

YO-HO, YO-HO A VIKING'S LIFE FOR ME

Grade Level or Special Area: 3rd Grade

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Length of Unit: Seven lessons, eight days, 40 minutes each

I. ABSTRACT

Come along on an adventure to see what life was like as a Viking! Learn about where the Vikings lived and where their adventures led them. Discover why the Vikings left their homeland and explored uncharted territory. Meet Eric the Red, an ill-tempered explorer, and his son, Leif Ericson. Find out who really discovered North America, hundreds of years before Columbus. Finally, unravel the mystery of the disappearance of Viking culture.

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 develop an appreciation for another culture.
3. Students will recognize that there are families and cultures around the world.
4. Students will understand the motivations of the explorers.
5. Students will develop an awareness of the changing religious beliefs of the Vikings.

B. Content from the *Core Knowledge Sequence*

1. History and Geography: World History and Geography (3rd grade, page 69)
 - a. World Geography
 - i. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)
 - a) Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - b) The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 - ii. The Vikings (3rd grade, page 70)
 - i. From the 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
 - b. The Vikings (3rd grade, page 70)
 - i. From the 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. Language Arts (3rd grade, page 67)
 - a. Fiction
 - i. Myths and Mythical Characters
 - a) Norse Mythology
 - i) Asgard (home of the gods)
 - ii) Valhalla
 - iii) Hel (underworld)
 - iv) Odin
 - v) Thor
 - vi) Trolls

- vii) Norse gods and English names for days of the week: Tyr, Odin (Wodin), Thor, Freya

C. Skill Objectives

1. Reading and interpreting information from maps. (adapted from Colorado Standards for Geography 1.1)
2. Identify major geographic features. (Colorado Standards for Geography 1.2)
3. Display information on maps. (adapted from Colorado Standards for Geography 1.1)
4. Taking notes, outlining and identifying main ideas in resource materials. (Colorado Standards for Reading and Writing 5)
5. Describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders). (Colorado Standards for History 4.2)
6. Respond to and discuss myths. (Adapted from Colorado Standards for Language Arts 3.6)
7. Identifying ways different cultures record their history. (Colorado Standards for History 2.2)
8. Giving examples of how the beliefs of people are reflected in the practices of their community. (Adapted from Colorado Standards for History 6.2)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *Lost Civilizations: The Vikings*, Allison Lassieur
2. *Who Were the Vikings*, Jane Chisholm and Struan Reid
3. *What Your Third Grader Needs to Know*, E.D. Hirsch Jr.

B. For Students

1. World History and Geography (1st grade, page 27)
 - a. Geographical Terms and Features
peninsula, harbor, bay, island
2. World History and Geography (2nd grade, page 47)
 - a. Geographical Terms and Features
 - i. coast, valley, prairie, desert, oasis

IV. RESOURCES

- A. Map - one large world map (Lessons One, Two, Three, and Four)
- B. Book - *Vikings: Raiders from the North*, Time Life, ed.(Lesson One)
- C. Overhead projector (Lessons Two and Three)
- D. Book - *Who Were the Vikings?*, Chisholm, Jane and Reid, Struan (Lessons Three and Six)
- E. Television (Lesson Four)
- F. VCR (Lesson Four)
- G. Video - *Explorers of the World- The Vikings*, Schlessinger Media (Lesson Four)
- H. Book - *What Your Third Grader Needs to Know*, Hirsch, E.D. Jr. (Lesson Five)
- I. Book - *Pearson Learning Core Knowledge History and Geography*, Hirsch, E.D. Jr. (Lesson Six)
- J. Book - *Lost Civilizations: The Vikings*, Lassieur, Allison (Lesson Six)

V. LESSONS

Lesson One: Opening and Scandinavian Geography (40 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. The seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia
 - b. Sea (not in *Core Knowledge Sequence*)
 - c. The Vikings
 - i. From area now called Scandinavia (Sweden, Denmark, Norway)
 - ii. Baltic Sea, North Sea, fjord (not in *Core Knowledge Sequence*)
3. Skill Objective(s)
 - a. Reading and interpreting information from maps.
 - b. Identify major geographic features.

B. Materials

1. One large world map
2. Notebook paper, pencil, and crayons for each student
3. Seven index cards
4. Tape to attach index cards to map
5. *Viking Raiders from the North*, Time Life, ed.

C. Key Vocabulary

1. A *peninsula* is a piece of land that is surrounded by water on three sides.
2. A *coast* is the land near a shore.
3. A *sea* is a large body of salt water, smaller than an ocean.
4. A *fjord* is a narrow strip of sea between cliffs or steep slopes.
5. *Scandinavia* is a region that consists of Sweden, Denmark, and Norway.
6. *Norsemen* were the people who lived in Scandinavia.

D. Procedures/Activities

1. Show students a large world map, and review original inhabitants of North America. (Native Americans)
2. Ask students who discovered North America. (No, it wasn't Columbus.)
3. Explain that 500 years before Columbus came to the New World, the Vikings discovered North America.
4. Share with the students that we are about to begin learning all about the Vikings, but first we would like to know what they already know about the Vikings.
5. Pass out a sheet of notebook paper, and have students take out a pencil and crayons.
6. Have students write and/or draw what they know about the Vikings. Allow the students approximately 10 minutes to complete this task.
7. While students are working, walk around and informally assess what students already know about the Vikings.
8. When the students are finished have them turn in their papers and put supplies away.
9. Refocus the students' attention on the world map, and ask students what continent they live on. Label North America with an index card.
10. Review location of Europe and label with an index card.
11. Introduce the region of Scandinavia, and explain that it consists of Sweden, Denmark, and Norway. Label the three countries.
12. Point out and label the North Sea and the Baltic Sea.

13. Explain that the people who lived in this area were called the Norsemen. The word Norse means north, so they were the men from the north.
 14. Show pictures of what these countries look like using *Viking Raiders from the North*, Time Life, ed., pages 121-157.
 15. While showing pictures review and display geography terms: peninsula, coast, and sea. Define and show picture of a fjord.
 16. To review, point to geographic features and have students orally name them.
- E. *Assessment/Evaluation*
1. Writing and drawing activity to pre-assess Viking knowledge.
 2. Students will label blank map in next lesson.

