

# The Viking Age

## Tell It Again!™ Read-Aloud Anthology

Core Knowledge Language Arts® • Listening & Learning™ Strand



Core Knowledge®

GRADE 3







# **The Viking Age**

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Listening & Learning<sup>™</sup> Strand

**GRADE 3**

Core Knowledge Language Arts<sup>®</sup>



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# Alignment Chart for The Viking Age

The following chart contains core content objectives addressed in this domain. It also demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for The Viking Age	Lesson							
	1	2	3	4	5	6	7	8
Core Content Objectives								
Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated	✓	✓	✓					✓
Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland	✓	✓						✓
Describe the Viking people's proficiency and legacy as sailors, raiders, and traders	✓			✓		✓		✓
Locate Greenland, Iceland, Newfoundland, Canada, the Atlantic Ocean, the Arctic Ocean, the Baltic Sea, the North Sea, and the Norwegian Sea	✓		✓					
Explain that only the warriors who went on raids to other lands were actually called Vikings	✓	✓		✓	✓			
Explain why the Vikings were also called Northmen or Norsemen	✓	✓						
Identify the Vikings as the earliest known Europeans to travel to North America	✓							
Locate the areas to which the Vikings traveled	✓			✓				✓
Explain how and why the Vikings traveled to other countries	✓	✓	✓	✓	✓		✓	✓
Recall that the Viking people relied on farming, fishing, and trade for their living	✓	✓	✓		✓			
Explain the importance of Erik the Red and Leif Eriksson	✓							
Explain that the Viking people worshipped many gods and goddesses	✓	✓	✓				✓	✓
Explain that <i>skalds</i> were poets who memorized and retold Viking history through sagas	✓					✓		
Identify the three orders of the Viking people: <i>thralls</i> , <i>karls</i> , and <i>jarls</i>		✓				✓		
Describe the everyday life of the Viking people			✓		✓			
Explain that the Viking people built and used ships for different purposes	✓		✓	✓		✓	✓	✓
Recall that skilled blacksmiths lived during the Viking Age and name some items they made		✓				✓		
Recall that the Thing was an assembly where the Norse made decisions for their community						✓		

**Lesson**

**Alignment Chart for The Viking Age**


1	2	3	4	5	6	7	8
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**Reading Standards for Literature: Grade 3**

**Key Ideas and Details**



<b>STD RL.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.								
<b>CKLA Goal(s)</b>	Describe characters in a fiction read-aloud (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events		✓	✓					
	Identify and express mental states and emotions of self and others, including the narrator and/or characters of a fiction read-aloud		✓	✓	✓	✓	✓	✓	✓

**Integration of Knowledge and Ideas**

<b>STD RL.3.7</b>	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).								
<b>CKLA Goal(s)</b>	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a fiction read-aloud (e.g., create mood, emphasize aspects of a character or setting)			✓		✓	✓	✓	
	Use images (e.g., maps, photographs) accompanying a fiction read-aloud to check and support understanding								
<b>STD RL.3.8</b>	(Not applicable to literature)								
<b>STD RL.3.9</b>	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).								
<b>CKLA Goal(s)</b>	Compare and contrast the characters, themes, settings, and plots of chapters read aloud within a single novel						✓		

**Reading Standards for Informational Text: Grade 3**

**Key Ideas and Details**

<b>STD RI.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.								
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who, what, where, when, why, how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud								
	Ask and answer questions, orally or in writing, that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including asking and answering <i>why</i> questions that require recognizing or inferring cause/effect relationships								



## Alignment Chart for The Viking Age

		Lesson							
		1	2	3	4	5	6	7	8
<b>STD RI.3.3</b>	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.								
<b>CKLA Goal(s)</b>	With assistance, create and/or interpret timelines and lifelines related to content in a nonfiction/informational read-aloud	✓		✓					
	Sequence four to six pictures or sentences illustrating/describing events from a nonfiction/informational read-aloud	✓							
	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud, using language that pertains to time, sequence, and cause/effect	✓							
<b>Craft and Structure</b>									
<b>STD RI.3.4</b>	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 3 topic or subject area.								
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases		✓					✓	✓
<b>Integration of Knowledge and Ideas</b>									
<b>STD RI.3.7</b>	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).								
<b>CKLA Goal(s)</b>	Describe images, orally or in writing, and how they contribute to what is conveyed by the words in a nonfiction/informational read-aloud (e.g., where, when, why, and how key events occur)				✓				✓
	Use images (e.g., maps, photographs) accompanying a nonfiction/informational read-aloud to check and support understanding					✓			
	Interpret information from diagrams, charts, graphs, and/or graphic organizers				✓				
<b>STD RI.3.9</b>	Compare and contrast the most important points and key details presented in two texts on the same topic.								
<b>CKLA Goal(s)</b>	Compare and contrast the most important points and key details presented in two nonfiction/informational read-alouds on the same topic	✓							✓



## Alignment Chart for The Viking Age

### Lesson



1	2	3	4	5	6	7	8
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## Writing Standards: Grade 3

### Production and Distribution of Writing

<b>STD W.3.4</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)							
<b>CKLA Goal(s)</b>	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose, i.e., ideas and paragraphs presented clearly and in a logical order							
<b>STD W.3.6</b>	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.							
<b>CKLA Goal(s)</b>	Share writing with others							

### Research to Build and Present Knowledge

<b>STD W.3.8</b>	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.								
<b>CKLA Goal(s)</b>	Make personal connections (orally or in writing) to events or experiences in a fiction or nonfiction/informational read-aloud, and/or make connections among several read-alouds		✓	✓		✓			
	Categorize and organize facts and information within a given domain				✓		✓		
<b>STD W.3.10</b>	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.								
<b>CKLA Goal(s)</b>	Write responses to fiction and nonfiction/informational read-alouds that demonstrate understanding of the text and/or express/support opinion, using examples from a text and distinguishing own point of view from that of the author, narrator, or characters (short time frame)								
	Write sentences to represent the main idea and details from a fiction or nonfiction/informational read-aloud (short time frame)								

## Alignment Chart for The Viking Age

### Lesson

1	2	3	4	5	6	7	8
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## Speaking and Listening Standards: Grade 3

### Comprehension and Collaboration

<b>STD SL.3.1</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.								
<b>STD SL.3.1a</b>	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.								
<b>CKLA Goal(s)</b>	Carry on and participate in a conversation with an adult or peer for at least six turns, staying on topic, building on others' ideas, and expressing their own ideas clearly								
	Demonstrate preparedness for a discussion, having read or studied required material, explicitly drawing on preparation and other information known about the topic to explore content under discussion								
	Prior to listening to a read-aloud, identify (orally or in writing) what they know and have learned that may be related to the specific read-aloud or topic								
	Make predictions (orally or in writing) prior to and during a read-aloud, based on the title, images, and/or text heard thus far, and then compare the actual outcomes to predictions						✓	✓	✓
<b>STD SL.3.1b</b>	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).								
<b>CKLA Goal(s)</b>	Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.								
<b>STD SL.3.1c</b>	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.								
<b>CKLA Goal(s)</b>	Interpret information presented, and then ask questions to clarify information or the topic in a fiction or nonfiction/informational read-aloud								
<b>STD SL.3.1d</b>	Explain their own ideas and understanding in light of the discussion.								
<b>CKLA Goal(s)</b>	During a discussion, explain ideas and understanding in relation to the topic								


## Alignment Chart for The Viking Age

### Lesson

		1	2	3	4	5	6	7	8
<b>Presentation of Knowledge and Ideas</b>									
<b>STD SL.3.4</b>	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.								
<b>CKLA Goal(s)</b>	Summarize (orally or in writing) read-aloud content and/or oral information presented by others			✓	✓		✓		
	Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud				✓				
<b>STD SL.3.6</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Standards 1 and 3 on pages 28 and 29 for specific expectations.)								
<b>CKLA Goal(s)</b>	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification				✓				
<b>Language Standards: Grade 3</b>									
<b>Vocabulary Acquisition and Use</b>									
<b>STD L.3.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.								
<b>STD L.3.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.								
<b>CKLA Goal(s)</b>	Use sentence-level context as a clue to the meaning of a word or phrase				✓				
<b>STD L.3.4b</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).								
<b>CKLA Goal(s)</b>	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> )	✓							✓
<b>STD L.3.5</b>	Demonstrate understanding of word relationships and nuances in word meanings.								
<b>STD L.3.5a</b>	Distinguish the literal and nonliteral meanings of words and phrases in context								
<b>CKLA Goal(s)</b>	Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases		✓					✓	✓
<b>STD L.3.5b</b>	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).								
<b>CKLA Goal(s)</b>	Provide and/or use synonyms and antonyms					✓		✓	✓
	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> )				✓				

## Alignment Chart for The Viking Age

		Lesson							
		1	2	3	4	5	6	7	8
Additional CKLA Goals									
CKLA Goal(s)	Demonstrate understanding of literary terms, such as, <i>author, characters, setting, plot, dialogue, point of view, first-person, third-person, theme, narrator, and narration</i>		✓	✓	✓		✓	✓	✓
	Listen to and understand a variety of texts, including historical narratives and informational texts	✓							


 These goals are addressed in all lessons in this domain. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.





