen* are Viking people from the North.

D. Procedures/Activities

1. Have students retrieve the Viking Vocabulary sheets from their social studies folder.
2. Hand out the Vikings packet to students.
3. Have students put their name on the cover of the Viking packet.
4. Have students turn to page 1 of Appendix C.
5. Read page 1 of Appendix C aloud to the class. This is an advertisement to hire Vikings.
6. Ask the class, “Who wants to apply?” Wait for responses.
7. Have students turn to page 2 of Appendix C.
8. Either read page 2 of Appendix C aloud or ask capable students to read page 2 of Appendix C aloud. This page discusses the origin of the Vikings as well as their travels.
9. Ask the students, “Is there a Viking vocabulary word on this page that we need to define?” Wait for responses with the correct one being yes – *Norsemen*.
10. Write on the board the definition for *Norsemen* – people from the North.
11. Have students write this definition on their Viking vocabulary page.
12. Ask students, “What Northern area did the Vikings come from?” Wait for responses, with the correct one being Scandinavia.
13. Discuss with the students the various types of Vikings (Norwegian, Danish, or Swedish) and the reasons they traveled as stated on page 2 of Appendix C.
14. Review with students the map on page 2 of Appendix C that shows the travels of the Vikings.
15. Ask students, “What continent do we live on?” Wait for responses, the correct one being North America. This gives students a point of reference.
16. Ask students, “Find Canada and put your finger on it. Who knows where Canada is on the map today?” Wait for student responses. The correct answer is right above the US or exactly where the Canada label is on the map.
17. Explain to the students that, “The Vikings lived long ago, about 1000 years ago and North America hadn’t been discovered by anyone yet – even Christopher Columbus hadn’t arrived, so just the Native Americans were living here. Also,

- Canada and Greenland had not been discovered yet either. Who can find Greenland on their map and put their finger on it?" Wait for student participation and assist students who need guidance.
18. Ask students, "Who has heard of some of the other countries on this map?" Wait for responses.
 19. Have students locate Scandinavia on the map and put their fingers on it.
 20. Ask students, "Why is Scandinavia important to the Vikings?" Wait for responses to include the correct answer – that this is their country of origin.
 21. Now have students follow the route on the map from Scandinavia to Germany, France, Spain and Italy with their fingers.
 22. Ask students, "Which group of Vikings made this journey?" Wait for responses, the correct answer being the Danish Vikings.
 23. Ask students, "Why did the Danish Vikings make this journey?" Wait for responses. The correct answer is to trade as well as raid the lands. Informally assess student comprehension of reading connection to the map throughout this lesson.
 24. Have students put their finger back on Scandinavia and follow the route on the map from Scandinavia to Greenland and then to North America.
 25. Ask students, "Which group of Vikings made this journey?" Wait for responses, the correct answer being the Norwegians.
 26. Ask students, "What Ocean did the Vikings cross to make this journey?" Wait for responses to include the correct answer, the Atlantic.
 27. Ask students, "Why did the Norwegians make this journey?" Wait for responses. The correct answer is to settle and live there.
 28. Have students put their finger back on Scandinavia and follow the route on the map from Scandinavia to Russia.
 29. Ask students, "Which group of Vikings made this journey? Why?" Wait for responses. The correct answer is the Swedish Vikings went for new trading markets.
 30. Ask students what the good and bad things about each group of Vikings might be. Responses may include: good – they traveled new lands, settled in new areas, were skilled in building ships to make these long journeys. Bad – some traveled only to raid other lands, they had to leave Scandinavia because farming land was scarce, some crossed the Atlantic Ocean which must have been difficult and scary.
 31. Explain to students that during this unit, they will get to choose which type of Viking they'd like to be (Norwegian, Swedish or Danish) and at the end of the unit they will present their "learning journey" report as that Viking.
 32. The bottom of page 2 of Appendix C asks students to choose which kind of Viking they would most like to be (Norwegian, Swedish or Danish). Have students choose and write their choice on the line on Appendix C.
 33. Have students turn to page 3 of Appendix C of the Viking packet, which displays the same map as page 2 of Appendix C but without the routes mapped out.
 34. Have students write at the top of the page which type of Viking they are (Norwegian, Swedish or Danish).
 35. Have students then draw the route of the journey from Scandinavia to their destination based on the type of Viking they are. They may only draw the route of the type of Viking they have chosen – not all three routes. Assess students' accurate completion of this task by walking throughout the room, reviewing and assisting students' work. If need be, collect the packets and check their work, being sure to return them in time for the next lesson.

36. Have students put their Viking packet and Viking vocabulary paper in their social studies folder.
- E. *Assessment/Evaluation*
1. An informal evaluation will occur while the teacher is leading the class discussion on the Vikings travels and observing the student responses.
 2. A formal evaluation will occur while the students complete the map of the Viking travels to determine whether they can correctly trace the route of the Viking they've chosen.

Lesson Three: The Vikings Ships (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the motivations of the explorers and the impact of exploration on indigenous cultures.
2. Lesson Content
 - a. Also called Norsemen, they were skilled sailors and shipbuilders
3. Skill Objective(s)
 - a. Students will compare the architecture of a type of Viking ship with its relation to its uses by the Viking people by recreating it through a drawing.

B. *Materials*

1. Book - *Who Were the Vikings?* By Jane Chisholm and Struan Reid
2. Book - *America Begins* by Alice Dalgliesh
3. Previously distributed class set of Vikings Packet (Appendix C)
4. Previously distributed class set of Vikings Vocabulary paper (Appendix B)
5. Previously distributed class set of Social Studies folder
6. Pencil for each student

C. *Key Vocabulary*

1. *Cargo* is the goods or merchandise carried by a ship.
2. The *hull* is the main body of the ship.
3. The *mast* is the long pole on a ship that holds the sail.

D. *Procedures/Activities*

1. Have students retrieve their Vikings packet and Vikings Vocabulary page from their social studies folder.
2. Have students turn to page 4 of Appendix C.
3. Either read this page aloud or have a competent student read it aloud.
4. Once the reading is completed, ask the class to look at their vocabulary sheet and see if there is a vocabulary word from this page that we need to define. Wait for responses, with the correct one being *cargo*.
5. Explain to the class that *cargo* is the goods or merchandise that is carried by a ship.
6. Write the definition of *cargo* on the board as well and instruct students to write this definition on their Viking Vocabulary sheet.
7. Allow students a few minutes to write the definitions on their Viking Vocabulary page.
8. Ask students, "What kind of ships carried cargo?" Wait for responses, with the correct one being *cargo*.
9. Ask students, "What kind of *cargo* do you think they may have carried on cargo ships?" Wait for responses to include cattle/livestock and farm crops.
10. Ask the students, "What is another kind of ship the Vikings built?" Wait for responses from students to include rowboats, fishing boats and warships.

11. As each ship is mentioned, discuss its uses by the Vikings. Fishing boats were used for fishing expeditions to gather food for their people. Rowboats were small and used simply to go short distances in safer waters. Warships were used in raids and carried Viking warriors short and long distances. Informally assess students during the discussion to ensure students are participating and accurately identify the types of Viking boats and their uses.
37. Continue the discussion about the warships by asking the class, "Tell me something special about the warships." Wait for responses. Correct responses include: they were narrow for extra speed; they had a carved figurehead of a fierce animal, usually a dragon, to scare their enemies; they were pointed at both ends; they were known as longships or dragonships. Informally assess student comprehension of the reading connected to the construction of the Viking ships throughout this lesson.
38. Show the class pictures of the Viking ships found in the book *Who Were the Vikings?* by Jane Chisholm on page 20-21 and in the book *America Begins* by Alice Dalgliesh on page 31.
39. Explain to the students that the Vikings built their ships from the bottom up and they started with the *hull*, or the main body of the ship. Once that was built, the Vikings added the *mast*, or pole, and then a sail.
12. Tell students, "You will get to draw a picture of your Viking ship. First, write which type of Viking (Danish, Swedish or Norwegian) you are on the bottom of page 4 of Appendix C and fill in what type of ship your people would have used in their travels. If you're not sure what type of ship your people would have used, you can check on page four of Appendix C of your Viking packet to see where and why the various Vikings groups traveled. Then, draw a picture of that ship in space provided on page four of Appendix C. Don't forget, drawing the ship is like building the ship so, as a Viking would, you'll want to start with the hull and end with the pole and sail." You may or may not want students to color the picture once it's drawn based on student abilities and time available.
13. Place the books with the pictures of the Viking ships in a place in the classroom where students can see them to reference while drawing.
14. Allow students approximately 10 minutes to draw their Viking ship.
40. Formally assess the students' ability to correctly draw the type of ship they've chosen by walking throughout the room and reviewing student work. If need be, collect the packets and check their work, being sure to return them in time for the next lesson.
41. Once students have completed this task, have them return their Vikings packet and Vikings Vocabulary sheet to their social studies folder.