Lesson Two: Geography of Exploration (40 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. Earliest Europeans (long before Columbus) we know of to come to North America
 - i. Locate; Greenland, Canada, Newfoundland
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic
 - c. Locate Iceland (not in *Core Knowledge Sequence*)
 3. Skill Objective(s)
 - a. Display information on maps.
 - b. Identify major geographic features.
- B. *Materials*
1. One large world map
 2. Labels from Lesson One separate from map
 3. Six index cards
 4. Tape to attach index cards to map
 5. Appendix A – one per student and one transparency
 6. Blue and black transparency markers
 7. Overhead projector
- C. *Key Vocabulary*
1. An *ocean* is a very large body of salt water. There are four of them on Earth.
 2. An *island* is a piece of land completely surrounded by water.
 3. To *explore* means to travel to new places.
 4. A *Viking* is a Norseman who explored and took things by force from the people they met on their journeys.
- D. *Procedures/Activities*
1. Inform the students that today we will review what we learned in Lesson One and learn where the Norsemen explored.
 2. Choose students to place geographic labels, from Lesson One, on large world map. Orally review these locations.
 3. Review location of the Arctic and the Atlantic Oceans. Label map with index cards.
 4. Explain that the majority of the Norseman were farmers, but the Norseman who decided to explore were called Vikings.
 5. Share with students that the Vikings not only explored their region of Scandinavia, but they also sailed to Europe and crossed the Atlantic Ocean. Label Europe on the map.

6. The Vikings' first stop on the trip across the Atlantic Ocean was the island of Iceland. Define island and label Iceland on the map.
 7. The next island the Vikings encountered was Greenland. Label Greenland on the map.
 8. The Vikings eventually reached the coast of North America. They landed on what is now called the country of Canada, and the province (state) of Newfoundland. Label Canada and Newfoundland on the map.
 9. Next, explain that the students will now get a chance to label their own map.
 10. Pass out Appendix A to each student and have students take out a pencil and a blue colored pencil.
 11. Display transparency of Appendix A on overhead projector. Ask students to point to the Baltic Sea on their copy of the map. After all students are correctly pointing to the Baltic Sea on their map, model how to label and color the Baltic Sea on the transparency. Then have the students label and color on their own maps.
 12. Follow the above procedure with the North Sea, Atlantic Ocean, and Arctic Ocean to assess student knowledge of their location.
 13. Repeat this procedure with the three countries that comprise Scandinavia. Check to be sure that all students can locate the countries.
 14. Have the students point to the continent of Europe. Check to make sure all students can locate Europe. Label Europe on the transparency and have the students label their map.
 15. Next, follow the Vikings' exploration route labeling Iceland, Greenland, Canada, and Newfoundland as you go.
 16. To review, have the students point again to all the locations that we labeled. For example, have them put their finger on the Arctic Ocean. Next, have them put their finger on Iceland. Follow the same procedure with all locations.
 17. To review the geographic features, have them point to an island (Iceland, Greenland, Newfoundland, etc.). Then have them find a peninsula (Norway and Sweden). Next, have the students point to a coast. Have them also point to a sea (Baltic Sea or North Sea). Finally, ask the students if they can define a fjord.
 18. Review locations and geographic features as needed.
 19. Have students turn in completed maps and put supplies away.
- E. *Assessment/Evaluation*
1. Students will color and label Appendix A to show their ability to display information on maps, and identify major geographic features.
 2. Informally assess students' knowledge of locations and geographic features during the review at the end of the lesson. Check to be sure that they are all pointing to the correct place.

Lesson Three: Life at Home (two days, 40 minutes per day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students will recognize that there are families and cultures around the world.
 - b. Students will develop an appreciation for another culture.
 - c. Students will understand the motivation of the explorers.
2. Lesson Content
 - a. Also called Norsemen, they were skilled sailors and shipbuilders.
 - b. Traders, and sometimes raiders of the European coast

3. Skill Objective(s)
 - a. Taking notes, outlining, and identifying main ideas in resource materials.
 - b. Describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders).
- B. *Materials*
1. *Who Were the Vikings?*, Jane Chisholm and Struan Reid
 2. Pencil for each student
 3. Copies of Appendix B for each student, one transparency
 4. Copies of Appendix C for each student
 5. Copies of Appendix D for each student
 6. Overhead projector
 7. Transparent marker
 8. One large world map, with labels still attached
- C. *Key Vocabulary*
1. The Norsemen's homes were called *longhouses*.
 2. A *longship* was a Viking warship that was long and fast.
 3. A *jarl* is a Norse chief.
 4. A *karl* is a free man or woman in Norse culture.
 5. A *thrall* is a Norse slave.
 6. *Raiding* means to fight people and steal their things.
 7. *Climate* is weather over a long period of time.
- D. *Procedures/Activities*
1. Explain to the students that over the next two lessons they will be learning all about life in a Viking village.
 2. Let the students know that some of the ideas they wrote in Lesson One (steps 6-8) about the Vikings were correct facts, but some were not true.
 3. Tell them that we are going to read about what the Norsemen were truly like in their daily lives and why some of them became Vikings.
 4. Let the students know that you will read a section from the book *Who Were the Vikings?* Then we will take notes together on what we read.
 5. Read or paraphrase pages 4 and 5 to the students.
 6. Have the students take out a pencil.
 7. Pass out Appendix B to each student.
 8. Display page one of Appendix B on the overhead.
 9. Read the first question to the students. Ask for a volunteer to share important details about Viking clothing.
 10. Write important details on transparency. Then have the students write the details on their paper.
 11. Repeat this process with hair, jewelry, and make up.
 12. Read or paraphrase pages 6 and 7, and show picture on page 8 and 9.
 13. Read next question to the students. Ask for a volunteer to share important details about Viking homes, school, farming, and hunting/fishing.
 14. After each topic, write important details on transparency. Then have the students write the details on their paper.
 15. Read or paraphrase pages 20 and 21 to the students.
 16. Read the next question, and ask for volunteers to share the types of boats the Vikings used. Have a volunteer describe a Viking longship.
 17. Record this information on the transparency, and have the students write the information on their paper.
 18. Next, have the students turn to page two of Appendix B. Place page two of Appendix B on the overhead.