# Introduction to The Viking Age

This introduction includes the necessary background information to be used in teaching *The Viking Age* domain. The *Tell It Again! Read-Aloud Anthology for The Viking Age* contains eight daily lessons, each of which is composed of two distinct parts—the Read-Aloud and the Extension—so that the lessons may be divided into smaller chunks of time and presented at different intervals during the day. Each entire lesson will require a total of seventy minutes.

In addition to these lessons, there is one Pausing Point in this domain, after Lesson 8. This Pausing Point is designed to allow one day for reviewing, reinforcing, or extending the material taught thus far. One day is included for the Domain Assessment. **You should spend no more than ten days total on this domain.**

## Domain Overview

Here is an overview of the domain schedule for *The Viking Age*. Please see the Unit 6 Teacher Guide for the corresponding Skills schedule.

Week One							
Min.	Day 1	#	Day 2	#	Day 3	Day 4	Day 5
50	Lesson 1: “Who Were the Vikings?”		Lesson 2: “Home of the Vikings”		Lesson 3: “Viking Life”	Lesson 4: “Viking Raiders and Traders”	Lesson 5: “Family Life”
20	Lesson 1B: Extensions		Lesson 2B: Extensions		Lesson 3B: Extensions	Lesson 4B: Extensions	Lesson 5B: Extensions

Week Two							
Min.	Day 6	Day 7	Day 8	Day 9	# ⑩	Day 10	⑩
50	Lesson 6: “Sagas and Swords”	Lesson 7: “Saying Goodbye”	Lesson 8: “Sailing to a New Land”	Pausing Point (one day only)		Domain Assessment	
20	Lesson 6B: Extensions	Lesson 7B: Extensions	Lesson 8B: Extensions			Remediate/Reassess as needed	

⑩ Lessons include Student Performance Task Assessments

# Lessons require advance preparation and/or additional materials; please plan ahead

Along with this Anthology, you will need:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book\** for *The Viking Age*
- *Tell It Again! Image Cards* for *The Viking Age*

\*The *Tell It Again! Posters* for *The Viking Age* are located at the end of the *Tell It Again! Flip Book*.

You may wish to have one notebook/binder readily available for each student to be used for note-taking and other writing opportunities, such as “domain dictionaries.”

You will find the Instructional Objectives and Core Vocabulary for this domain below. The lessons that include Writing Opportunities, Student Choice/Domain-Related Trade Book Extensions, Instructional Masters, and Assessments are also listed in the information below.

## ***Why The Viking Age Is Important***

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This domain will build upon what students have already learned about ancient civilizations. Students will be introduced to the people of the Viking Age: the men, women, and children who spoke the Old Norse language, and lived in an area of northern Europe called Scandinavia, the countries we now call Norway, Sweden, and Denmark. Students will learn about the culture, religion, and everyday life of the Norse people, who made a living through farming, fishing, and trading. Students will learn about the Vikings, the fierce warriors of the Norse culture, who raided and plundered other lands, and whose adventures live on through history. Students will also learn about the Viking explorers who traveled across the ocean to settle in new lands, including Greenland, Iceland, and Newfoundland. Students will be introduced to this content through a narrative story about Bjorn, a young boy coming of age in Norway during the Viking Age.

If your students have already studied *The Ancient Roman Civilization* domain for this grade, you may wish to make connections to the ancient Roman civilization throughout this domain.

### **What Students Have Already Learned in Core Knowledge Language Arts During Grade 1 and Grade 2**

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The following domains, and the specific core content that was targeted in those domains, are particularly relevant to the read-alouds students will



hear in *The Viking Age*. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy:

***Early World Civilizations (Grade 1)***

- Describe how a civilization evolves and changes over time
- Describe key components of a civilization
- Recognize the cross as a symbol for Christianity

***Early American Civilizations (Grade 1)***

- Describe how a civilization evolves and changes over time
- Describe key components of a civilization

***Early Asian Civilizations (Grade 2)***

- Describe the key components of a civilization

***The Ancient Greek Civilization (Grade 2)***

- Define the term *civilization*
- Explain that the ancient Greeks worshipped many gods and goddesses
- Identify Mount Olympus as the place the ancient Greeks believed was the home of the gods


***Greek Myths (Grade 2)***

- Explain that the ancient Greeks worshipped many gods and goddesses
- Explain that the gods and goddesses of ancient Greece were believed to be immortal and to have supernatural powers unlike humans
- Identify Mount Olympus as the place believed by the ancient Greeks to be the home of the gods
- Demonstrate familiarity with particular Greek myths
- Identify the elements of characters, plot, and supernatural beings and events in particular Greek myths
- Identify Greek myths as a type of fiction
- Identify common characteristics of Greek myths (i.e., they try to explain mysteries of nature and humankind, include supernatural beings or events, give insight into the ancient Greek culture)

# Core Vocabulary for *The Viking Age*

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The following list contains all of the core vocabulary words in *The Viking Age* in the forms in which they appear in the text. The vocabulary words used in the Word Work activities are boldfaced. The multiple-meaning words that are used as activities are marked with a + sign. The inclusion of the words on this list does not mean that students are immediately expected to be able to use all of these words on their own. However, through repeated exposure during the lessons, they should acquire a good understanding of most of these words and begin to use some of them in conversation.

 **Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.



<b>Lesson 1</b>	<b>Lesson 4</b>	<b>Lesson 7</b>
banished	archers	<b>exclaimed</b>
<b>ferocious</b>	maneuver	indistinguishable
fjords	<b>reluctantly</b>	lap+
glaciers	serpent*	mast
plundered	valiant	sheath
raids+	<b>Lesson 5</b>	<b>Lesson 8</b>
<b>Lesson 2</b>	embers	accurate
anvil*	<b>extracted</b>	<b>enabled</b>
counsel	interrogate	invaluable
gruff	population	mingling
<b>reliable</b>	tunic	tripod
treacherous	<b>Lesson 6</b>	
<b>Lesson 3</b>	flexibility	
earthen	foe	
<b>imposing</b>	intently	
planks	<b>sagas</b>	
raucous	weld	
unison		

\*The word(s) or variation(s) of the word(s) marked with an asterisk are included in the Skills Reader and Vocabulary Cards.

## **Writing Opportunities**

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Everyday writing opportunities are included in the Comprehension Questions and Extensions in Lessons 1–8, as well as in the Pausing Point.

In the Comprehension Questions, shorter writing prompts that assess students' literal recall of the core content and provide practice for the short-answer writing section of the Domain Assessment are indicated by this icon: . Longer writing prompts that encourage students to think critically and expand creatively upon the content are indicated by this icon: . Some of these prompts may serve both purposes and may also be collected in a notebook or folder to provide source information for students to reference when writing longer pieces.

For these writing sessions, it is highly recommended that students take 5–10 minutes of Discussing the Read-Aloud time to write a half to a full page in response to one or more of the prompts, during which time you are encouraged to circulate and provide over-the-shoulder conferencing for a group of students each day. During these daily writing sessions, you may also choose to reinforce what students are learning in the Skills strand by having them practice these skills in their writing. The goal of these extended writing sessions is to provide students with daily, “low-stakes” writing practice and to have them receive immediate feedback on the content, featured skill(s), and clarity and depth of their written expression. You may also choose to publish select pieces of students' writing to model and/or reinforce a particular concept or skill. It is highly recommended that students share their writing on a daily basis as time permits.