E. *Assessment/Evaluation*

1. An informal assessment will occur while the teacher is leading the class discussion on the Vikings ships and observing the student responses, including whether they can relate the type of ship with its purpose.
2. A formal assessment will occur during the students' assignment of completing the drawing of a Viking ship to determine whether they can accurately identify the type of ship used by the Viking group they've chosen and accurately portray its significant features correctly.

Lesson Four: The Vikings are Coming, the Vikings are Coming! (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the motivations of the explorers and the impact of exploration on indigenous cultures.
2. Lesson Content
 - a. Traders, and sometimes raiders of the European coast.
3. Skill Objective(s)
 - a. Students will identify with young Viking children and relate their perspective through a writing exercise.

B. *Materials*

1. Previously distributed class set of Vikings packet (Appendix C)
2. Previously distributed class set of Viking Vocabulary sheet (Appendix B)
3. Previously distributed class set of Social Studies folder
4. Pencil for each student
5. Young Viking Writing paper (Appendix D) - one paper for each student based on gender as the writing assignment is from a boy's/girl's perspective
6. Additional lined writing paper appropriate for your class
7. Class set of Assessment Rubric for Young Viking Writing paper in Appendix F

C. *Key Vocabulary*

1. *Beserkers* are Vikings who fought without helmets or protective gear.

D. *Procedures/Activities*

1. Have students retrieve their Vikings packet and Vikings Vocabulary sheet from their social studies folder.
2. Have students turn to page 5 of Appendix C of their Vikings packet
3. Have a student read the title of the page along with the first paragraph. This tells students not to continue reading because it shares the true (violent) nature of the Viking raider in the hopes of peaking the students' curiosity.
4. Tell the students "Uh-oh, it looks like maybe we shouldn't read this page. Shall we just skip it and move on? This page looks like it might be more that the class can handle." Wait for responses encouraging students' interest in what the page might tell the class.
5. Tell the students, "Okay, if you insist on it we can read this page but remember, you've been warned!"
6. Read the page aloud or have competent students read it to the class.
7. Ask the class, "Who knew this about the Vikings? Who knew the Vikings were so violent and scary?" Wait for responses.
8. Discuss with the class the *Beserkers*. Ask the class, "Have you ever heard the word berserk?" Wait for responses.
9. Ask the class, "What does it mean when you or something goes berserk?" Wait for responses including the correct one being that someone or something goes crazy. Throughout this discussion, informally assess student comprehension of the reading connection to the vocabulary.
10. Ask the students, "How does this relate to the behavior of the *Beserker* Vikings?" Wait for responses. The correct one is that they go crazy during battle, howling like animals and biting the edges of their shields. They also didn't wear any protective gear, which is a crazy thing to do when you're going into battle.
11. Write the definition for *Beserkers* on the board, which is Vikings who fought without helmets or protective gear.

12. Tell students, "Please write this definition on your Viking vocabulary sheet." Allow time for students to write this definition.
 13. Ask the class, "What must it have felt like to be in a village and see the carved dragon of a Viking warrior ship coming toward you through the fog?" Wait for responses, which can include feelings of fear, anger, anxiety, preparing to fight or run.
 14. Say to the class, "Now that you are all Vikings you are going to get to share with me how you might feel if this happened to you."
 15. Tell the class, "I have the beginning of a story for you which I am going to read and you are going to finish, as if you were a Viking boy or girl." The first story beginning I'm going to read is for the girls so listen carefully."
 16. Read the Young Viking writing paper for the girls aloud.
 17. Explain, "Ladies, start thinking about how this must make you feel and what you would do. It says here you have an older brother and a younger sister. Start thinking about what you might do for them or what they might do for you in this situation."
 18. Tell the class, "The next beginning of a story I am going to read is as if you were a Viking boy so listen carefully."
 19. Read the Young Viking writing paper for the boys aloud.
 20. Explain, "Boys, start thinking about how this must make you feel and what you would do. It says here you have an older brother and a younger sister. Start thinking about what you might do for them or what they might do for you in this situation."
 21. Explain some basic rules about the writing activity. Students must write from their perspective as a boy or girl (girls may not write from a boy's perspective and vice versa). Students will be writing from the perspective of the age they are currently – not older or younger. If they need additional writing paper, please provide it. You may want to require that they use some of the vocabulary words learned from this unit (the assessment rubric requires three vocabulary words for Advanced). In addition, they are to be using quality handwriting (print or cursive as you see fit) and do their best on spelling. Neatness counts!
 22. Hand out the Young Viking writing papers to the girls and boys respectively and instruct students to begin.
 23. Allow time for students to complete this activity. Approximately 20-30 minutes of writing time should suffice depending on class abilities.
 24. Walk through the class as they are writing and review work. Encourage students to elaborate or expand on their thoughts and feelings to include Viking references.
 25. Once the students have completed their writing time, have students turn in this assignment.
 26. Have students return their Vikings Packet and Viking vocabulary sheet to their social studies folder.
 27. Once turned in, use the assessment rubric to grade the writing assignment.
- E. *Assessment/Evaluation*
1. An informal assessment will occur while the teacher is leading the class discussion on the Berserker Vikings and the Viking raids and observing the student responses.
 2. A formal assessment will be based on the students' completion of the Young Viking Writing paper, including vocabulary words and an appropriate response based on a young Viking child's perspective using rubric in Appendix F.

Lesson Five: Eric the Red (45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will understand the motivations of the explorers and the impact of exploration on indigenous cultures.
2. Lesson Content
 - a. Eric the Red and Leif Ericson (Leif “the Lucky”)
3. Skill Objective(s)
 - a. Students will chronologically order the events of Eric the Red’s life through a picture drawing exercise.

B. *Materials*

1. Previously distributed class set of Vikings packet (Appendix C)
2. Previously distributed class set of Viking Vocabulary sheet (Appendix B)
3. Pencil for each student
4. Previously distributed class set of social studies folders
5. Class set of rubric for Eric the Red Photo Album in Appendix E

C. *Key Vocabulary*

1. To force someone to leave their home or country is to *banish* them.

D. *Procedures/Activities*

1. Instruct students to retrieve their Vikings packet and Viking Vocabulary sheet from their social studies folder.
2. Have the class turn to page 6 of Appendix C of their Viking packet.
3. Read the title of the page aloud.
4. Ask students, “Does anyone know who Eric the Red is?” Wait for responses. Informally assess students' existing knowledge of this famous Viking explorer.
5. Tell the students, “Excellent information, let’s read a little bit about him and see if there is anything more we can learn.”
6. Read page 6 of Appendix C of the Viking packet aloud or have a competent student read it aloud to the class.
7. Once finished reading, ask students, “Is there a vocabulary word on this page we need to define?” Wait for responses, with the correct one being *banished*.
8. Ask students, “Does anyone know what it means to be banished? Can anyone give a guess as to its meaning based on the context clues of the story?” Wait for responses. The correct meaning of *banish* is to force someone to leave their home or country. If this is not mentioned, just continue with the lesson, sharing the definition with them.
9. Write the definition for *banish* on the board – to force someone to leave their home or country.
10. Ask students to write this definition on their Viking Vocabulary sheet as well. Allow a few minutes for students to complete this.
11. Ask students, “After reading this story about Eric the Red, what information did you learn about him that you didn’t know before?” Wait for responses, which may include when he lived, where he explored from and to, he was the founder of Greenland, why he left his home, why he called it Greenland, what they primarily ate and used for trading in Greenland and that he was the leader there.
12. Ask students, “Can you tell me the big events of Eric the Red’s life in order? Can anyone start with a big event based on what we just read?” Wait for responses to include, in order:
 - a. Eric the Red’s father was banished for killing a man.
 - b. They moved to Iceland where Eric the Red was banished for killing two men.

