

# Leif Ericsson (Leif “the Lucky”) an Unsung Discoverer

Grade Level or Special Area: Third

Written by: Erica Marsh, Mills Elementary, Hobbs, New Mexico

Length of Unit: 4 Lessons, 1 Week

## I. ABSTRACT

Even among other Vikings, Leif Ericsson was considered one of the most talented sailors and explorers. This unit will discuss his life (how he became “the Lucky”), his historical discovery of North America, and his North American settlement, L’Anse aux Meadows. This unit will be an ending unit for the other Core Knowledge Viking units. The students will understand and describe past events, people and places, and refine map skills. As a culmination to the unit the students will use technology to design a brochure with effective writing and graphics.

## II. OVERVIEW

### A. Concept Objectives

1. The students will use literature and media to develop an understanding of people, society, and the self. (New Mexico Language Arts Standard 3.)
2. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social studies Standard 4.)
3. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
4. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
5. The students will recognize that people may describe the same event or situation in different ways. (New Mexico Social Studies Standard 4.)
6. The students will gather information from diverse sources by reading, listening, observing, and questioning for social studies concepts. (New Mexico Social Studies Standard 3.)
7. The students will communicate effectively through speaking and writing. (New Mexico Language Arts Standard 2.)

### B. Content from the *Core Knowledge Sequence*

1. The Vikings – Leif Ericsson (Leif “the Lucky”).

### C. Skill Objectives

1. The students will respond to biographies.
2. The students will examine Vikings – Leif Ericsson
3. The students will read and interpret symbols on a map.
4. The students will know cardinal directions on a map: north, south, east, and west.
5. The students will compose a paragraph with topic sentence, supporting details, and appropriate logical sequence.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, E.D. Jr. *What Your 3<sup>rd</sup> Grader Needs to Know: Fundamentals of a Good Third Grade Education*. New York, New York: Dell Publishing, 1994. ISBN 0-385-31257-1
2. Core Knowledge Foundation. *Core Knowledge Sequence*. Charlottesville, Virginia: Core Knowledge Foundation, 1998. ISBN 1-890517-20-8

3. Gallagher, J. *The Viking Explorers*. Stockton, New Jersey: Chelsea House Publishers, 2001. ISBN 0-7910-5955-3
- B. For Students
  1. This is the first exposure to the Viking and Leif Ericsson.

#### IV. RESOURCES

- A. Core Knowledge Foundation. *Core Knowledge Sequence*. Charlottesville, Virginia: Core Knowledge Foundation, 1998. ISBN 1-890517-20-8
- B. Gallagher, J. *The Viking Explorers*. Stockton, New Jersey: Chelsea House Publishers, 2001. ISBN 0-7910-5955-3
- C. Hirsch, E.D. Jr. *What Your 3<sup>rd</sup> Grader Needs to Know: Fundamentals of a Good Third Grade Education*. New York, New York: Dell Publishing, 1994. ISBN 0-385-31257-1
- D. *Leif Ericsson Discoverer of America*: <http://www.iceland.org/leifur.html>
- E. *Leif Ericsson*: <http://www.viking.no/e/people/leif/>
- F. *Leif Eriksson: Leif the Lucky* by Jim Cornish: [http://www.stemnet.nf.ca?CITE/v\\_lief.htm](http://www.stemnet.nf.ca?CITE/v_lief.htm)
- G. *Leif Erikson* by Kevin A. Weitemier: <http://www.nmc.net/norway/LeifErikson.htm>
- H. *Leif Eriksson* Web site <http://home.rmci.net/khwmd/>
- I. Millard, A. Dr., and Wingate, P. *The Usborne Illustrated World History The Viking World*. Saffron Hill, London: Usborne Publishing, 1993. ISBN 0-7460-1398-1
- J. *Navigation Instruments*: <http://www.viking.no/e/travels/navigation/e-instru.htm>
- K. *Pearson Learning Core Knowledge History & Geography*. Parsippany, New Jersey: Pearson Learning Group, 2002. ISBN 0-7690-5024-7
- L. *Saga of Freydis Ericksdottir* by Frederick N. Brown <http://www.vinlandsite.com/saga6.htm>
- M. *Settlement Expedition Thorfinn Karlseffi and Gudrid Thorbjornsdottir* by Frederick N. Brown <http://www.vinlandsite.com/saga4.htm>
- N. *Thorstein Ericson* by Frederick N. Brown <http://www.vinlandsite.com/saga5.htm>
- O. *The Viking Sun Compass or How the Vikings Found their Way Back from New York 1000 Years Ago* by Franck Pettersen: <http://www.griffithobs.org/IPSViking.html>
- P. *The Voyage of Thorvald* by Fredrick N. Brown <http://www.vinlandsite.com/saga3.htm>
- Q. Wright, R. *The Viking News*. Cambridge, Massachusetts: Candlewick Press, 1998. ISBN 0-7636-0450-X

#### V. LESSONS

##### Lesson One: Leif Ericsson’s Biography

- A. *Daily Objectives*
  1. Concept Objective
    - a. The students will use literature and media to develop an understanding of people, society, and the self. (New Mexico Language Arts Standard 3.)
    - b. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social Studies Standard 4.)
  2. Lesson Content
    - a. The Vikings – Leif Ericsson (Leif “the Lucky”).
  3. Skill Objective(s)
    - a. The students will respond to biographies.
    - b. The students will examine Vikings – Leif Ericsson.
- B. *Materials*
  1. *Pearson Learning Core Knowledge History and Geography* Pgs. 98-99.
  2. *The Viking Explorers* by Jim Gallagher pgs. 39-41.