## **Comprehension Questions**

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In the *Tell It Again! Read-Aloud Anthology for The Viking Age*, there are three types of comprehension questions: literal questions to assess students' recall of the core content; inferential questions to guide students to infer information from the text and think critically; and evaluative questions to guide students to build upon what they have learned from the text to use their creative, analytical, and application skills. Many of these questions are also labeled as writing prompts and are discussed in more detail in the Writing Opportunities section in this introduction.

The last comprehension question in each lesson prompts students to ask, answer, and/or research any remaining questions they may have about the content; this question may also be expanded upon as an “Above and Beyond” research and/or writing activity. Many of these comprehension questions may also serve as meaningful take-home topics to discuss with family members.

It is highly recommended that students answer all comprehension questions in complete sentences—whether orally or in writing—using domain vocabulary whenever possible. You may wish to have students collect written responses in a notebook or folder.

## ***Student Choice and Domain-Related Trade Book Extensions***

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In the *Tell It Again! Read-Aloud Anthology for The Viking Age*, Student Choice and Domain-Related Trade Book activities are suggested in the Pausing Point. A list of recommended titles is included at the end of this introduction, or you may select another title of your choice.

## ***The Viking Age Image Cards***

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There are nineteen Image Cards in the *The Viking Age* domain. These Image Cards include four pictures for The Viking Timeline activity. Image Cards will also offer additional image support needed for presenting the read-alouds. In the *Tell It Again! Read-Aloud Anthology for The Viking Age*, Image Cards are referenced in the Pausing Point, and in Lessons 1–6.

## ***The Viking Age Posters***

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There are two posters for *The Viking Age* domain. The first poster (The Viking Age) is a map of the Viking “world,” showing their homeland, lands they colonized, places they raided, and the areas in which they conducted trade. The second poster (Viking Ships) shows three types of Viking ships labeled with some of their nautical parts. References to these posters are made in the Pausing Point, and in Lessons 1–5 and 8. The *Tell It Again! Posters for The Viking Age* are located at the back of the *Tell It Again! Flip Book*.

## ***Instructional Masters and Family Take-Home Letters***

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Blackline Instructional Masters and Family Take-Home Letters are included at the back of the *Tell It Again! Read-Aloud Anthology for The Viking Age*. Instructional Masters are referenced in the Domain Assessment, in the Pausing Point, and in Lessons 2B–4B. The Family Letters are referenced in Lessons 1B and 4B.

## ***Above and Beyond Opportunities***

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In the *Tell It Again! Read-Aloud Anthology for The Viking Age*, there are numerous opportunities in the lessons and the Pausing Point to challenge students who are ready to attempt activities that are above grade-level. These activities are identified with this icon: ↗.

These opportunities may be found in the following: Comprehension Questions, Extensions, Pausing Point activities, research activities, and writing exercises.

You may also wish to assign some of these and other exercises as homework for students who are ready for a challenge outside of the classroom. Many of the comprehension questions also serve as meaningful take-home topics to discuss with family members.

Additionally, you may choose to coordinate with your school's science and/or social studies teacher(s) to further reinforce the content covered in this language arts block.

## ***Student Performance Task Assessments***

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In the *Tell It Again! Read-Aloud Anthology for The Viking Age*, there are numerous opportunities to assess students' learning. These assessment opportunities range from informal observation opportunities to more formal written assessments and are indicated by this icon: 10. There is also a cumulative Domain Assessment. Instructional Masters DA-1, DA-2, and DA-3 are used for this purpose. The correct answers and corresponding statements have been provided on the back of the Answer Keys for Parts I and II of the Domain Assessment. You may wish to make a copy of the Answer Keys to send home to family members. Use the Tens Conversion Chart located in the Appendix to convert a raw score on each assessment into a Tens score. On the same page, you will also find the rubric for recording observational Tens scores.

## Recommended Resources for The Viking Age

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### Trade Book List

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It is highly recommended that students spend a minimum of twenty minutes each night reading independently or aloud to family members, or listening as family members read to them. You may suggest that they choose titles from this trade book list. These titles may also be put into the classroom book tub for various reading levels.

1. *Adventures with the Vikings (Good Times Travel Agency)*, by Linda Bailey (Kids Can Press, 2001) ISBN 9781550745443
2. *D'Aulaires' Book of Norse Myths*, by Ingri and Edgar Parin D'Aulaire (The New York Review of Books, 1995) ISBN 9781590171257
3. *Gods and Goddesses of the Ancient Norse*, by Leonard Everett Fisher (Holiday House, 2001) ISBN 0823415694
4. *Going to War in Viking Times*, by Christopher Gravett (Franklin Watts, 2001) ISBN 0531163539
5. *Leif the Lucky*, Ingri and Edgar Parin D'Aulaire (Beautiful Feet Books, 1968) ISBN 9780964380301
6. *Life in a Viking Town*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464472
7. *Lords of the Sea: The Vikings Explore the North Atlantic*, by Allison Lassieur (Capstone Press, 2006) ISBN 0736862080
8. *Make This Viking Settlement (Usborne Cut-Out Models)*, by Iain Ashman (EDC Publishing, 1998) ISBN 0746036922
9. *The Real Vikings: Craftsmen, Traders, and Fearsome Raiders*, by Melvin Berger and Gilda Berger (National Geographic Society, 2003) ISBN 0792251326
10. *The Vikings (Back to Basics)*, by Loredana Agosta and Anne McRae (McRae Books, 2008) ISBN 9788860980519
11. *Vikings (Children in History)*, by Kate Jackson Bedford (Sea-to-Sea Publications, 2011) ISBN 9781597712729
12. *Viking (DK Eyewitness Books)*, by Susan M. Margeson (Dorling Kindersley Limited, 2010) ISBN 9780756658298
13. *Viking (DK Eye Wonder)*, by Carrie Love and Lorrie Mack (Dorling Kindersley Limited, 2007) ISBN 9780756629076

14. *Vikings: Dress, Eat, Write, and Play Just Like the Vikings*, by Fiona MacDonald (Crabtree Publishing Company, 2008) ISBN 0778740722
15. *The Vikings (History Opens Windows)*, by Jane Shuter (Heinemann Library, 2009) ISBN 9781432913366
16. *Viking Life*, by John Guy (Barrons, 1998) ISBN 0764106317
17. *Vikings: The North Atlantic Saga*, edited by William Fitzhugh (The Smithsonian Institution Press, 2000) ISBN 1560989955
18. *Viking Ships at Sunrise (Magic Tree House #15)*, by Mary Pope Osborne (Random House Inc., 1998) ISBN 9780679890614
19. *The Vikings (Spotlights)*, by Neil Grant (Oxford University Press, 1998) ISBN 0195213939
20. *The Vikings (Stories from Ancient Civilizations)*, by Shahrukh Husain (Evans Brothers Limited, 2004) ISBN 1583406212
21. *The Viking World (Civilizations Past to Present)*, by Ann M. Rossi (National Geographic Society, 2004) ISBN 0792245415
22. *Who Were the Vikings?*, by Jane Chisholm and Struan Reid (Usborne Publishing, 1995) ISBN 9780794501778
23. *Yikes, Vikings! (Canadian Flyer Adventures)*, by Frieda Wishinsky (Maple Tree Press Inc., 2007) ISBN 189706697X
24. *Yo, Vikings!*, by Judith Byron Schachner (Dutton Children's Books, 2002) ISBN 0525468897
25. *You Wouldn't Want to Be a Viking Explorer!: Voyages You'd Rather Not Make*, by Andrew Langley (Franklin Watts, 2000) ISBN 9780531145999

## Websites

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1. Denmark's Viking Ship Museum  
<http://www.vikingskibsmuseet.dk/index.php?id=1246&L=1>
2. Information on Vikings  
<http://www.bbc.co.uk/schools/primaryhistory/vikings>  
<http://www.mnh.si.edu/vikings>  
[http://anmm.gov.au/webdata/resources/swfs/kiosks/www\\_vikings](http://anmm.gov.au/webdata/resources/swfs/kiosks/www_vikings)
3. Videos of Viking Villages  
<http://www.pbs.org/wgbh/nova/vikings/village.html>