- c. He discovered Greenland.
- d. After three years, he went back to Iceland to get more Vikings.
- e. More Vikings came to Greenland.
- f. Eric the Red was their leader.

Informally assess students' ability to respond with the appropriate answers throughout this discussion.

13. Now ask students, "How old do you think Eric the Red was when his father was banished?" Wait for responses, the correct one being a young boy.
14. Ask students, "How old was Eric the Red when he killed two men?" Wait for responses. The correct answer is that he was approximately 30 years old.
15. Ask students, "How old do you think Eric the Red was when he went back to Iceland to get more Vikings?" Wait for responses. The correct answer is that he was approximately 33-35 years old.
16. Ask students, "How old was Eric the Red when he died?" Wait for responses. The correct answer is that he was approximately 50 years old.
17. Ask students, "Do you think Eric the Red looked different when his father killed a man versus when he killed two men?" Wait for responses to include the correct one that he had aged quite a bit from a young boy to a man so he looked different.
18. Ask students, "Do you think Eric the Red had a beard when he was a young boy?" Wait for responses, the correct one being no.
19. Explain to students, "Eric the Red has shared his story with us. He had a photo album to go along with his story but it got lost on one of his journeys. We're going to recreate a page from that photo album for him. Turn to page 7 in Appendix C of your Viking packet and notice there are four picture frames with no pictures in them. We are going to draw pictures of Eric the Red beginning with him as a young boy and ending with him as a 50 year old man. In the middle, we are going to include a picture of him when he killed two men and when he returned to Iceland to get more people. The picture you draw can include other people, ships or land based on which drawing you are doing but they will all include Eric the Red." You may want to allow them to fully color the picture or simply use red to distinguish Eric the Red from the rest of the scene they've drawn.
20. Instruct the students "Once you've drawn your pictures you need to label them on the lines provided so I can see them in the correct order and understand what you've drawn."
21. Instruct students to begin.
22. Walk through the classroom encouraging students with their work and inviting them to be more creative and detailed.
23. Allow students to work for approximately 20-30 minutes depending on your class's abilities.
24. Once completed, collect the packets.
25. Grade the drawings with the Photo Album assessment rubric in Appendix E, being sure to return the packet in time for the next lesson.
26. Have students return their Viking vocabulary sheet to their social studies folder.

E. *Assessment/Evaluation*

1. An informal assessment will occur while the teacher is leading the discussion on the chronological order of Eric the Red's life.
2. A formal assessment will be based on the students' completion of the Eric the Red photo album by putting the main events of his life into chronological order, using the rubric in Appendix E.

Lesson Six: Leif the Lucky (45 minutes)

A. Daily Objectives

1. Concept Objective(s)
 - a. Students will understand the motivations of the explorers and the impact of exploration on indigenous cultures.
2. Lesson Content
 - a. Leif Ericson (Leif the “Lucky”)
 - b. Earliest Europeans (long before Columbus) we know of to come to North America – Locate Greenland, Canada, Newfoundland
3. Skill Objective(s)
 - a. Students will identify with Leif the Lucky by comparing their story of a lucky event with his through a writing exercise.

B. Materials

1. Previously distributed class set of Vikings packet (Appendix C)
2. Previously distributed class set of Social studies folder
3. Pencil for each student
4. Additional lined paper appropriate for you class
5. Class set of rubric for writing in Appendix G

C. Key Vocabulary

No new vocabulary words for this lesson

D. Procedures/Activities

1. Ask students, “Who knows who Leif the Lucky is?” Wait for a show of hands.
2. Ask students, “Can anyone tell me anything about Leif the Lucky?” Wait for responses to determine class’s prior knowledge on the subject.
3. Have students retrieve their Viking packet and turn to page 8 of Appendix C.
4. Read Appendix C aloud or have a competent student read it aloud to the class.
5. Once reading is finished, ask the class, “Who can tell me something about Leif the Lucky that they didn’t know before we read this?” Wait for responses, which should include that he was Eric the Red's son, he lived from 975-1020, he didn’t kill anyone like his father and grandfather did, how he got his name Leif the Lucky, that he discovered Vinland, he became Christian and tried to convert other Vikings to Christianity. Informally assess student comprehension of the reading based on their responses during discussion.
6. Ask students, “Turn back to your map on page 2 of Appendix C and see if you can find where Newfoundland is and put your finger on it.” Wait for students to complete this. Walk around and assist students that have trouble finding it.
7. “Can you find Canada and place your finger on it? Wait for students to complete this. Walk around and assist students that have trouble finding it.
8. Ask students, “What is the importance of these places?” Wait for responses to include the correct one, that this is the place Leif the Lucky discovered.
9. Ask the class, “How cool would it be to get the name Leif the Lucky from saving all those people on the trading vessel?” Wait for positive responses.
10. Ask the class, “Was there ever a time when you felt lucky or did something for someone else that made you a lucky person for them?” Wait for responses. Call on a few students to share if time permits. Share your own “lucky” experience with the class as an example as well.
11. Have the class turn to page 10 of Appendix C of the Viking packet.
12. Read the page aloud or have a competent student read it aloud to the class.
13. Explain that students are going to get to write about the lucky event from their life.

14. Also, have students write their first name in the blank and explain that this will be their Viking name throughout this unit.
 15. Have students put their full name on the top of the page so there is no confusion when collecting work.
 16. Provide the requirements of this writing assignment to the class, which include that they use vivid writing so the reader can actually see the event as it is happening. Students may use additional paper provided if necessary. They may write in cursive or print, as the teacher deems appropriate. Neatness counts and they should do the best job on spelling they can.
 17. Allow students approximately 15 minutes to complete this activity.
 18. Once writing is finished, collect the packets and grade according to the Name Writing assessment rubric in Appendix G – be sure to return them in time for the next lesson.
- E. *Assessment/Evaluation*
1. An informal assessment will occur while the teacher is leading the class discussion on Leif the Lucky and observing the students responses.
 2. A formal assessment will occur based on the students' writings about a time when they were lucky using vivid imagery and writing to portray a picture of the event in the reader's mind, using rubric in Appendix G.

Lesson Seven: Norse Mythology (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that religious ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. Norse Mythology
 - b. Asgard (home of the gods)
 - c. Valhalla
 - d. Hel (underworld)
 - e. Odin
 - f. Thor
 - g. Norse gods and English names for days of the week: Tyr, Odin [Wodin], Thor, Freya
 3. Skill Objective(s)
 - a. Students will identify the days of the week with Norse mythological gods through reading and drawing.
- B. *Materials*
1. Previously distributed class set of Vikings packet (Appendix C)
 2. Previously distributed class set of Viking Vocabulary sheet (Appendix B)
 3. Pencils for each student
- C. *Key Vocabulary*
1. *Valhalla* or “The Hall of the Slain” is the place where Vikings who died in battle were taken to by the gods.
- D. *Procedures/Activities*
1. Instruct students to retrieve their Vikings packets and turn to page 10 of Appendix C.
 2. Read page 10 of Appendix C aloud to the class. The teacher, not a student, should deliver these stories about the Viking gods. Have students follow along.