3. *The Usborne Illustrated World History the Viking 'World* by Philippa Wingate and Dr. Anne Millard pg. 8.
  4. *Leif Ericsson Discoverer of America*: <http://www.iceland.org/leifur.html>
  5. *Leif Ericsson*: <http://www.viking.no/e/people/leif/>
  6. *Leif Eriksson: Leif the Lucky* by Jim Cornish;  
[http://www.stemnet.nf.ca?CITE/v\\_leif.htm](http://www.stemnet.nf.ca?CITE/v_leif.htm)
  7. Butcher or Chart Paper
  8. Markers to write on Paper
  9. Classroom Map
  10. Biography worksheet (Appendix –A)
  11. Biography worksheet answer key (Appendix-A-2)
  12. Leif Ericsson Booklet Worksheets (Appendix-B and B-2)
- C. *Key Vocabulary*
1. Iceland – Island in the north Atlantic, southeast of Greenland.
  2. Greenland – Island of Denmark northeast of North America. It is the world’s largest island.
  3. Norway – Country in North Europe, occupying the west and north parts of the Scandinavian Peninsula.
- D. *Procedures/Activities*
1. Activate prior knowledge of Vikings by using the butcher or chart paper to make a K-W-L (What the students Know, Want to Know and Learned) chart with the whole class. Hang it in the room!
  2. Introduce vocabulary words: Iceland, Greenland and Norway and point them out on the map. (Don’t make too big a deal about the map yet; you will explore this further in a following lesson.)
  3. As a class read the Leif Ericsson section of *The Pearson Learning Core Knowledge History and Geography* pgs. 98-99
  4. Then read to students *The Viking Explores* by Jim Gallagher pgs. 39-41, and *The Usborne Illustrated World History the Viking World* pg. 39. Put notes on the board about Leif’s family: Father – Eric the Red; Mother – Thjodhild; Brothers – Thorvald & Thorstein and Leif’s Half-Sister – Freydis. (This information will be used on the students’ biography worksheet.)
  5. The inform students that you learning from an Internet Web site (<http://www.iceland.org/leifur.html>) about Leif’s Wife – Thorgunna; and his Son – Thorkell; Leif’s Grandfather – Thorvald. Put this information on the board also. (This information will also be used on the student’s biography worksheet).
  6. If time and access to computers allows you to, let students view the ‘kid friendly’ Web Site <http://www.viking.no/e/people.leif>.
  7. Hand out Biography Worksheet (Appendix-A)
  8. As a class students will list with the teacher Leif Ericsson’s pedigree and then take the worksheet home and fill in their own pedigree. This will be due back in class the following day.
  9. Pass out the Booklet (Appendix-B &B-2) worksheets, the students will need to draw their own illustrations that correspond with the passages from the story.
- E. *Assessment/Evaluation*
1. For Biography worksheet, check to make sure student has filled in Leif Ericsson’s pedigree correctly (70% of grade) and make sure they filled in their pedigree to the best of their ability (30 % of grade).
  2. For Booklet, check to make sure student has illustrated all 8 story squares neatly and to the best of their ability. Illustrations should match the text.

## **Lesson Two: Leif the Adventurous an Expert Sailor**

### **A. Daily Objectives**

1. Concept Objective(s)
  - a. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
  - b. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
  - c. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social Studies Standard 4.)
2. Lesson Content
  - a. The Vikings – Leif Ericsson (Leif “the Lucky”).
3. Skill Objective(s)
  - a. The students will examine Vikings – Leif Ericsson.

### **B. Materials**

1. *Pearson Learning Core Knowledge History and Geography* Pgs. 94-95.
2. *The Viking Explorers* by Jim Gallagher pgs. 43-51.
3. *Leif Erikson* by Devin A. Weitemier:  
<http://www.nmc.net/norway/LeifErikson.htm>
4. *The Viking News* by Rachel Wright pgs. 6-7 (*To the Edge of the World*)
5. *The Viking Sun Compass or How the Vikings Found their Way Back from New Your 1000 Years Ago* by Franck Pattersen:  
<http://www.griffithobs.org/IPSViking.html>
6. *Navigation Instruments*: <http://www.viking.no/e/travels/navigation/e-instru.htm>
7. Viking Longship worksheet (Appendix-C)
8. Teacher Made Test (Appendix-D)

### **C. Key Vocabulary**

1. North America – The continent in the Western Hemisphere that includes the United States, Canada, Mexico, and Central America.
2. Vinland – Winland or Pastureland which was discovered and named by Leif Ericsson (Now known as Newfoundland).
3. Voyage – A long journey
4. Explorer – A person who travels in order to discover what a place is like.
5. Bearing Circle – An instrument that used the sun’s position at sunrise and sunset to find latitude.
6. Sunboard – An instrument used to measure the height of the sun.
7. Sunstone – An instrument used to find the sun on overcast days.
8. Longship – A long, narrow ship with many oars and a sail, used especially by the Vikings.
9. Sails – Large piece of canvas or other fabric used to catch the wind and propel a ship.
10. Stern – The back end of a ship.
11. Keel – The timber along the center of the bottom of a ship.
12. Tiller – Lever for turning ship rudder.
13. Steering Oar – Implement used for rowing a ship.
14. Prow – The front of a ship.
15. Gunwale – Upper edge of a ship’s side.
16. Mast – A tall vertical spar that rises from the keel of a ship.