# Who Were the Vikings?

# 1

## ✓ Lesson Objectives

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### Core Content Objectives

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Students will:

- ✓ Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated
- ✓ Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland
- ✓ Describe the Viking people's proficiency and legacy as sailors, raiders, and traders
- ✓ Locate Greenland, Iceland, Newfoundland, Canada, the Atlantic Ocean, the Arctic Ocean, the Baltic Sea, the North Sea, and the Norwegian Sea
- ✓ Explain that only the warriors who went on raids to other lands were actually called Vikings
- ✓ Explain why the Vikings were also called Northmen or Norsemen
- ✓ Identify the Vikings as the earliest known Europeans to travel to North America
- ✓ Locate the areas to which the Vikings traveled
- ✓ Explain how and why the Vikings traveled to other lands
- ✓ Recall that the Viking people relied on farming, fishing, and trade for their living
- ✓ Explain the importance of Erik the Red and Leif Eriksson
- ✓ Explain that the Viking people worshipped many gods and goddesses
- ✓ Explain that *skalds* were poets who memorized and retold Viking history through sagas
- ✓ Explain that the Viking people built and used ships for different purposes



## Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ With assistance, create and interpret The Viking Age timeline to understand the chronology of the Viking Age relative to the ancient civilizations of Mesopotamia, Egypt, Greece and Rome (RI.3.3)
- ✓ Sequence four image cards representing four time periods discussed in “Who Were the Vikings?” (RI.3.3)
- ✓ Describe the temporal relationship between the existence of the ancient civilizations of Mesopotamia, Egypt, Greece, and Rome, with the civilization of the Viking Age in “Who Were the Vikings?” using the terms *BC*, *BCE*, *AD*, and *CE* (RI.3.3)
- ✓ Compare and contrast the Vikings described in “Who Were the Vikings?” with the Romans described in *The Ancient Roman Civilization* (RI.3.9)
- ✓ Use the prefix *poly-* and the root word *theistic* to determine the meaning of the word *polytheistic* (L.3.4b)
- ✓ Draw an illustration to depict the vocabulary word *ferocious*

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**banished, v.** Sent away and not allowed to return to a place or country

*Example:* Because she was banished from the ice cream shop for her rude behavior, Kim could not join us for an afternoon treat.

*Variation(s):* banish, banishes, banishing

**ferocious, adj.** Fierce, brutal, or wild

*Example:* Even though our neighbor’s ferocious dog was behind the fence, we were too afraid to retrieve our ball which had rolled several feet away from the fence.

*Variation(s):* none

**fjords, n.** Long, narrow inlets of the sea located between steep cliffs  
*Example:* In Scandinavia, there are many fjords the Vikings and others sailed through to the seas.

*Variation(s):* fjord

**glaciers, n.** Large and slow-moving bodies of ice and snow that form around mountains and valleys

*Example:* The huge glaciers my parents saw on their trip to Alaska reminded them of giant rivers of ice.

*Variation(s):* glacier

**plundered, v.** Stolen or taken goods


*Example:* Marianna discovered that while she was away, her brothers had plundered her hidden candy supply.

*Variation(s):* plunder, plunders, plundering

**raids, n.** Sudden attacks, often involving the stealing or taking of goods

*Example:* Viking warriors used their warships to travel the seas and go on raids, often returning with stolen goods and slaves.

*Variation(s):* raid

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Do We Know?</b>		10
	<b>Domain Introduction</b>	Poster 1 (The Viking Age); world map or globe	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Who Were the Vikings?</b>	Poster 1; world map or globe	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1	15
	<b>Word Work: Ferocious</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>The Viking Age Timeline</b>	Image Cards 1–4 [This exercise requires advance preparation.]	20
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Masters 1B-1 and 1B-2	



# Who Were the Vikings?

1A

## Introducing the Read-Aloud

10 minutes

### What Do You Know?

Remind students that there have been, and still are, many civilizations. Ask, “Who can tell me what a civilization is?” (Students’ responses should demonstrate an understanding that people living in civilizations have developed cities and villages, have writing systems, have leaders and laws, practice religions, grow their own food by farming, and have different people doing different jobs.) Ask students, “What ancient civilization have you learned about recently?” (ancient Rome) Ask students, “How do we gain information about these ancient civilizations?” Discuss with students that archaeologists work to find artifacts that help us better understand ancient civilizations.

**Note:** Students who have participated in the Core Knowledge Language Arts program have learned about many civilizations in the Grade 1 *Early World Civilizations* and *Early American Civilizations* domains, and in the Grade 2 *Early Asian Civilizations* and *The Ancient Greek Civilization* domains.

### Domain Introduction

Share with students that they are going to be learning about another ancient civilization that existed a few hundred years or so after the ancient Roman civilization: the Viking civilization. Show students Poster 1 (The Viking Age). Tell them that this is a map of the places that played a role in the Vikings’ history.

**Note:** You may wish to hang this poster in your classroom for quick reference throughout the instruction of this domain. You may also wish to review with students the cardinal directions of north, east, south, and west. Point to these directions on Poster 1, reciting a mnemonic device together if you have taught one to students, such as “Never Eat Soggy Waffles.”

Tell students that the Vikings were the warriors of the Norse people. Explain that the word *Viking* comes from a word in the Old Norse

language, *Vikingr*, which means pirate, sea raider, or attacker, and emphasize that is exactly what these men were. Tell students that the Vikings were part of an even larger culture or group of men, women, and children called the Norse. Even though only some men of the Norse civilization became Vikings, the Vikings' impact on history was so significant that the Norse civilization is frequently referred to as the Viking civilization, and the time of the Vikings is called the Viking Age.

Explain to students that the word *Norse* comes from the word *north*. The Norse people lived in an area of Europe called Scandinavia. Using a world map or globe, have a volunteer point to where your class lives in the United States, and then point to the continent of Europe. Have a volunteer locate the present-day countries of Norway, Sweden, and Denmark on the poster. Tell students that these three countries make up the area we refer to today as Scandinavia, the area where the Norse people lived, and from where the Vikings came. Point out that Scandinavia is a large area surrounded by the North Atlantic and Arctic Oceans, as well as the Baltic, North, and Norwegian Seas.

Tell students that the Norse people were known by other names. Some of these names include Nordic people, Norsemen, or Northmen. These people were also named more specifically for where they lived, such as Norwegians if they came from Norway, Danes if they were from Denmark, or Swedes if they were from Sweden.

Tell students for the sake of accuracy, only the warriors who went *i viking*, or on raids, will be referred to as Vikings in this domain. The larger culture or the civilization the Vikings were a part of will be referred to in this domain as the Norse, Nordic people, the Viking people, or the people of the Viking Age. This larger culture was made up of men, women, and children who survived by fishing, farming, trading, and other occupations. Explain that the Viking people were not one group who lived under the rule of one king; they traveled to and settled in many different places.

Tell students that although it is true that the Viking warriors were feared because they would often sneak up on others and steal their goods, there is much more to learn about the culture and history of the ancient civilization they belonged to. Tell students that they will learn about the daily life of the Viking people, the different jobs they had, their explorations, their history, and other cultural practices.

Remind students that one of the components of a civilization is religion, or a set of beliefs and practices. Tell students that the Norse believed in

many beings called gods and goddesses. Ask students to identify what other civilizations they have learned about that worshipped multiple gods and goddesses. Remind students that many of the ancient Egyptians, Greeks, and Romans were also polytheistic. Review that the prefix *poly-* means many and the word *theistic* means related to a god or gods.

Share the title and cover of the anthology and explain that the word *age* means a period of time in history that has certain characteristics, or attributes. Tell students that the Viking Age was a period of time in history marked by the exploration, trading, and raiding of the Viking warriors.

### **Purpose for Listening**

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Read the title of the read-aloud to students. Tell students to listen carefully to be able to answer the title's question: "Who were the Vikings?"

**Note:** Students will see a number of photographic images in this domain. Be sure to explain that cameras did not exist during the Viking Age and that the photographs presented in this domain represent things that either existed long ago or that are similar to the things that would have existed then.



