



Core Knowledge®

HISTORY AND GEOGRAPHY

Leif Eriksson

The Vikings

Eric the Red



Teacher Guide



Ship's prow



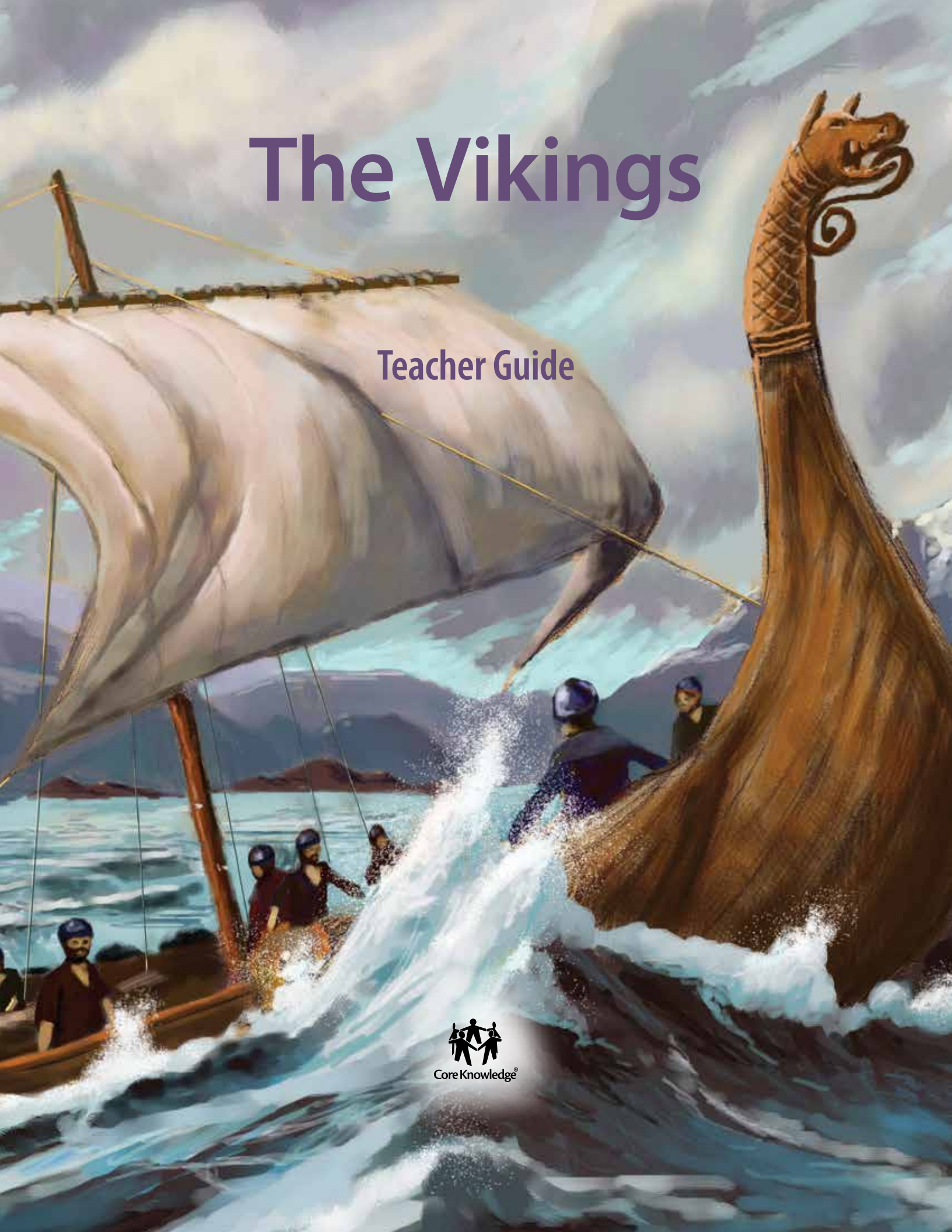
Thor's hammer



Viking cargo ship

The Vikings

Teacher Guide



Core Knowledge®

Creative Commons Licensing

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License.



You are free:

- to Share**—to copy, distribute, and transmit the work
- to Remix**—to adapt the work

Under the following conditions:

Attribution—You must attribute the work in the following manner:

This work is based on an original work of the Core Knowledge® Foundation (www.coreknowledge.org) made available through licensing under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. This does not in any way imply that the Core Knowledge Foundation endorses this work.

Noncommercial—You may not use this work for commercial purposes.

Share Alike—If you alter, transform, or build upon this work, you may distribute the resulting work only under the same or similar license to this one.

With the understanding that:

For any reuse or distribution, you must make clear to others the license terms of this work. The best way to do this is with a link to this web page:

<https://creativecommons.org/licenses/by-nc-sa/4.0/>

Copyright © 2016 Core Knowledge Foundation
www.coreknowledge.org

All Rights Reserved.

Core Knowledge®, Core Knowledge Curriculum Series™, Core Knowledge History and Geography™ and CKHG™ are trademarks of the Core Knowledge Foundation.

Trademarks and trade names are shown in this book strictly for illustrative and educational purposes and are the property of their respective owners. References herein should not be regarded as affecting the validity of said trademarks and trade names.



The Vikings

Table of Contents

Introduction	1
<i>The Vikings</i> Sample Pacing Guide	11
Chapter 1 The Vikings	13
Chapter 2 Traders and Raiders	20
Chapter 3 Viking Sailors and Ships	26
Chapter 4 Eric the Red	32
Chapter 5 Leif Eriksson	37
Chapter 6 Viking Gods and Myths	42
Teacher Resources.....	51

The Vikings

Teacher Guide

Core Knowledge History and Geography™ 3

Introduction

ABOUT THIS UNIT

The Big Idea

The Vikings' expertise as sailors and shipbuilders—and their fierce raiding spirit—enabled them to trade, conquer, and explore over a vast area.

The Vikings, also known as the Norse, originated in the present-day region of Scandinavia. Often remembered historically for raiding and plundering the European continent, as well as parts of Russia, the Vikings were also a people skilled in sailing, building, and exploring. Over time, the Vikings made their way from Denmark, Norway, and Sweden to other parts of the world. Eric the Red and his son, Leif Eriksson, had a profound impact on Viking exploration with the discovery of Iceland and Greenland. The Vikings, like many other cultures, developed their own mythology to better explain and understand the world around them.

What Students Need to Learn

- Vikings
 - Originated in an area now called Scandinavia, which includes present-day Sweden, Denmark, and Norway
 - Also called the Norse
 - Skilled sailors and shipbuilders as well as traders; sometimes raiders of European coastal areas
 - Eric the Red; Leif Eriksson, also known as “Leif the Lucky”
 - Earliest Europeans in North America
 - Locations of Greenland, the mainland of Canada, and Newfoundland

Time Period Background

The items below refer to content in Grade 3. Use timelines with students to help them sequence and relate events from different periods and groups.

Late 700s	Dane invasion of England
Late 700s–1000s	Viking invasions of Europe
874 +/- 2	Vikings reach Iceland
982	Discovery of Greenland by Eric the Red
c. 1000	Landfall in North America by Leif Eriksson

AT A GLANCE

The most important ideas in Unit 3 are:

- The Vikings originated in the Scandinavian regions of Norway, Denmark, and Sweden.
- The Vikings moved out from their home base of Scandinavia in different directions: those from Norway sailed west and south; those from Denmark moved south; and those from Sweden went east and south.
- Skillful shipbuilders and sailors, the Vikings developed fast-moving, highly maneuverable longships that could sail rivers as well as oceans.
- The Vikings were interested in trade as well as in raiding Europe.
- Eric the Red, one of the Vikings who ventured west beyond the known lands, was the first European to find Greenland.
- Archaeologists have found what they consider proof that Leif Eriksson, the son of Eric the Red, explored as far west as the North American continent.

WHAT TEACHERS NEED TO KNOW

Background

The Vikings moved out from their home base of Scandinavia across the North Atlantic to the British Isles, Iceland, Greenland, and finally North America. Their presence in North America was fleeting, but they had a lasting impact on Europe, establishing long-term rule in England, France, and Russia.

Scandinavia

The Vikings originated in present-day Norway, Denmark, and Sweden, the countries known collectively as Scandinavia. Norway and Sweden share the Scandinavian Peninsula, while Denmark lies to the south of them on the Jutland Peninsula. The term *Viking* comes from *vikingr*, which means pirate in early Scandinavian.

The Scandinavian Peninsula is bordered on the east by the Gulf of Bothnia, Finland, and Russia; on the south by the Baltic Sea; and on the west by the Norwegian Sea. Mainland Denmark lies between the North and Baltic seas, but the country also encompasses more than four hundred islands scattered on these seas. To the south, mainland Denmark borders Germany.

Much of the Scandinavian Peninsula consists of rugged highlands with little fertile land. In contrast, Denmark is very flat with good farmland. Thousands of years ago, during the last Ice Age, glaciers moved south across the Scandinavian Peninsula. As they moved, their force carved out lakes and valleys.

The displaced soil was dragged along by the glaciers and deposited in Denmark and other areas of Europe farther south.

Sailors, Traders, and Raiders

Because of the limited resources of their homeland, the people of Scandinavia had long turned to the sea for their living. They developed light, fast craft called longships that were sturdy enough to strike out on the rough northern seas. Their ships were capable of great speed and maneuverability.

Beginning in the late 700s CE and until the 1000s CE, the Vikings launched a series of raids against the rest of Europe. These raids may have begun because of population pressures and internal rivalries, and were certainly initiated to gain trading advantages. No town, castle, or monastery in the way of the Vikings was safe from burning and looting. By the end of this period, the Vikings had opened trade routes from northern Europe to the Byzantine Empire.

The Vikings moved out from Scandinavia in different directions: Those from what is today Norway sailed west and south; those from Denmark moved south; and those from Sweden moved east and south.

Eric the Red and Leif Eriksson

In 982, Eric the Red was expelled from Iceland for murder. He sailed west and came to a huge island where he found a cold, bleak, rugged land, much of which was buried beneath deep fields of ice. He called it Greenland to entice settlers. Other Vikings followed him and settled along the coast. There, they built large houses with thick walls of stone and turf to keep in the heat. The Viking settlements lasted into the 1300s or 1400s, but when English explorers rediscovered the island in the 1500s, they found no trace of the descendants of these first colonists. At some point they had disappeared, either dying out or mixing with the Inuit who had also settled on the island.

Around 1000, Leif Eriksson, Eric the Red's son, sailed west from Greenland. He found and explored three areas that he called Flat Rock Land, Forest Land, and Vineland. He built a settlement in Vineland as a base for exploration of resources in the area. The group found grapes and unknown fruits and nuts. They also encountered local people who first traded and then fought with them. The Vikings stayed only a few seasons. The local people were a constant threat, and the Vikings were too few in number to control the area. Their supply line was also two thousand miles long. On his return trip to Greenland, Leif Eriksson and his men rescued a shipwrecked Viking crew. According to custom, Leif was awarded the rich cargo of the ship and was henceforth known as "Leif the Lucky."

To learn more about specific topics in this unit, download the CKHG Online Resource "About the Vikings":

www.coreknowledge.org/ckhg-online-resources

Student Component

The Vikings Student Reader—six chapters

Teacher Components

The Vikings Teacher Guide—six chapters. This includes lessons aligned to each chapter of *The Vikings* Student Reader with a daily Check for Understanding and Additional Activities designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 51.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

The Vikings Timeline Image Cards—seven individual images depicting significant events and individuals related to the Vikings. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this time period.

Timeline

Some preparation will be necessary prior to starting *The Vikings* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline Cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create seven time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:








- 400s
- 500s
- 600s
- 700s
- 800s
- 900s
- 1000s

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

	400s	500s	600s	700s	800s	900s	1000s
Chapter	1	1		2	4	4	5 5

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

Note: The introduction includes two Timeline Cards that give context to the rest of the Timeline, one for the fall of the Roman Empire and one for rise of the Byzantine Empire. These cards will be discussed during the Introduction at the beginning of Chapter 1.

<p>400s</p>  <p>Chapter 1 Introduction</p>	<p>500s</p>  <p>Chapter 1 Introduction</p>	<p>700s</p>  <p>Chapter 2</p>	<p>800s</p>  <p>Chapter 4</p>
<p>900s</p>  <p>Chapter 4</p>	<p>1000s</p>  <p>Chapter 5</p>	<p>1000s</p>  <p>Chapter 5</p>	

The Timeline in Relation to the Content in the Student Reader Chapters

You will notice that the Unit 3 Timeline begins with structures and individuals associated with ancient Rome. The reason for this is to provide historical context for students' study of the Vikings.

Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does CE stand for?
9. What is a timeline?

USING THE TEACHER GUIDE

Pacing Guide

The Vikings unit is one of seven history and geography units in the Grade 3 *Core Knowledge Curriculum Series*™. A total of fifteen days has been allocated to *The Vikings* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student volunteer will read various sections of the text aloud. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring “to life” the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Question
1	What did it mean to go “a-viking,” and how does this show the Viking way of life?
2	How did the Vikings get the riches they brought back to their homeland?
3	Why were ships so important to the Viking way of life?
4	Why did Eric the Red name the land west of Iceland, Greenland?
5	Why might Vikings have once believed that Greenland was the end of the world?
6	How did myths help the Vikings make sense of their world?

Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	raid, fjord, blacksmith, jarl, plunder, ransom, rune
2	oarsmen, berserker, tow, cargo, goblet
3	moored, prow, mast
4	feast, hush, banish
5	pasture
6	Norse, myth, underworld, realm, wisdom, maiden

Activity Pages

Activity Pages



AP 1.1

AP 1.2

AP 2.1

AP 3.1

AP 5.1

AP 5.2

AP 6.1

AP 6.2

The following activity pages can be found in Teacher Resources, pages 60–68. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapter 1—Viking Runes (AP 1.2)
- Chapter 2—The Viking World (AP 2.1)
- Chapter 3— Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 5—Viking Voyages West (AP 5.1)
- Chapter 5—More Viking Runes (AP 5.2)
- Chapter 6—Domain Vocabulary: Chapters 4–6 (AP 6.1)
- Chapter 6—Norse Mythology (AP 6.2)

Fiction Excerpts

Use this link to download the CKHG Online Resources for this unit, where the following Fiction Excerpts may be found:

www.coreknowledge.org/ckhg-online-resources

The fiction excerpts may be used with the chapter specified either for additional class work or at the end of the unit as a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activities.