17. Strakes – A continuous line of planking extending on a vessel’s hull from stem to stern.
18. Rib – One of many curved members attached to a ship’s keel.
19. Oarports – Holes which hold and support the oars.
20. Figurehead – A carved figure on the prow of a ship.
21. Rigging – The system of ropes, chains, and tackle used to support and control the masts, sails, and yards of a ship.

D. *Procedures/Activities*

1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.
2. Introduce vocabulary words: North America, Vinland, Voyage, Explorer, Bearing Circle, Sunboard, Sunstone, Longship, Sail, Stern, Keel, Tiller, Steering Oar, Prow, Mast, Strakes, Rib, Oarports, Figurehead, Rigging.
3. As a class read and review the *Viking Sailors and Ships* section of the *Pearson Learning Core Knowledge History and Geography* pgs. 94-95.
4. Then read to students *The Viking Explores* by Jim Gallagher pgs. 33-51 and *The Viking News* pgs. 6-7. Put notes on the board about Leif’s life, which led him to discover Vinland. Discuss with the students the fact that Leif was an expert sailor.
5. Then inform students that you learned from an Internet Web Site (<http://www.griffithobs.org/IPSViking.html>) about Viking Navigation Instruments, which helped them sail. Describe each instrument to them in detail.
6. If time and access to computers allows you to, let students view the ‘kid friendly’ Web Site <http://www.viking.no/e/travels/navigation/e-instru.htm>
7. Hand out the Viking Longship worksheet (Appendix-C)
8. As a class students will label the parts of a Viking Ship.
9. Pass out Teacher Made Test (Appendix-D)
10. Have the students’ complete test. You may wish to go over the answers as a class.

E. *Assessment/Evaluation*

1. Make sure all parts are labeled correctly on Viking Longship worksheet.
2. Go over teacher made test with the students to ensure mastery.

**Lesson Three: Helluland, Markland & Vinland**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. The students will recognize that people may describe the same event or situation in different ways. (New Mexico Social Studies Standard 4.)
  - b. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
2. Lesson Content
  - a. The Vikings – Leif Ericsson (Leif “the Lucky”).
3. Skill Objective(s)
  - a. The students will examine Vikings – Leif Ericsson.
  - b. The students will read and interpret symbols on a map.
  - c. The students will know cardinal directions on a map: north, south, east, and west.

B. *Materials*

1. *Leif Eriksson* Web site <http://home.rmci.net/khwmd/>
2. *The Viking Explorers* by Jim Gallagher pgs. 41 & 43-46

3. Classroom Map
  4. Map of Leif Ericsson's Routs (Appendix –E)
  5. Map of Leif Ericsson's Route – Answer Key (Appendix-E-2)
- C. *Key Vocabulary*
1. Helluland – Slab Land or Flat Rock Land which was discovered and named by Leif Ericsson (Now know as Baffin Island)
  2. Markland – Woodland which was discovered and named by Leif Ericsson (Now known as the eastern coast of Canada).
  3. Vineland – (REVIEW) Wineland or Pastureland which was discovered and named by Leif Ericsson (Now know as Newfoundland)
  4. L'Anse aux Meadows – Leif Ericsson's home on the coast of Newfoundland.
- D. *Procedures/Activities*
1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.
  2. Introduce vocabulary words: Hulluland, Marklnad, Vineland, and L'Anse aux Meadows.
  3. Read *The Viking Explorers* pg. 41 to the class and orally compare and contrast the different stories about Leif Ericsson and his discovery of North America from the *Greenlander's Saga* and the *Saga of Eric the Red*.
  4. Reread *The Viking Explorers* pgs. 43-46 and describe Helluland, Markland, and finally Vineland. Point out these places on the map using their modern names.
  5. Also read <http://home.rmci.net/khwmd/page3.html> to the students. This story just review the *Greenlander's Saga*, but has a few more interesting details, which your students should enjoy.
  6. Hand out Map of Leif Ericsson's Route (Appendix-E) and have students label Hulluland, Markland, Vineland, and L'Anse aux Meadows along with Leif's route.
- E. *Assessment/Evaluation*
1. Teacher will assess oral discussion comparing and contrasting the *Greenlander's Saga* and the *Saga of Eric the Red*.
  2. Teacher will grade map to ensure it is labeled correctly.

**Lesson Four: Vineland After Leif** (This lesson will take two days)

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
    - b. The students will gather information from diverse sources by reading, listening, observing, and questioning for social studies concepts. (New Mexico Social Studies Standard 3.)
    - c. The students will communicate effectively through speaking and writing. (New Mexico Language Arts Standard 2.)
  2. Lesson Content
    - a. The Vikings – Leif Ericsson (Leif “the Lucky”).
  3. Skill Objective(s)
    - a. The students will examine Vikings – Leif Ericsson.
    - b. The students will compose a paragraph with : topic sentence, supporting details, and appropriate logical sequence.
- B. *Materials*