## Who Were the Vikings?

### ← Show image 1A-1: Dragon-headed longship with warriors onboard

A long time ago, more than one thousand years in the past, the Vikings were the lords of the seas. Vikings were famous as **ferocious** warriors who were feared by people because of their seaborne **raids**. Vikings were an important part of a Norse civilization that also had farmers, fishermen, shipbuilders, craftsmen, traders, explorers, settlers, and poets.

As you heard earlier, the Vikings came from a part of the world we now call Scandinavia.<sup>1</sup> To the north, the Scandinavian peninsula is bordered by the Arctic Ocean. To the west is the Norwegian Sea, and to the south is the Baltic and the North Sea. These seas are part of the North Atlantic Ocean. As you can see, the Vikings were surrounded by water.<sup>2</sup>

The Vikings traveled westward across the Atlantic Ocean to North America and eastward to Russia and beyond. They even traveled as far as Persia, which is called Iran today. They left a deep imprint on many parts of Europe and surrounding islands, and they established settlements in Iceland, Greenland, and Vinland (which is now called Newfoundland). Some of those places still bear the names they were given by the Vikings more than a thousand years ago.

Viking expansion was made possible by their magnificent longships.<sup>3</sup> The longships are icons of the Viking Age.<sup>4</sup> The sight of longships struck fear into the hearts of others, but they were highly valued by the Vikings, who celebrated the ships in poetry, gave them as gifts, and even used them in funeral rituals.

The exact causes of the Viking expansion during this time remain mysterious. Some possible reasons include the following: competition for resources; the lure of wealth and resources in Europe and other places; an increasing number of people in need of more food; changes with rulers; warfare; and a desire to win fame and fortune. What we know for certain is that the Vikings used

1 [Have a volunteer point to Scandinavia on Poster 1 (The Viking Age) and name the three present-day countries that constitute that region.] (Norway, Denmark, and Sweden)

2 If a civilization lives near the sea, what kinds of food do you expect them to eat a lot of? (fish and other types of seafood) [Point to the places on Poster 1 as you continue to read.]

3 [Point to the longship in image 1A-1.]

4 [You may choose to show students the anthology icon that is part of a Viking ship shaped like a sea serpent.]

their magnificent longships—and other types of ships you will learn about—to explore, trade, raid, and invade new lands.



← **Show image 1A-2: Viking raid**

When the Vikings first ventured away from Scandinavia in their longships, they raided and **plundered** foreign settlements, terrifying the local inhabitants. Vikings were also called *Norsemen*, which means Northmen. This name came from people they raided who were living in England and other parts of Europe.<sup>5</sup> After these raids, the Vikings returned home again with their plundered goods. Over time, however, the Vikings began to settle in and sometimes conquer the lands they had raided and plundered.

The Vikings, or Norsemen, began regular raids on Ireland, England, and other parts of Europe, including present-day Spain, France, Germany, and Russia.<sup>6</sup> Viking warriors were known to kill without mercy, and would steal anything of value, including people who could be used as slaves.

5 [Point to England and other parts of Europe on Poster 1 (The Viking Age).] Scandinavia is north of these places, making *Norsemen* a fitting name for the Vikings who lived there.

6 [Point to places on Poster 1.] If the Vikings were in Scandinavia, and they raided Ireland, England, and other parts of Europe, how do you think they got to these places? (traveled by sea and rivers on the ships they had built)



← **Show image 1A-3: Viking trade on river**

However, Vikings didn't just raid and steal; they also traded. Their cargo ships—carrying items from their home like fish, furs, timber, walrus ivory and hides, and woolen cloth—sailed on major rivers across Europe and into Russia. They traded these items for silver or for things they did not have in their homeland.



← **Show image 1A-4: Iceland landscape with insets showing hot springs and topographical map**

Did you know that the Vikings set foot in what is now called North America long before Christopher Columbus did?<sup>7</sup> As you heard earlier, after sailing to Iceland, the Vikings traveled all the way to the large island of Greenland and then to the much smaller island of Vinland, which is now called Newfoundland. Newfoundland is a part of the North American country of Canada. The Vikings were able to sail to these faraway places because they were such expert shipbuilders and navigators.

7 [Point to North America on Poster 1. Point to Greenland, Newfoundland, and the area that is now Canada as you read the following section.]

8 [Point to Iceland on Poster 1.]

To start at what most historians believe is the beginning, a Norwegian chieftain named Ingólfur Arnarson [ing-KOLF-uhr ART-nahr-son] (who would have been called just Ingólf) and his family left Norway and became the first known Viking settlers in Iceland.<sup>8</sup> Although the interior of Iceland is mountainous and contains **glaciers**, the coastal area is good for farming. Ingólf and his family decided that life would be better for them in Iceland than in their homeland, Norway.

9 [Point to Reykjavik on the map in the first inset image. Explain that the second inset image is a photograph of a hot spring in Iceland.]



Before long, many other Vikings settled in Iceland, too, and a farmstead known as Reykjavik [RAKE-yuh-vik] was established.<sup>9</sup> One such settler was a man named Thorvald Asvaldsson. Thorvald had been **banished** from Norway for committing a murder, so he traveled with his family to live in Iceland.

← **Show image 1A-5: Erik the Red and the glaciers and fjords of Greenland**

Thorvald had a son who went by the name Erik the Red. Erik the Red was born in Norway, but because of his father's banishment, he grew up in Iceland. As an adult, Erik the Red was also convicted of murder and banished from Iceland for three years. Erik sailed west from Iceland. On his voyage, Erik the Red came to a huge yet little-known island that he later named Greenland.

10 [Point to the inset.] Fjords are long, narrow inlets of the sea, passages between high, steep cliffs that have been formed by glaciers.

During his banishment, Erik the Red spent several years exploring Greenland, identifying good settlement sites. Although much of Greenland is covered in ice, parts of the southwest—with deep **fjords [fee-YORDS]**, valleys, and rivers—proved to be good for Norse farming and settlement.<sup>10</sup> We are told that Erik called this new place Greenland in the hope that the name would encourage people to settle there.<sup>11</sup>

11 Why would a name like *Greenland* encourage people to settle there?



← **Show image 1A-6: Routes of explorers**

Not long after settling in Greenland, the Vikings began to wonder what was farther west. Erik the Red's son, Leif Eriksson, was one such person. Leif had once heard about a land to the west of Greenland from another sailor. Eventually Leif set off in search of this land. As a result of his travels, Leif Eriksson became recognized



12 [Have a volunteer point to Newfoundland on Poster 1.]

13 The Inuit are Native Americans who inhabited, and still live in, the Arctic regions of Greenland and North America.



14 This passing down of history by telling stories is called an oral tradition. Early on, the Viking people did not write their history down, but later many of the sagas were preserved in writing.

15 Thor was the mighty god of thunder.

as the first known European to set foot in what was later called North America, establishing a settlement that Leif named Vinland and that today is called Newfoundland.<sup>12</sup>

Leif discovered that there were already people living in Newfoundland, the Inuit.<sup>13</sup> The Inuit were not pleased with having intruders. Leif's lack of supplies and the threats from the indigenous groups caused Leif and his men to leave Newfoundland. On his return journey to Greenland, Leif rescued a shipwrecked Viking crew and was given all the riches in the ship's cargo, earning him the nickname "Leif the Lucky."

← **Show image 1A-7: Skald reciting a story to a group of children**

Much of what we know about the Vikings was handed down to each generation in the form of sagas, or narratives, told by poets called *skalds*. *Skalds* were given the task of celebrating the achievement of kings, chieftains, and warriors. A *skald* was a historian who shared tales of war and preserved family history.<sup>14</sup>

In addition to passing on their history, poets told about the Viking gods. As you heard earlier, the Viking people had their own mythology to explain the happenings of the world. In Norse mythology, Asgard was the home of the gods, and it was there that Odin, the ruler of Asgard, and his queen, Frigga, lived. There were many gods in Asgard, but perhaps the most famous one was Odin's son, Thor.<sup>15</sup>

Inside Asgard was Valhalla, a palace where Vikings went if they had fought and died bravely in battle. It was considered a great honor to go to Valhalla. Five hundred forty doors opened up into the palace, and through each door, eight hundred Viking warriors could walk side by side. Vikings also believed in the power of magic. They believed in giants, ghosts, zombies, dwarfs, elves, trolls, and dragons. The Vikings believed in good spirits and bad spirits.