Fiction Excerpts

- Chapter 6—“Thor and His Hammer” (FE 1)
- Chapter 6—“Idun’s Magical Apples” (FE 2)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

Language Arts

Fiction

Stories

- “The Hunter Who Was to Mind the House” (also known as “Gone Is Gone”)
- Myths and Mythical Characters
- Norse Mythology

BOOKS

Bedford, Kate Jackson. *Vikings (Children in History)*. North Mankato, MN: Sea-to-Sea Publications, 2011.

D’aulaire, Ingri, and Edgar Parin. *D’Aulaires’ Book of Norse Myths*. New York: The New York Review Children’s Collection, 2005.

D’aulaire, Ingri, and Edgar Parin. *Leif the Lucky*. Minneapolis, MN: University of Minnesota Press, 2014.

Husain, Shahrukh. *The Vikings (Stories from Ancient Civilizations)*. London: Cherrytree Books, 2004.

Lassieur, Allison. *Lords of the Sea: The Vikings Explore the North Atlantic*. North Mankato, MN: Capstone Press, 2006.

Love, Carri, and Lorrie Makck. *Eye Wonder: Vikings*. London: DK Children, 2016.

MacDonald, Fiona. *Vikings: Dress, Eat, Write, and Play Just Like the Vikings*. St. Catharines, ON: Crabtree Publishing Company, 2008.

Osborne, Mary Pope. *Viking Ships at Sunrise (Magic Tree House #15)*. New York: Random House Books for Young Readers, 1998.

THE VIKINGS SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Vikings

<p>“World Geography” “Viking Runes” (TG, Chapter 1, Additional Activities, AP 1.1, AP 1.2)</p>	<p>“The Vikings” Core Lesson (TG & SR, Chapter 1)</p>	<p>“Traders and Raiders” Core Lesson (TG & SR, Chapter 2)</p>	<p>“The Viking World” and “Virtual Field Trip to the Viking Museum” (TG, Chapter 2, Additional Activities, AP 2.1)</p>	<p>“Viking Sailors and Ships” Core Lesson (TG & SR, Chapter 3)</p>
--	---	---	--	--

CKLA

“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”
-------------------	-------------------	-------------------	-------------------	-------------------

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Vikings

<p>“Viking Quest” (TG, Chapter 3, Additional Activities)</p>	<p>“Viking Ships Virtual Field Trip” (TG, Chapter 3, Additional Activities)</p>	<p>“Eric the Red” Core Lesson (TG & SR, Chapter 4)</p>	<p>“Be a Storyteller” (TG, Chapter 4, Additional Activity)</p>	<p>“Leif Eriksson” Core Lesson (TG & SR, Chapter 5)</p>
--	---	--	--	---

CKLA

“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”
-------------------	-------------------	-------------------	-------------------	-------------------

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

The Vikings

<p>“Viking Voyages West” and “More Viking Runes” (TG, Chapter 5, Additional Activities, AP 5.1, 5.2)</p>	<p>“Viking Gods and Myths” Core Lesson (TG & SR, Chapter 6)</p>	<p>“The Punishment of Loki” (TG, Chapter 6, Additional Activities)</p>	<p>“Round-Robin Viking Myth” (TG, Chapter 6, Additional Activities)</p>	<p>Unit Assessment</p>
--	---	--	---	------------------------

CKLA

“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”	“Light and Sound”
-------------------	-------------------	-------------------	-------------------	-------------------

THE VIKINGS PACING GUIDE

_____ 's Class

(A total of fifteen days has been allocated to *The Vikings* unit in order to complete all Grade 3 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

--	--	--	--	--

Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

--	--	--	--	--

Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

--	--	--	--	--

CHAPTER 1

The Vikings

The Big Question: What did it mean to go “a-viking,” and how does this show the Viking way of life?

Primary Focus Objectives

- ✓ Identify and locate Scandinavia, the Vikings’ homeland, on a world map. (RI.3.2)
- ✓ Describe the Vikings’ way of life at home and at sea. (RI.3.1)
- ✓ Describe the purpose of runes. (RI.3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *raid, fjord, blacksmith, jarl, plunder, ransom, and rune*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Viking World”:

www.coreknowledge.org/ckhg-online-resources

Note: Prior to conducting the Core Lesson, in which students read Chapter 1 of *The Vikings* Student Reader, we strongly recommend that your students first examine the World Map (AP 1.1) found in Teacher Resources (page 60) and described at the end of this chapter under Additional Activities. By first being provided with an understanding of the location of the Vikings relative to the rest of the world, students will be able to more fully appreciate the role of sailing in Viking culture and the importance of Viking exploration and discovery. We also recommend that your students do the Viking Runes activity, AP 1.2, described on page 19 and found in Teacher Resources, page 61, prior to the Core Lesson.

Materials Needed

Activity Page



AP 1.1
AP 1.2

- Display and student copies of World Map (AP 1.1)
- Display and student copies of Viking Runes (AP 1.2)

Use this link to download the CKHG Online Resource “Images of a Fjord”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

raid, v. to attack suddenly and with force (2)

Example: The Viking chief wanted to raid the small village on the coast.

Variation(s): raids, raiding, raided

fjord, n. a deep and narrow portion of the sea that stretches inland, with high cliffs on either side (2)

Example: Viking longships sailed into the fjord as they approached home.

Variation(s): fjords

blacksmith, n. a type of craftsperson who makes iron tools by hand (4)

Example: Ivar asked the blacksmith to make a new hammer.

Variation(s): blacksmiths

jarl, n. a Viking chief (5)

Example: As the jarl, Ivar's father was a powerful leader in the village.

Variation(s): jarls

plunder, v. to take something by force (6)

Example: One goal of many Viking voyages was to plunder wealthy towns, taking anything of value for themselves.

Variation(s): plunders, plundering, plundered

ransom, n. money paid to release someone being held captive (6)

Example: The Vikings held the small child prisoner in exchange for ransom from his village.

Variation(s): ransoms

rune, n. a letter of the Viking alphabet (6)

Example: The archaeologist found the rune carved into a rock.

Variation(s): runes

THE CORE LESSON 25 MIN

Introduce *The Vikings* Student Reader

5 MIN

Activity Page



AP 1.1

Display the World Map from Activity Page 1.1. Point to Scandinavia and identify the individual countries that are located there today: Sweden, Denmark, and Norway. Explain that in this unit students will learn about the Vikings, a group of ancient people who once lived in this region.

Distribute copies of *The Vikings* Student Reader. Explain that this Reader incorporates a historical fiction narrative told from the point of view of a Viking boy named Ivar. Be sure that students understand that Ivar is a fictional character. There is no historical evidence that this particular boy, Ivar, ever lived

or had the specific experiences described in this Reader. The author created Ivar and the events described in the Reader using historical knowledge about the Vikings and this period in history.

Suggest students take a few minutes to browse the cover, the Table of Contents, and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice; record this information in a list on the board or chart paper. Students will likely mention images of Viking longships and villages, runes, and gods and goddesses.

To assist students in contextualizing when the events described in this unit occurred and how this historical period relates to other historical periods they have studied, display the first two Timeline Cards: the first depicting the fall of the Western Roman Empire and the second depicting the survival of the Eastern Roman Empire, known as the Byzantine Empire. Students in schools using the Grade 3 *Core Knowledge History and Geography* materials will have studied ancient Rome in the previous unit. Remind students that the Western Roman Empire came to an end in 476 CE with the fall of the city of Rome. Many factors caused the fall of Rome, including attacks and invasions by foreign peoples. About a century after the fall of Rome, the Byzantine Empire became an important political, cultural, and religious center.

Point to the dates on the timeline from the 700s to 1000 CE. Explain to students that they will be reading about a time in history that covers approximately three hundred years of events. Students will learn about the early history of the Vikings, from their invasions of Europe to their settlement in North America.

Introduce “The Vikings”

5 MIN

Show students one or two images of a fjord. Write the word on the board, define the term, and explain that this word comes from another language. Ask students to repeat the pronunciation of this word (/fee*ord/) with you.

Explain that this is the type of geography typical of the area of the Scandinavian countries in which the Vikings lived. Is it likely that the people who lived in this type of environment would travel to faraway places more often by land or by water? Why? Explain that the way of life of the Vikings was greatly influenced by where they lived. Call attention to the Big Question, and encourage students to look for information about the Vikings’ way of life, including what it meant to go “a-viking.”

Guided Reading Supports for “The Vikings”

15 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Mighty Warriors,” Pages 2–5

Scaffold understanding as follows:

CORE VOCABULARY—In the second paragraph, call attention to the Core Vocabulary term *raid* as it is encountered in the text, and explain its meaning.

Read the entire section “Mighty Warriors” aloud to the class.

SUPPORT—Call attention to the image of the child tending to the farm animals on pages 2–3 and read the caption aloud. Explain to students that Viking children were very different from children today. Instead of going to school, they stayed at home to help on the farm.

CORE VOCABULARY—Call attention to the Core Vocabulary term *blacksmith* as it is encountered in the text, and explain its meaning.

SUPPORT—Call attention to the image of the boy and the blacksmith on page 4, and read the caption aloud. Point out to students that Viking children learned a trade, or a skilled job, beginning at a young age.

After you read the text, ask the following questions:

LITERAL—Where were the Vikings from?

- » The Vikings were from Scandinavia, an area that includes present-day Norway, Sweden, and Denmark.

LITERAL—How would you describe the everyday life of Ivar, the Viking boy?

- » He worked hard on the farm and for the blacksmith. He played with other boys and learned to hunt, fish, and ride horses.

EVALUATIVE—Why do you think children were expected to work so hard to support the family?

- » Possible answer: Life was challenging where the Vikings lived, and all members of the family had to contribute to the family’s survival.

Chapter 1
The Vikings

Mighty Warriors A thousand years ago, a seafaring people called Vikings lived in northwest Europe. They made their homes in the region now known as Scandinavia. Vikings were skilled shipbuilders and sailors. Their ships, called longships, were so sleek they seemed to fly through water.

The Big Question
What did it mean to be a Viking, and how does this show the Viking way of life?

Vocabulary
raid, v. to attack suddenly and with force

The Vikings were also fierce warriors. Sometimes they would raid towns and take property by force. In the story that follows, you will learn more about the Vikings.

Long ago a young Viking boy named Ivar walked down a grassy path along a deep, narrow inlet of the sea, called a fjord (fjord). The grass was still wet with dew. The morning sun was still low in the sky. But Ivar had been at work since before sunrise. Ivar’s family lived on a farm. He had to get up with the goats and cows, and care for the other

Page 2



Page 3

to help support the family by doing chores.

Viking children did not go to school. Most people farmed, and boys and girls were expected to help with the chores. As children grew, they learned more skills. For example, boys were taught to fight with weapons, and girls learned to spin wool and make clothes. This training prepared young people for their roles in adulthood.

Ivar was also learning to be a blacksmith. As soon as he was done with his chores, he had to run to the village blacksmith’s shop to help make some iron tools.

When Ivar had any free time, he spent it with other boys, learning how to hunt and fish and ride horses. Music and board games were also popular among both boys and girls. Viking childhood did not last long though; young people had to take on adult roles as soon as they could.

Vocabulary
blacksmith, n. a type of craftsman who makes iron tools by hand

Page 4

learning how to be a blacksmith.



Page 5

A Viking boy might look forward to one day getting his own sword.

Today the blacksmith was pleased that Ivar had kept his promise to stop daydreaming when they had work to do. Yesterday, Ivar’s mind had wandered; he had accidentally knocked over a large water bucket. As a result, the blacksmith had become very angry—and very wet. Ivar hoped that the blacksmith would make a sword for him, but he did not ask about it today. Ivar thought he would wait a few days. He wanted to give the blacksmith a chance to forget about what had happened with the water bucket.

Viking Raiders

As he worked, Ivar thought about his father. Tor, Ivar’s father was a Viking jarl (jarl, n. a Viking chief) who had been away for a long time, leading a long voyage at sea.

Vocabulary
jarl, n. a Viking chief



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “What did it mean to go ‘a-viking,’ and how does this show the Viking way of life?”
 - » Key points students should cite include: To go “a-viking” meant to sail away on a raiding voyage. The Vikings raided and plundered European towns and villages and held people for ransom.
- Choose one of the Core Vocabulary words (*raid, fjord, blacksmith, jarl, plunder, ransom, or rune*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



World Geography (RI.3.1, RI.3.7)

15 MIN

Activity Page



AP 1.1

Materials Needed: Display and student copies of World Map (AP 1.1) found in the Teacher Resources section (page 60).



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 3–4 of the Introduction.

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through the World Map (AP 1.1). It is highly recommended that you introduce *The Vikings* unit with a review of world geography to provide additional context.

Display the enlarged World Map (AP 1.1) for all students to see. Point first to the compass rose and review each of the cardinal directions—north, south, east, and west—relative to the map. Then point to the United States and the approximate location of the state in which your students live to identify their current location. Call attention to the map scale and review its purpose.

Next, point to each of the continents in the following order, asking students to verbally identify each continent: North America, South America, Antarctica, Europe, Africa, Asia, and Australia. Review the names of various world oceans.

Have students locate the approximate area of the Roman Empire; tell students that the historical period they will read about took place after the Roman Empire in a place called Scandinavia. Locate the countries of Norway, Sweden, and Denmark on the map. Ask students to determine where Scandinavia is in relation to the Roman Empire. Students should identify that Scandinavia is located north of Italy.

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Viking Runes (AP 1.2), found in Teacher Resources, page 61

Explain that the Vikings had their own language and alphabet. The letters of the Viking alphabet are called *runes*. Tell students they will learn more about runes when they read the chapter, but first they are going to practice using runes.