1. *The Voyage of Thorvald* by Fredrick N. Brown  
<http://www.vinlandsite.com/saga3.htm>
  2. *Settlement Expedition Thorfinn Karlseffi and Gudrid Thorbjornsdottir* by Fredrick N. Brown  
<http://www.vinlandsite.com/saga4.htm>
  3. *Thorstein Ericson* by Frederick N. Brown  
<http://www.vinlandsite.com/saga5.htm>
  4. *Saga of Freydis Ericksdottir* by Fredrick N. Brown  
<http://www.vinlandsite.com/saga6.htm>
  5. Paragraph worksheet (Appendix-F)
  6. Paragraph worksheet (Appendix-G)
  7. Paragraph worksheet (Appendix-H)
  8. Writing Check List (Appendix-I)
- C. *Key Vocabulary*
1. Negotiations – Discussions so that one can come to an agreement.
  2. Natives – A person that originally lived in a certain place.
  3. Norse – Of or relation to medieval Scandinavia or its peoples, languages, or cultures.
  4. Guardianship – Having legal responsibility to look after someone.
  5. Predict – To say what you think will happen in the future.
  6. Culture – A people’s way of life, ideas, customs, and traditions.
  7. Suspicions – Feeling that a person has done something wrong and cannot be believed or trusted.
  8. Trial – The examination of evidence in a court.
- D. *Procedures/Activities*
1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.
  2. Introduce vocabulary words: Negotiations, Natives, Norse, Guardianship, Predict, Culture, Suspicions, and Trial.
  3. Teacher will read *The voyage of Thorvald* to the class. (Please remember that at times these stories can have frightening details and you will need to edit).
  4. Pass out Paragraph worksheet (Appendix-F) and fill in information for the topic and details together as a class. The topic sentence should be: **There are a least two interesting facts about Thorvald Ericsson.** Brainstorm these facts and choose two to write on as a class.
  5. Once the class has filled in the Paragraph worksheet, with assistance from the teacher, students work on their own to write the information in paragraph form on their own paper.
  6. On day two the teacher will read *Settlement Expedition Thorfinn Karlseffi and Gudrid Thorbjornsdotti, Thorstein Ericsson, and Saga of Freydis Ericksdottir.* (Please remember that at times these stories can have frightening details and you will need to edit).
  7. Pass out Paragraph worksheets (Appendix-G & H) and fill in information for the topic and details together as a class. The topic sentences are: **I have learned at least to things about Freydis Erickdottir** and **I have learned a least two things about Thorstein Ericsson.** Brainstorm these facts and choose two to write on as a class.
  8. Once the class has filled in the paragraph worksheets, with assistance from the teacher, students work on their own to write on either Freydis Erickdottor, or Thorstein Ericsson in paragraph form on their own paper.
- E. *Assessment/Evaluation*
1. For Paragraph use writing check list (Appendix-I)

## VI. CULMINATING ACTIVITY

- A. For the culminating activity the students will be designing brochures titled “Vineland After Leif Ericsson” which will highlight one of their two paragraphs they have written in the previous lesson. I suggest using Microsoft Publisher to design your brochures, but there are several other programs, which have brochure templates and wizards that you can use. You will need to put students in groups of six (6). I suggest you assign the groups because you will want different skill levels to work together. The students will pick their favorite paragraph to include in the brochure. Each child will only put in ONE (1) paragraph for a total of six paragraphs. Each student will also be responsible for adding one or two clip art illustrations to their paragraph. You will be using a Rubric (Appendix-J) to evaluate and assess this activity.

## VII. HANDOUTS/WORKSHEETS

1. Appendix-A\_Biography
2. Appendix-A-2\_Biography Answer Key
3. Appendix-B\_Booklet
4. Appendix-B-2\_Booklet Side Two
5. Appendix-C\_Ship
6. Appendix-D\_Teacher Made Test
7. Appendix-E\_Leif Ericsson’s Route Map
8. Appendix-E-2\_Leif Ericsson’s Route Map Answer Key
9. Appendix-F\_Paragraph (Thorvald)
10. Appendix-G\_Paragraph (Freydis)
11. Appendix-H\_Paragraph (Thorstein)
12. Appendix-I\_Check List for Paragraphs
13. Appendix-J\_Rubric for Brochure

## VII. BIBLIOGRAPHY

- A. Core Knowledge Foundation. *Core Knowledge Sequence*. Charlottesville, Virginia: Core Knowledge Foundation, 1998. ISBN 1-890517-20-8
- B. Gallagher, J. *The Viking Explorers*. Stockton, New Jersey: Chelsea House Publishers, 2001. ISBN 0-7910-5955-3
- C. Hirsch, E.D. Jr. *What Your 3<sup>rd</sup> Grader Needs to Know: Fundamentals of a Good Third Grade Education*. New York, New York: Dell Publishing, 1994. ISBN 0-385-31257-1
- D. *Leif Ericsson Discoverer of America*: <http://www.iceland.org/leifur.html>
- E. *Leif Ericsson*: <http://www.viking.no/e/people/leif/>
- F. *Leif Eriksson: Leif the Lucky* by Jim Cornish: [http://www.stemnet.nf.ca?CITE/v\\_lief.htm](http://www.stemnet.nf.ca?CITE/v_lief.htm)
- G. *Leif Erikson* by Kevin A. Weitemier: <http://www.nmc.net/norway/LeifErikson.htm>
- H. *Leif Eriksson* Web site <http://home.rmci.net/khwmd/>
- I. Millard, A. Dr., and Wingate, P. *The Usborne Illustrated World History The Viking World*. Saffron Hill, London: Usborne Publishing, 1993. ISBN 0-7460-1398-1
- J. *Navigation Instruments*: <http://www.viking.no/e/travels/navigation/e-instru.htm>
- K. *Pearson Learning Core Knowledge History & Geography*. Parsippany, New Jersey: Pearson Learning Group, 2002. ISBN 0-7690-5024-7
- L. *Saga of Freydis Ericksdottir* by Frederick N. Brown  
<http://www.vinlandsite.com/saga6.htm>
- M. *Settlement Expedition Thorfinn Karlseffi and Gudrid Thorbjornsdottir* by Frederick N. Brown <http://www.vinlandsite.com/saga4.htm>
- N. *Thorstein Ericson* by Frederick N. Brown <http://www.vinlandsite.com/saga5.htm>
- O. *The Viking Sun Compass or How the Vikings Found their Way Back from New York 1000 Years Ago* by Franck Pettersen: <http://www.griffithobs.org/IPSViking.html>