19. Read or paraphrase pages 22 and 23 to the students.
20. Read the next question, and ask for volunteers to share the types of crafts the Vikings made.
21. Record this information on the transparency, and have the students write the information on their paper.
22. Read or paraphrase pages 24 and 25 to the students.
23. Read the next question to the students. Ask who was the most powerful person in a Viking village.
24. Write kings next to the first bullet point on the transparency, and have the students fill in kings on their paper.
25. Next, have the students describe a jarl, karl, and thrall. After each description, record the information on the transparency, and have the students write it on their paper.
26. Read the next question. Explain that the Vikings had rules such as no stealing and no killing. Write this on the transparency, and have the students write the rules on their paper.
27. Next, ask them to describe some of the punishments. Record this information on the transparency, and have the students write the punishments on their paper.
28. Read the next question. Explain to the students that when Vikings went raiding they sailed to other lands, fought with the people they met, and stole the items they wanted. They sometimes even took people back as slaves.
29. Record this information on the transparency, and have the students write this on their paper.
30. Explain to the students that even though most books and movies refer to all of these people as Vikings, only those who went raiding were truly Vikings. The rest of the people who stayed home, or only explored and traded, were called Norsemen.
31. Read the next question. Using the large world map, show the students where the Vikings went raiding (point out the coast of Europe).
32. Write coast of Europe under the question on the transparency, and have students record the answer on their paper.
33. Explain to students that not all Vikings left home to raid other people. Ask why else they think the Vikings might have left home.
34. Share that there were three main reasons that the Vikings left home. They left to search for better land for their farms, because the climate was cold and wet, and to search for gold and riches. Tell them that climate is just the weather over a long period of time.
35. Write the three reasons on the transparency, and have the students record this on their papers.
36. Next, pass out Appendix C. To assess the students' knowledge of Viking culture, have the students complete this true or false worksheet on their own. Explain to the students that they may use their notes (Appendix B) to help them complete the true or false assessment.
37. When they are finished, have the students turn in both of their papers, and put away their pencils.
38. Next, pass out Appendix D.
39. Sing the first two verses of "The Viking Song." Then have the students save this paper for the next lesson.

E. *Assessment/Evaluation*

1. Through discussion, the students will display their knowledge of the Viking culture and why the Vikings moved from one location to another.

2. Through note taking, the students will demonstrate their ability to record important information.
3. The students will demonstrate their knowledge of Viking culture and why the Vikings moved from one location to another by completing the true or false worksheet.

Lesson Four: Famous Vikings (40 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.
 - b. Students will develop an appreciation for another culture.
 - c. Students will recognize that there are families and cultures around the world.
 - d. Students will understand the motivation of explorers.
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
 - d. Eric the Red and Leif Ericson (Leif “the Lucky”)
 - e. Earliest Europeans (long before Columbus) we know of to come to North America
 - i. Locate: Greenland, Canada, Newfoundland
3. Skill Objective(s)
 - a. Reading and interpreting information from maps.
 - b. Describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders).

B. Materials

1. Video: The Explorers of the World- The Vikings, Schlessinger Media
2. Television and VCR
3. One large world map
4. Appendix D from previous lesson
5. Appendix E for each student
6. Pencil and colored pencil for each student

C. Key Vocabulary

1. *Banish* means to force someone to leave a country.
2. *Vinland* is what the Vikings called Newfoundland.

D. Procedures/Activities

1. Explain to the students that today they are going to watch a movie about the Vikings. The movie will include many of the things we have already talked about, as well as introduce some famous Vikings.
2. Start the video.
3. Pause the video when the map is displayed. Review important locations on the large map in the classroom.
4. In the next section of the video, there will be a word that might be new to you. The word is banished, and it means to be told you must leave a country.
5. Continue the video.
6. Pause the video after they mention that the horns on the helmets were only used during ceremonies.
7. Mention that in the next section of the video, they will talk about the first people to see North America and the first people to land on the continent.

8. Continue to the end of the video.
 9. To check the students' understanding, ask them to tell about Eric the Red and Leif Ericson. The students should be able to recall that Eric the Red discovered Greenland and Leif Ericson discovered North America.
 10. Have the students take out "The Viking Song" sheet (Appendix D) from the previous lesson.
 11. Sing the first two verse of the song. Then introduce the third verse about Eric and Leif.
 12. For review, sing all three verses of "The Viking Song."
 13. Have students take out a pencil and find a partner to work with.
 14. Pass out Appendix E to each set of partners. Have students complete the quiz together. When they are finished, review the correct answers together in class. Have students correct any mistakes using a colored pencil.
- E. *Assessment/Evaluation*
1. Informally assess the students' knowledge during discussion sessions throughout the movie.
 2. Students will complete quiz to display their knowledge of the Vikings. Use their quizzes to determine if any areas need to be re-taught.

Lesson Five: Norse Mythology (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an appreciation for another culture.
 2. Lesson Content
 - a. Norse Mythology
 - i. Asgard (home of the gods)
 - ii. Valhalla
 - iii. Hel (underworld)
 - iv. Odin
 - v. Thor
 - vi. trolls
 - vii. Norse gods and English names for days of the week: Tyr, Odin (Wodin), Thor, Freya
 3. Skill Objective(s)
 - a. Respond to and discuss myths.
- B. *Materials*
1. *What Your Third Grader Needs to Know*, E.D. Hirsch, Jr., ed.
 2. Copies of Appendix F, one for each student
 3. Copies of Appendix G, one for each student
 4. Pencil and colored pencils for each student
- C. *Key Vocabulary*
1. A *myth* is a traditional story to explain events that may not be true.
 2. *Asgard* is the home of the gods in Norse mythology.
 3. *Valhalla* is the place where Viking warriors went when they died.
 4. *Hel* is the ruler of the underworld in Norse mythology.
 5. *Odin* (Wodin) was the chief Viking god. Wednesday was named after him.
 6. *Thor* was the Norse god of thunder. Thursday was named after him.
 7. *Tyr* was the Norse god of war. Tuesday was named after him.
 8. *Freya* was the Norse goddess of love and beauty. Friday was named after her.
 9. A *troll* is a dwarf in Norse mythology.

- D. *Procedures/Activities*
1. Explain to the children that today we are going to learn about Norse mythology. Just like the Greeks had myths to tell about their gods and goddesses, so did the Norsemen.
 2. Read or paraphrase the section on Norse mythology from *What Your Third Grader Needs to Know* (pages 44-47).
 3. Pass out Appendix F.
 4. Have students take out a pencil and colored pencils.
 5. To review the section that was read on Norse mythology, read the information in each of the boxes to the students.
 6. Have the students draw a picture to illustrate each section. Allow the students 20-25 minutes to complete this task.
 7. When students are finished, have each student choose their favorite box to share. Have them describe what they drew and how their picture captures the meaning of the word in the box.
 8. Pass out Appendix G.
 9. Have students use their Norse mythology worksheet to complete the matching assessment in Appendix G.
 10. Have the students turn in both of their worksheets when they are finished.
- E. *Assessment/Evaluation*
1. The students will draw a picture to illustrate each of the Norse mythology people/places to show they understand the meanings of each of the terms.
 2. The students will complete a matching worksheet to demonstrate their knowledge of Norse mythology.