Distribute Viking Runes (AP 1.2). Point out the chart at the top of the page. Explain that the line drawings in the top row are runes. The letters underneath are their English equivalents, and remind students that in some instances a single Viking rune may represent more than one letter in the alphabet we use today.

Have students use the chart to write their first names in runes and then decipher the sentence.

Traders and Raiders

The Big Question: How did the Vikings get the riches they brought back to their homeland?

Primary Focus Objectives

- ✓ Recognize that in addition to being skilled sailors and traders, the Vikings were also fierce and terrifying raiders. (RI.3.1)
- ✓ Explain the origin of the word *berserk*. (RI.3.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *oarsmen*, *berserker*, *tow*, *cargo*, and *goblet*. (RI.3.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Sailors, Traders, and Raiders”:
www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 2.1

- Display and student copies of The Viking World (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

oarsmen, n. on a ship, those who are responsible for rowing (8)

Example: The young boys looked forward to being oarsmen on a Viking longship.

Variation(s): oarsman

berserker, n. one of the most fearless and frightening Viking warriors (10)

Example: The berserker shocked and frightened the villagers during the raid.

Variation(s): berserkers

tow, v. to drag (10)

Example: Once the Vikings reached shallow water, they stopped rowing so they could tow the boat ashore.

Variation(s): tows, towing, towed

cargo, n. goods transported by a ship, plane, or truck (12)

Example: Viking traders brought home cargo such as jewelry, fabric, and wine from their voyages.

goblet, n. a large container used for drinking (12)

Example: The jeweled goblet was just one of the many treasures the jarl brought back from the raid.

Variation(s): goblets

THE CORE LESSON 25 MIN

Introduce “Traders and Raiders”

5 MIN

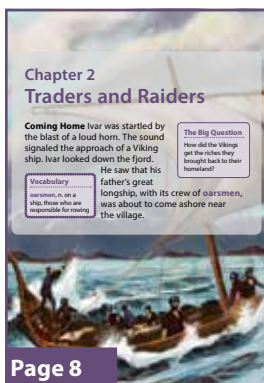
Ask students to briefly recall what they learned in the previous day’s lesson. Students should remember that the Vikings lived in a place called Scandinavia. Children stayed at home instead of going to school; many worked on family farms, and some learned a trade. Vikings were great sailors; they went on raids and plundered towns and villages in Europe. Call attention to the Big Question, and encourage students to look for ways the Vikings brought riches back to their homeland.

Guided Reading Supports for “Traders and Raiders”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Coming Home,” Pages 8–10



Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of “Coming Home” aloud. Call attention to the Core Vocabulary term *oarsmen* as it is encountered in the text, and explain its meaning.

SUPPORT—Call attention to the image of a Viking longship on pages 8–9, and read the caption aloud. Explain that because the Viking longships were not enclosed, the sailors were exposed to all sorts of weather. Vikings had to be very brave to travel in the way that they did.

CORE VOCABULARY—Read the remainder of the section aloud. Call attention to the Core Vocabulary terms *berserker* and *tow* as they are encountered in the text, and explain the meaning of each word.

SUPPORT—Ask students whether they have ever heard the phrase “going berserk” before. In American English, “going berserk” means to behave in a wild manner. This phrase was inspired by the Viking berserkers.



Page 9

Indeed, they had large square sails. The longship could withstand any stormy weather.

Ivar's father and his crew had been a Viking for more than a year. The horn sounded again. The sailors cheered as the ship approached the shore.

Four men wearing animal hides jumped from the ship onto the beach, shouting for the others to follow. These warriors were called berserkers. This word comes from the Viking words for "bear shirt." Berserkers believed they could not be wounded. So, they fought without armor for protection, wearing only bearskin shirts. As they charged their victims, they let out terrifying screams. With their screams and their clothes, the berserkers appeared like wild animals. Of all the Vikings, they were the most fearless—and the most frightening.

Vocabulary
berserker, n. one of the most fearless and frightening Viking warriors
bear, v. to dig

The next man into the water was Ivar's father, Tor the Jari. He ordered the men to lower the sail, raise their oars from the water, and tow the great ship onto the beach.

Ivar ran fast down the pathway that led across the steep wall of the fjord to the beach. He hoped to surprise his father. Ivar had grown while his father was gone. He wondered if his father would notice. "I bet father won't believe how big I've become," Ivar thought. Suddenly his foot slipped and he almost fell down the rocky path. Fortunately, he was able to catch himself and break his fall. He sighed with relief and then started down the path again, more slowly this time.

Page 10

After reading the text, ask the following questions:

LITERAL—What was a berserker?

- » A berserker was a particular type of Viking warrior who did not use armor for protection when going into battle; he wore only a bearskin shirt and screamed wildly to scare the enemy.

LITERAL—What English word comes from *berserker*, and what does it mean?

- » The word *berserk* comes from the Viking word *baserker*. In English, the word *berserk* means to behave wildly, which also describes the way the berserkers acted.

EVALUATIVE—How might Ivar have felt when he heard the blast of the Viking longship's horn?

- » Student responses will vary. Students may explain that Ivar felt excited because he had not seen his father for a long time.

"Father and Son" and "Mixed Cargo," Pages 11–13



Page 11

Father and Son

On the beach, the Vikings were too busy towing the ship to notice Ivar. He could still surprise his father. Ivar felt a rock give way under his foot. It made a loud crash as it bounced down the path, followed by several more crashes as it rolled down to the beach. Tor noticed the tumbling rock and turned around. He spotted Ivar before his son had run very far down the path.

"Ivar!" Tor called. Clearly, his father still recognized him. "Go back to the village. Fetch wagons and help carry this treasure to our house. And bring Old the shipboarder back to make repairs to the ship. And, boy, tell your mother to prepare a feast!"



A goblet from the feast of Ivar and his father.

Scaffold understanding as follows:

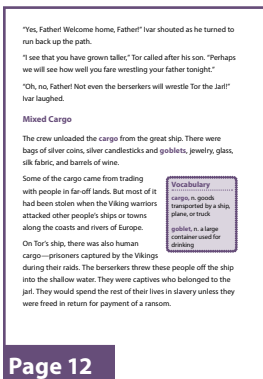
Call on a student volunteer to read the section "Father and Son" aloud.

SUPPORT—Call attention to the image of the Viking feast on page 11, and read the caption aloud. Explain that after the Vikings returned from a long raiding trip, they celebrated with a large feast.

CORE VOCABULARY—Read the section title, "Mixed Cargo," explaining the meaning of the Core Vocabulary term *cargo*. Then, read the first paragraph of the section "Mixed Cargo" aloud. Call attention to the Core Vocabulary term *goblet*. Direct students to look at the picture on page 11, and note the goblet in the upper-right corner.

Read the remainder of the section aloud.

SUPPORT—Reread the first sentence of the third paragraph of the section "Mixed Cargo." Note that slavery is a cruel practice but one that was commonly practiced in the ancient world. Remind students that the Romans, for example, enslaved people.



Page 12

"Yes, Father! Welcome Home, Father!" Ivar shouted as he turned to run back up the path.

"I see that you have grown taller," Tor called after his son. "Perhaps we will see how well you fare wrestling your father tonight."

"Oh, no, Father! Not even the berserkers will wrestle Tor the Jari!" Ivar laughed.

Mixed Cargo

The crew unloaded the cargo from the great ship. There were bags of silver coins, silver candlesticks and goblets, jewelry, glass, silk fabrics, and barrels of wine.

Some of the cargo came from trading with people in far-off lands. But most of it had been stolen when the Viking warriors attacked other people's ships or towns along the coasts and rivers of Europe.

Vocabulary
cargo, n. goods transported by a ship, plane, or truck
goblet, n. a large ornamental cup for drinking

On Tor's ship, there was also human cargo—prisoners captured by the Vikings during their raids. The berserkers threw these people off the ship into the shallow water. They were captives who belonged to the Jari. They would spend the rest of their lives in slavery unless they were freed in return for payment of a ransom.



After reading the text, ask the following questions:

LITERAL—What is the meaning of the section title “Mixed Cargo”?

- » The Vikings brought back many different things, including silver coins, candlesticks, goblets, jewelry, silk, glass, and wine. Sometimes they also brought back prisoners as enslaved people.

INFERENTIAL—Why is “Traders and Raiders” a good title for this chapter?

- » Possible answer: The chapter talked about Viking warriors and the goods and enslaved people they brought home from their travels. The Vikings acquired the goods they brought home from both trading and raiding.

LITERAL—How did the Vikings treat the people they conquered?

- » They stole their treasure and captured prisoners. The people they captured were often taken back to the Vikings’ home and belonged to the jarl. Prisoners usually remained slaves unless and until their freedom could be paid for.

Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How did the Vikings get the riches they brought back to their homeland?”
- Post the image card under the date referencing the 700s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “How did the Vikings get the riches they brought back to their homeland?”
 - » Key points students should cite include: The Vikings brought back riches on their longships. They got these riches both from trading with other people and from raiding and stealing goods. The Vikings brought back such things as silver coins, wine, fabrics, and sometimes prisoners. The Viking longships were made to get through all types of weather.
- Choose one of the Core Vocabulary words (*oarsmen, berserker, tow, cargo, or goblet*), and say a sentence aloud using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



The Viking World (RI.3.1, RI.3.7)

15 MIN

Activity Page



AP 2.1

Materials Needed: Sufficient copies of The Viking World (AP 2.1), Teacher Resources (page 62)



Background for Teachers: Before beginning this activity, review “What Teachers Need to Know” on pages 3–4 of the Introduction.

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through The Viking World.

Distribute copies of The Viking World to students. Explain the directions to students. Briefly review the features of a map, including the map key and the compass rose. Instruct students to work independently or with partners to complete the activity.



Virtual Field Trip to the Viking Museum (RI.3.7)

15 MIN

Prepare for the virtual field trip by previewing the images at the Viking Museum website. Use this link to download the CKHG Online Resources for this unit, where the specific link to the Viking Museum can be found:

www.coreknowledge.org/ckhg-online-resources

Begin the virtual tour by displaying the image of the Viking warrior. Allow students a few moments to reflect on the image. Explain that Viking warriors were skilled. They raided, plundered, and engaged in fierce battles. The Viking warrior in the picture has a helmet to protect his head and several weapons, including a spear, an axe, and a knife.

Next, display the images of Viking weapons. The Vikings used different types of weapons, each with its own purpose. Two of the most common weapons were knives and axes; they were easy to carry and easy to make. Great Viking warriors carried swords. Vikings also used a knife or short sword called a seax, which was a weapon and a tool.

Next, display the images of the Viking longhouse. Show students the exterior of the traditional Viking home. Note that the structure of the Viking home was very simple. On the inside, many people could fit inside. Vikings who were not off raiding spent their time taking care of the farm, working at a trade, and in their free time, playing games.

Finally, display the images of Viking longships. Call attention to the large sail in the center of the ship and the oars along the sides. Having both a sail and oars made it possible for the Vikings to take the ship to many different places. Remind students that Viking longships were not covered, so oarsmen were exposed to the elements.

After viewing the images, guide class discussion to include the following points:

1. The Vikings were very adaptable. Their ships were built to travel to different places, and their weapons could also be adapted to different circumstances.
2. Viking homes were large and could fit many people. The people who stayed home from raiding voyages played many different roles. Viking longhouses were large partly because the people enjoyed large gatherings and celebrations.

Viking Sailors and Ships

The Big Question: Why were ships so important to the Viking way of life?

Primary Focus Objectives

- ✓ Understand the importance of ships and sailing to the Vikings. **(RI.3.1)**
- ✓ Describe how the Vikings navigated. **(RI.3.1)**
- ✓ Explain the importance of the storyteller to the Vikings. **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *moored*, *prow*, and *mast*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Sailors, Traders and Raiders”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

moored, adj. secured in place using chains, ropes, or an anchor **(18)**

Example: The moored ship stayed in place where the Vikings had fastened it until they were ready to set sail.

Variation(s): moor, mooring

prow, n. the pointed front end of a ship **(18)**

Example: The Viking shipbuilder decorated the prow of the ship with the sculpture of a fearsome creature.

Variation(s): prows

mast, n. a large vertical post on a ship that helps hold up the sails **(18)**

Example: The sailor ran the sail of the ship up the tall mast.

Variation(s): masts

Introduce “Viking Sailors and Ships”

5 MIN

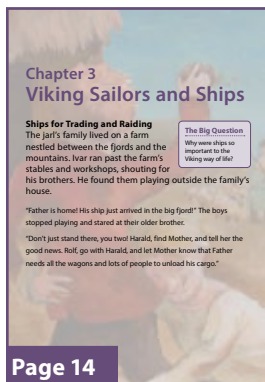
Review what students learned in Chapter 1 about the Scandinavian terrain (high mountains, dense forests, many waterways, and natural harbors). Remind students that because of natural obstacles—inclement weather and a mountainous environment—travel by land was often long and difficult for the Vikings. Tell students that in this chapter they are going to learn how the Vikings used the resources they had at hand, including forests and natural waterways, to become one of the greatest seafaring cultures of their time. Call attention to the Big Question, and encourage students to look for reasons why ships were so important to the Vikings.

Guided Reading Supports for “Viking Sailors and Ships”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Ships for Trading and Raiding,” Pages 14–16



Page 14

Scaffold understanding as follows:

Ask students to read the section “Ships for Trading and Raiding” with a partner.

SUPPORT—Call attention to the image of the Viking town on page 16, and read the caption aloud. Help students notice that the town pictured does not have very much room for more houses to be built. To find more living space, Viking families often moved elsewhere.

After students read the text, ask the following questions:

LITERAL—Why did the Vikings need excellent ships?

- » The different regions of Scandinavia in which they lived included many islands and other challenging geographical features, such as fjords and mountains. Most travel was by water.



Page 15

Ivar kept running. Soon he reached the sheltered beach. There he found Olaf the Shipbuilder hard at work.