- P. *The Voyage of Thorvald* by Fredrick N. Brown <http://www.vinlandsite.com/saga3.htm>
- R. Wright, R. *The Viking News*. Cambridge, Massachusetts: Candlewick Press, 1998. ISBN 0-7636-0450-X

**Appendix-A - Leif Ericsson**

Pedigree of Leif Ericsson and Me

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Directions – Fill in Pedigree of Leif Ericsson according to our notes from class.

Paternal Grandfather –     	Father –     	Brother –     	Wife –     	Son –     
Paternal Grandmother – Unknown		Brother –     		
Maternal Grandfather – Unknown	Mother –     	Self – <b>Leif Ericsson</b>		
Maternal Grandmother – Unknown		Half Sister –     		

Directions: Now complete your pedigree. Remember, this is just a rough draft. You may draw more boxes if you need to for Half Brothers and Sisters.  
(Please do not include Step-relatives at this time, as they are not blood related)

Paternal Grandfather –     	Father –     	Brother or Sister -     
Paternal Grandmother –     		Brother or Sister -     
Maternal Grandfather –     	Mother –     	Self –     
Maternal Grandmother –     		Brother or Sister -     

**Appendix A-2 - Leif Ericsson – Answer Key**

Pedigree of Leif Ericsson

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Paternal Grandfather – <b>Thorvald</b>	Father – <b>Eric the Red</b>	Brother – <b>Thorvald</b>		
Paternal Grandmother – <b>Unknown</b>		Brother – <b>Thorstein</b>		
Maternal Grandfather – <b>Unknown</b>	Mother – <b>Thjodhild</b>	Self – <b>Leif Ericsson</b>	Wife - <b>Thorgunna</b>	Son – <b>Thorkell</b>
Maternal Grandmother – <b>Unknown</b>		Half Sister – <b>Freydis</b>		

Appendix B - Leif Ericsson

Directions: Illustrate each text box with drawings that correspond with the text. Cut along the dotted lines and fold along the solid lines. Staple together in the correct order to form a booklet.

<p>So pleased was Leif by the land and its bounty, he named it Vinland.</p> <p>9</p>	<p>Leif had a strong urge to travel and explore. He went to Norway and met King Olav Tryggvasson.</p> <p>3</p>
<p>On his return journey, Leif came upon a wrecked trading vessel whose crew he rescued; for this he received the rich cargo and the nickname Leif the Lucky.</p> <p>7</p>	<p>For the first three years Leif's family lived in Greenland in virtual seclusion.</p> <p>2</p>
<p></p>	<p>Leif Ericsson</p> <p>Name: _____</p>

Note: You will need to run the booklet front and back (2 sided), so the squares match up.

