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The Vikings of Scandinavia

Grade Level: Third Grade

Presented by: Susan Griffith and Roxanne Dickey, Orangewood Elementary, Fort Myers, Florida

Length of Unit: Six Weeks

ABSTRACT

For three hundred years, the Vikings were superb shipbuilders, sailors, and craftsmen. They took the world by surprise exploring new lands and terrorizing western Europe. Many Vikings were farmers, herdsman, and peaceful people. Viking mythology and sagas are still enjoyed today and help students learn about this exciting time in history.

II. OVERVIEW

A. Long before Columbus and early exploration of North America, other Europeans came to North America. The earliest we know of are the Vikings.

1. Also called Norsemen
2. Eric the Red and Leif Ericson (Leif "the Lucky")
3. Geography:
 - a. Scandinavia (Sweden, Denmark, Norway, Finland)
 - b. Greenland
 - c. Canada; Newfoundland; "Vinland"

Myths and Mythical Characters

1. Norse Mythology
 - a. Asgard (homes of the gods)
 - b. Valhalla
 - c. Hel (underworld)
 - d. Odin
 - e. Thor

f. trolls

g. Norse gods and English names for days of the week: Tyr, Odin [Wodin],

Thor, Freya

B. 1. Geography of Scandinavia and map reading skills developed.

2. Reading skills enhanced through Norse Mythology.

3. History knowledge developed through the understanding of Viking life, culture, ship building, and long house construction.

4. Writing skills developed through Viking story writing, sagas, and myths.

5. Fine arts skills developed through jewelry making, ship building, skits of Viking life. Music enriched through Wagner's "Ride of the Valkyries."

C. 1. Students will learn who the Vikings were, where they came from, why they left their homelands and settled in new lands.

2. Students will understand that the Vikings were landowners, craftsmen, and farmers. They will understand their living habits through the clothes they wore, the food they ate, and the homes they built.

3. Students will learn myths and sagas from Norse mythology and the important gods of the Vikings.

4. Students will have a basic understanding of the Viking language called "Old Norse" and their alphabet called "Futharks."

5. Students will appreciate the Vikings as mastercraft ship builders and sea voyagers.

6. Students will become familiar with the names of the famous Viking heroes.

7. Students will work on organizational skills by keeping a Viking Notebook of all skills taught and materials covered.

III. BACKGROUND KNOWLEDGE

A. Haywood, John. Penguin Historical Atlas of the Vikings. England: Penguin Books, Ltd, 1995.

B. Lindow, John. Myths and Legends of the Vikings. Santa Barbara, CA: Bellerophon Books, 1995.

IV. RESOURCES

- A. Margeson, Susan M. Eyewitness Books, Vikings. London, England: Dorling Kindersley Limited, 1994.
- B. Nobleman, Marc T. and Moseley, Leslie. Felix Activity Book. Abbeville Publishing Co., 1996.
- C. Tweddle Dominic. Growing Up In Viking Times. Troll Associates, 1994.
- D. Kids Discover. "Vikings" (Issn 1054-2868). New York.
- E. Smith A.G. Story of the Vikings Coloring Book. Mineola, New York: Dover Publications, Inc., 1988.
- F. Civardi, Anne and Graham-Campbell, James. Time Traveler Book of Viking Raiders.
Usborne Publishing Ltd., 1990.
- G.. Munro, George. Time Traveler Guided Discovery Program. Baron's Manual and Student Activities,
EDC Publishing.
- H. Evans, Cheryl and Millard, Anne. Usborne Illustrated Guide to Norse Myths and Legends. Usborne
Publishing Ltd., 1990.
- I. Hook, Jason. The Vikings. New York, N.Y.: Thomson Learning, 1993.
- J. Nicholson, Robert and Watts, Claire. The Vikings. Main Line Book Co., 1994.
- K. Wingate, Philippa, and Millard, Anne B.A., Ph.D. Usborne Illustrated World History, The Viking
World.
- L. Chisholm, Jane and Reid, Struan. Who Were the Vikings. Usborne Publishing,
Ltd., 1995.
- M. E.D. Hirsch, Jr. What Your 3rd Grader Needs to Know. Doubleday, 1992.