Olaf and his fellow Vikings built some of the best ships in the world. They lived in Scandinavia, a place with islands, fjords, mountains and forests and very few roads. So, they usually traveled by water. They had to have excellent ships.

Olaf and his crew were just finishing a large cargo ship. Ivar was always amazed at how much a cargo ship could hold. These great vessels could carry all the things the Vikings needed when they moved to faraway places. This happened a lot. Their homeland was crowded, and there was not enough good land to farm. It saddened Ivar to think that many Viking families had to move.



Page 16

LITERAL—Why did many Viking families move away from their homeland?

- » Many Viking families moved away from their homeland to find good land to farm because there was not enough in their homeland.

“A Young Boy’s Dream,” Pages 17–18

A Young Boy’s Dream

Ivar did not want to leave his homeland, but he longed to sail on one of these great ships. He had listened to the stories of the old sailors. He already knew how to find his way by using the sun and the stars as guides. And he knew what to do if his ship ever got lost at sea. The Vikings had noticed that birds at sea usually flew toward land. So they took caged birds with them on their ocean voyages. If they became lost, the sailors simply released the birds—and followed them to safety.

Ivar imagined what it would be like to sail on a long journey. He knew that at the beginning of the voyage, the ship sailed close to the coastline and beached on land for the evening. The sailors would light campfires and hang big cooking pots over them.



Page 17

Scaffold understanding as follows:

CORE VOCABULARY—Read the section “A Young Boy’s Dream” aloud.

Call attention to the Core Vocabulary term *moored* as it is encountered in the text. Note that this word is used here as an adjective; the word *moor* can also be used as a verb, *to moor*, meaning to fasten or anchor a ship in one place when it is not sailing.

SUPPORT—Call attention to the image of the Viking longship on page 17, and read the caption aloud. Explain that Viking ships were built for speed and durability, not comfort.

After reading the text, ask the following questions:

LITERAL—How did the Vikings navigate?

- » They looked at the sun and stars, or they followed birds because they flew toward land.

LITERAL—How does Ivar imagine and describe a typical Viking voyage? How was Ivar able to describe a voyage if he had never taken a trip on a longship?

- » Ivar makes a typical Viking voyage seem like an enjoyable adventure, with campfires and cooking on the beach. He was able to describe a voyage because he had heard so many stories about sailing.

“Building a Viking Ship,” Pages 18–19

When the ship sailed into the open ocean, the voyage would become more difficult. The sea might be dotted with icebergs. The waves could be fierce. While at sea, there were no cabins on Viking ships to protect the sailors from bad weather. The sailors would be cold and wet most of the time. But when the ship was moored, or at anchor, a tent-like awning could be used to provide shelter.

Building a Viking Ship

Olaf's crew also built Viking warships. Icar saw one of these mighty vessels resting at anchor nearby. Olaf had carved a serpent-like creature on the warship's curved prow to frighten enemies. Icar imagined the ship's brightly colored sail full in the wind.

Right now, Olaf the shipbuilder was carving a tree trunk into the long mast that would support the cargo ship's sail. All around him, workers were chopping and pounding the oak boards of the great ship.

Olaf shouted, "War, what brings you here today?"

"My father has returned," Icar shouted back. "His longship needs repair."

"What a lucky time for the jarl to come home!"

shouted Olaf. "We old Anglans, Sigurd the

Storyteller, is visiting me now. He has just

returned from Greenland. We will bring Sigurd

with us. It will be a nice surprise for Icar."

The storyteller was an important person to

the Vikings. Not only did he tell stories and

recite poems, he also brought news from

Vocabulary
moored, adj. secured by cable using chains, ropes, or an anchor
prow, n. the pointed front end of a ship
mast, n. a large vertical post on a ship that helps hold up the sails

Page 18



Page 19

It was carved as a ship's curved prow.

Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of “Building a Viking Ship” aloud. Call attention to the Core Vocabulary terms *prow* and *mast*, and direct students to the definitions provided on the page. Invite volunteers to point out the prow and mast of the ship shown in the picture on page 17.

Call on student volunteers to read the remainder of the section aloud.

After students finish reading the text, ask the following questions:

LITERAL—Why did Olaf the Shipbuilder carve a serpent-like creature on the longship’s prow?

- » The serpent was meant to scare enemies of the Vikings.

LITERAL—Why were storytellers important in Viking culture?

- » Storytellers told stories and recited poems for entertainment. They also carried news of faraway places.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why were ships so important to the Viking way of life?”
 - » Key points students should cite include: The terrain of the Vikings’ homeland was a challenge, with many islands, fjords, and mountains in different regions. It was poorly suited for travel overland. Ships were the main form of transportation. They allowed the Vikings to go on trading and raiding expeditions, and to explore and settle in new lands.
- Choose one of the Core Vocabulary words (*moored*, *prow*, or *mast*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 1–3 (RI.3.4)

15 MIN

Activity Page



AP 3.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through Domain Vocabulary: Chapters 1–3 (AP 3.1), Teacher Resources, pages 63–64.

Distribute copies of Domain Vocabulary: Chapters 1–3 (AP 3.1) to students. Explain the directions to students. Instruct students to work independently or with partners to complete the activity.

Viking Quest (RI.3.7)

30 MIN

Materials Needed: Internet access



Background for Teachers: Before playing the Viking Quest game with students, play through the game at least once on your own. Players assume the role of Viking raiders. The game presents players with different choices and decisions that they might face as Viking raiders. As a part of the game, players must make decisions about loans, settlement, shipbuilding, the ship's crew, and travel routes.

Use this link to download the CKHG Online Resources for this unit, where the specific link to Viking Quest can be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that in this activity, they will have the chance to think and make decisions like a Viking raider. Begin the game by clicking on the arrow in the lower right-hand corner. Read the text on each slide aloud as it appears. Walk students through each of the decisions that they must make as Vikings. Encourage students to discuss the pros and cons of each decision with a partner. Take a quick poll of the class before proceeding with each decision.

Explain to students as the game progresses that the Vikings were faced with many decisions and, as a result, many consequences. Play through to the end of the game to determine the success or failure of the voyage. Time permitting, play through the game a second or third time, making sure to select different decisions in the process.



Materials Needed: Internet access



Background for Teachers: Before beginning the Viking Ships Virtual Field Trip, visit the Vikingskibs Museet website to familiarize yourself with the images and site content.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the Viking Ships Virtual Field Trip can be found:

www.coreknowledge.org/ckhg-online-resources

Begin the Viking Ships Virtual Field Trip by explaining that much of what we know about the Vikings comes from archaeological discoveries. Tell students that five Viking ships were discovered in Roskilde Fjord in Denmark. All five ships date to the 1030s and 1040s. They were deliberately sunk in the fjord to create a protective barrier. The ships were excavated in the 1960s, and a museum was built in Roskilde specifically for the purpose of displaying them. That is the museum students will be visiting on this tour.

Using the link provided above, click on the specific Five Original Viking Ships link, and display for students the first of the five Viking ships, Skuldelev 1. Explain that this ship was used for trading. It had a large and sturdy construction perfect for traveling on the open ocean. It also had lots of room for cargo. Then display Skuldelev 2, Skuldelev 3, Skuldelev 5, and Skuldelev 6. Discuss the particulars of each ship. Emphasize that as great shipbuilders, the Vikings were very skilled at making ships for different purposes.

After sharing images of the original Viking ships, click on the Five Reconstructions link, and guide students through a virtual tour of the five reconstructed Viking ships, beginning with Ottar and ending with Kraka Tyr. Explain that archaeologists have worked closely with shipbuilders and artisans to recreate the Viking ships discovered in Roskilde Fjord. These ships are very close replicas of the types of ships the Vikings would have used every day.

Note: The remains of a sixth Viking ship were discovered and excavated at Roskilde in 1996–1997, when the museum at Roskilde was being expanded. At more than thirty-seven meters, it is the longest Viking ship ever discovered, with space for thirty-nine or forty pairs of oars. The size of the ship suggests that it may have been a royal warship. For photos and more details about this discovery, use this link to download the CKHG Online Resources for this unit, where the specific link to “Roskilde 6” may be found:

www.coreknowledge.org/ckhg-online-resources

After completing the Viking Ships Virtual Field Trip, have students write a three-to-five-sentence paragraph explaining two new things they learned about the Vikings and at least one thing they found interesting. Time permitting, have students share their responses.

CHAPTER 4

Eric the Red

The Big Question: Why did Eric the Red name the land west of Iceland, Greenland?

Primary Focus Objectives

- ✓ Recognize the Vikings' achievements as explorers. **(RI.3.1)**
- ✓ Identify Eric the Red and explain why he traveled from Iceland to Greenland. **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *feast*, *hush*, and *banish*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Eric the Red":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 2.1

- Display and student copies of The Viking World (AP 2.1)

Core Vocabulary (Student Reader page numbers listed below)

feast, n. a large meal held to celebrate a day or event **(22)**

Example: The Vikings spent many hours at the feast, eating and celebrating after their long journey.

Variation(s): feasts, feasting

hush, n. silence **(22)**

Example: A hush fell over the crowd as the storyteller began to speak.

banish, v. to force someone to leave and stay away from a place **(22)**

Example: The Vikings decided to banish Eric the Red as a form of punishment.

Variation(s): banishes, banishing, banished

Introduce “Eric the Red”

5 MIN

Recall with students the main ideas they have learned about the Vikings so far. (*The Vikings left their homeland because of limited farmland. They were excellent shipbuilders and sailors. They raided and traded in lands far from home.*)

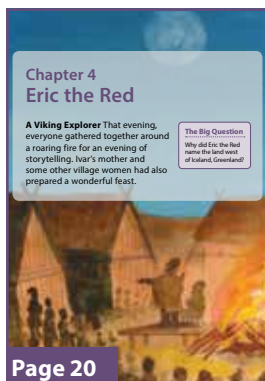
Explain to students that the Vikings were also brave explorers. Whereas the early Vikings sailed throughout the known world, the later Vikings explored many lands previously unknown to Europeans. They weren’t afraid to sail in the cold, uncharted waters of the North Atlantic Ocean in search of new lands. Thousands of Viking families packed their household belongings and animals onto cargo ships and set sail. These families willingly faced the uncertainty and possible danger of settling in new and strange lands, where they formed colonies. Call attention to the Big Question, and encourage students to look for reasons why Eric the Red named the land west of Iceland, Greenland.

Guided Reading Supports for “Eric the Red”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“A Viking Explorer,” “The News from Greenland,” and “New Settlers,”
Pages 20–25



Scaffold understanding as follows:

CORE VOCABULARY—Read the first section of “A Viking Explorer” aloud. Call attention to the Core Vocabulary terms *feast* and *hush* as they are encountered in the text, and explain the meaning of each word.



Page 21 at the fire for an evening of storytelling.

CORE VOCABULARY—Read the first four paragraphs of “The News from Greenland” aloud. Call attention to the Core Vocabulary term *banish* as it is encountered in the text, and explain the meaning of the word.

Activity Page



AP 2.1



SUPPORT—Have students refer to their copies of The Viking World (AP 2.1) and identify the locations of Iceland and Greenland.

SUPPORT—Call attention to the image of the storyteller on page 23, and read the caption aloud. Explain to students that storytellers could captivate Viking audiences with their tales from faraway places.

Long tables had been laid out. They were piled with roasted deer and wild boar; dried whale meat, flat breads and cheese, and berries and apples.

After the feast, Ivar waited patiently for the storytelling to begin. As a hush fell over the group, Tor the tall announced, “We welcome Sigurd the Storyteller.” Ivar and every other child scampered to sit at the feet of the storyteller. Sigurd then spoke in a clear, strong voice.

The News from Greenland

“For the news I bring from Greenland began long ago, when you and I were boys. These young people sitting here do not know the beginning of the story as we do. So for them, I will tell the story of Eric the Red.”

“We all know of the land to the west of us called Iceland. Many Viking families have moved there. Some of us have sailed to trade with those who live there. Life in Iceland is hard because there is not enough good farmland. Many families there must hunt and fish to stay alive. Eric the Red was born to such a family.”

“When he was a boy, Eric learned to hunt seal and walrus on the frozen seas north of Iceland. Eric was very brave, but he had a bad temper.”

Page 22

Vocabulary
feast, n. a large meal held to celebrate a day or event
hush, n. silence
banish, v. to force someone to leave and stay away from a place

Invite volunteers to read each of the remaining paragraphs of the chapter aloud. When students have finished reading the text, ask the following questions:

LITERAL—What was life in Iceland like for the Vikings?

- » Life was harsh. There wasn’t enough good farmland; they needed to fish and to hunt seals and walrus for food.

LITERAL—Why was Eric the Red banished from Iceland?

- » He broke the law by killing two men.

LITERAL—After Eric the Red was banished from Iceland, where did he settle?

- » Eric the Red settled in Greenland.

Sigurd the Storyteller entertained people with tales about Vikings in different parts of the world.

“When he was a young man, Eric killed two men. Because he had broken the law, Eric lost his home and was banished from Iceland for three years. For a Viking, this was a harsh punishment.”

“Eric needed a place to live for those three years. He had heard stories of a new land to the west of Iceland. So he and some companions sailed off in search of it.”

“When Eric found the new land, it was surrounded by ice. He could not explore the area during the winter because the sea around it was frozen. He did not find a good place to live until the summer, when he could explore by ship.”

Page 23

Eric the Red hoped to bring Vikings back to settle in Greenland.

“Although the storms were worse than those in Iceland, and most of the land was covered with ice, Eric decided to stay. He found some reasonably good farmland. He also hoped others would sail from Iceland to join him. So, when three years had passed, Eric traveled back to Iceland. He imagined the people there would want to move to a green place. So he told them that the land he had found was called Greenland.”

New Settlers

“Eric returned to Greenland. Traveling with him were twenty-five ships full of eager adventurers. They left Iceland on a gentle breeze, but a few days later, a storm forced many of the ships to turn back.”

Page 24



LITERAL—What kind of place was Greenland?

- » In winter, it was surrounded by ice. There were bad storms. There was not much farmland, but off the coast there were plenty of fish and other sea animals.