3. Once reading is finished, ask students, “Are there any vocabulary words that need to be defined?” Wait for responses, with the correct one being yes – *Valhalla*.
 4. Share with students, “The definition for *Valhalla* is that it is the Hall of the Slain and is the place where the Vikings who died in battle were taken to by the gods.”
 5. Write this definition on the board and instruct students to write it on their Viking Vocabulary sheet.
 6. Allow a few minutes for students to complete this task.
 7. Have students turn to page 11 of Appendix C of the packet.
 8. Ask students, “Did any of you know that the days of the week were named for Viking gods and goddesses?” Wait for show of hands by students. Informally assess student participation and perception of knowledge through this exercise.
 9. Read p. 12 aloud to the students- again, these stories are best delivered by the teacher rather than being read by a student. Have students follow along.
 10. Encourage students to impress their friends and family with their new knowledge about the Viking gods and how the days of the week were named.
 11. Instruct students to draw a picture of their favorite Viking god from page 10 or 11 of Appendix C of the Viking packet in the box on page 11 of Appendix C. They must label the god and draw a background. Coloring this picture is up to the teacher’s discretion and the time available.
 12. Walk throughout the class observing students' accurate completion of this task and encouraging them to add more detail.
 13. Have students return their Viking packet and their Viking Vocabulary sheet to their social studies folder.
- E. *Assessment/Evaluation*
1. An informal assessment will occur while the teacher is leading the class discussion of their knowledge of the Viking gods and goddesses.
 2. A formal assessment will occur based on the students' completion of the drawing of a Viking god or goddess to determine if they can accurately portray the significant features to identify and label them.

Lesson Eight: The Runes (45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand that religious ideas have been powerful forces throughout history.
 2. Lesson Content
 - a. The Viking Runes (Not from *Core Knowledge Sequence* – From Pearson Learning Core Knowledge History & Geography by E.D. Hirsch, Jr.)
 3. Skill Objective(s)
 - a. Students will compare the English alphabet with the Viking rune alphabet by writing and decoding rune messages.
- B. *Materials*
1. Previously distributed class set of Viking packets
 2. Previously distributed class set of Viking vocabulary sheets
 3. Pencils for each student
 4. Book *The Vikings?* by Hazel Martell (pp. 34-35)
 5. Book *Pearson Learning Core Knowledge History and Geography* edited by E.D. Hirsch, Jr. (p. 103)
- C. *Key Vocabulary*
1. The Viking alphabet was made up of 16 letters called *Runes*.

D. *Procedures/Activities*

1. Have students retrieve their Vikings packet and Viking vocabulary sheet and turn to page 12 of Appendix C.
2. Read page 12 of Appendix C aloud to students or have a competent student read it aloud to the class.
3. Once reading is finished, ask the students, “Is there a Viking vocabulary word on this page we need to define and if so, what is the word?” Wait for responses to be yes, *runes*.
4. Ask the students, “What do you think the definition of *runes* is?” Wait for responses including the correct one being: *Runes* are the Viking alphabet made up of 16 letters.
5. Write this definition on the board and instruct students to write it on their Viking vocabulary sheet. Allow a few minutes for students to complete this.
6. Show the students the picture of the rune alphabet as shown in the book *The Vikings* by Hazel Martell (p. 34-35) and the *Pearson Learning Core Knowledge History and Geography* edited by E.D. Hirsch, Jr. (p. 103).
7. Read the English letters below each rune as shown in the *Pearson Learning Core Knowledge History and Geography* edited by E.D. Hirsch, Jr. (p. 103)
8. Ask students, “Which alphabet would you rather use, the Viking or the English alphabet?” Wait for responses. Informally assess student participation and ability to compare/contrast the English and rune alphabets.
9. Ask students, “Why would you rather use the English or Viking alphabet?” Wait for responses and discuss the pros and cons of both alphabets and the difficulty or ease of learning either system.
10. Read aloud the instructions for the Runes activity on page 12 of Appendix C. Explain to students, “You will be writing your name and a message in runes. You want to do the best job you can because in a few minutes we are going to exchange papers with a partner and see if they can figure out your message.”
11. Allow students approximately 15 minutes to complete this activity.
12. Walk throughout the room to ensure student participation and informally assess students' comprehension of the activity.
13. Tell students, “Time is up, please exchange your papers with a partner.” The partner exchange can be done in the manner the teacher is most comfortable with.
14. Tell students, “You have a few minutes to try to decode the message your partner gave you. Once you’ve figured it out, write it in English, with a red pencil on the bottom of the page and write your name next to it.”
15. Allow students approximately 10 minutes to try to decode the message. Walk throughout the room to informally assess participation and assist with questions.
16. Ask students, “How many of you have decoded your partner’s message?” Wait for responses.
17. Call on students that have decoded the message and have them read it, in English, aloud. Check with their partner for verification of accuracy. Allow partner assistance if it is incorrect.
18. Call on remaining students to read aloud the part of the message they have decoded and allow their partner to finish the message.
19. Ask students, “So, which alphabet would you rather work with?” Wait for responses, which should consist mostly of the answer English.
20. Have students turn in their Vikings packet and their Viking vocabulary sheet.
21. Review students work ensuring completion and accuracy of assignments not previously graded.

- E. *Assessment/Evaluation*
 1. An informal assessment will occur while the teacher is leading the class discussion on the pros and cons of both the rune and English alphabet, looking for students' ability to compare and contrast.
 2. A formal assessment will occur during the students' assignment of creating and decoding a rune message as well as writing their names in rune letters.

VI. CULMINATING ACTIVITY

- A. The culminating activity is the post-assessment (Appendix H) of the students "learning journey" as a Viking.
 1. Have students clear their desk so they have room to complete their Viking "learning journey" report
 2. Before handing out the post-assessment, remind students to do their best work and to answer questions in complete sentences. Also, this is to be done individually, so they should not converse.
 3. The teacher may want to review for this post-assessment from the Viking packet prior to handing it out depending on the class's abilities or needs.
 4. Hand out the post-assessment. Allow approximately 30 minutes for students to complete. There is a great deal of writing in this post-assessment so you may want to allow more time for those students who need it.
 5. Once students have completed the post-assessment, collect it and grade it after class using the post-assessment answer key (Appendix J).
 6. Ask students, "What was your favorite part of the Viking "learning journey"?" Wait for responses and continue the discussion with students regarding positive learning moments from the Viking unit as long as time will allow.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Pre-assessment (Lesson One)
- B. Appendix B: Viking Vocabulary Sheet (Lesson One – Five, Seven - Eight)
- C. Appendix C: Viking Packet (Lesson One – Eight)
- D. Appendix D: Young Viking Writing Paper (Lesson Four)
- E. Appendix E: Eric the Red Photo Album Rubric (Lesson Five)
- F. Appendix F: Young Viking Writing Paper Rubric (Lesson Four)
- G. Appendix G: Leif the Lucky Writing Rubric (Lesson Six)
- H. Appendix H: Post-assessment (Lesson Nine)
- I. Appendix I: Pre-assessment Answer Key (Lesson One)
- J. Appendix J: Post-assessment Answer Key (Lesson Nine)

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Viking Pre-assessment

Name: _____

What region are the Vikings from? _____

What three countries make up this region? _____

The ships that Vikings used are called (name three): _____

Describe at least four features of the Viking ships. _____

Name at least five facts about the Viking raiders. _____

Who is Eric the Red? _____

Appendix A, page 2

Who is Leif the Lucky? _____

What are Viking runes? _____

Appendix B

VIKING VOCABULARY

Raider: _____

Norsemen: _____

Cargo: _____

Hull: _____

Beserkers: _____

Banished: _____

Valhalla: _____

Runes: _____

THE VIKINGS

Name: _____

VICIOUS INVADORS FROM SCANDINAVIA

WANTED

JOB: Raiders - Brave men and women who like adventure.

QUALIFICATIONS: Like to travel and are not afraid to die. Strength like Thor, the god of thunder, is a plus.

PAY: The more you raid the more you get!

HOURS: All day and all night but if you die a hero you may go to Valhalla!