V. LESSONS

A. Lesson One: Who were the Vikings?

1. Objective/Goal

The students will learn who the Vikings were.

- a. Where did the Vikings come from?
- b. When did the Vikings exist?
- c. Why did the Vikings leave their homeland?
- d. What new lands did the Vikings settle?

2. Materials

- a. Globes, world maps, maps of Scandinavia and Europe
- b. Time lines

c. Viking notebooks

d. Encyclopedias and book on the Vikings

3. Prior knowledge for Students

a. Review continents of the world

b. Review oceans of the world

c. Review map and globe skills

4. Key Vocabulary

a. Vikings b. Scandinavia (Sweden, Norway, Denmark, Finland)

c. Iceland d. Norsemen

e. warriors f. Greenland

g. longitude h. latitude

i. fjords

5. Procedures/Activities

a. Read Growing Up in Viking Times by Dominic Tweddle to motivate interest and brainstorm what the students will be learning.

b. Students make time lines from A.D. 0 to A.D. 1997. They will color in the Viking Era from A.D. 793 - A.D. 1066.

c. Students will write the definition of "Vikings" in their Viking notebooks.

d. Using world maps and maps of Scandinavia, the students will color code Sweden, Norway, Denmark, and Iceland. They will put their color coded maps in their Viking notebooks.

e. Using their color coded maps of Scandinavia, students will draw lines showing where the Vikings settled in new lands.

1. Swedish Vikings: Crossed Baltic Sea, sailed Russian Rivers, reached Black Sea and Constantinople.

2. Danish Vikings: Raided Belgium, France, Germany, Spain and the Netherlands. Ruled England at one time. Traveled to Sicily.

3. Norwegian Vikings: Sailed west. At first they were raiders and later they settled in England, Ireland, Scotland. They crossed the

Atlantic Ocean to Iceland, Greenland, and North America.

4. Iceland: Vikings came from Norway between A.D. 860-870.

Iceland had deep fjords that made good harbors.

5. Greenland: discovered in 986.

Add information to Viking Notebooks.

f. Brainstorm why the Vikings left their homelands and went to new areas.

1. Their land was cold and bleak with rocky coasts and mountains.

2. There was not enough farmland to produce sufficient food.

3. They were seeking riches using seamen and warrior skills.

Add information to Viking Notebooks.

g. Roleplay: You are a Viking. Why do you want to leave your homeland to go to sea? Add your ideas to your Viking Notebook.

6. Evaluation/Assessment

a. Given a blank map of Europe, the students will color code the Scandinavian countries and draw arrows showing where the Vikings traveled to.

b. On the back of the map the students will list three reasons the Vikings left their homelands.

B. Lesson Two: What were the Vikings Like?

1. Objective/Goal:

a. The students will understand the everyday life of a Viking by learning about the homes they built, the clothes they wore, and the food they ate.

b. The students will compare the Viking people and the way they lived with how we live today.

2. Materials

a. Encyclopedias, Viking books

b. Viking Notebooks

c. Pictures of Viking long houses, clothing, jewelry, and tools.

d. Activity pages from The Felix Activity Book, by Marc Tyler Nobleman and Leslie Moseley, pp. 75, 76, 77, 80.

3. Prior Knowledge for Students

a. none

4. Key Vocabulary

a. bondirs, carls b. thralls

c. jarls, earls d. blacksmith

e. anvil f. mead

g. long house h. thatch

i. broach j. wool

5. Procedures/Activities

a. Read to students from The Viking World by Philippa Wingate and Anne Millard:

"Life on a Viking Farm" pp. 6-7

"Inside a Viking House" pp. 8-9

"What Vikings Wore" pp. 10-11.