LITERAL—After the new settlers arrived in Greenland, were they able to produce enough food by farming? What did they have to do instead?

- » No, the new settlers could not find enough good farmland. Instead, they hunted and fished and traded.

Timeline

- Show students the Chapter 4 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "Why did Eric the Red name the land west of Iceland, Greenland?"
- Post the image cards under the dates referencing the 800s and 900s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, "Why did Eric the Red name the land west of Iceland, Greenland?"
 - » Key points students should cite include: Eric the Red thought that if he named the new land Greenland, this would attract more Viking settlers to the area.
- Choose one of the Core Vocabulary words (*feast, hush, or banish*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Be a Storyteller (SL.3.1, SL.3.4)

30 MIN

Remind students that the role of the storyteller during the Viking era was very important because storytellers entertained listeners and shared information about important events and people. Viking storytellers memorized poems, stories, and histories and passed them down orally from generation to

generation. Eventually, after pen and paper became available, these poems, stories, and histories were written down.

Divide the class into small (Viking) groups of four or five students, and have each group choose a storyteller. Tell students that each group has just sailed from Iceland to Greenland. Their job (as a group) is to invent the story of their journey by using as much factual information as they can come up with, combined with imaginative details. Give the groups fifteen minutes in which all group members contribute ideas about what happened on their trip. Then, the storytellers should present the journeys to the whole class.

CHAPTER 5

Leif Eriksson

The Big Question: Why might Vikings have once believed that Greenland was the end of the world?

Primary Focus Objectives

- ✓ Identify the role of a Viking storyteller. **(RI.3.1)**
- ✓ Recognize the Vikings as the first Europeans to cross the Atlantic Ocean to Newfoundland, Canada. **(RI.3.1)**
- ✓ Understand that much of what we know about the Vikings has been learned from archaeological discoveries. **(RI.3.1)**
- ✓ Identify Leif Eriksson, also known as “Leif the Lucky.” **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *pasture*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Leif Eriksson”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1
AP 5.1
AP 5.2

- Display copy of the World Map (AP 1.1)
- Display and student copies of Viking Voyages West (AP 5.1)
- Display and student copies of More Viking Runes (AP 5.2)

Core Vocabulary (Student Reader page numbers listed below)

pasture, n. land covered with grass on which farm animals feed **(29)**

Example: The new farm had a large pasture for the cows to feed on.

Variation(s): pastures

Introduce “Leif Eriksson”

5 MIN

Ask students to name the first European explorer typically credited with traveling across the Atlantic Ocean and exploring lands in and around North America. Most will probably name Christopher Columbus in 1492. Point out that for many years, people thought that Christopher Columbus was the first European to cross the Atlantic Ocean. Today, however, we know that the Vikings, led by Leif Eriksson, arrived in North America about five hundred years before Columbus. Call attention to the Big Question and encourage students to look for reasons why the Vikings might have thought Greenland was the end of the world.

Guided Reading Supports for “Leif Eriksson”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“From Greenland to Vineland,” Pages 26–31

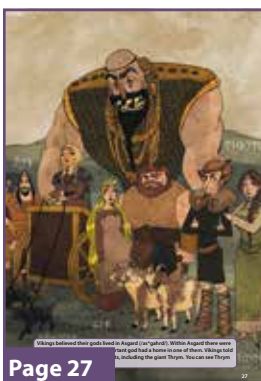
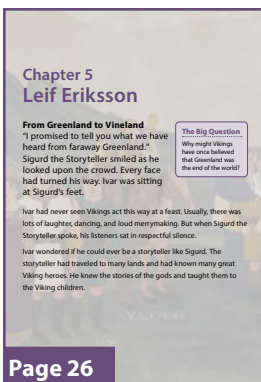
Scaffold understanding as follows:

Read the first three paragraphs of the section “From Greenland to Vineland” aloud.

SUPPORT—Call attention to the image of Norse gods on pages 26–27 and read the caption aloud. Remind students that storytellers played three important roles in Viking society: they told stories about the Viking gods and heroes, recited poetry for entertainment, and they shared news about important events.

CORE VOCABULARY—Read the remainder of the section aloud.

Call attention to the Core Vocabulary term *pasture* as it is encountered in the text and explain its meaning.



Sigurd also knew all the great Viking poems. "How could anyone have so much knowledge?" Ivar marveled. Ivar promised himself he would ask Sigurd to teach him to be a storyteller. He pictured himself standing in front of his father and the other Vikings, sharing the news from faraway places while they quietly listened with great respect.

Ivar's daydream was interrupted by an uncomfortable feeling. He realized that Sigurd was staring right at him. The great storyteller was talking to him!

"Ivar knows Greenland is at the end of the world. Stand up, Ivar. Tell me, is that true?"

"Yes, sir!" Ivar was glad he knew the answer. "Everyone knows that!"

Sigurd smiled again. "Everyone, Ivar, except those who have heard of the most recent events. For we now know that there are great lands to the west of Greenland that some Vikings have explored.

"Bjarni Haukdjoton (byak-huh-nyuh-doh-tyon), another great sailor, was the first Viking to see this new land. It happened when a great storm carried his longship far past Greenland. When the storm passed, Bjarni saw land in the distance. But he was eager to reach home, so he sailed back to Greenland," Sigurd told the crowd.

"When Bjarni arrived in Greenland, he told the story of what he had seen to Eric the Red and to Eric's son, Leif Eriksson. The two Vikings were eager to explore this new land.

"Leif Eriksson then bought Bjarni's longship. Leif asked his friends, exploring, to be his crew. Like his father, he loved adventure. But Leif did

Page 28

Activity Page



AP 1.1

SUPPORT—Call attention to the image and caption on page 30, noting the location of Greenland in relation to the new land that Leif Eriksson explored. Display the World Map (AP 1.1), guiding students in locating Iceland, Greenland, and Vineland, now known as Newfoundland.

After reading the text, ask the following questions:

LITERAL—What did Viking storytellers teach Viking children and adults?

- » They taught stories about the Viking gods and heroes, and they recited Viking poems. They also told the news from faraway places.

LITERAL—How did the Vikings learn that Greenland was not the end of the world?

- » Leif Eriksson, inspired by another sailor's story of seeing land beyond Greenland, sailed past Greenland.

LITERAL—Why did Leif call this land Vineland?

- » Grapes grew wild there, and Vikings enjoyed the white wine made from grapes.

LITERAL—Why is Leif Eriksson called "Leif the Lucky"?

- » Leif rescued a shipwrecked Viking crew and was given the ship's cargo as a reward.



The Vikings were great explorers. From Scandinavia they sailed as far east as Russia and as far west as North America.

Ivar did not have his father's hot temper. He was a calm and thoughtful young man. Although Eric the Red did not go with them, the explorers called to the land Bjarni had seen. They later called this land Vineland, or "Wine-land." They chose this name because wild grapes grew there. Vineland had rich pastures and forests and plenty of animals to hunt. Leif and his crew stayed in Vineland during the spring.

Vocabulary
pasture: a land covered with grass on which farm animals feed

Page 29



Today we know that what the Vikings called Vineland is Newfoundland in North America.


"On the way back to Greenland, Leif and his crew rescued Vikings who had been shipwrecked. In return, Leif was given the ship's cargo. Ever since then, Leif has been called "Leif the Lucky!"

Sigurd put his arm around Ivar's shoulders and said, "As my longship brings you cargo ships loading farm tools and ships will soon settle in Vineland.

Page 30

"So now you know Ivar, Greenland is not at the end of the world." For the Jarl rose to speak. He held a carved rune stone high over his head.

"Tonight is a time of great honor. Sigurd honors us with his important news. Ivar, who worked hard at carving, honors his father with this rune stone."



Cargo ships carried farm animals and tools to Vineland, to help support Viking settlements there.

Page 31

Timeline

- Show students the two Chapter 5 Timeline Image Cards. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why might Vikings have once believed that Greenland was the end of the world?”
- Post the image cards under the date referencing the 1000s; refer to the illustration in the Unit Introduction for further guidance on the placement of each image card to the Timeline.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk**—Tell a partner the answer to the Big Question, “Why might Vikings have once believed that Greenland was the end of the world?”
 - » Key points students should cite include: The Vikings had only ever sailed as far as Greenland. Before Leif Eriksson found Vineland, there were only rumors of the undiscovered land.
- Say a sentence using the Core Vocabulary word (*pasture*).

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Viking Voyages West (RI.3.7)

15 MIN

Activity Page



AP 5.1

Materials Needed: Sufficient copies of Viking Voyages West (AP 5.1)

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through Viking Voyages West (AP 5.1).

Distribute copies of Viking Voyages West (AP 5.1) to students. Explain the directions to students. Instruct students to work independently or with partners to complete the activity.

Activity Page



AP 5.2

Materials Needed: Sufficient copies of More Viking Runes (AP 5.2), Teacher Resources, page 66

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through More Viking Runes (AP 5.2).

Distribute copies of More Viking Runes (AP 5.2) to students. Explain the directions to students. Call attention to the Viking runes key at the top of the activity page, and remind students that in some instances, a single Viking rune may represent more than one letter in the alphabet we use today. Instruct students to work independently or with partners to complete the activity.

Viking Gods and Myths

The Big Question: How did myths help the Vikings make sense of their world?

Primary Focus Objectives

- ✓ Understand that the Vikings were also known as the Norse. **(RI.3.1)**
- ✓ Understand that Vikings' myths helped them explain the mysteries of nature. **(RI.3.1)**
- ✓ Explain the Norse creation story. **(RI.3.1)**
- ✓ Identify Asgard, Valhalla, and the Norse gods, including Odin, Thor, Loki, Frigg, Balder, and Sif. **(RI.3.1)**
- ✓ Identify the Norse gods that inspired the English names for days of the week: Tyr, Odin (Wodin), Thor, and Frigg (Friia). **(RI.3.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Norse, myth, underworld, realm, wisdom, and maiden*. **(RI.3.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource "About Norse Myths":

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

Norse, n. people who lived in Scandinavia long ago **(32)**

Example: The Norse traveled from their homes in Scandinavia to new lands in North America.

myth, n. an idea or story that many people believe but is not true **(32)**

Example: One Viking myth says that the gods create the weather.

Variation(s): myths

underworld, n. a place where it was believed that people went when they died **(34)**

Example: One Viking myth describes which god controls the underworld.

Variation(s): underworlds

realm, n. a kingdom **(34)**

Example: Odin's realm was very large; he ruled over many gods, people, and creatures.

Variation(s): realms

wisdom, n. extensive knowledge or experience (34)

Example: The Vikings believed the gods had great wisdom.

maiden, n. a young, unmarried woman (34)

Example: A Valkyrie was a young maiden who carried fallen warriors to Valhalla.

Variation(s): maidens

THE CORE LESSON 25 MIN

Introduce “Viking Gods and Myths”

5 MIN

Ask students what they know about the gods and goddesses of people who lived long ago. Where did the gods and goddesses live? Students in Core Knowledge schools studied the Greek gods and goddesses who lived on Mount Olympus in Grade 2 and the Roman gods and goddesses in Grade 3. Recall with students that stories of powerful gods and goddesses sometimes helped ancient people explain the cause of or reason for events that happened in nature, such as thunder, lightning, and fire. We call these stories *myths*. Ancient myths also often explained how people and the world were created. Tell students that today they will be learning about Viking myths. Call attention to the Big Question, and encourage students as they read through the chapter to look for ways myths helped the Vikings make sense of their world.

Guided Reading Supports for “Viking Gods and Myths”

20 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Religion of the Vikings,” Pages 32–34

Scaffold understanding as follows:

CORE VOCABULARY—Read the first two paragraphs of the section “Religion of the Vikings” aloud. Call attention to the Core Vocabulary terms *Norse* and *myth* as they are encountered in the text, and explain the meaning of each word. The Viking people are also known as the Norse, or Norsemen.

CORE VOCABULARY—Read the last paragraph of the section aloud. Call attention to the Core Vocabulary term *underworld* as it is encountered in the text, and explain its meaning.

Chapter 6
Viking Gods and Myths

Religion of the Vikings The Vikings, who were also called the Norse, told stories called myths. These stories were meant to explain things about their world that they could not understand.

The Big Question
How did myths help the Vikings make sense of their world?

Vocabulary Norse myths are not unlike the myths of ancient Greece or other ancient peoples. They tell about many powerful gods and goddesses. The Vikings believed that the gods were enemies of the evil giant. The chief god Odin killed the evil frost giant with help from his brothers. Then Odin and his brothers made the world from the dead giant's huge body. They made the ocean from his blood. They made the mountains from his bones and the trees from his hair. And they made the sky from the top of his head.

Page 32



SUPPORT—Call attention to the pronunciation key for the word *Yggdrasill*, on page 34. Encourage students to correctly pronounce the word. After you read about Yggdrasill, have students return to the image on page 33, and explain how it illustrates what you read.

After you read the text, ask the following questions:

LITERAL—Why did the Vikings tell stories that we call myths?

- » The Vikings used myths to explain the origin of the world and other things about the world that they did not understand.

LITERAL—How did Norse myths describe the creation of the world?

- » After Odin, the chief god, killed the evil frost giant, the gods made the world from the giant’s huge body.

“Home of the Gods,” Pages 34–36

Scaffold understanding as follows:

CORE VOCABULARY—Read the first paragraph of “Home of the Gods” aloud. Call attention to the Core Vocabulary terms *realm* and *wisdom*, and explain the meaning of each word.

SUPPORT—Call attention to the image of Odin on page 35, and call on a student volunteer to read the caption.

CORE VOCABULARY—Continue reading the second paragraph of the section aloud. Call attention to the Core Vocabulary term *maiden*, and explain its meaning.

SUPPORT—Call attention to the pronunciation key for *Valkyries* on page 34. Encourage students to correctly pronounce this word.

Call on a student volunteer to read the last paragraph of the section.

SUPPORT—Call attention to the image of Thor on page 36, and read the caption aloud. Remind students that myths help describe different types of weather and natural phenomena. The Vikings believed that Thor was responsible for thunder.