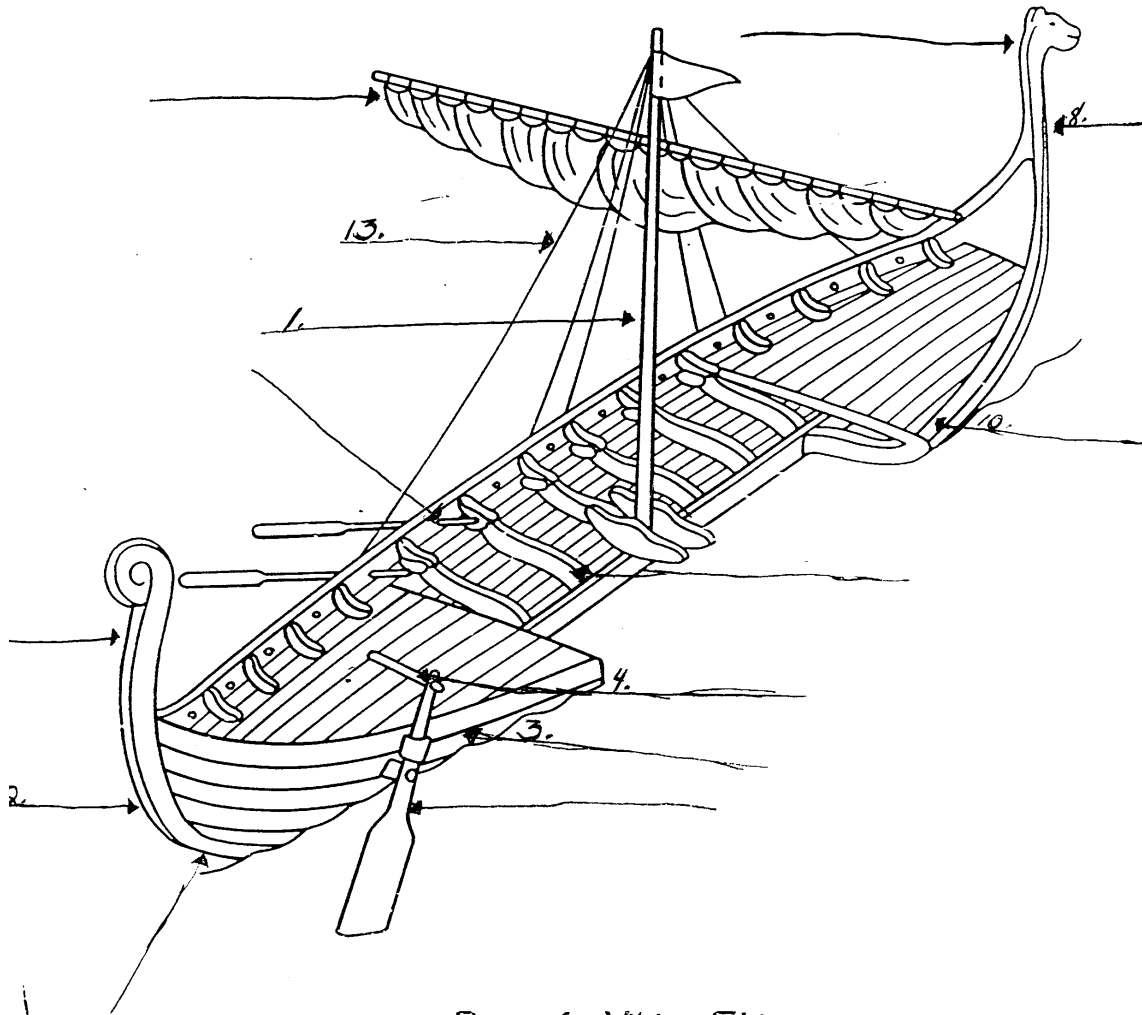
Appendix B-2 - Leif Ericsson

<p>In Norway, Leif, along with all of his men, accepted the faith and were baptized Christians.</p> <p>4</p>	<p>With favorable weather and winds, Leif and his crew were soon following the outlines of the new lands.</p> <p>5</p>
<p>Exited from Iceland, Eric the Red and his family searched for a new home. This new home would be Greenland.</p> <p>1</p>	<p>In the spring, Leif and his men returned to Greenland. On his return, Leif rescued a wrecked vessel, and received the cargo for his deed. This earned him the nickname Leif the Lucky.</p> <p>8</p>
<p>Leif Ericsson – Viking Explorer</p>	<p>The End</p>

## Appendix-C – Leif Ericsson

Directions: Label the Viking Longship.

Viking Longship



Parts of a Viking Ship

- |            |                 |                |
|------------|-----------------|----------------|
| 1. mast    | 6. steering oar | 11. oarports   |
| 2. keel    | 7. sail         | 12. figurehead |
| 3. strakes | 8. prow         | 13. rigging    |
| 4. tiller  | 9. stern        |                |
| 5. rib     | 10. gunwale     |                |

## Appendix-D – Leif Ericsson

Please circle the BEST answer choice for each question.

*Choose the word that means about the same thing as the underlined word.*

1. Leif Ericsson was a Viking explorer.
  - A. export
  - B. traveler
  - C. trip
2. Eric the Red enjoyed a good feud.
  - A. few
  - B. question
  - C. quarrel

*Circle the best answer.*

3. Vikings built some of the best \_\_\_\_\_ in the world.
  - A. houses
  - B. ships
  - C. schools
4. When the ship sailed into the open ocean, the voyage would become more \_\_\_\_\_.
  - A. fun
  - B. relaxing
  - C. difficult
5. Leif named the land that he discovered \_\_\_\_\_.
  - A. Vinland
  - B. Finland
  - C. Kinland
6. A biography \_\_\_\_\_.
  - A. Is a collection of poems
  - B. Tells someone's life story
  - C. Is a Fairy Tale