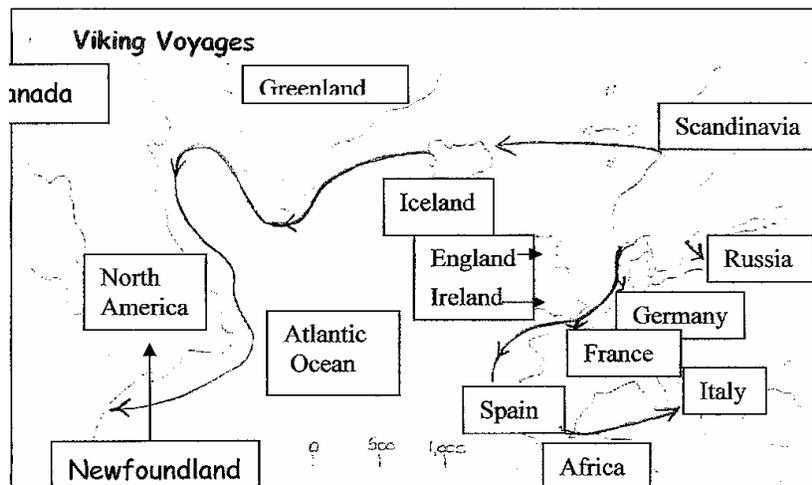
WHERE IN THE WORLD WERE THE VIKINGS?

The Vikings, or Norsemen (people from the North), were from Scandinavia. Scandinavian countries include Norway, Denmark, Sweden, and Finland. They were skilled shipbuilders, traders, and warriors as well as seafaring explorers who sailed beyond their homelands not only to raid, but also to build settlements in other parts of the world. The Vikings existed in history from about 700 A.D. through 1100 A.D.

The Vikings searched for new lands across the Atlantic where they could settle, because farming land in Scandinavia was scarce. The Swedish Vikings went to Russia and Eastern Europe hoping to develop new trading markets. The Norwegians sailed to Greenland and North America to settle and live there. The Danish Vikings went south toward Germany, France, England, Spain, Italy and into regions on the northwestern Mediterranean coast to trade as well as raid the lands. Some of the Danish Vikings were only interested in stealing treasure and capturing slaves!

Which Viking are you: Danish, Swedish or Norwegian?

I am a _____ Viking and proud of it!

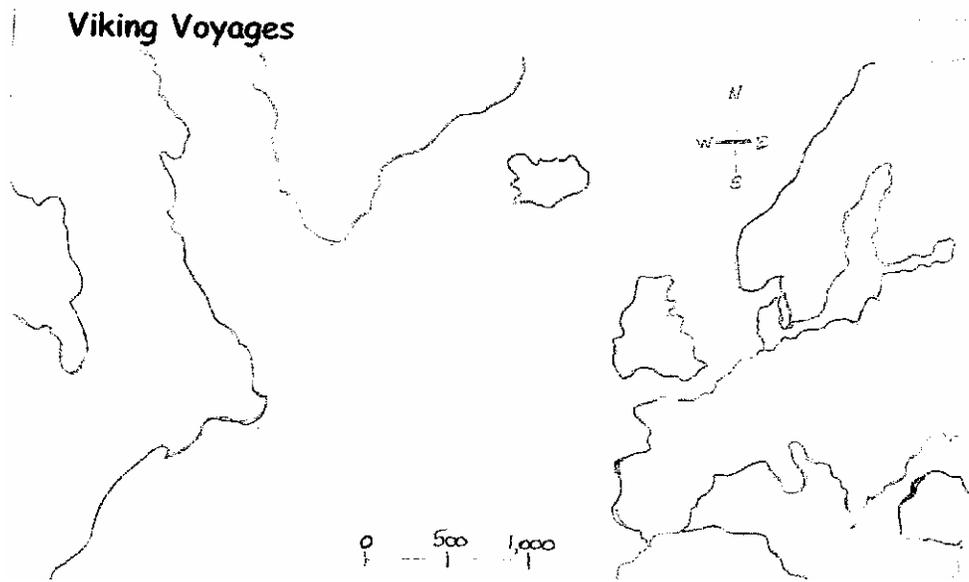


Appendix C, page 4

Which Viking are you? Danish, Swedish or Norwegian?

I am a _____ Viking and proud of it!

This is where I've traveled:



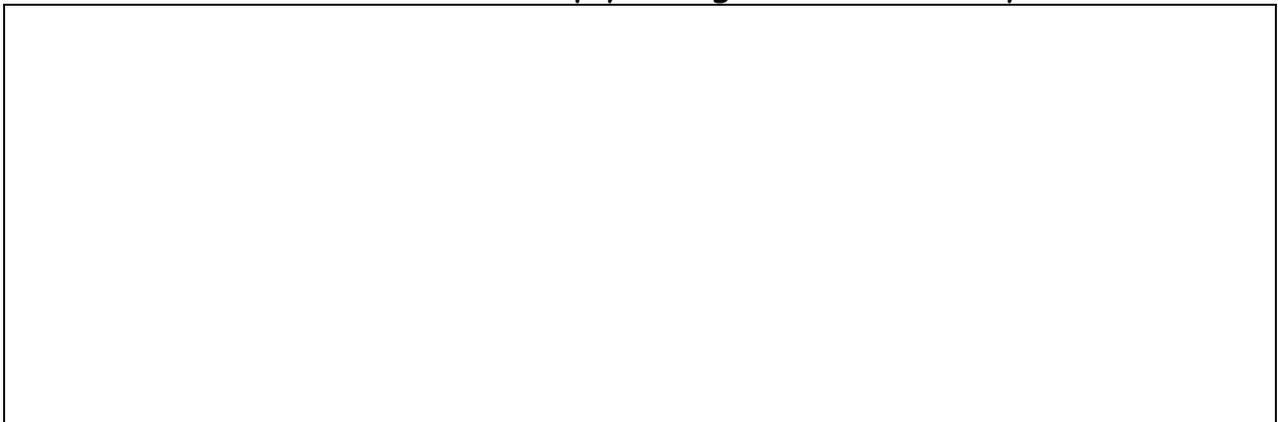
SKILLS OF THE VIKINGS

We are great adventurers! Most people during Viking times didn't sail away from Europe but not us because we're brave! To sail the Atlantic Ocean, we have to build great ships because we didn't have any compasses or other navigating equipment. We have many different types of Viking ships including warships, cargo ships, fishing boats, and rowboats but they are all made with the same basic design.

A Viking ship is pointed at both ends. Warships are long and narrow for extra speed, with a carved figurehead of a fierce animal, usually a dragon. The dragon is to scare our enemies of course. Warships are known as longships or dragonships and they could be 200 feet long and 30 feet wide! Cargo ships are shorter and wider with a hold for cargo in the middle and fishing boats are even smaller but still have a mast and sail. Rowboats are the smallest.

The ships aren't very deep. They are built shallow so they can sail quickly and quietly up shallow rivers. Even when the longships or dragonships are completely packed with warriors, we can take a village completely by surprise!

In the box, draw the kind of ship you might have used in your travels.



I am a _____ Viking and proud of it! This is a _____ ship that we used in our travels.

The facts contained on this page come from *Growing Up In Viking Times* by Dominic Tweddle.

DO NOT READ THIS PAGE!!!!

WARNING! Students of this class, do not read this page! This page will tell you what the Vikings were really like and you may not want to know. If you insist on knowing, please continue to read...but you've been warned!

We Vikings are a brutal, fearless, exploring group. We've been around from about 793 to 1066 and we love every minute of it. Our favorite part was the raiding. All the Viking men learned to fight and use weapons because we don't have an army. As young boys, we would wrestle with each other and sometimes it got so brutal, one would kill the other. As we grow up, we learn to use swords and axes and give each other names like *Skull-splitter* and *Leg-biter*. They call us the "terror of the North" and everyone fears us.

We sail to out of the way places and attack the farms and villages. After we win the battle, we take what we want including cattle, money and jewelry. We'll even take people to sell as slaves then we slip off to sea before we get caught. Now don't misunderstand us, we're not thieves - we don't steal. We only take what we want once we've won the battle.

We don't wear those silly helmets with horns sticking out like everyone thinks. We do wear leather helmets with pieces of metal in it for protection. We wear light chain mail that covers our upper body too. Not all of us wear protective gear. There is a group of Vikings called the berserkers that fight without any protection on. They go crazy during a battle and behave like animals and even bite the edges of their shields. They must have magic powers to live through a battle! They are so crazy that even Vikings like me are scared of them! Wouldn't you be?

The facts contained on this page come from *Growing Up In Viking Times* by Dominic Tweddle and Pearson Learning Teacher Guide edited by E.D. Hirsch, Jr..