Discuss how the Vikings lived and why they lived that way. Compare how the Vikings lived compared to people today.

b. Do activity pages 77 and 80 from The Felix Activity Book by Marc Tyler Nobleman and Leslie Moseley (Viking Truth and Viking Women).

c. Add important vocabulary to Viking Notebooks.

d. Divide students into groups giving them the following topics:

Viking food, Viking long houses, Viking clothing (men, women), Viking jewelry, Viking farming, Viking fishing and hunting. Each group researches their topic, prepares an oral report for the rest of the class. They will make a visual display to accompany their report. Their classmates will take notes in their Viking notebooks on each topic.

e. From the Felix Activity Book students will do "Dig This" activity from page. They will make a time capsule using a small shoe box to show what a Viking might have left for future generations. They may also add items they would leave from modern time for future generations.

f. Students will view replicas of Viking jewelry . They will make Viking jewelry using four colors of clay

(see *The Vikings*, by Robert and Claire Watts, pg. 20.) This activity can also be done during "Viking Day," our culmination event.

g. Make a large murals of Viking Life. Include longhouses, farmlands, and the Viking people working and living together.

h. Students will make Viking shields, helmets, and swords out of cardboard, plaster strips, and paint. They will wear these during our "Viking Day," our culminating event.

6. Evaluation/Assessment

a. Students write a paragraph titled, "If I were a Viking, what would my home life be like?" They will also have an illustration to go along with their paragraph. They will share their paragraphs with classmates.

b. Teacher made test on Viking Everyday Life. (Appendix A)

C. Lesson Three: Viking Myths, Gods, Sagas

1. Objective/Goal:

a. The students will learn myths and sagas from Norse mythology

b. The students will understand who the most important Viking gods were.

c. The students will learn that some of the names of the days of the week from Norse mythology.

2. Materials

a. Books on Norse mythology

b. Viking Notebooks

c. What Your 3rd Grader Needs to Know, by E.D. Hirsch

3. Prior Knowledge for Students

a. Review *Mythology of Ancient Greece* from the second grade Core Knowledge Sequence.

4. Key Vocabulary

a. myth b. saga

c. Yggdrasil d. Asgard

e. Odin f. Thor

g. Freyja h. Frigg

i. Frey j. muollnir

5. Procedures/Activities

a. Read *The Norse Myths* from What Your 3rd Grader Needs to Know, by E.D. Hirsch, pp. 42-47.

b. In Viking notebooks, draw an illustration of the "Nine Worlds" of Norse gods. Use Usborne Illustrated Guide to Norse Mythology and Legends, by Rodney Matthews as a guide (Asgard, gods home).

c. Introduce the Mythical characters of Viking mythology. Add this information to Viking Notebooks.

1) Thor: god of thunder, (mjollnir - hammer)

2) Odin: god of war, father of other gods

3) Freyr: god of fertility

4) Frigg: Odin's wife, queen of the gods

5) Freyja: Frey's sister, goddess of love and war.

d. Read Viking myths and discuss how to acquire better understanding of Viking mythology.

Myths and Legends of the Vikings

Norse Myths and Legends

Read "Thor Visits the Land of the Giants," from *The Vikings*, by Robert Nicholson and Claire Watts. Make illustrations of this myth about Thor in Viking notebooks.

e. Each student picks a Viking god of interest. Draw an illustration of their god, and write a paragraph describing why that god was important. Illustrations will be displayed in class and shared with classmates.

f. Add how the days of the week received their names from Norse myths to Viking notebooks.

1. Wednesday: short for Woden's day, usually called Odin

2. Thursday: Thor, Odin's oldest son

3. Tuesday: Tyr, god of war

4. Friday: Freya, goddess of love and beauty

g. Students write their own Viking mythology and sagas using the gods discussed. They can be illustrated and bound into books or added to Viking notebooks. They will share their stories with other students, administrators, and parents.

6. Evaluation/Assessment

a. Teacher made test on Viking gods and Norse mythology discussed in lesson. (Appendix B)

D. Lesson Four: Viking Alphabet and Language

1. Objective/Goal:

- a. The students will have a basic understanding of the Viking language called "Old Norse."
- b. The students will practice writing with the Viking's alphabet called "Futharks."

2. Material

- a. Books on Vikings
- b. Copy of the Viking alphabet called "Futharks" to hand out to each student.