After the volunteer finishes reading, ask the following questions:

LITERAL—Where did the Norse gods live?

- » The Norse gods lived in Asgard. Odin, the chief god, lived in a palace called Valhalla.

LITERAL—Who was Thor?

- » Thor was Odin’s son. He was the strongest of the Norse gods and the god of thunder.

The Vikings believed that a tree called Yggdrasill (Yig-drahsill), or the world tree, held up the universe. The top of the tree stretched into the heavens, its three roots reached down to the underworld, to the land of the giants, and to Asgard, the land of the gods. A great serpent, or snake, always chewed at the tree's roots. The serpent tried to make the tree fall and bring the world down with it.

Vocabulary
underworld, n. a place where those believed that people went when they died
realm, n. a kingdom
wisdom, n. extensive knowledge or experience
maiden, n. a young, unmarried woman

Home of the Gods
Asgard was the home of the gods. It had twelve realms, one for each of the twelve important gods. Odin was the ruler. He always wanted to know everything. Each morning Odin sent out his two ravens, Thought and Memory, to fly around the world. The birds brought back news to him. Odin loved knowledge so much that he gave up one of his eyes for a drink from the Well of Wisdom. Odin lived in a palace called Valhalla. When a Viking died in battle, one of Odin's beautiful maidens, called the Valkyries (Val-kee-reez), picked up the dead warrior from the battlefield. Then she carried him on her swift warhorse to Valhalla. These warriors lived forever in Valhalla, fighting and telling stories. The Vikings believed that to live in Valhalla was the greatest honor a warrior could achieve.

The youngest of the gods was Odin's son, Thor. He had a hammer. Thor was the god of thunder.

Page 34

Odin, father of the Norse gods, lived in a palace called Valhalla.

He rode a wagon pulled by two goats when he traveled. Thor struck his great hammer to make thunder and rain for the crops. He also fought against evil giants and protected the crops.

Page 35



INFERENTIAL—How might the use of his hammer help describe the occurrence of rain and thunder?

- » Possible answer: Thunder can sound like something is being hit with a hammer. If Thor hit the clouds with his hammer, it could cause the rain to fall out.

“How Thor Got His Hammer,” Pages 36–38



Scaffold understanding as follows:

Call on student volunteers to read the first two paragraphs of the section “How Thor Got His Hammer.”

SUPPORT—Call attention to the images on page 37 of the dwarves making golden hair for Sif, and read the caption aloud.

Ask student volunteers to continue reading the remainder of the section aloud.

SUPPORT—Call attention to the image of Thor's hammer on page 38, and call on a student volunteer to read the caption.

After students read the text, ask the following questions:

LITERAL—Who are Odin, Thor, and Loki?

- » Odin, Thor, and Loki are Norse gods. Odin was the chief god, who ruled all the others. Thor was Odin's son, who carried a hammer and protected the Norse people. Loki was a trickster and troublemaker.

LITERAL – How did Thor get his hammer?

- » Loki gave it to him to make up for taking Sif's hair. Sif was Thor's wife.

INFERENTIAL – Why do you think Loki offered such a special hammer as a gift to Thor?

- » Possible answer: Thor was the strongest of the Norse gods, and he was angry that Loki took Sif's hair. Loki was probably afraid of Thor and wanted to make sure he made Thor happy.

EVALUATIVE—What do you think is the message behind the story of Loki?

- » Student responses will vary. Students may say that while everyone appreciates a joke, humor that is meant to hurt another person is not okay.



“How the Days of the Week Got Their Names,” Pages 38–39

Thursday and Friday—are named after Norse gods that the Vikings worshipped.

Tuesday is named for Tyr (tīr), the Viking god of war and justice. He was also known as the one-handed god, who lost his hand to a wolf named Fenrir.

Wednesday is named for Woden (wōdun), Woden is the English name for Odin, the Vikings' chief god. Odin could predict the future. He could also change his shape to travel unnoticed.

Which god do you think Thursday is named for? "Thor's day" honors the Norse god of thunder and lightning.

Friday is named for Frigg, the wife of Odin and mother of Balder, the god of goodness. Her name in German is Freia.

God	Day of the Week
Tyr	Tuesday
Woden (Odin)	Wednesday
Thor	Thursday
Frigg (Freia)	Friday

Page 39

Scaffold understanding as follows:

Call on a student volunteer to read the first paragraph of the section “How the Days of the Week Got Their Names” aloud.

SUPPORT—Continue reading the second and third paragraphs of the section aloud. Call attention to the pronunciation keys for *Tyr* and *Woden*, and encourage students to correctly pronounce the names.

Finish reading the remainder of the section aloud.

SUPPORT—Call attention to the chart of Norse gods and their connection to the days of the week. Explain to students that the English language has been influenced by many different languages and cultures over time, including that of the Vikings.

After you read the text, ask the following question:

LITERAL—What days of the week are named after Viking gods?

- » Tuesday, Wednesday, Thursday, and Friday are all named after Viking gods.



CHECK FOR UNDERSTANDING 5 MIN

Ask students to do one of the following:

- **Turn and Talk—**Tell a partner the answer to the Big Question, “How did myths help the Vikings make sense of their world?”
 - » Key points students should cite include: The Viking myths helped explain such things as how the world was first created and why certain weather happens.
- Choose one of the Core Vocabulary words (*Norse*, *myth*, *underworld*, *realm*, *wisdom*, or *maiden*), and say a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 4–6 (RI.3.4)

30 MIN

Activity Page



AP 6.1

Materials Needed: Sufficient copies of Domain Vocabulary: Chapters 4–6 (AP 6.1), Teacher Resources, page 67

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for thirty minutes of classroom time to work through Domain Vocabulary: Chapters 4–6 (AP 6.1).

Distribute copies of Domain Vocabulary: Chapters 4–6 (AP 6.1) to students. Explain the directions to students. Instruct students to work independently or with partners to complete the activity.

Norse Mythology (RI.3.1)

15 MIN

Activity Page



AP 6.2

Materials Needed: Sufficient copies of Norse Mythology (AP 6.2)

Note to Teachers: Time allotted for this activity varies based on what work you choose to assign in class or as homework. Plan for fifteen minutes of classroom time to work through Norse Mythology (AP 6.2).

Distribute copies of Norse Mythology (AP 6.2) to students. Explain the directions to students. Instruct students to work independently or with partners to complete the activity.



Teacher Read-Aloud: “Thor and His Hammer” (RL.3.1)

30 MIN

Materials Needed: Sufficient copies of “Thor and His Hammer” (FE 1)

Use this link to download the CKHG Online Resources for this unit, where the specific link for “Thor and His Hammer” can be found. Be sure to make sufficient copies for your students prior to conducting the activity.

www.coreknowledge.org/ckhg-online-resources

Distribute copies of “Thor and His Hammer” to students. Remind students what they have learned about Viking mythology. The Vikings told many different stories about their gods and goddesses. Encourage the class to follow along as you read the story.

After reading the story, post the following questions, and have students write their responses. Time permitting, discuss student responses.

1. The Vikings believed Thor was the god of what?
 - » The Vikings believed Thor was the god of thunder and lightning.
2. What was so special about Thor’s hammer?
 - » Thor’s hammer was crafted by a dwarf. It was unbreakable, shrinkable, and would return to Thor if he threw it.
3. What did the giants want in exchange for returning Thor’s hammer?
 - » The king of the giants wanted to marry the goddess Freyja in exchange for returning Thor’s hammer.

4. How did Thor get his hammer back?

- » Thor dressed up as Freyja and hid his face with a veil. During the wedding feast, Thor fooled the giants. The king of the giants gave Thor's hammer to him, thinking mistakenly that Thor was Freyja.



Teacher Read-Aloud: "Idun's Magical Apples" (RL.3.1)

30 MIN

Materials Needed: Sufficient copies of "Idun's Magical Apples" (FE 2)

Use this link to download the CKHG Online Resources for this unit, where the specific link to "Idun's Magical Apples" can be found. Be sure to make sufficient copies for your students prior to conducting the activity.

www.coreknowledge.org/ckhg-online-resources

Distribute copies of "Idun's Magical Apples" to students. Remind students what they have learned about Viking mythology. The Vikings told many different stories about their gods and goddesses. Encourage the class to follow along as you read the story aloud.

After reading the story, post the following questions, and have students write their responses. Time permitting, discuss student responses.

1. What happened when Odin, Honir, and Loki tried to cook the ox meat?

- » The meat would not cook and stayed raw. This was caused by a magical spell.

2. Who was the eagle, and what did he want?

- » The eagle was a giant in disguise. He captured Loki and promised to let him go only if Loki could persuade Idun to leave Asgard.

3. Why did the gods begin to grow old?

- » Idun, a young goddess, had apples of eternal life that kept the gods young. When Loki tricked her into leaving Asgard, the gods could no longer eat the magic apples.

4. How did Loki save Idun?

- » Using a magical skin, Loki transformed into a falcon and flew to the giant's home on a high cliff. Loki then transformed Idun into an acorn so he could easily carry her back to Asgard. The giant turned himself back into an eagle and chased Loki and Idun all the way back to Asgard. The giant-eagle flew into a large fire started by the gods.



Note to Teachers: The link below provides both a recording and a written text of the story. Since there is a small error in both the recording and text, in which Loki states that he is the god of fire, we recommend that you read the text aloud yourself, omitting the section in which Loki states he is the god of fire. According to the Core Knowledge subject matter expert, this is a common misunderstanding based on confusion of similar names. The giant, Logi, is the personification of fire.

Prepare for the activity by previewing the story and listening to the recording. Use this link to download the CKHG Online Resources for this unit, where the specific link for “The Punishment of Loki” may be found:

www.coreknowledge.org/ckhg-online-resources

Post the following questions on the board before beginning the story. Encourage students to listen for the answers. After the story, have students write their responses. Time permitting, discuss student responses.

1. How would you describe Loki’s personality and attitude?
 - » Loki is very mischievous. He is also not very remorseful for the bad things that he has done.
2. What happens at Aegir’s feast?
 - » Loki was ignored by the servants. In a fit of rage, Loki tackled one of the servants to the ground and accidentally killed him. He was then cast out by Odin.
3. What does Loki do after the feast?
 - » Loki goes into hiding from the other gods. He spends time in the form of a fish and in the form of a god. As a god, he weaves fishing nets.
4. How do the gods catch Loki?
 - » The gods use one of Loki’s fishing nets to corner him while he’s in the form of a salmon. While jumping out of the water, Odin catches Loki and forces him back into the form of a god.
5. What is Loki’s punishment?
 - » Loki is changed to a rock, and a poisonous snake drips venom on him for eternity.



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link for background on Viking gods may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to the class that in this activity, they will have the chance to create their own Viking myth featuring Norse gods. Remind students that the Vikings used myths to explain things about the world around them. The myths also served as a form of entertainment. On the board, display for students a brief description of the Viking gods that they have encountered in the Student Reader, Guided Reading Supports, and Fiction Excerpts, as follows:

Odin, or Wodin—chief Norse god

Thor—son of Odin, god of thunder and lightning

Freyja—goddess of love

Sif—wife of Thor, goddess of grain

Loki—trickster

Idun—goddess of youth

Hel—goddess of the underworld

Break the class into three groups. Explain to students that each group will be responsible for writing a part of the story. A story is made up of four distinct parts: introduction, plot, climax, and resolution.

Each group will have six minutes to write an introduction and plot to a Viking myth. The introduction should explain who is in the story, where the story takes place, and a main problem in the story. Students should also describe any actions or events associated with the conflict.

After the timer goes off, have students rotate their stories clockwise to the next group. Set the timer for eight minutes. Have students read the introduction and plot from the previous group. Students should then add on to the plot and create a climax for the story.

After the timer goes off, have students rotate their stories one last time. Set the timer for seven minutes. Have students read through the introduction, plot, and climax created so far. Students should use the remaining time to quickly write a resolution to the story, explaining how the main problem was solved. The resolution should also tie up any loose ends. Have students share their stories aloud during the remaining time.

Teacher Resources

Unit Assessment: <i>The Vikings</i>	52
Performance Task: <i>The Vikings</i>	56
• Performance Task Scoring Rubric	57
• Performance Task Activity: <i>The Vikings</i>	58
• <i>The Vikings</i> Performance Task Notes Table	59
Activity Pages	
• World Map (AP 1.1)	60
• Viking Runes (AP 1.2)	61
• The Viking World (AP 2.1)	62
• Domain Vocabulary: Chapters 1–3 (AP 3.1)	63
• Viking Voyages West (AP 5.1)	65
• More Viking Runes (AP 5.2)	66
• Domain Vocabulary: Chapters 4–6 (AP 6.1)	67
• Norse Mythology (AP 6.2)	68
Answer Key: <i>The Vikings</i>	69

The following fiction excerpts can be found and downloaded at:

www.coreknowledge.org/ckhg-online-resources

Fiction Excerpts

- “Thor and His Hammer” (FE1)
- “Idun’s Magical Apples” (FE2)

Name _____

Date _____

Unit Assessment: *The Vikings*

A. Circle the letter of the best answer.

1. The area of Europe where the Vikings came from is now called
 - a) England.
 - b) North America.
 - c) Scandinavia.
 - d) the Netherlands.

2. Another name for the Vikings is
 - a) the Norse.
 - b) Icemen.
 - c) trolls.
 - d) Inuit.

3. Which of the following can be used to describe the Vikings?
 - a) builders of great cities
 - b) wise peacemakers
 - c) fierce raiders
 - d) great scholars

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

5. Sailing on a Viking longship required courage and strength because
 - a) they used only the wind and sails to travel.
 - b) they were open to the weather.
 - c) they carried only one sailor.
 - d) they frequently broke up and sank in storms.

6. To go "a-viking" meant
 - a) to wrestle.
 - b) to hunt.
 - c) to raid.
 - d) to farm.

- 7.** The fiercest Viking warriors were known as
 - a)** sailors.
 - b)** jarls.
 - c)** navigators.
 - d)** berserkers.