ERIC THE RED

(Was he really red?)

My name is Eric the Red. I'm a brave Viking and you should be scared! I lived from about 950-1000 as a Norwegian explorer. Why, I was the first European to explore Greenland and settle there. Before I get ahead of myself and tell you of my grand travels, I'll tell you I'm not really red, well, not all of me anyway. I have red hair and a red, thick beard and that's why they call me Eric the Red. Now onto the interesting stuff...

As a young lad, I lived in Norway with my family. My dad was a violent Viking and when fighting with someone, he killed him. The town didn't like that and banished us from the village so we went to Iceland to live. When I was about 30 years old, I also fought but this time it was against two men and I killed them both so the town banished me for three years. I guess my family is just made up of strong, brave Vikings. Anyway, I decided to do some exploring and I ended up going west of Iceland to a place I called Greenland.

This new place was frozen and most of it was covered with ice. I did some exploring on the land and found some good farming spots. After three years, I returned to Iceland, hoping to convince friends and family to join me in my new homeland. I figured they would want to go somewhere that was full of green fields and mountains so I called the land Greenland and sure enough, 25 ships of Viking adventurers, friends and family came back with me! It was a horrible journey and it stormed so bad that many of the ships had to go back. Only 14 of the ships made it with me to Greenland.

We couldn't farm much but there was plenty of fish, seal and walrus and what we couldn't grow we traded with other settlements. I was the leader and we did just fine in this new Green land!

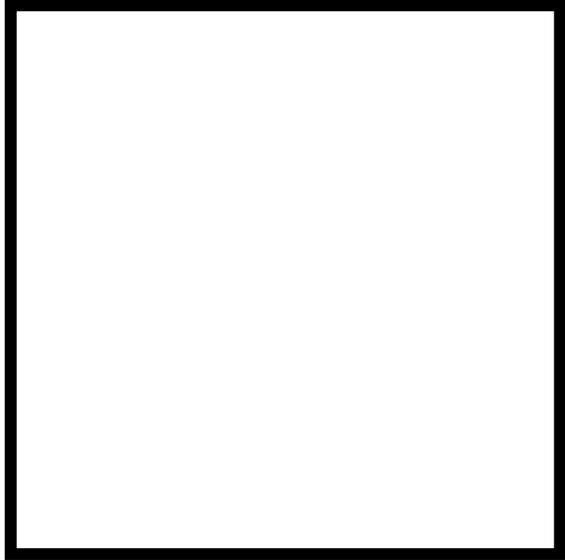
The facts contained on this page come from *Pearson Learning Teacher Guide* edited by E.D. Hirsch, Jr.

ERIC THE RED PHOTO ALBUM

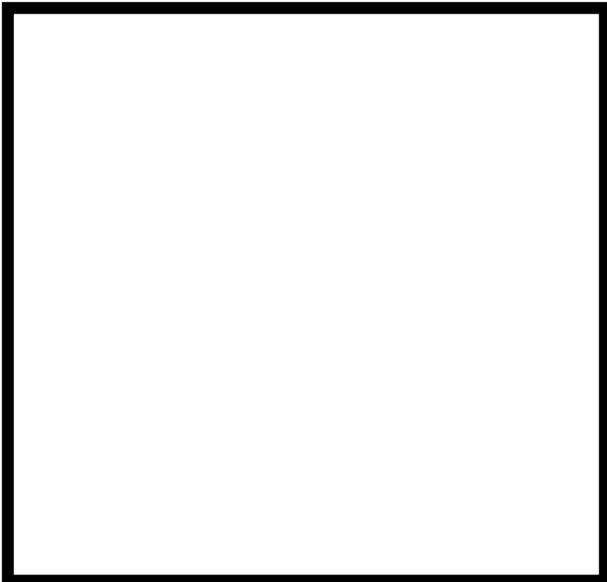
1. _____



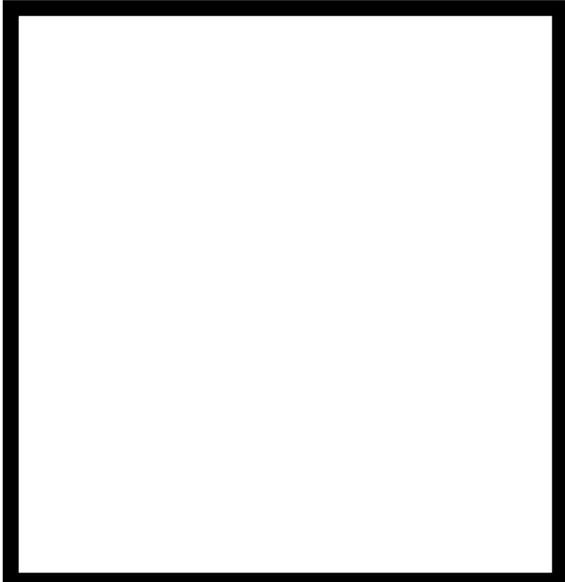
2. _____



3. _____



4. _____



LEIF THE LUCKY

(Great Name!)

Hi there, my name is Leif Ericson but they call me Leif the Lucky. I am the oldest son of Eric the Red and lived from 975-1020. Like my father, I am a sailor and an explorer. However, I don't have my father's temper - I am much calmer and kinder than he was.

I lived in the Viking colony my father established in Greenland but I wanted to explore. Around 999 A.D. I spent a winter in Norway where I became a Christian. I decided to return to Greenland to urge the Vikings there to become Christians too. Around 1000 A.D., I loaded my dragonship, took a crew of 35 Vikings, and set sail for home. We were blown off course and ended up in North America. I called it Vinland (Wineland) because of the large amounts of grapes that grew there. You know it now as Newfoundland, Canada. Vikings came and settled in this New World for short periods of time but they eventually returned to the northern lands of Scandinavia, which were their original homes. Like my father, I discovered a new land and settled there - he was so proud.

During one of my journeys, I came upon a wrecked trading vessel and I saved the crew. They were so grateful to me for saving their lives that they gave me all the rich cargo and sent me off with the name Leif the Lucky.

Eventually I did return home to Greenland and tried to convert family and friends to Christianity. I had done my share of exploring so I gave my brother Thorvald my ship so he could go back and explore Vinland.

The facts contained on this page come from *Pearson Learning Teacher Guide* edited by E.D. Hirsch, Jr. and *The Vikings* by Bob Italia.

Norse Mythology

(Sit back, it's Story Time!)

The Vikings told myths or stories to explain the things they didn't understand about the world. They told stories about powerful gods and goddesses who they believed were the enemies of the evil giants. The chief god, Odin, killed the evil frost giant with help from his brothers and they made the world from the dead giant's huge body. They made the ocean from his blood, the trees from his hair, the mountains from his bones and finally the sky from the top of his head. Then, they scattered his brains to make the clouds. (Wow, that is some story! It gets better, keep reading.)

Remember, the Vikings didn't know the world was round; they believe a tree called Yggdrasill held up the world. The tree's three roots reached to the land of ice, the land of gods and to the land of giants. A huge serpent was always chewing at the tree's roots, trying to bring down the whole world.

The gods lived in Asgard and the only way to reach it was across a rainbow bridge called Bifrost.

Odin, the chief god, loved knowledge - he even gave up one of his eyes for a drink from the Well of Wisdom. Odin's strongest son was Thor who was big and jolly, with a busy red beard. Vikings thought the thunder and lightning came from Thor riding his chariot across the skies. Thor fought the evil giants and protected the Norse people.

When the Norse people died in battle, they believed their souls would be swept off the battlefield by one of Odin's beautiful maidens and taken to Valhalla - the "Hall of the Slain Warriors." This was a huge honor! The alternative was the realm of the dead, which was ruled by Hel, the Queen of the Dead, who was half woman, half skeleton and was the offspring of a giant named Loki. Loki was a trickster and finally brought about the end of the world!