3. Prior Knowledge for Students

- a. none

4. Key Vocabulary

- a. sagas
- b. Futhark: Viking alphabet
- c. Runes: Viking letters

5. Procedures/Activities

- a. Hand out copies of the Viking alphabet and discuss it with the students.

Copy into Viking Notebooks (Appendix C).

- b. Students write their names with the Viking alphabet. They can put their name on the front of their Viking Notebooks using runes. They can also write their names on colored construction paper to display on a bulletin board or their desks.
- c. Using clay or plaster, the students write messages using the Viking alphabet. They can have their classmates decode their messages.

6. Evaluation/Assessment

- a. The students will be given a secret message to decode about the Vikings. They may use their copy of the Viking alphabet to decode the message. (Make a message that will reinforce something interesting you taught about the Vikings.)

E. Lesson Five: Viking Shipbuilding

1. Objective/Goal:

- a. The students will appreciate the Vikings as mastercraft ship builders and sea voyagers.
- b. The students will be able to identify the parts of a Viking ship.
- c. The students will draw Viking ships and seamen.

2. Materials

- a. Encyclopedias and books on Vikings
- b. Pictures of Viking ships
- c. Model of a Viking ship
- d. The Felix Activity Book by Mac Tyler Nobleman and Leslie Moseley

3. Prior Knowledge for Students

- a. Review why the Vikings became seamen.
- b. Review the places the Vikings traveled.

4. Key Vocabulary

- a. prow: front of ship
- b. oars: for rowing
- c. faering: shortest ship
- d. longship: longest ship
- e. keel: helped ships cut through water
- f. hull: made of oak
- g. mast

h. figureheads

5. Procedures/Activities

- a. Read "A Viking Warship," Eyewitness Books on Vikings, by Susan Margeson, pp. 10-11. Read "Longships", The Vikings, by Robert Nicholson and Claire Watts, pp. 10-11.
- b. Study pictures of Viking ships and ship making. Brainstorm why Viking ships were so advanced for the times.
- c. Discuss vocabulary of Viking ships and add to Viking notebooks. Draw a Viking ship in Viking notebooks.
- d. Materials to cut and paste Viking ships: Blue construction paper 9" by 18," brown construction paper

for ship and oars, white construction paper for sail. Using patterns trace and cut pieces. Glue pieces to blue construction paper. Add designs and color to ship. Add scenery around ship. Makes great wall hangings for display. (Appendix D)

e. Do activities on Viking ships from The Felix Activity Book, by Mark Tyler Nobleman and Leslie Moseley, pp. 78, 79, and 81.

f. Students may construct replicas of Viking ships for an extra credit project.

6. Evaluation/Assessment

a. Given a drawing of a Viking longship the students label the important parts of the ship.

b. The students write a paragraph in their Viking notebooks describing Viking shipbuilding and the importance of water travel to the Vikings.

F. Lesson Six: Viking Heroes

1. Objective/Goal:

a. The students will become familiar with the names of famous Viking heroes.

b. The students will be able to tell why they are still famous today.

2. Materials

a. Encyclopedias and books on Vikings

b. Viking Notebooks

c. globes and maps

3. Prior Knowledge for Students

a. Brainstorm what makes a person famous and name famous people they have read about or know.

4. Key Vocabulary

a. Eric the Red: Most famous Viking to explore Greenland

b. Leif Ericson: First European to land in America

c. King Cnut of Denmark

d. Harald Haardraade: "The Last Viking," (last Viking to land with an army in England).

e. Varangarian Guard: elite fighting force of Vikings

5. Procedures/Activities

a. Brainstorm with students "What would make a Famous Viking?" Put on Chart paper and display in classroom.

b. Read "Heroes" from The Vikings, by Robert Nicholson and

Claire Watts, pp. 12-13. Read "The Vikings Reach America," from The Viking World, by Philippa Wingate and Anne Millard pp. 38-39.

c. List famous Vikings and why they were famous in Viking notebooks.

Refer back to famous Viking brainstorming activity and discuss

why these Viking are still famous today.

d. Using a map of the Northern Hemisphere of the world, draw Leif

Ericksons route to America.