- 8.** Farmland was scarce in the Viking homelands because of the
 - a)** many mountains.
 - b)** many deserts.
 - c)** lack of irrigation.
 - d)** lack of oxen to pull plows.

- 9.** The letters of the Viking alphabet were called
 - a)** cuneiform.
 - b)** runes.
 - c)** cursive.
 - d)** jarls.

- 10.** Viking farms were often nestled between
 - a)** fjords and mountains.
 - b)** deserts and sand dunes.
 - c)** two large plains.
 - d)** two large cities.

- 11.** Besides carrying out raids, what did the Vikings do as they journeyed through Europe?
 - a)** They traded with the people they met.
 - b)** They taught people their religion.
 - c)** They offered people help in defeating their enemies.
 - d)** They held feasts with the people they met.

- 12.** The Vikings navigated by using
 - a)** detailed maps.
 - b)** a compass.
 - c)** their voices.
 - d)** the sun and the stars.

- 13.** Eric the Red was banished from Iceland and settled in
 - a)** Russia.
 - b)** Iceland.
 - c)** Greenland.
 - d)** Norway.

- 14.** Why did the Vikings take birds to sea?
- a)** to keep the birds as pets
 - b)** to keep the birds from harm
 - c)** to eat the birds
 - d)** to help them find their direction when they were lost
- 15.** Leif Eriksson was
- a)** a farmer.
 - b)** an explorer.
 - c)** a missionary.
 - d)** a Norse god.
- 16.** The Vikings were the first Europeans to set foot in
- a)** North America.
 - b)** South America.
 - c)** Africa.
 - d)** Australia.
- 17.** Greenland was given that name in order to
- a)** attract settlers.
 - b)** emphasize its wide green plains.
 - c)** honor Viking gods.
 - d)** describe its clover fields.
- 18.** According to Norse mythology, the world was created from
- a)** leaves and grass.
 - b)** thunder and lightning.
 - c)** sand and snow.
 - d)** the body of a dead giant.
- 19.** What did Odin and the warriors do in Valhalla?
- a)** ate magic apples and prayed
 - b)** battled by day and feasted at night
 - c)** slept all the time
 - d)** carved rune stones
- 20.** Which day of the week is named after Thor, the Viking god of thunder?
- a)** Tuesday
 - b)** Monday
 - c)** Wednesday
 - d)** Thursday

B. Match each word or phrase on the left with its definition on the right.

Terms

Definitions

- | | |
|---------------------|--|
| 21. _____ jarl | a) to take something by force |
| 22. _____ myth | b) a letter of the Viking alphabet |
| 23. _____ oarsmen | c) a Viking chief |
| 24. _____ fjord | d) land covered with grass on which farm animals feed |
| 25. _____ plunder | e) an idea or story that many people believe but is not true |
| 26. _____ pasture | f) a deep and narrow portion of the sea that stretches inland, with high cliffs on either side |
| 27. _____ berserker | g) the pointed front end of a ship |
| 28. _____ rune | h) one of the most fearless and frightening Viking warriors |
| 29. _____ prow | i) a young, unmarried woman |
| 30. _____ maiden | j) on a ship, those who are responsible for rowing |

Performance Task: *The Vikings*

Teacher Directions: Remind students that storytellers played an important role in Viking culture. They told myths about the gods, recited poetry, and carried news from faraway places. In this performance task, students will assume the role of a Viking storyteller, like Sigurd, who is described in the Student Reader. Students should write one of the following:

- an original Viking myth featuring Norse gods
- a fictional account of a Viking raid or expedition, or daily life in a Viking village

Student writing should accurately reflect Viking beliefs and ways of life. Encourage students to use their Student Reader to take notes and organize their thoughts in the Performance Task Notes Table provided on page 59.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to write three to five specific details about Viking life to use as the basis of their story.

Viking Storyteller Notes Table	
Setting	<ul style="list-style-type: none">• a small fjord in Norway
Characters	<ul style="list-style-type: none">• Tovar, a Viking jarl• Piet, a Viking shipbuilder
Important Events	<ul style="list-style-type: none">• Tovar and his crew set sail from their fjord in Norway.• Tovar and his crew run into bad weather.• Tovar releases a bird to help the Vikings find land.• Piet is needed to help repair the ship.• Once the ship is repaired, Tovar and his crew sail down the coast of England.• The crew raids villages.• Tovar and his crew return to Norway.• The Vikings have a great feast.

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their essays using the rubric.

Students should not be evaluated on the completion of the Performance Task Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Student stories are accurate, detailed, and engaging. The student demonstrates exceptional background knowledge of the historical era. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Student stories are mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of the historical era. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Student stories are mostly accurate but lack detail. The student demonstrates some background knowledge of the historical era. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Student stories are incomplete and demonstrate a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the historical era. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

***The Vikings* Performance Task Notes Table**

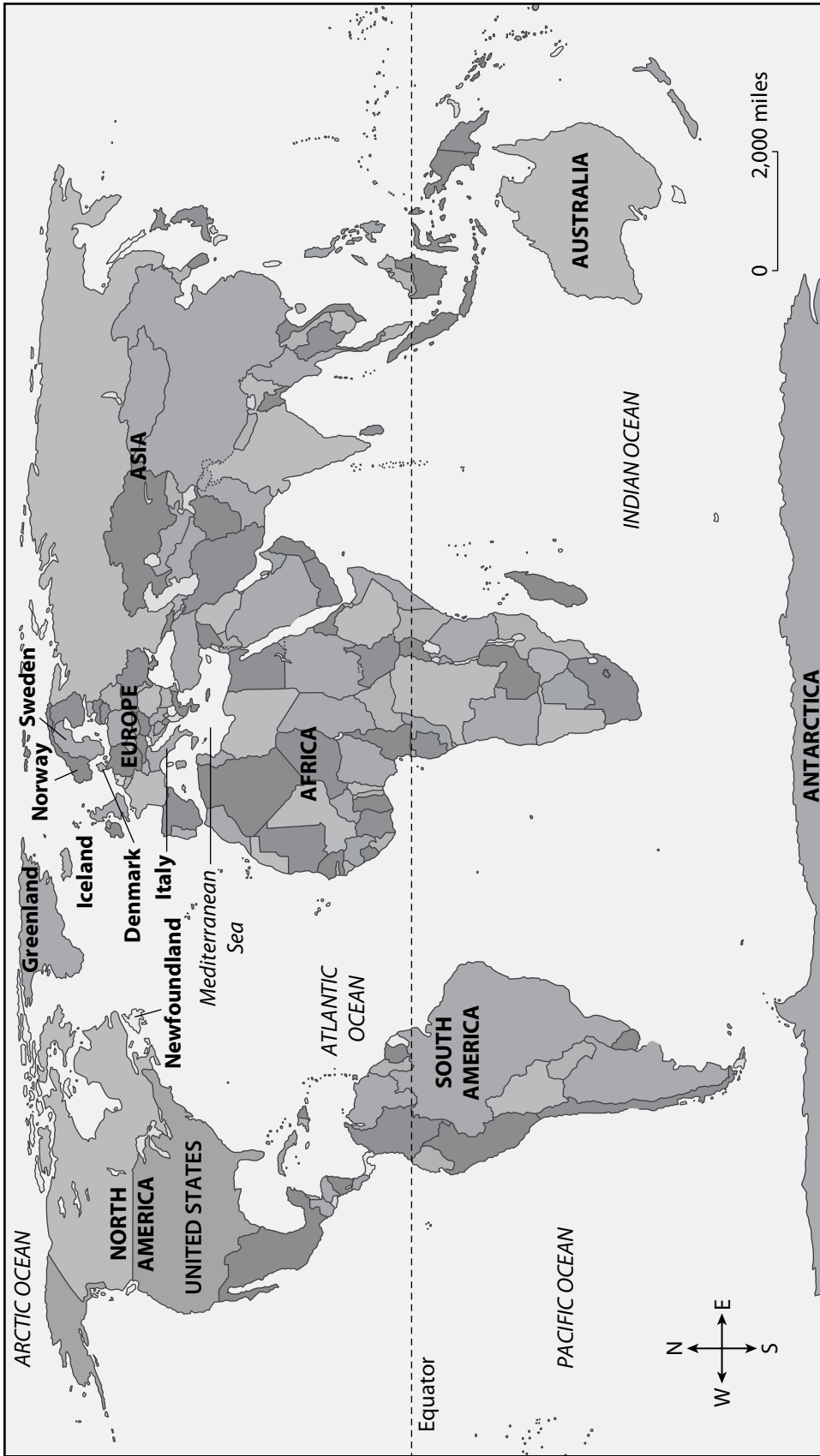
Use the table below to help organize your thoughts as you refer to the chapters in *The Vikings* Student Reader. You do not need to complete the entire table to write your essay, but you should try to have three to five specific examples of Viking life and beliefs.

Viking Storyteller Notes Table	
Setting	
Characters	
Important Events	

Name _____

Date _____

World Map



Name _____

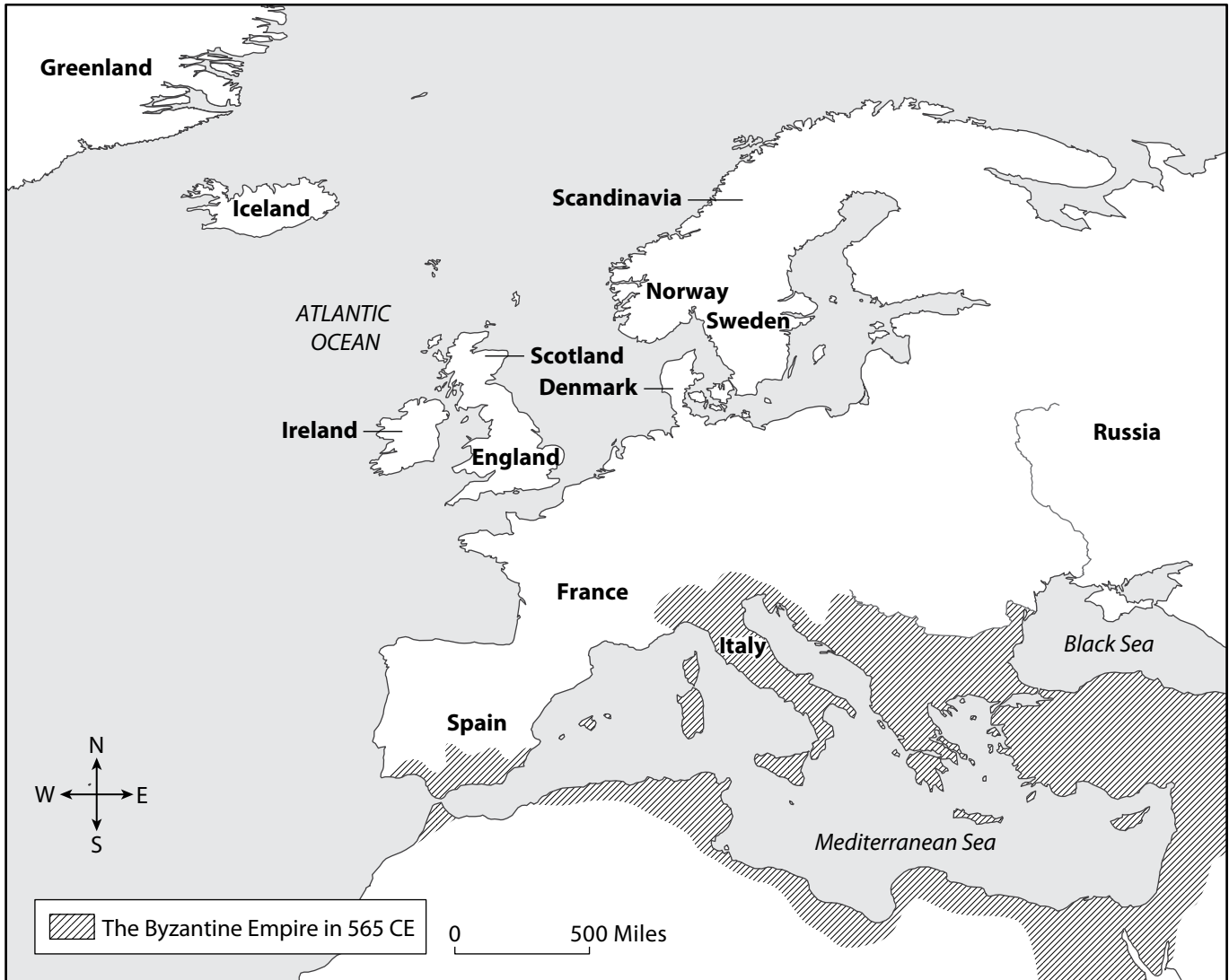
Date _____

Activity Page 2.1

Use with Chapter 2

The Viking World

Directions: Study the map below and then answer the questions that follow.



1. The Vikings came from what is today Denmark, Norway, and _____.
2. England is located to the south and to the _____ of Norway.
3. If you were in Italy, which direction would you travel to get to Denmark? _____.
4. The Byzantine Empire is located _____ of Sweden.
5. When the Vikings traveled to the east, they were headed toward _____.