Lesson Six: Storytelling and Changing Times (40 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an awareness of the changing religious beliefs of the Vikings.
 2. Lesson Content
 - a. Sagas (not in *Core Knowledge Sequence*)
 - b. Futhark (not in *Core Knowledge Sequence*)
 - c. Religious/Cultural changes (not in *Core Knowledge Sequence*)
 3. Skill Objective(s)
 - a. Identifying ways different cultures record their history.
 - b. Giving examples of how the beliefs of people are reflected in the practices of their community.
- B. *Materials*
1. *Who Were the Vikings?* Jane Chisholm and Struan Reid
 2. *Pearson History and Geography*, grade 3, E.D. Hirsch, Jr., ed.
 3. *Lost Civilizations: The Vikings*, Allison Lassieur
 4. Copies of Appendix H for each student
 5. Pencil, one per student
 6. Whiteboard/Chalkboard and a dry erase marker/chalk
- C. *Key Vocabulary*
1. A *saga* is a story about events or people.
 2. *Futhark* is the Viking alphabet.
 3. *Christianity* is the belief in Jesus Christ, only one God.

D. *Procedures/Activities*

1. Explain to the students that the Vikings had long, cold, dark winters. To pass the time, they often told stories. These stories were called sagas. Many of the sagas were stories about the gods and goddesses we talked about in the last lesson.
2. Read page 17 thru 19 in *Who Were the Vikings?*
3. Let the students know that at the end of the lesson they will have a chance to write their own message using Futhark, the Viking alphabet.
4. Ask for student ideas about what happened to the Vikings. Do Vikings still exist?
5. After the students share their ideas, paraphrase pages 88-99 in *Lost Civilizations: The Vikings*. Explain that during the time of the Vikings, most of Europe believed in Christianity. They believed in only one God. During their trading and raiding expeditions, the Vikings were exposed to Christianity. Slowly, the Vikings started to also believe in Christianity. This belief changed their culture. The Vikings no longer felt that it was acceptable to steal from others, kill people, or take people as slaves. The Viking way of life ended.
6. Next, pass out Appendix H.
7. Also, pass out a *Pearson History and Geography* book to each student, and have the students turn to page 103.
8. Have the students take out their pencils.
9. Allow students time to create their own message using Futhark, found on page 103. Create this message at the top of Appendix H.
10. Also, have the students write two sentences explaining how Christianity changed the Viking's way of life. Write these sentences in the space provided at the bottom of Appendix H. Write on the board and explain the rubric found in Appendix H, page 2.
11. Have the students turn in their worksheet when they are finished.

E. *Assessment/Evaluation*

1. The students will create a message in runes to display their knowledge of how the Vikings recorded their history.
2. The students will write two sentences explaining how Christianity changed the Viking's way of life.

Lesson Seven: Test and Culminating Activity (40 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.
 - b. Students will develop an appreciation for another culture.
 - c. Students will understand the motivations of the explorers.
 - d. Students will develop an awareness of the changing religious beliefs of the Vikings.
2. Lesson Content
 - a. Norse Mythology
 - i. Asgard (home of the gods)
 - ii. Valhalla
 - iii. Hel (underworld)
 - iv. Odin
 - v. Thor
 - vi. trolls

- vii. Norse gods and English names for days of the week: Tyr, Odin (Wodin), Thor, Freya
 - b. The Vikings
 - i. From the 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
 - 3. Skill Objective(s)
 - a. Display information on maps.
 - b. Describing the economic reasons why people move to or from a location (for example, explorers, nomadic people, miners, traders).
 - c. Respond to and discuss myths.
- B. *Materials*
 - 1. Copies of Appendix I, one for each student
 - 2. Pencil, one for each student
 - 3. Notebook paper for each student
 - 4. Crayons
- C. *Key Vocabulary*
No new vocabulary
- D. *Procedures/Activities*
 - 1. Explain to the students that today they will have a chance to show how much they have learned about the Vikings.
 - 2. Pass out Appendix I to each student.
 - 3. Have students take out their pencil.
 - 4. Read the test questions to the students. Ask them if they have any questions before beginning the test.
 - 5. Have the students complete the test on their own.
 - 6. While the students are taking the test, walk around and answer any questions the students may have.
 - 7. When the students are finished with the test, have them turn the test in to you.
 - 8. Give the students back their copy of Appendix B from Lesson Three.
 - 9. Have the students use this information to write a paragraph, on notebook paper, about a day in the life of a Viking. They may choose to be a farmer, trader, raider, craftsman, etc. They may also choose to be a child or an adult. Explain to the students that their paragraph needs to contain four sentences. The first sentence will explain what type of Viking you chose. Then you will need to write three sentences describing a day in your life.
 - 10. Write on the board and explain the rubric, found in Appendix J.
 - 11. The students may also illustrate their paragraph about Viking life.
 - 12. When they are finished, have the students turn in their paper.
- E. *Assessment/Evaluation*
 - 1. The students will complete a test on the Vikings to demonstrate what they have learned.
 - 2. The students will write a paragraph about a day in the life of a Viking to show their knowledge of Viking culture.

VI. CULMINATING ACTIVITY

- A. In Lesson Seven, the students wrote a paragraph and drew a picture of a day in the life of a Viking and took a test.