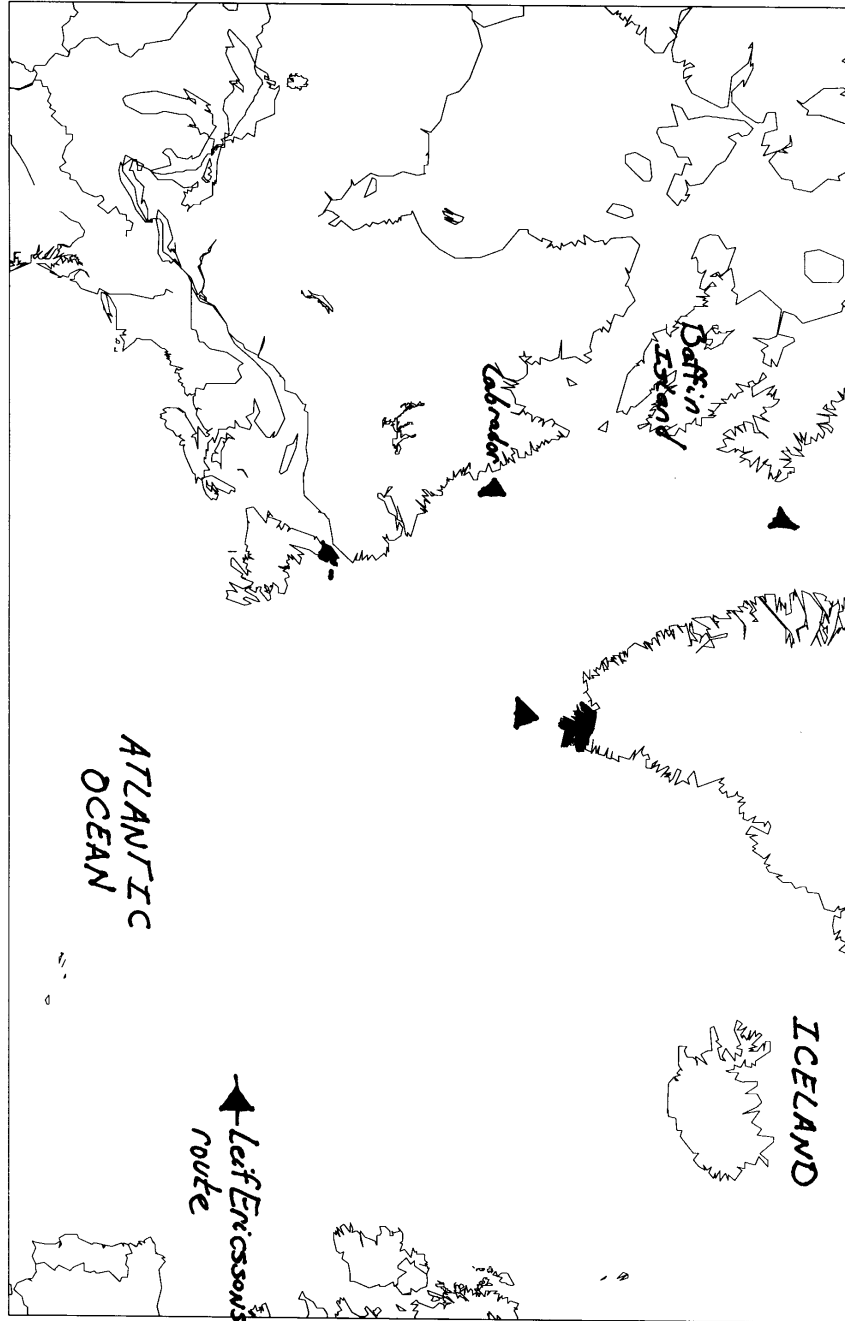
*Correct the mistakes in the following sentences.*

- A. Leif ericsson was the first European to set foot in the New World.
- B. Leif was bron in Iceland in about 960 A.D.
- C. At the age of 24, Leif were asked to captain his first voyage

Appendix-E - Leif Ericsson

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Map



*Directions: Please label- Greenland, Eastern Settlement, North America, Newfoundland, Chase aux Meadows, and Leif Ericsson's route*

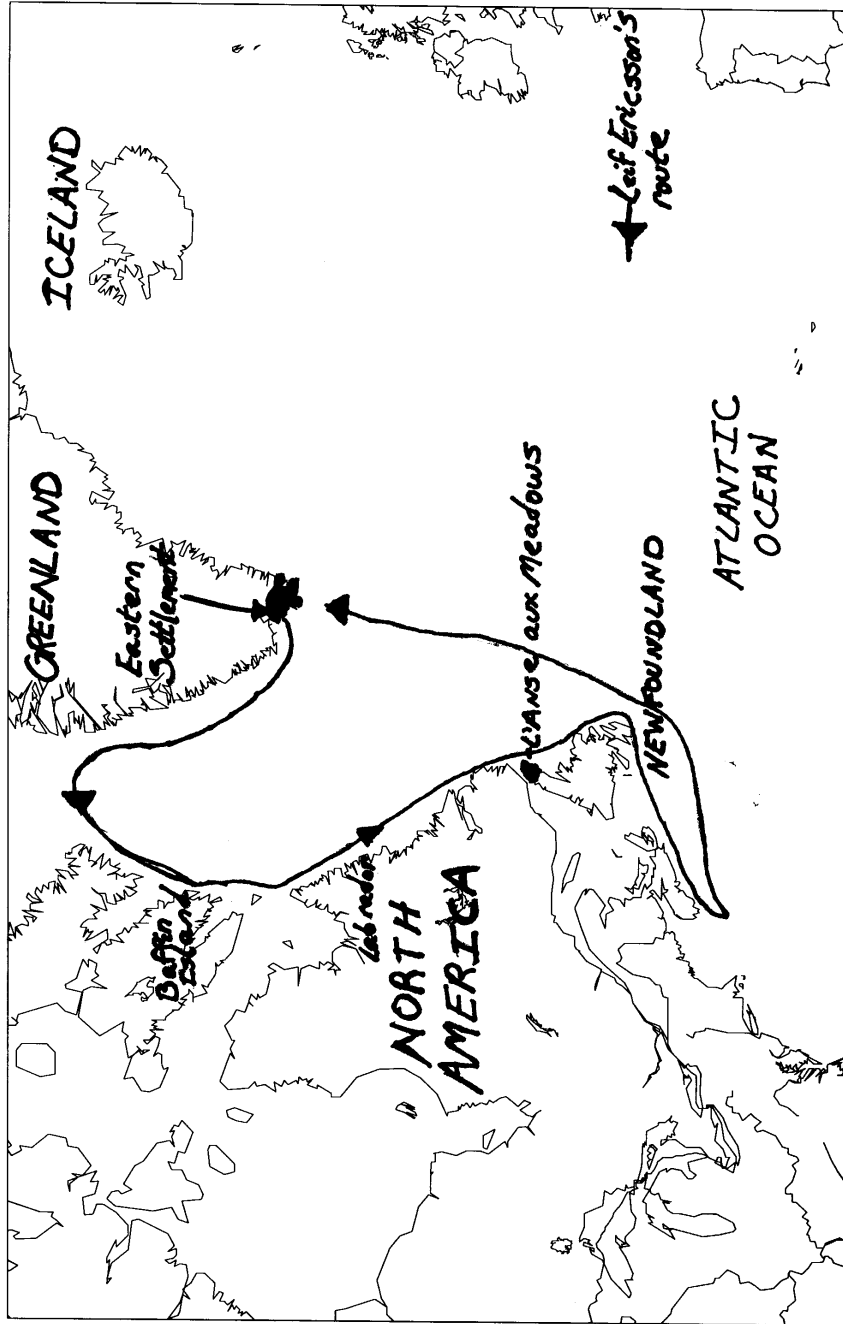


Appendix-E-2 - Map (Answer Key)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Map**