The Viking Age lasted around five hundred years, and over time came to an end as the Vikings went on fewer and fewer raids to other lands; their dragon-headed longships filled with ferocious Viking warriors eventually stopped sailing across the oceans.

Several factors may have caused the Viking Age to come to an end, including:

- Europeans building hard-to-raid fortresses and castles;
- more Norse owning their own small farms, and needing to stay home to tend their farms;
- some Norse practicing Christianity, a religion which teaches it is wrong to steal from and hurt others.

Even though the Viking Age ended, the Norse people continued on and still exist today. They are known as Danes, Swedes, Norwegians, Icelanders, and Greenlanders. Although the Viking Age did not last as long as other civilizations, its Norse sagas and mythology forever remain with us, allowing us to learn about the Vikings' history, culture, and tales of adventure.


## ***Discussing the Read-Aloud***


**20** minutes



### **Comprehension Questions**

**15** minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1.  *Inferential* Who were the Vikings? (The Vikings were warriors and sea raiders who were part of a larger Norse civilization that also included farmers, fishermen, shipbuilders, craftsmen, traders, explorers, settlers, and poets, or *skalds*, living in Scandinavia and surrounding areas.)

2. *Literal* [Show Poster 1 (The Viking Age).] Who can show me where the Viking people lived? What is the name of the place where they lived? (Scandinavia) What present-day countries make up Scandinavia? (Denmark, Sweden, and Norway) What oceans surround Scandinavia? (the North Atlantic Ocean and Arctic Ocean) What seas surround Scandinavia? (Baltic Sea, North Sea, and Norwegian Sea) [Note: The Norwegian Sea is northwest of Norway, and it is not depicted on Poster 1. You may wish to point out the Norwegian Sea to students using a world map or globe.]
3.  *Inferential* How did living by the sea influence the Viking people's lives? (They fished and relied on the sea for food; they became excellent sailors and shipbuilders; they sailed through fjords to the ocean to go to other places in order to explore, trade, raid, and settle.)
4. *Literal* People living to the south of Scandinavia called the Vikings Northmen or Norsemen. What does *Northmen* or *Norsemen* mean, and why were they called this name? (*Norsemen* means northern men; the Vikings lived north of people living in England and other parts of Europe.)
5. *Inferential* What are some possible reasons why the Vikings left Scandinavia to settle in other areas? (The population had grown and there were not enough resources for living; some areas in Scandinavia were rugged and not very fertile; there were conflicts between rulers and people, and sometimes people were banished; they were lured by wealth and fame; etc.) What are some possible reasons why the Vikings eventually stopped *i viking*, or raiding other lands and stealing others' goods? (Answers may vary, but may include the building of hard-to-raid castles and fortresses; more Norse farming and remaining at home to tend their farms rather than going *i viking*; and more Norse practicing Christianity, which teaches against stealing from and hurting others.)
6. *Literal* [Show Poster 1.] Who can show me the areas to which the Vikings traveled? [Have volunteers point to the locations.] (Iceland; England; Greenland; Newfoundland; Persia; Russia) What is the name of the continent where we live that includes Greenland and Newfoundland? (North America) What North American country is Newfoundland a part of today? (Canada) [Have a volunteer point to Canada on a map.]

7.  *Inferential* How and why did the Vikings travel to other lands? (They traveled in their longships and other types of ships to raid, trade, and explore new lands.) How would you describe a longship? (wooden, dragon-headed, long, frightening to others, iconic, etc.)
8. *Inferential* Who are Erik the Red and Leif Eriksson, or “Leif the Lucky,” and what is their importance? (They were Viking explorers who expanded the Viking settlements; Erik the Red settled in Greenland; Leif Eriksson, or “Leif the Lucky,” settled in Newfoundland.)
9. *Literal* The Vikings appeared ferocious as they raided and plundered foreign settlements, but they had more peaceful ways of making a living. How else did they make a living? (They farmed and fished; they also traded things like furs, timber, walrus ivory, walrus skins, wool, and iron.)
10.  *Inferential* Why were *skalds* important to the Viking people? (They were poets who were responsible for memorizing mythology and sagas, or historical narratives, to orally pass along the history of their people.) Why do you think the Viking people used *skalds* as a way of passing on their stories and history? (Answers may vary but may include that the Viking people followed an oral tradition; they did not write their history down on paper; they may not have had paper; etc.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

11.  *Evaluative* **Think Pair Share:** Compare and contrast the Viking civilization and the ancient Roman civilization. How were the Viking people similar to the ancient Romans? How were they different? (Answers may vary, but may include some of the following: they both believed in many gods and myths; both the Viking people and Romans traveled and settled in new lands through force; both had slaves; the Viking people were known for their ships, and the Romans were known for their architecture; Romans lived in a warm climate with some fertile land, whereas Viking people lived in a cold climate with glaciers and limited fertile land; the Romans had written traditions, whereas the people of the Viking Age had mostly oral traditions in passing down their history; etc.)

12. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?

➦ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

### Word Work: Ferocious

5 minutes

1. In the read-aloud, you heard, “Vikings were famous as *ferocious* warriors who were feared by people because of their seaborne raids.”
2. Say the word *ferocious* with me.
3. *Ferocious* means fierce, brutal, or wild.
4. With a powerful slash of his sword, the courageous knight was able to take down the ferocious dragon.
5. Have you ever seen or encountered something that was ferocious? What was it? Be sure to use the word *ferocious* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I saw a ferocious. . .”]
6. What is the word we’ve been talking about? What part of speech is the word *ferocious*?

Use a *Drawing/Writing* activity for follow-up. Have students draw a creature with features that would make it ferocious. This creature can be real or fictional. You may wish to brainstorm as a class characteristics, or attributes, that would make a creature look ferocious, such as wild eyes, fiery breath, or a sneering smile. After drawing their creatures, have students explain why they feel their creature is ferocious. You may choose to have students also write a sentence telling about their picture. As students share, make sure that they use the word *ferocious* in a complete sentence when presenting their writing and drawing.

**Note:** Should time be an issue, you may wish to have students begin this activity by just brainstorming about their ferocious creature. They may illustrate their creature at a later time.



### Complete Remainder of the Lesson Later in the Day



# Who Were the Vikings?

1B

## Extensions

20 minutes

### The Viking Age Timeline

Remind students that they have learned terms to refer to periods of time. Ask students, “What calendar term that originated in the Christian religion refers to the time before the birth of Jesus Christ?” (*BC* or *BCE*) Ask, “Who can tell me what these terms mean?” Remind students that *BC* stands for “Before Christ” and *BCE* stands for “Before the Christian/Common Era.” Ask students, “Which civilizations that you have learned about occurred *BC*?” (Mesopotamian, Egyptian, Greek, and Roman civilizations) Tell students that you are going to create a short timeline to help them sequence important events in the history of the Vikings.

**Note:** You may want to attach several pieces of chart paper that are large enough to accommodate four image cards for this timeline.

Place Image Card 1 (Ancient Civilizations) at the beginning of the timeline, and write the dates 3100 BC–AD 565 below. Tell students that this card goes at the beginning of the timeline because these civilizations occurred before the time of the Vikings. Ask students to name the three civilizations represented on the image card. (ancient Egypt, ancient Greece, ancient Rome)

Show students Image Card 2 (The Vikings), and place it on the timeline. Tell students that the Viking expansion began in the AD 790s, in the eighth century, and write this date below Image Card 2. Remind students that *AD* stands for *Anno Domini*, which stands for “In the year of the Lord,” meaning the time after Jesus Christ was born. Alternatively, *CE* can be used to stand for *Christian/Common Era*.

Show students Image Card 3 (Viking Explorers). Tell students that this card represents the places where Viking explorers traveled to and settled: Iceland, Greenland, and Newfoundland. Point to Ingólf and ask students, “Who can share what they remember about Ingólf Arnarson from today’s read-aloud?” Review that Ingólf and his family moved from Norway to Iceland in AD 871, in the ninth century. There are glaciers in the interior of this island, making the country’s name—Iceland—seem very fitting. However, Iceland’s coastal areas are fertile, meaning plants and crops can grow there.