VII. HANDOUTS/WORKSHEETS

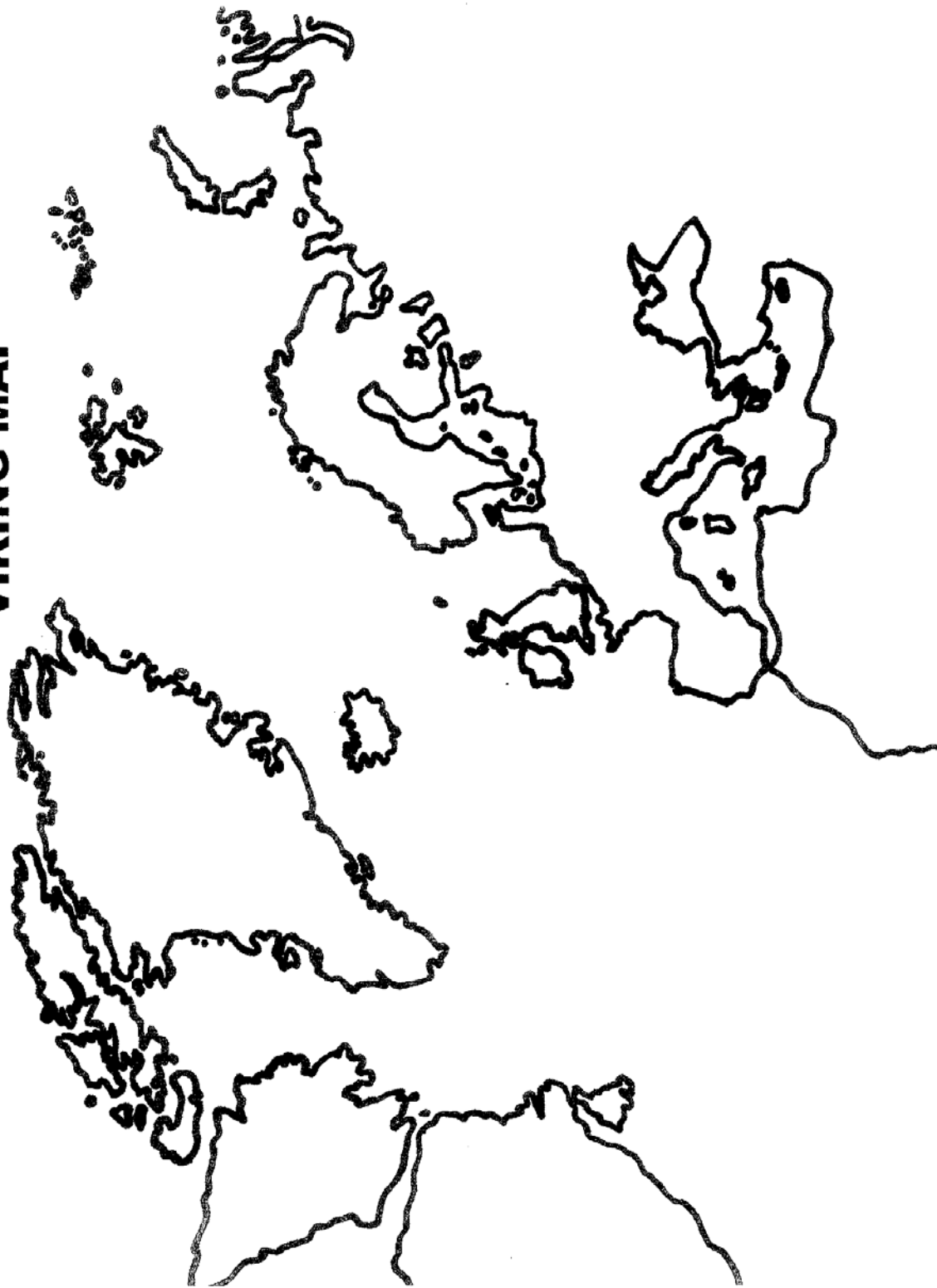
- A. Appendix A: Viking Map (Lesson Two)
- B. Appendix A, page 2: Viking Map Answer Key (Lesson Two)
- C. Appendix B, page 1-2: Yo-Ho, Yo-Ho, A Viking's Life for Me (Lessons Three and Seven)
- D. Appendix B, page 3-4: A Viking's Life for Me Answer Key (Lesson Three)
- E. Appendix C: Viking Life- True or False (Lesson Three)
- F. Appendix C, page 2: Viking Life- True or False Answer Key (Lesson Three)
- G. Appendix D: The Viking Song (Lessons Three and Four)
- H. Appendix E: Viking Quiz (Lesson Four)
- I. Appendix E, page 2: Viking Quiz Answer Key (Lesson Four)
- J. Appendix F: Norse Mythology (Lesson Five)
- K. Appendix G: Norse Mythology- Matching (Lesson Five)
- L. Appendix G, page 2: Norse Mythology- Matching Answer Key (Lesson Five)
- M. Appendix H: Futhark and Christianity (Lesson Six)
- N. Appendix H, page 2: Sentence Rubric (Lesson Six)
- O. Appendix I, page 1-4: Viking Test (Lesson Seven)
- P. Appendix I, page 5-8: Viking Test Answer Key (Lesson Seven)
- Q. Appendix J: Paragraph Rubric (Lesson Seven)