6. Evaluation/Assessment

a. Each student will write a paragraph about, "What made a famous Viking." They will name one famous Viking in their paragraph and why they were famous (reference books may be used).

b. A teacher made test may be used if needed.

VI CULMINATION ACTIVITY

We have a "Viking Day" at the end of our unit. All the third grade teachers will dress as Vikings in authentic looking costumes. The students have to option to dress in Viking costumes. The students will wear their helmets, carry their shields and swords. They will parade around the school grounds being Vikings. Our lunchroom staff will prepare a Viking meal consisting of Viking stew, bread, peas, and milk. We will make our clay bracelets on our wrists. After lunch, we will have a Viking social with games and sharing our Viking Notebooks with administrators, teachers, and parents. We will also have refreshments of rootbeer (mead), beef jerky, and crackers with peanut butter or cheese.

VII HANDOUTS/STUDENT WORKSHEETS

A. Appendix A: Viking Homeland test

B. Appendix B: Viking gods and mythology test

C. Appendix C: The Futhark - Viking alphabet

D. Appendix D: Viking ship pattern

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Viking Homeland Test

Use the following Viking words in the following blanks.

Norsemen, Norway, Iceland (2), Denmark, Sweden, Greenland,
Berserkers, Saga, Thing, Vinland, Thrall

1. Another name for Vikings are _____.
2. Name the three countries of today that the Vikings came from:
_____, _____, _____.
3. Name two places the Vikings discovered in their travels.
_____, _____.
4. A Viking adventure story is called a _____.
5. The most feared Vikings were called _____.
6. Volcanic Island settled by Vikings was called _____.
7. A Viking community meeting was called a _____.
8. _____ was a Viking settlement in North America.
9. _____ was the name for a Viking slave.

In complete sentences, describe a Viking longhouse. Add an illustration to your drawing on the back of this test.

In complete sentences, describe the role of Viking women in Viking times.

Why did the Vikings go in search for new lands?

Appendix B

Name _____

Date _____

Viking gods and mythology test

Use the following words in the following blanks.

Frigg, Freya, Frey, Mjollnir, Odin, Thor, Valhalla, Asgard

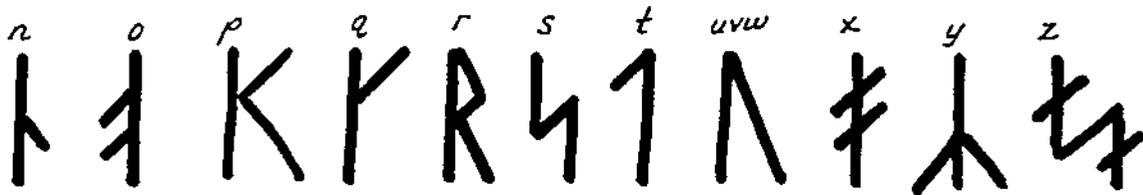
1. Viking heroes went to _____ after death.
2. _____ was the home of the Viking gods.
3. _____ was the god of war, responsible for causing wars. As god of poetry, he inspired great stories and poems.
4. _____ was the twin sister of Frey, goddess of love and death. She could predict the future.
5. _____ was the wife of Odin and looked after the health of people, especially children.
6. _____ was the god of thunder and strength, keeping enemies in line using his magic hammer. He protected Asgard.
7. _____ was god of fertility and birth, responsible for making the sun shine and crops growing.
8. Thor's hammer was called _____.