Norse Gods and the Days of the Week

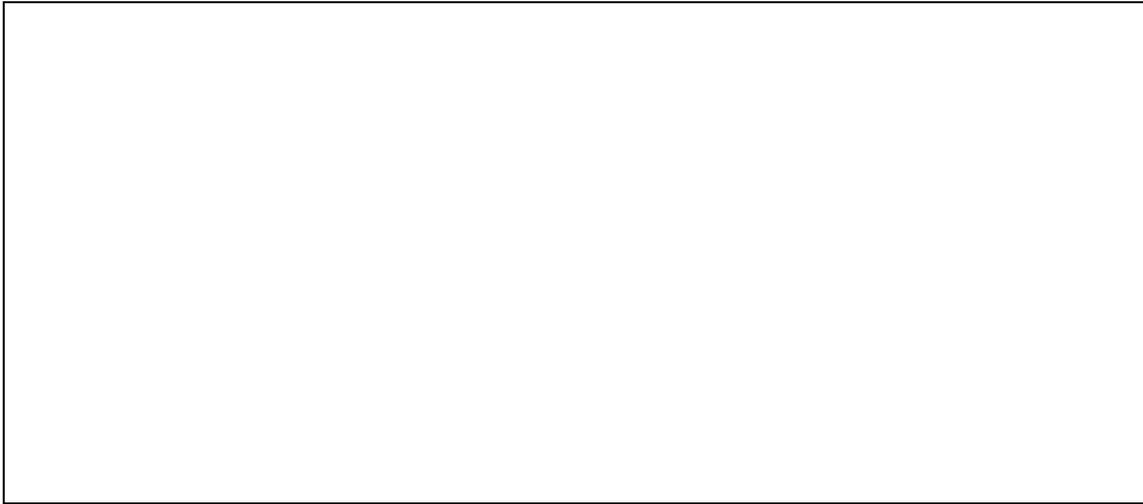
Odin, as you know, was the chief god and the most powerful god in Asgard but he was also known as Wodin. Wednesday is short for Woden's day.

Thor was strong and mighty and yielded his great hammer. Thursday is named after Thor - Thor's day.

Tyr was the god of war and Tyr's day is now known as Tuesday. Freya was the goddess of love and beauty and she drove a chariot pulled by cats and had a magic falcon suit. Freya's day is known as Friday.

The origin for the names of the other days of the week are easy to remember...Monday is named after the moon, Sunday is named after the sun and Saturday is named after the Roman god Saturn (who also gave his name to the planet Saturn).

In the space below, draw a picture of your favorite god and label it - Don't forget the scenery.



The facts contained on this page come from *Pearson Learning Core Knowledge History and Geography* and *What Your 3rd Grader Needs to Know* edited by E.D. Hirsch, Jr. and *Favorite Norse Myths* by Mary Pope Osborne.

Vikings Could Read and Write, Couldn't They?

Only a few of the Vikings could read and write. Most myths, or stories, weren't written down. Parents told these stories to their children who told them to their children and so on. The Vikings didn't have books written of their stories until about 1200 but they did have pictures, usually gravestones that were carved with pictures of heroes and their adventures.

Vikings did have symbols for sounds called Runes, which was made up of 16 letters. They didn't have enough runes for every sound in the Viking language, which made spelling difficult. Some runes were used for more than one sound.

The runes would be carved onto bone, stone or wood with iron chisels and wooden mallets, which was a pretty slow process. The Vikings also thought the runes be magical. Early Vikings would scratch the runes onto a sword to make it stronger.

Look at the Runes and write your name using these symbols. Then, write a short message about the Vikings using the runes. If you can't find a symbol for the English letter you need, use a (-) dash to show which letter is missing. Once you're finished, exchange your paper with a partner and try to decode each other's message.

My name is _____

My message is:

The facts contained on this page come from *Pearson Learning Core Knowledge History and Geography* edited by E.D. Hirsch, Jr. and *Who Were the Vikings?* by Jane Chisholm.

Appendix E

Eric the Red Photo Album Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
COMPLETION	Student has completed entire (100%) photo album form including all headings.	Student has completed at least three boxes and headings on the photo album form.	Student has completed at least two boxes and headings on the photo album form.	Student has completed one or fewer boxes and headings on the photo album form.	
CAPITALIZATION AND GRAMMAR	The student has made no capitalization or grammar mistakes.	The student has made less than two capitalization or grammar mistakes	The student has made less than three capitalization or grammar mistakes.	The student has made more than three capitalization or grammar mistakes.	
ILLUSTRATION	The student has created illustrations which are accurate, in chronological order, match headings, and are colored (either red or multi).	The student has created at least three illustrations which are accurate, in chronological order, match headings, and are colored (either red or multi).	The student has created at least two illustrations which are accurate, in chronological order, match headings, and are colored (either red or multi).	The student has created at least two illustrations which are accurate, in chronological order, match headings, and are colored (either red or multi).	
TOTAL SCORE:	Points _____/12 Percentage _____% Letter Grade _____				

Appendix F

Young Viking Writing Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99%) of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
EVENTS	Student has created a story with at least four events and includes at least three vocabulary words.	Student has created a story with at least three events and includes at least two vocabulary words.	Student has created a story with at least two events and includes at least two vocabulary words.	Student has created a story with at least one event and includes one vocabulary word.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR/ SPELLING	The student has made no spelling or grammatical errors in his/her writing.	The student has made less than two spelling or grammatical errors in his/her writing.	The student has made less than four spelling or grammatical errors in his/her writing.	The student has made more than four spelling or grammatical errors in his/her writing.	
TOTAL SCORE:	<p style="text-align: right;">Points _____/16</p> <p style="text-align: right;">Percentage _____%</p> <p style="text-align: right;">Letter Grade _____</p>				

Appendix G

Leif the Lucky Writing Rubric

Student Name _____ Date _____

CATEGORY	4	3	2	1	Score
STAYS ON TOPIC	Writing is on topic throughout entire story (100% of the time).	Writing is on topic throughout most of the story (80%-99%) of the time).	Writing is on topic through out some of the story (40%-79% of the time).	Writing is almost never on topic in the story (less than 39% of the time) and it is hard to tell what the topic is.	
EVENTS	Student has created a story with at least four events.	Student has created a story with at least three events.	Student has created a story with at least two events.	Student has created a story with at least one event.	
CAPITALIZATION AND PUNCTUATION	The student has made no capitalization or punctuation mistakes in his/her writing.	The student has made less than two capitalization or punctuation mistakes in his/her writing.	The student has made less than five capitalization or punctuation mistakes in his/her writing.	The student has made more than five capitalization or punctuation mistakes in his/her writing.	
GRAMMAR/ SPELLING	The student has made no spelling or grammatical errors in his/her writing.	The student has made less than two spelling or grammatical errors in his/her writing.	The student has made less than four spelling or grammatical errors in his/her writing.	The student has made more than four spelling or grammatical errors in his/her writing.	
TOTAL SCORE:	<p style="text-align: right;">Points _____/16</p> <p style="text-align: right;">Percentage _____%</p> <p style="text-align: right;">Letter Grade _____</p>				

My Life as a Viking

(Remember to use complete sentences!)

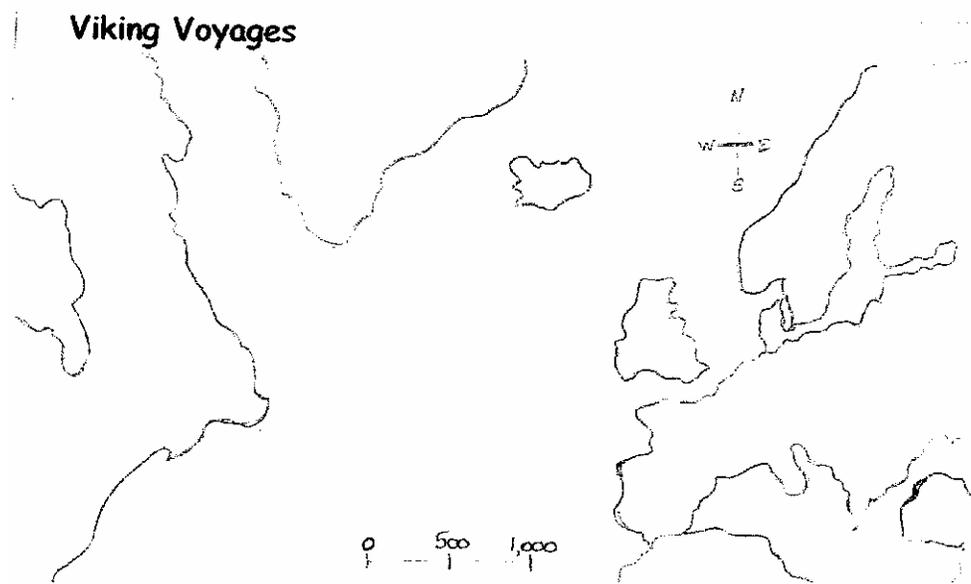
Viking Name: _____ English Name: _____

I am a _____ Viking and proud of it!