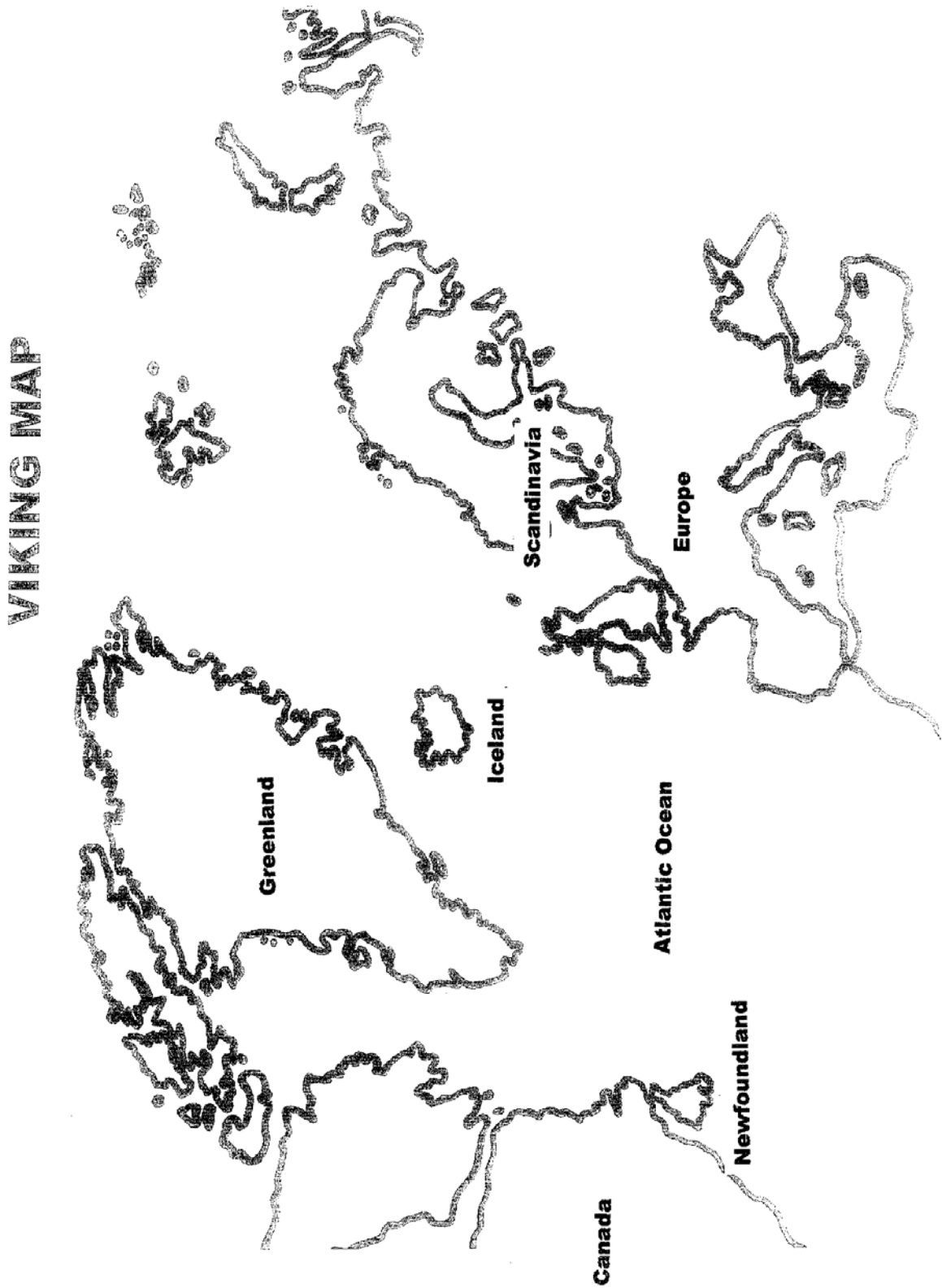
VIII. BIBLIOGRAPHY

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Appendix A

VIKING MAP





Yo-Ho, Yo-Ho, A Viking's Life for Me

What did the Vikings look like?

*Clothing-

*Hair-

*Jewelry-

*Make up-

What was a Viking family like?

*Homes-

*School-

*Farming-

*Hunting/Fishing-

How did the Vikings get around?

*Types of boats-

*Longships-

Appendix B, page 2

What kind of crafts did the people make?

How were Vikings divided into groups?

*

*Jarls-

*Karls-

*Thralls-

Did the Vikings have rules and punishment?

When the Vikings went raiding, what did they do?

Where did the Viking raiders go?

Why did the Vikings leave their home to go raiding, trading, and exploring?

Yo-Ho, Yo-Ho, A Viking's Life for Me Answer Key

What did the Vikings look like?

- *Clothing- warm clothes because it was cold

- *Hair- women had long hair, some men also had long hair, some men braided their beards

- *Jewelry- women and men wore rings and bracelets

- *Make up- women and men wore make up, men put black around their eyes to look scary

What was a Viking family like?

- *Homes- longhouses on a farm, big families

- *School- no school, just learning about life

- *Farming- grew cereals and vegetables; raised pigs, goats, sheep, cattle, and chickens

- *Hunting/Fishing- hunted birds, elk, deer, wild pigs, bears, walrus, seals, whales; also fished

How did the Vikings get around?

- *Types of boats- canoes, fishing boats, ferries, trading ships, and warships

- *Longships- warships, long and fast, sometimes had dragonheads on the front

Appendix B, page 4

What kind of crafts did the people make?

*Shoes, boots, necklaces, dishes, tools, weapons, combs, pottery, weavings

How were Vikings divided into groups?

*Kings

*Jarls- chiefs

*Karls- free men and women

*Thralls- slaves

Did the Vikings have rules and punishment?

*Yes, they shouldn't steal or kill. They could be sent away, made to pay, or even killed.

When the Vikings went raiding, what did they do?

*They sailed to other lands, fought people, and stole their things. They even made people their slaves.

Where did the Viking raiders go?

*all over Europe

Why did the Vikings leave their homes to go raiding, trading, and exploring?

*not enough good farm land

*cold, wet climate

*to search for gold and riches

Appendix C

Name _____

Viking Life

Please write whether each statement is true or false. You may use your notes.

1. _____ Men and women wore make up.
2. _____ Viking children went to school.
3. _____ The Viking warships were called longships.
4. _____ Jarls were the chiefs in a Viking village.
5. _____ Karls were the slaves in a Viking village.
6. _____ The Vikings had rules.
7. _____ When the Vikings went raiding, they sailed to other lands, fought people, and stole their things.
8. _____ The Viking raiders traveled all over Europe.
9. _____ The Vikings left their homes because the climate was too hot.
10. _____ Some Vikings left their homes to search for gold and riches.

Viking Life Answer Key

Please write whether each statement is true or false. You may use your notes.

1. ___T___ Men and women wore make up.
2. ___F___ Viking children went to school.
3. ___T___ The Viking warships were called longships.
4. ___T___ Jarls were the chiefs in a Viking village.
5. ___F___ Karls were the slaves in a Viking village.
6. ___T___ The Vikings had rules.
7. ___T___ When the Vikings went raiding, they sailed to other lands, fought people, and stole their things.
8. ___T___ The Viking raiders traveled all over Europe.
9. ___F___ The Vikings left their homes because the climate was too hot.
10. ___T___ Some Vikings left their homes to search for gold and riches.

Appendix D

The Viking Song

By Kyle Hall, 2001

(used with permission)

(sung to the tune of "A Pirate's Life for Me")

Chorus: Yo-ho, yo-ho, a Viking's life for me!

1. We live in Scandinavia
And sail o'er many seas;
We raid and trade in many lands
And sometimes settle in these!

Chorus: Yo-ho, yo-ho, a Viking's life for me!

2. We sail in ships with dragon heads;
Longhouses are our homes;
We make good armor and jewelry
And use Futhark to write poems!

Chorus: Yo-ho, yo-ho, a Viking's life for me!

3. Erik the Red found Greenland
And named it to deceive;
Leif, his son, found America
Around 1,000 A.D.!

Chorus: Yo-ho, yo-ho, a Viking's life for me!
Yo-ho, yo-ho, a Viking's life for me!
Yo-ho, yo-ho, a Viking's life for me!

Appendix E

Name _____

Viking Quiz

Norsemen	Greenland	Vikings
Scandinavia	Atlantic	Leif Ericson
Ships	Newfoundland	

Fill in the blanks using the words from the box.

1. Norway, Sweden, and Denmark are the countries that make up _____.
2. The Vikings sailed across the _____ Ocean.
3. Another name for the Vikings is _____.
4. All Norsemen were not _____.
5. The Vikings were famous for building _____.
6. Eric the Red was banished from Iceland, and then he discovered _____.
7. _____ was the first person to discover America.