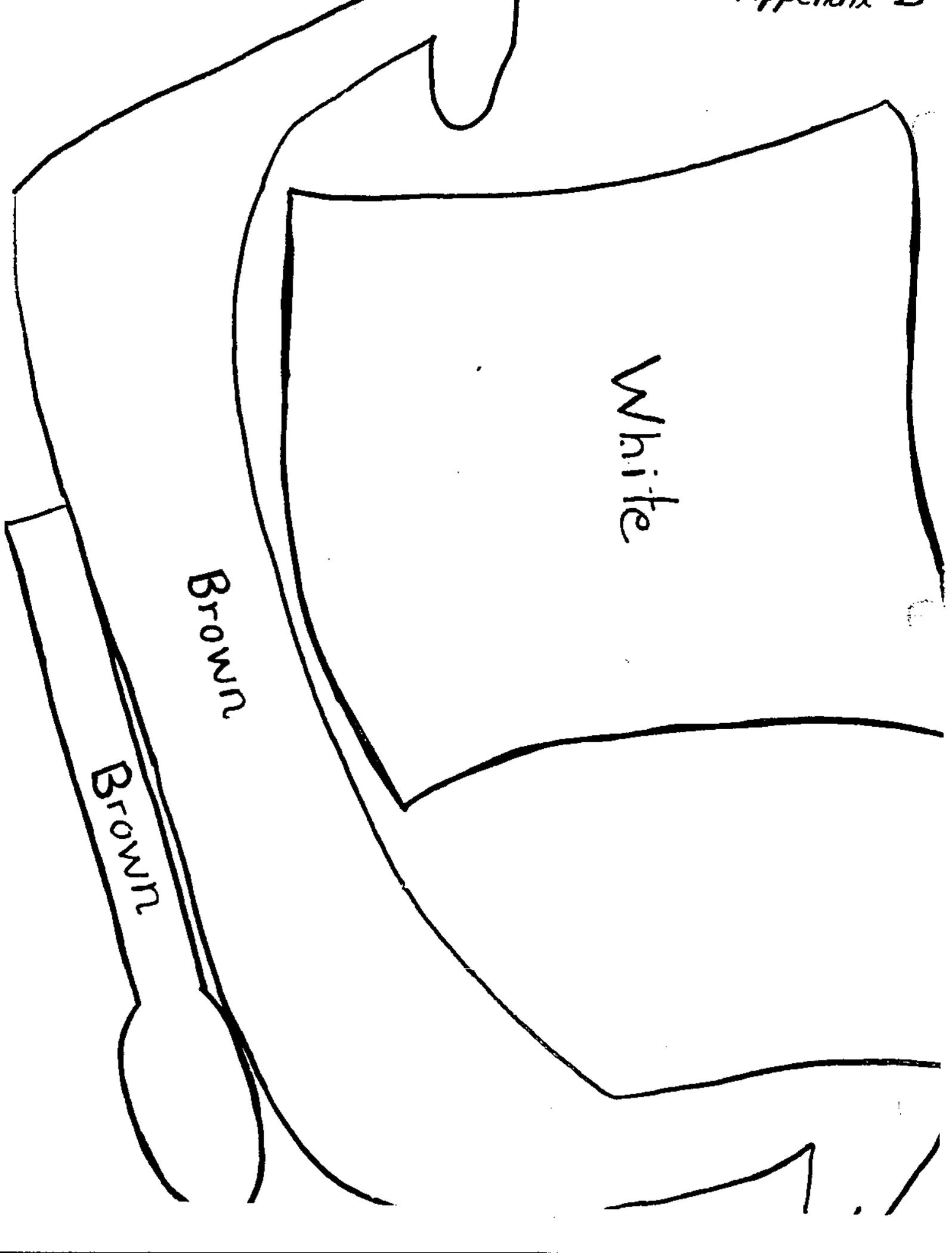
Pick one god of Viking mythology you learned about and write a brief description of why they are remembered. Remember to use complete sentences. Illustrate the god you picked on the back of this test.

THE FUTHARK

THE VIKING ALPHABET, THE FUTHARK, WAS MADE UP OF RUNES, OR LETTERS. THE RUNES WERE MOSTLY MADE UP OF STRAIGHT LINES, BECAUSE THEY WERE CARVED INTO WOOD OR STONE. IT WAS EASIER TO CARVE STRAIGHT LINES IN HARD SURFACES. THE LETTERS ABOVE EACH RUNE SHOW HOW IT WAS PRONOUNCED.

PRACTICE WRITING THE RUNES BELOW. PRACTICE WRITING YOUR NAME IN RUNES.





White

Brown

Brown