Name _____

Date _____

Activity Page 3.1

Use with Chapter 3

Domain Vocabulary: Chapters 1–3

Directions: Use the words in the word bank to complete the crossword puzzle.

berserker	moored	ransom	fjord	oarsmen	rune
goblet	plunder	tow	jarl	prow	mast
					raid

Across

- 2. on a ship, those who are responsible for rowing
- 5. to drag
- 6. one of the most fearless and frightening Viking warriors
- 10. a large vertical post on a ship that helps hold up the sails
- 11. the pointed front end of a ship
- 12. a deep and narrow portion of the sea that stretches inland, with high cliffs on either side

Down

- 1. a Viking chief
- 3. secured in place using chains, ropes, or an anchor
- 4. a large container used for drinking
- 7. a letter of the Viking alphabet
- 8. money paid to release someone being held captive
- 9. to attack suddenly and with force
- 11. to take something by force

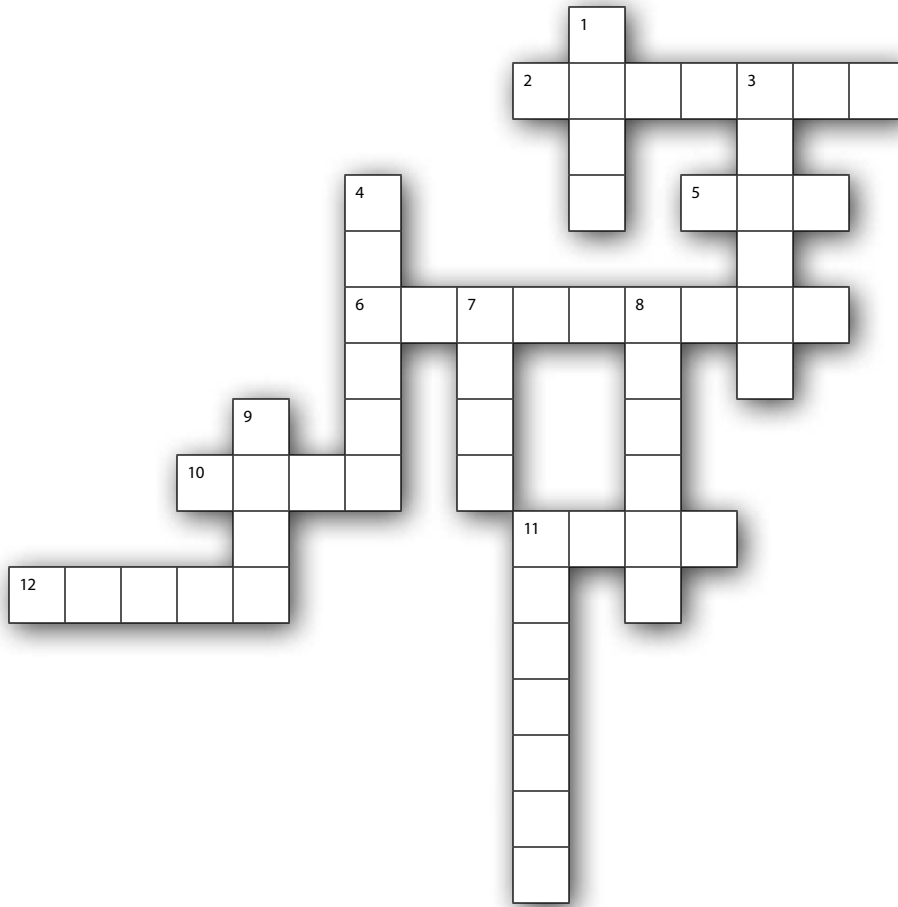
Name _____

Date _____

Activity Page 3.1 *Continued*

Use with Chapter 3

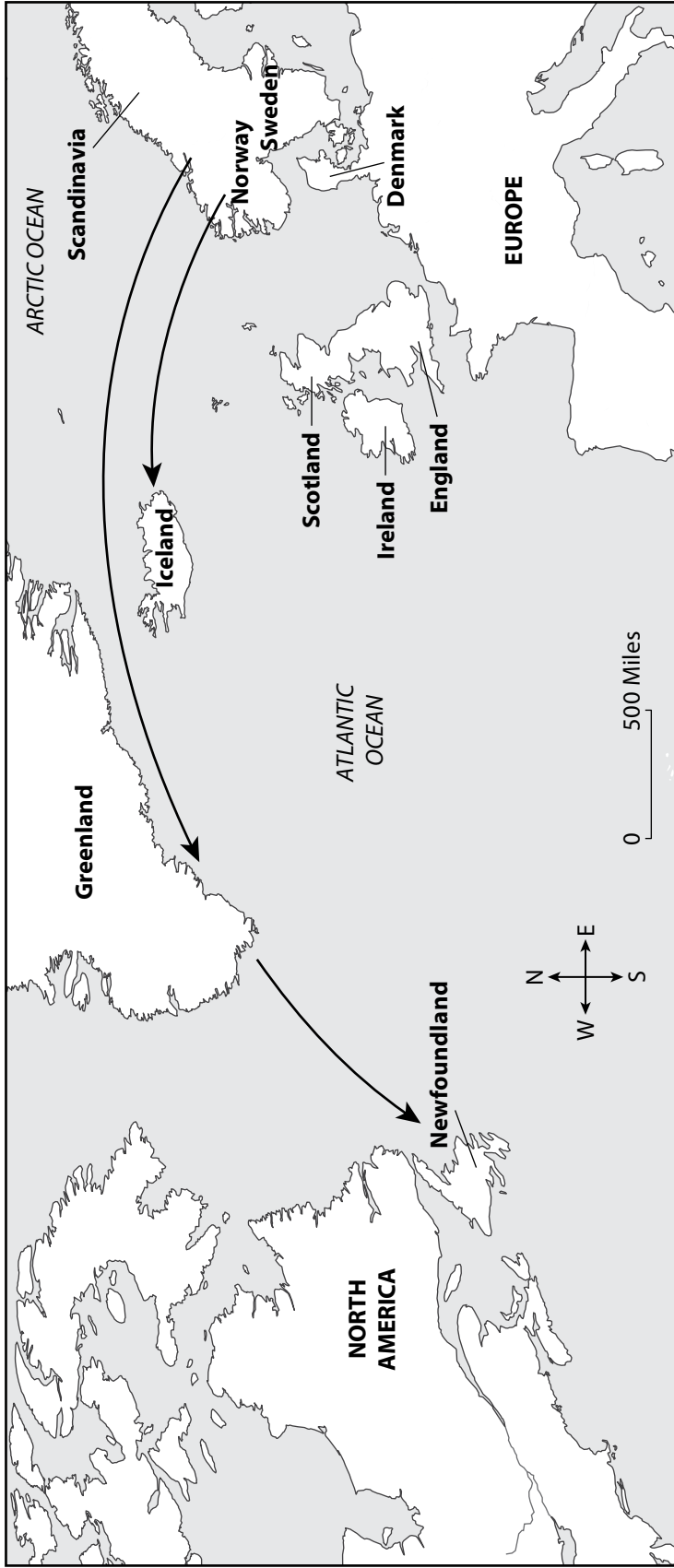
Domain Vocabulary: Chapters 1–3



Name _____ Date _____

Viking Voyages West

Directions: Study the map below then answer the questions that follow.



1. The Vikings first sailed west and settled in Iceland and _____.
2. The Vikings' journey to Iceland began near the present-day country of _____.
3. In North America, the Vikings landed in _____.
4. Newfoundland is located to the south and to the _____ of Greenland.
5. According to the map scale, Newfoundland is about _____ kilometers wide.
6. **Bonus:** The Vikings called Newfoundland _____.

Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

More Viking Runes

Directions: Study the chart of Viking runes and then read each clue. Translate the Viking runes to find the correct answer.

Note: Some Viking runes can mean more than one letter.

Viking Runes

ƿ	ᚢ	ᚦ	ᚱ	ᚷ	ᚨ	ᚫ	ᚦ	ᚱ	ᚨ	ᚱ	ᚷ	ᚢ	ᚦ	ᚱ	ᚨ
f	u o v	th	a	r	k	h	n	i	a	s	t	b	m	l	z/R

1. The storyteller who shares news with Ivar and the other Vikings is named

ᚱ ᚱ ƿ ᚢ ᚱ ᚷ

2. Eric the Red discovered the land known as _____.

ƿ ᚱ ᚱ ᚱ ᚦ ᚱ ᚱ ᚷ

3. _____ Eriksson discovered Vineland.

ᚱ ᚱ ᚱ ƿ

4. The Viking alphabet is called the _____.

ƿ ᚢ ᚷ ᚫ ᚱ ᚱ ƿ

CHALLENGE: Write a secret message using Viking runes for a friend to decode. Use the back of the page if you do not have enough room below.

Name _____

Date _____

Activity Page 6.1

Use with Chapter 6

Domain Vocabulary: Chapters 4–6

Directions: Use the Core Vocabulary terms in the box to complete the sentences below. Each word will be used only once.

feast	hush	banished	pastures	Norse	myth
underworld	realm	wisdom	maidens		

1. After the Vikings returned from their journey, they celebrated by having a large _____ .
2. The Vikings believed that the gods had much _____ about the world in which they lived.
3. Odin’s Valkyries were _____ , who brought the souls of warriors to Valhalla.
4. The Vikings are also known as the _____ .
5. One example of a Viking _____ is the story of how Thor got his hammer.
6. When Sigurd the Storyteller began to speak, a _____ fell over the room.
7. Vineland had many green _____ perfect for raising livestock.
8. Eric the Red was _____ from his home for breaking Viking law.
9. As the chief god, Odin ruled over a large _____ .
10. The Vikings believed that the souls of the dead went to the _____ .

Name _____

Date _____

Activity Page 6.2

Use with Chapter 6

Norse Mythology

Directions: Fill in the chart and answer the questions that follow.

1. Fill in this table about these Norse gods and goddesses.

Norse God	Description	Day of the Week Named After the God
Odin/Woden		
Thor		
Frigg/Friia		
Tyr		

2. Where did the Norse gods live? _____

3. What was Valhalla? _____

4. What was the purpose of Norse mythology? _____

Answer Key: *The Vikings*

Unit Assessment (pages 51–55)

1. c 2. a 3. c 4. b 5. b 6. c 7. d 8. a 9. b 10. a
11. a 12. d 13. c 14. d 15. b 16. a 17. a 18. d
19. b 20. d 21. c 22. e 23. j 24. f 25. a 26. d
27. h 28. b 29. g 30. i

Activity Pages

Viking Runes (AP 1.2) (page 61)

- Students should render their name accurately in runes.
- Let's go a-viking!

The Viking World (AP 2.1) (page 62)

- Sweden
- west
- north
- south
- Russia

Domain Vocabulary: Chapters 1–3 (AP 3.1) (pages 63–64)

Across

- oarsmen
- tow
- berserker
- mast
- prow
- fjord

Down

- jarl
- moored
- goblet
- rune
- ransom
- raid
- plunder

Viking Voyages West (AP 5.1) (page 65)

- Greenland
- Norway
- Newfoundland
- west
- 500
- Bonus: Vineland

More Viking Runes (AP 5.2) (page 66)

- Sigurd
- Greenland
- Leif
- Futhark

Domain Vocabulary: Chapters 4–6 (AP 6.1) (page 67)

- feast
- wisdom
- maidens
- Norse
- myth
- hush
- pastures
- banished
- realm
- underworld

Norse Mythology (AP 6.2) (page 68)

1.

Norse God	Description	Day of the Week
Odin/Woden	king of the gods	Wednesday
Thor	son of Odin and god of thunder	Thursday
Frigg/Friia	Odin's wife	Friday
Tyr	god of war	Tuesday

- The Norse gods lived in Asgard.
- Valhalla was the palace of Odin, and it was the place where Norse warriors who died in battle were taken to live forever.
- Student responses will vary. Students should recognize that Norse mythology helped the Norse explain the world around them.



Core Knowledge®

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

Series Editor-In-Chief

E.D. Hirsch, Jr.

Subject Matter Expert

Angus Somerville, M. Litt., Associate Professor of English Language and Literature,
Brock University

Illustration and Photo Credits

Brittany Tingey: Cover C, 38, 44a, 44b, 45a, 45b, 45c, 45d

Daniel Hughes: 17, 23

Exterior view of Haghia Sophia, built 532–37 AD / Istanbul, Turkey / Bildarchiv
Steffens / Bridgeman Images: 6b

Jacob Wyatt: Cover A, 6a, 6d, 6e, 6f, 34, 35, 39

Scott Hammond: Cover D, i, iii, 6c, 6g, 21–22, 39

Steve Morrison: Cover B, 16a, 16b, 16c, 22, 27, 28a, 28b, 29, 33–34, 34b, 39

Within this publication, the Core Knowledge Foundation has provided hyperlinks to independently owned and operated sites whose content we have determined to be of possible interest to you. At the time of publication, all links were valid and operational and the content accessed by the links provided additional information that supported the Core Knowledge curricular content and/or lessons. Please note that we do not monitor the links or the content on such sites on an ongoing basis and both may be constantly changing. We have no control over the links, the content or the policies, information-gathering or otherwise, of such linked sites.

By accessing these third-party sites and the content provided therein, you acknowledge and agree that the Core Knowledge Foundation makes no claims, promises, or guarantees about the accuracy, completeness, or adequacy of the content of such third-party websites, and expressly disclaims liability for errors and omissions in the either the links themselves, or the contents of such sites.

If you experience any difficulties when attempting to access one of the linked resources found within these materials, please contact the Core Knowledge Foundation:
www.coreknowledge.org/contact-us/

Core Knowledge Foundation

801 E. High St.

Charlottesville, VA 22902

Core Knowledge Curriculum Series™

Series Editor-in-Chief

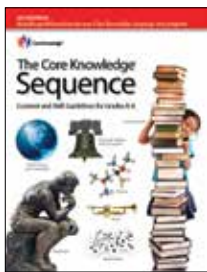
E. D. Hirsch, Jr.

CKHG™

Core Knowledge **HISTORY AND GEOGRAPHY™**

The Vikings

Core Knowledge History and Geography 3



What is the Core Knowledge Sequence?

The Core Knowledge Sequence is a detailed guide to specific content and skills to be taught in grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the Core Knowledge Sequence outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for readers in the upper elementary grades. For teachers and schools following the Core Knowledge Sequence, this book is intended for Grade 3 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the **Core Knowledge HISTORY AND GEOGRAPHY** series, visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY™

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the **Core Knowledge Sequence** (content and skill guidelines for grades K–8).

Core Knowledge HISTORY AND GEOGRAPHY™

titles at this level include

World Rivers

Ancient Rome

The Vikings

The Earliest Americans

Exploration of North America

The Thirteen Colonies

www.coreknowledge.org

Core Knowledge Curriculum Series™

Series Editor-in-Chief

E. D. Hirsch, Jr.