Answer Key

**Appendix-F - Leif Ericsson**

**Thorvald Ericsson** Paragraph Outline

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Use this outline to guide you as you write a two-point paragraph.

Topic: Interesting facts about Thorvald Ericsson

Write 2 points about the topic.

1. \_\_\_\_\_ 2. \_\_\_\_\_

Sentence #1 Topic sentence

There are at least two interesting facts about Throvald Ericsson.

Sentence #2 2 point sentence (List your 2 point in the order that they will be presented)

These facts are \_\_\_\_\_ and \_\_\_\_\_.

Sentence #3 Write your first point in a complete sentence

\_\_\_\_\_.

Sentence #4 Write a supporting sentence for your first point

\_\_\_\_\_.

Sentence #5 Write your second point in a complete sentence

\_\_\_\_\_.

Sentence #6 Write a supporting sentence for your second point

\_\_\_\_\_.

Sentence #7 Concluding sentence

\_\_\_\_\_.

**Appendix-G - Leif Ericsson**

**Freydis Erickdottir Paragraph Outline**

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Use this outline to guide you as you write a two-point paragraph.

Topic: Things I have learned about Freydis Erickdottir

Write 2 points about the topic.

1. \_\_\_\_\_ 2. \_\_\_\_\_

Sentence #1 Topic sentence

I have learned at least two things about Freydis Erickdottir.

Sentence #2 2 point sentence (List your 2 point in the order that they will be presented)

These are \_\_\_\_\_ and \_\_\_\_\_.

Sentence #3 Write your first point in a complete sentence

\_\_\_\_\_.

Sentence #4 Write a supporting sentence for your first point

\_\_\_\_\_.

Sentence #5 Write your second point in a complete sentence

\_\_\_\_\_.

Sentence #6 Write a supporting sentence for your second point

\_\_\_\_\_.

Sentence #7 Concluding sentence

\_\_\_\_\_.

**Appendix-H - Leif Ericsson**

**Thorstein Ericsson** Paragraph Outline

Name \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

Use this outline to guide you as you write a two-point paragraph.

Topic: Things I have learned about Thorstein Ericsson.

Write 2 points about the topic.

1. \_\_\_\_\_ 2. \_\_\_\_\_

Sentence #1 Topic sentence

I have learned at least two things about Thorstein Ericsson.

Sentence #2 2 point sentence (List your 2 point in the order that they will be presented)

These are \_\_\_\_\_ and \_\_\_\_\_.

Sentence #3 Write your first point in a complete sentence

\_\_\_\_\_.

Sentence #4 Write a supporting sentence for your first point

\_\_\_\_\_.

Sentence #5 Write your second point in a complete sentence

\_\_\_\_\_.

Sentence #6 Write a supporting sentence for your second point

\_\_\_\_\_.

Sentence #7 Concluding sentence

\_\_\_\_\_.

**Appendix I - Leif Ericsson**

Writing Assessment

\_\_\_\_\_  
**Author**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
Topic

\_\_\_\_\_  
Reviewed by

	Needs Work	Developing	Very Strong
<b>IDEAS:</b>			
The Topic is narrow and manageable			
The ideas are clear and make sense			
The details support the idea.			
<b>ORGANIZATION:</b>			
The writing has an inviting beginning			
The order of the details makes sense			
The writing has a meaningful ending			
<b>WORD CHOICE:</b>			
Specific and descriptive words are used			
<b>CONVENTIONS:</b>			
Spelling is correct			
Punctuation is present and accurate			
Capitals are used correctly			
Grammar and usage are correct			
<b>PRESENTATION:</b>			
The writing is written neatly			
The overall look is pleasing			

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Appendix-J – Leif Ericsson**

Making A Brochure: Vineland after Leif Ericsson

Teacher name: \_\_\_\_\_

Student name: \_\_\_\_\_ # \_\_\_\_\_ Date \_\_\_\_\_

<b>CATEGORY</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Attractiveness &amp; Organization</b>	Exceptionally attractive formatting and organization	Attractive formatting and organization	Organized	Formatting and organization is confusing to the reader
<b>Writing-Organization</b>	Each section has a clear beginning, middle, and end	Almost all sections have a clear beginning, middle, and end	Most sections have a clear beginning, middle, and end	Less than half of the sections have a clear beginning, middle and end.
<b>Spelling &amp; Proofreading</b>	No spelling errors	No more than 1 spelling error	No more than 3 spelling errors	Several spelling errors
<b>Graphics/Pictures</b>	Graphics go well with the text and there is a good mix of text and graphics	Graphics go well, but there are so many that they distract from the text	Graphics go well, but there are too few	Graphics do not go with the text