Short Answer

1. List the three countries that make up Scandinavia.
2. Name the three reasons why the Vikings left their homes.
Tr _____
Ra _____
Ex _____

Viking Quiz Answer Key

Norsemen	Greenland	vikings
Scandinavia	Atlantic	Leif Ericson
ships	Newfoundland	

Fill in the blanks using the words from the box.

1. Norway, Sweden, and Denmark are the countries that make up Scandinavia.
2. The Vikings sailed across the Atlantic Ocean.
3. Another name for the Vikings is Norsemen.
4. All Norsemen were not vikings.
5. The Vikings were famous for building ships.
6. Eric the Red was banished from Iceland, and then he discovered Greenland.
7. Leif Ericson was the first person to discover America.

Short Answer

1. List the three countries that make up Scandinavia.
Norway, Sweden, and Denmark

2. Name the three reasons why the Vikings left their homes.
Trading
Raiding
Exploring

Appendix F

Name _____

Norse Mythology

Asgard- home of the gods	Valhalla- place of honor where warriors went when they died
Hel- ruler of the underworld	Odin (Wodin)- chief god, Wednesday
Thor- god of thunder, Thursday	Tyr- god of war, Tuesday
Freya- goddess of love and beauty, Friday	Trolls- dwarfs

Norse Mythology Matching

Write the letter that matches the word on the left.

- | | |
|-----------------------|--|
| 1. _____ Asgard | A. god of war, Tuesday |
| 2. _____ Valhalla | B. dwarfs |
| 3. _____ Hel | C. goddess of love and beauty, Friday |
| 4. _____ Odin (Wodin) | D. god of thunder, Thursday |
| 5. _____ Thor | E. ruler of the underworld |
| 6. _____ Tyr | F. chief god, Wednesday |
| 7. _____ Freya | G. home of the gods |
| 8. _____ Trolls | H. place of honor where warriors went when they died |

Norse Mythology Matching Answer Key

1. G
2. H
3. E
4. F
5. D
6. A
7. C
8. B

Using Futhark letters, found on page 103, create your own Viking message.

Write two sentences describing how Christianity changed the Viking's way of life.

Rubric for Sentences

Capitalization	2 points- 1 point for each sentence
End Marks	2 points- 1 point for each sentence
Complete sense	2 points- 1 point for each sentence
True Facts	4 points- 2 points for each sentence
Total	10 points

Name _____

Viking Test

Circle the letter of the best answer.

1. The area of Europe where the Vikings came from is now called _____.
 - a. Russia
 - b. North America
 - c. Scandinavia
 - d. Greenland

2. Another name for the Vikings is _____.
 - a. Norsemen
 - b. Icemen
 - c. trolls
 - d. Eskimos

3. The Vikings can best be described as _____.
 - a. followers
 - b. peacemakers
 - c. raiders
 - d. scholars

4. The Vikings were best known for their _____.
 - a. drawing and painting
 - b. shipbuilding and sailing
 - c. studying and writing
 - d. singing and dancing

Appendix I, page 2

5. The Viking alphabet was called _____.
- a. cuneiform
 - b. Futhark
 - c. cursive
 - d. jarls
6. Eric the Red was banished from Iceland and settled in _____.
- a. Russia
 - b. Iceland
 - c. Greenland
 - d. Norway
7. Leif Ericson was the first person to discover _____.
- a. Norway
 - b. North America
 - c. Africa
 - d. Europe

True or False

8. _____ All Norsemen were Vikings.
9. _____ Columbus was the first person to discover North America.
10. _____ Scandinavia is made up of Sweden, Denmark, and Norway.
11. _____ Vikings were skilled sailors and shipbuilders.
12. _____ The Vikings lived where the weather was warm.

Appendix I, page 3

Asgard	Hel	Odin
Thor	Tyr	Freya
Valhalla	trolls	

Fill in the blanks using the words in the box.

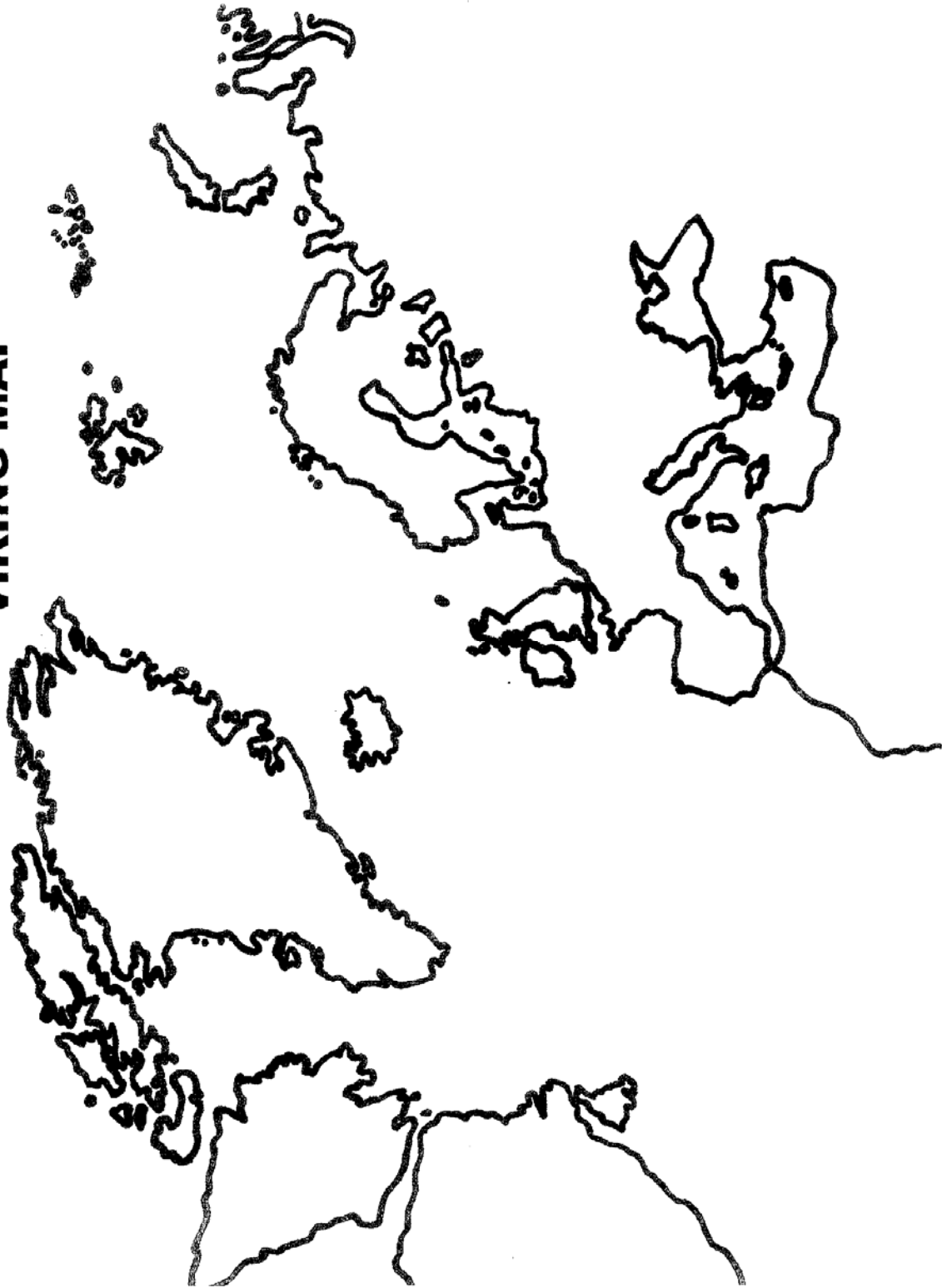
13. _____ was the ruler of the underworld.
14. Dwarfs were called _____.
15. _____ was the god of thunder.
16. The chief Norse god was _____.
17. Tuesday was named after _____.
18. _____ was the place Viking warriors went when they died.
19. Friday was named after _____.
20. _____ was the home of the gods.