Next point to Erik the Red, and ask students, “Who can share what they remember about Erik the Red?” Remind students that Erik and his family moved to Greenland in AD 982, in the tenth century, after being banished from Iceland. Remind students that Erik may have received his nickname for his red hair, or for his red-hot temper. He named the new land Greenland as a way to convince other people to move there. Erik had a son, Leif Eriksson.

Point to Leif Eriksson, and ask students, “Who can share what they remember about Leif Eriksson, or Leif the Lucky?” Remind students that Leif was the son of Erik the Red, and that he traveled from Greenland to Newfoundland, known as Vinland during the Viking Age. Leif Eriksson, or Leif the Lucky, took this voyage in AD 1000. Newfoundland already had people living there, an indigenous group called the Inuit. Leif lived in Newfoundland for a time, but left when resources dwindled and conflict with the Inuit continued.

Place Image Card 3 on the timeline, and write the dates AD 871–1000 underneath.

Show students Image Card 4 (End of the Vikings), and tell students that this is the last card for the timeline. It represents the ending of the Viking Age, which occurred during AD 1000–1100, or the eleventh century. Explain that there is a range of dates for the end of the Viking Age because we do not know exactly when the Viking Age ended. Point to the cross on top of the building, and ask students if they remember which religion uses the cross as a symbol of their faith. (Christianity) Remind students that one of the reasons that might have led to the end of the Viking Age might have been the spread of Christianity. Ask students why Christianity might have reduced the Viking’s practice of sailing in their longships and raiding lands. (Because Christianity teaches that it is wrong to steal from or to hurt others, and some Vikings became Christians.) Ask students if they remember some of the other factors (or reasons) that might have led to the end of the Viking Age. (the Europeans building of difficult-to-raid fortresses and castles; the widespread ownership of small farms, keeping the owners at home to care for their farms)

## ***Take-Home Material***

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### **Family Letter**

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Send home Instructional Masters 1B-1 and 1B-2.



# Home of the Vikings

## 2

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✓ Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated
- ✓ Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland
- ✓ Explain that only the warriors who went on raids to other lands were actually called Vikings
- ✓ Explain why the Vikings were also called Northmen or Norsemen
- ✓ Explain how and why the Vikings traveled to other countries
- ✓ Recall that the Viking people relied on farming, fishing, and trade for their living
- ✓ Explain that the Viking people worshipped many gods and goddesses
- ✓ Identify the three orders of the Viking people: *thralls*, *karls*, and *jarls*
- ✓ Recall that skilled blacksmiths lived during the Viking Age and name some items they made

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe Bjorn and his father (their traits, motivations, or feelings) in “Home of the Vikings” and explain how their actions contribute to the sequence of events in the story (RL.3.3)
- ✓ Identify and express the mental states and emotions of Bjorn and his father in “Home of the Vikings” (RL.3.3)



- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases such as, “his bark is worse than his bite” (RI.3.4) (L.3.5a)
- ✓ Make personal connections to events or experiences in “Home of the Vikings” between growing up today and during the Viking Age (W.3.8)
- ✓ Demonstrate understanding of literary terms, such as *author*, *characters*, *setting*, *dialogue*, *point of view*, *narrator*, and *narration* in discussing “Home of the Vikings”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**anvil, *n.*** A heavy iron block on which heated, softened metals are hammered into different shapes

*Example:* The blacksmith placed the hot piece of metal onto the anvil and began to hammer it into a sword.

*Variation(s):* none

**counsel, *n.*** Advice and guidance

*Example:* Because Leo was known for his wise counsel, people said he would make a terrific doctor.

*Variation(s):* none

**gruff, *adj.*** Harsh and low; rough

*Example:* When Mr. Cho spoke to us in a gruff tone, we knew he was in a grumpy mood.

*Variation(s):* gruffer, gruffest

**reliable, *adj.*** Trustworthy and dependable


*Example:* Tucker had many reliable friends who were always there when he needed them.

*Variation(s):* none

**treacherous, *adj.*** Very dangerous

*Example:* Yoko would not cross the high, treacherous bridge because it was old and rotting.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (The Viking Age); The Viking Age Timeline	10
	<b>Essential Background Information or Terms</b>	Poster 1	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Home of the Vikings</b>	Poster 1; Image Cards 5–7	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Image Card 7	15
	<b>Word Work: Reliable</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Point of View</b>	Instructional Master 2B-1 [This exercise requires advance preparation.]	20



# Home of the Vikings

2<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Review with students the information they learned previously regarding the history of the Vikings. Help students locate Scandinavia, Iceland, Greenland, and Newfoundland on Poster 1 (The Viking Age). Ask students to recall at least one to two facts about each area. Encourage students to refer to The Viking Age Timeline to help jog their memories about each area.

### Essential Background Information or Terms

Share with students that for the rest of this domain, they are going to learn about the Vikings through a fictional narrative, or story. The narrator of this story is a thirteen-year-old boy named Bjorn [bee-YORN]. Have students repeat the name *Bjorn* after you. Tell students that there are other characters in the story whose names may sound a little different from the ones they are used to hearing. Remind students that this is because the story's characters would have spoken Old Norse, an ancient Scandinavian language.

Show students Poster 1. Ask, "Which present-day countries make up Scandinavia?" (Norway, Denmark, and Sweden) Tell students that the setting for this story is Norway, and point to this country on the poster. Tell students that Bjorn lives in a small town with the rest of his large family. Remind students that at that time, Bjorn might have called himself either a Norwegian (a person from Norway) or a Norse boy, but he would not have called himself a Viking; the only people called Vikings were the warriors who went on raids. Remind students that part of the setting of a narrative is the time period in which the story takes place. Remind students that this story takes place long ago, around AD 900. Ask students, "Who can tell me what *AD* means?" (*Anno Domini*)

Remind students that the way the author chooses to have the narrator tell the story is called point of view. Ask students, “If Bjorn is telling his own story using pronouns like *I, me, my, our,* and *mine,* is the story written in the first-person or third-person point of view?” (first-person) Explain to students that in this narration, the first-person narrator (Bjorn) is also a character. Ask students, “When you listened to *The Wind in the Willows,* from what point of view was that story told?” (third-person) Ask, “From what point of view was the narrative of Samuel, Jack, and the children told in the *Light and Sound* domain?” (third-person) Clarify for students that in these two narrations, the third-person narrator was *not* a character in the stories.

Tell students that this story involves Bjorn growing up as a young Norse boy. Tell students that some stories involve a theme called “coming of age,” which means growing up. Share with students that growing up is not always an easy process, so coming of age stories may involve tough situations and sad emotions. Share with students that the expectations for what a girl and a boy would do as part of growing up during the Viking Age were different; boys, for example, might have been expected to travel on raids or become apprentices, farmers, or fishermen, whereas girls might assume more responsibility in household chores. Both would have been expected to marry very young, often by the age of thirteen.

Ask students if they have ever read a story that makes it easy to imagine the scene the author is describing. Discuss with students how things such as rich vocabulary and dialogue among characters can help the reader imagine what is taking place in the story. When an author describes a scene through sight, smell, sound, and/or touch, it helps to bring a story to life.

Encourage students to listen for the vocabulary and descriptions that bring Bjorn’s narrative to life. You may wish to reread passages, encouraging students to close their eyes and paint the picture in their minds. Afterwards, discuss with students the tools the author uses to create a vivid scene in their imaginations. The first five sentences of the third paragraph of this read-aloud is a good excerpt to use for this type of activity and classroom discussion.

### **Purpose for Listening**

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Tell students to listen carefully to learn more about what life was like for a young Norse boy, and to find specific examples that show Bjorn is coming of age, or growing up, as a young Norse boy.



## Home of the Vikings

### ← Show image 2A-1: Bjorn in the doorway of the forge

For several days, rain had fallen heavily upon the ground. It would appear that Freyr [*FRAYR*], the god of fertility, had finally listened to our requests for rain. The farmers who lived on the outskirts of our small town had already sown the seeds for the spring crops, and now the rain would help them grow.