What region are the Vikings from? _____

What three countries make up this region? _____

Label the map with the countries from the word box and draw your travel route.



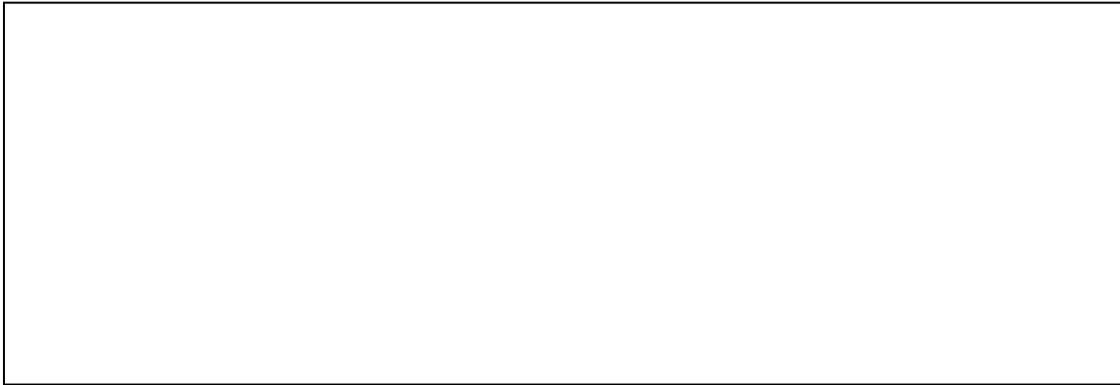
Scandinavia	Germany	Italy	Greenland	Iceland
Ireland	Atlantic Ocean	North America	Canada	
Newfoundland	France	England	Ireland	Russia
Spain	Africa			

Appendix H, page 2

The Viking ships we use are called (name three): _____

Describe at least four features of the Viking ships: _____

Draw a Viking ship in the box below and label which type of ship it is.



Name at least five facts about Viking raiders. _____

Appendix H, page 3

Describe Eric the Red and include three major events of this life.

Describe how Leif the Lucky got his name: _____

Name and describe at least three Viking gods or goddesses. One of them must be a god or goddess that one of the days of the week was named after. _____

Define the Viking runes: _____

Viking Pre-assessment / Answer Key

Name: _____

What region are the Vikings from? Scandinavia

What three countries make up this region? Norway, Denmark, Sweden

The Viking ships used are called (name three): warships, cargo ships, fishing boats and rowboats

Describe at least four features of the Viking ships: pointed at both ends, warships are long and narrow for extra speed & have a carved figurehead of a fierce animal, usually a dragon to scare their enemies. Warships are known as longships or dragonships and they could be 200 feet long and 30 feet wide. Cargo ships are shorter and wider with a hold for cargo in the middle. Fishing boats are even smaller but still have a mast and sail. Rowboats are the smallest. The ships aren't very deep. They're built shallow so they can sail quickly and quietly up shallow rivers.

Name at least five facts about the Viking raiders. All Viking men learn to fight and use weapons. They're called the "terror of the North." After the battle is won, they take what they want. They take people to sell as slaves. They wear leather helmets with pieces of metal in it and light chain mail. The berserkers don't wear protection and go crazy during battle.

Who is Eric the Red? A brave Viking who lived from 950-1000 as a Norwegian explorer. First European to explore Greenland.

Appendix I, page 2

Who is Leif the Lucky? The son of Eric the Red. He lived from 975-1020 as a sailor and explorer. Discovered Vinland (Newfoundland, Canada)

What are Viking runes? 16 Viking symbols for letters carved onto bone, stone or wood. Vikings thought the runes to be magical.

My Life as a Viking / Answer Key

(Remember to use complete sentences!)

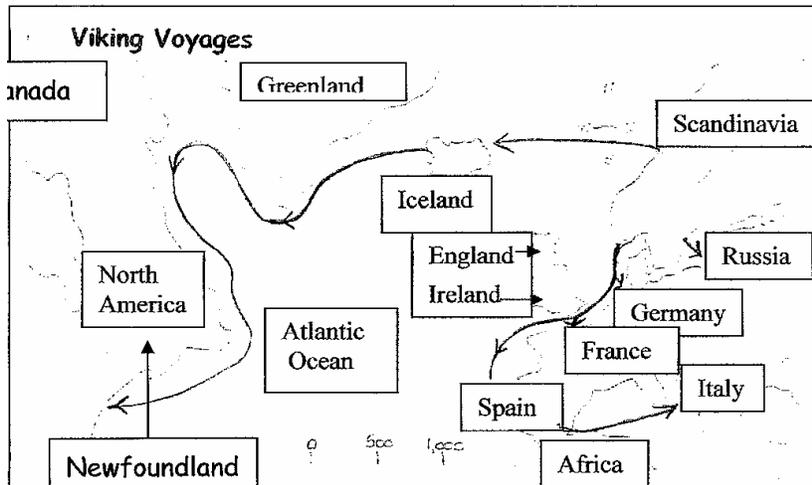
Viking Name: _____ English Name: _____

I am a _____ Viking and proud of it!

What region are the Vikings from? Scandinavia

What three countries make up this region? Denmark, Sweden, Norway

Label the map with the countries from the word box and draw your travel route.



Scandinavia	Germany	Italy	Greenland	Iceland
Ireland	Atlantic Ocean	North America	Canada	
Newfoundland	France	England	Ireland	Russia
Spain	Africa			

The Viking ships we use are called (name three): warships, cargo ships, fishing boats and rowboats

Describe at least four features of the Viking ships: pointed at both ends, warships are long and narrow for extra speed & have a carved figurehead of a fierce animal, usually a dragon to scare their enemies. Warships are known as longships or dragonships and they could be 200 feet long and 30 feet wide. Cargo ships are shorter and wider with a hold for cargo in the middle. Fishing boats are even smaller but still have a mast and sail. Rowboats are the smallest. The ships aren't very deep. They're built shallow so they can sail quickly and quietly up shallow rivers.

Draw a Viking ship in the box below and label which type of ship it is.



Name at least five facts about Viking raiders. All Viking men learn to fight and use weapons. They're called the "terror of the North." After the battle is won, they take what they want. They take people to sell as slaves. They wear leather helmets with pieces of metal in it and light chain mail. The berserkers don't wear protection and go crazy during battle.

Describe Eric the Red and include three major events of this life.

Eric the Red was a brave Viking who lived from 950-1000 as a Norwegian explorer. He was the first European to explore Greenland. He killed someone and was banished to Iceland where he two more men and was banished again. He told people Greenland was full of green fields and mountains so he could convince his friends and family to come back with him but it was really cold and icy.

Describe how Leif the Lucky got his name: During one of his journeys he came upon a wrecked trading vessel and saved the crew. They were so grateful that they gave him all the rich cargo and the name Leif the Lucky

Name and describe at least three Viking gods or goddesses. One of them must be a god or goddess that one of the days of the week was named after. Odin - chief god & most powerful, also known as Wodin. Wednesday is short for Woden's day. Thor-strong/mighty, yielded his hammer. Thursday is named after Thor's day. Tyr-god of war. Tyr's day is now Tuesday. Treya-goddess of love and beauty, she drove a chariot pulled by cats and had a magic falcon suit. Freya's day is now Friday.

Define the Viking runes: 16 Viking symbols for letters carved onto bone, stone or wood. Vikings thought the runes to be magical.