Map Skills

Using the map on the next page, label the following items:

- Greenland
- Canada
- Newfoundland
- Iceland
- Atlantic Ocean
- Europe
- Scandinavia

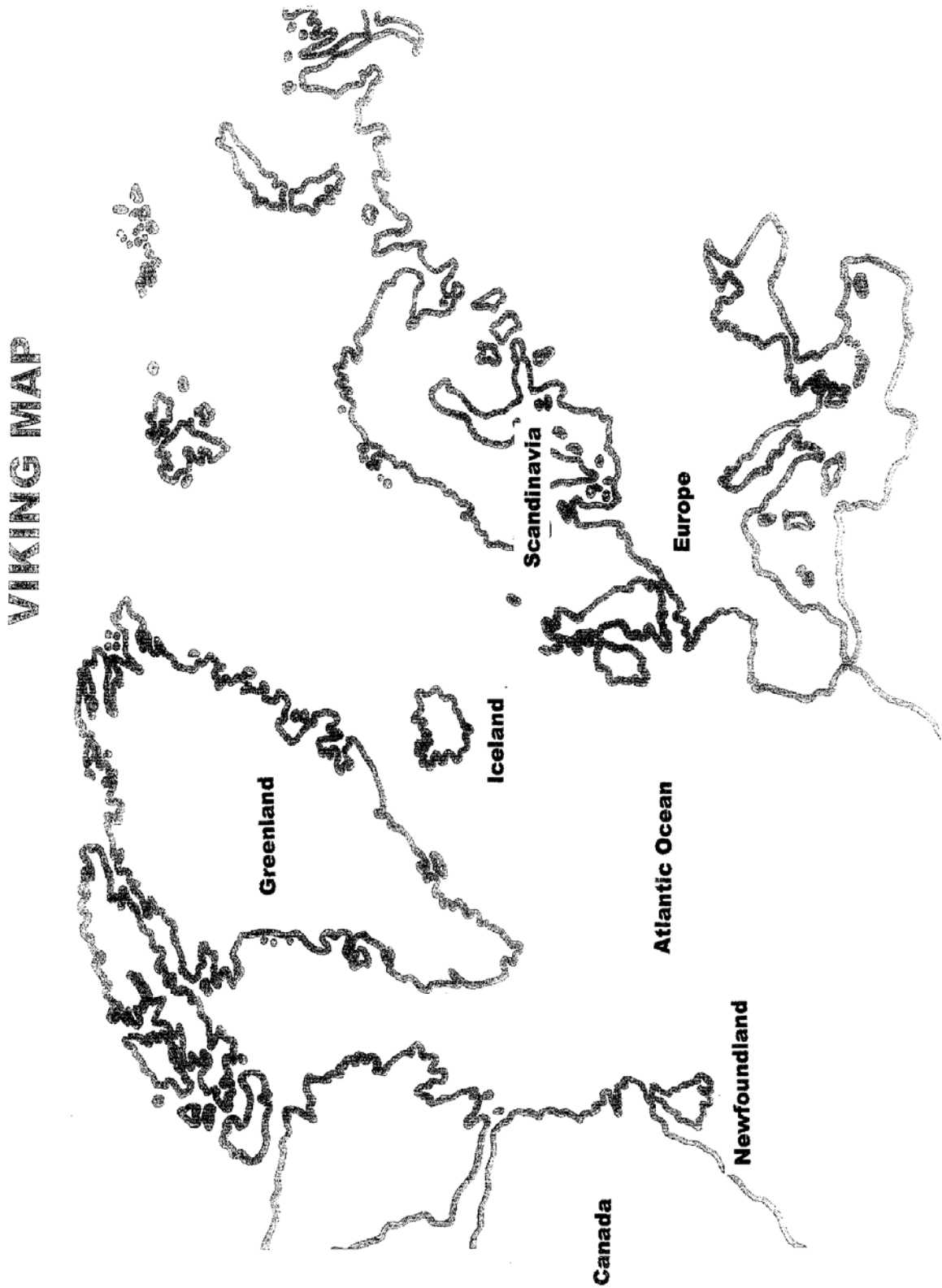
VIKING MAP



Viking Test Answer Key

Circle the letter of the best answer.

1. c. Scandinavia
2. a. Norsemen
3. c. raiders
4. b. shipbuilding and sailing
5. b. Futhark
6. c. Greenland
7. b. North America
8. F
9. F
10. T
11. T
12. F
13. Hel was the ruler of the underworld.
14. Dwarfs were called trolls.
15. Thor was the god of thunder.
16. The chief Norse god was Odin.
17. Tuesday was named after Tyr.
18. Valhalla was the place Viking warriors went when they died.
19. Friday was named after Freya.
20. Asgard was the home of the gods.



Appendix J

Rubric for Paragraph

Topic Sentence	2 points
Supporting Sentences	6 points- 2 points for each sentence
Capitalization	4 points- 1 point for each sentence
End Marks	4 points- 1 point for each sentence
Complete Sense	4 points- 1 point for each sentence
Total	20 points