After so many days of rain, the thatched roofs that covered our homes were heavy with moisture.<sup>1</sup> The raindrops created ripples in the hundreds of muddy puddles that were now unavoidable in the narrow streets. Despite the rain, the streets were still busy. People were either going to or coming from the marketplaces; some skilled craftspeople sold their wares from right outside their homes.

I stood in the doorway and looked out at the hustle and bustle of my town. I watched as smoke from the hearths of other houses rose up into the gray sky.<sup>2</sup> I caught the aroma of meat being roasted for the evening meals. Out of the corner of my eye, I saw my father as he worked. I saw him raise a hammer high into the air and then bring it down onto a piece of burning, hot iron that lay upon the **anvil**.<sup>3</sup> As the town’s master blacksmith, my father was valued and known for making beautiful, strong, **reliable** items out of metal, such as swords, jewelry, and keys. He was admired for his physical strength and wise **counsel**. It was because of him, I suddenly realized, that I knew almost all of the families in our town, but until this very moment, I had not realized how much I would miss them.

“Bjorn, what are you doing? Come here and help me,” came the sound of my father’s booming voice.

He had obviously spotted me standing in the doorway.

“Yes, Father,” I replied as I hurried to his side. I had been working as my father’s apprentice for almost three years.

My father worked in a forge made of wood and thatch, similar to our own home. His forge was always filled with smoke, dust, and flickering flames—not to mention the sound of constant hammering.<sup>4</sup>

1 [Show students Image Card 5 (Thatched Roof).] A thatched roof is made of natural materials like straw and leaves.

2 A hearth is part of a fireplace. For the people of the Viking Age, the hearth was an important place because the fire provided light, let them make hot meals, and warmed the house.

3 [Show students Image Card 6 (Anvil)].

4 A forge is a blacksmith’s workshop.



← **Show image 2A-2: Inside the forge, father and son working together**

5 [Point to the bellows in Bjorn's hands.]

As soon as I stepped into his forge, father handed me the bellows and put me to work.<sup>5</sup> “Strengthen the fire, Bjorn. I have work to do,” he instructed me.

I immediately began to use the bellows and watched as a flow of air fueled the flames. The more I pumped the bellows, the more the flames flickered. As the air shot into the flames, they became more intense.

My father was making a number of axe heads, chisels, and nails. He explained to me that these tools would be needed when I reached Iceland.

“Father, why do so many of our people leave home and travel to faraway places?” I asked as I watched him heat pieces of metal in the flames.

“As you know, Bjorn, Odin has blessed our homeland with many things. We have an ocean that helps to feed us; we have rivers and fjords; even our rugged highlands are very beautiful. Odin has shown us how to build the best ships in the world, and how to sail them. Even in the darkest nights, we can look up at the stars and find our way across the most **treacherous** oceans. Bjorn, it is necessary for us to seek new lands. We are a mighty people. Our warriors are known as mighty Vikings. When our warriors sail across the North Sea to conquer new lands, people tremble at the very sight of our longships,” he explained.

“Sometimes the people who leave never come back,” I replied, trying hard not to look at him.

“These are changing times, my son. There is much conflict in our homeland now. For many, it is best that they leave and not return. Bjorn, you are almost thirteen years of age. You are almost a man now. Soon you will take a wife, and if Tyr [*TEER*] desires it, you will be a Viking warrior, too. The assembly members have decided that you and many other young men will establish homes in a new land. It is our way, my son,” he said firmly.<sup>6</sup>

I did not reply. Instead, I continued to fuel the fire and watch as my father heated, twisted, and shaped pieces of iron into an array of objects. He would frequently explain to me what he was doing.

6 To “take a wife” was the language used in this time for marrying a woman. It was common for people to marry at younger ages long ago.

Like many other Norse, my father was an expert blacksmith. My father was such a skillful blacksmith, however, that he had once been accused of employing the dwarves who dwell in the deep underground reaches of the earth to make the fine weapons and tools that he produced. He had laughed aloud at this accusation and exclaimed that if anyone could find these dwarves in his forge, they could pay them instead of him.

Several times he let me work with pieces of molten metal. These were the best times, the times when my father taught me the skills that his father had taught him. I just wished there was a way that I could stay in my homeland with my people.



← **Show image 2A-3: Bjorn and his father leaving the forge**

Outside the forge, daylight was disappearing and twilight was creeping in. Eventually, as the light faded, my father looked up from his work and put his tools away.

“Time to eat,” he said in a **gruff** voice, but then he ruffled my hair. “Let’s go see what your grandmother has cooked for us tonight,” he continued.

“I already know what it is,” I replied. “I helped catch it. It’s hare stew,” I said, laughing.<sup>7</sup>

Then, with his arm around my shoulders, my father and I began to walk toward our home, tempted by the smell of cooking.

“You are now old enough, and tomorrow, I will begin to make your sword,” my father said. “You are honored, Bjorn. Very few *karls* own a sword. It is a gift from Lord Toki to you. You must name it wisely.”<sup>8</sup>

“I know that, father. You saved Lord Toki’s life, and that is why I am being given this honor. The sword really belongs to you,” I said, all the while staring at my feet.<sup>9</sup>

“I have a sword. It is the sword my father gave to me,” he said proudly. “You will give this sword to your first son and tell him the story of where it came from and why you have it. That is how we record our history. Now, let us go and eat some hare stew.” And with that we entered our home and took our places around the hearth with the rest of our family members.<sup>10</sup>

7 Who can tell us what kind of animal a hare is? (It is a mammal that looks similar to a rabbit.)

8 Similar to the ancient Roman society, the Viking people’s society consisted of different orders, or groups. The *karls* were like the Roman plebeians; they were the biggest group who worked many different types of jobs. The elite, like the Roman patricians, were the *jarls*. The slaves were called *thralls*.

9 [Show Image Card 7 (Viking Sword).]

10 What do you think will happen next? You will find out when we read the next part of this adventure!



### Comprehension Questions

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Inferential* What examples did you hear in today's story that signaled Bjorn is coming of age, or growing up? (He will marry soon; he might become a warrior; he helps his father in the forge and at the anvil; his father will make him a sword; he will travel to Iceland.) Why is Bjorn going to Iceland? (to escape the conflict going on in his homeland)
2. *Literal* You heard three different Norse gods mentioned in today's story: Freyr, Tyr, and Odin. Can you remember what each was the god of? (Freyr, god of fertility; Tyr, god of war; Odin, father of the gods) Does this information tell us that the Viking people worshipped one god, or that they worshipped many gods? (They worshipped many gods.)
3. *Literal* Why were the Vikings called Norsemen? (The name means "northern men"; the name was given to them from people in England and Europe living south of Scandinavia.)
4. *Inferential* What job were many Viking Age men, including Bjorn's father, skilled at doing? (being blacksmiths) Bjorn's father makes reliable and strong swords. [Show Image Card 7 (Viking Sword).] Why do you think a sword would be important to the Vikings? (Answers may vary, but may include explanations about needing swords for raids; passing down from fathers to sons; etc.)



5.  *Inferential* What adjectives or phrases would you use to describe Bjorn's father? Use parts of the story to explain your answer. (Answers may vary, but may include adjectives and phrases such as *strong, wise, reliable, proud to be a blacksmith, good at giving counsel, speaks in a gruff voice, etc.*) So, do you think Bjorn's father is upset with Bjorn when he uses his gruff voice? (Answers may vary, but may include that this is just the tone and manner of Bjorn's father; perhaps "his bark is worse than his bite"; or maybe Bjorn's dad is trying to hide how much he's going to miss Bjorn.)
6. *Literal* What role has Bjorn had in the forge for the past three years? (blacksmith apprentice) What were other things boys and girls were expected to do as part of growing up during the time of the Vikings? (Answers may vary. Boys might have been expected to travel on raids or become apprentices, farmers, or fishermen, whereas girls might assume more responsibility in household chores. Both would have been expected to marry very young, often by the age of thirteen.)
7.  *Inferential* Bjorn's father says that their people can find their way through the most treacherous, or dangerous, of oceans. How did Vikings do this? (They had the best longships and knew how to sail them; they used the stars to guide them.)
8. *Inferential* As with the Romans, there were three main orders, or groups, of Viking people. One order was the *jarls*. Which ancient Roman group was like the *jarls*? (the elite patricians) Another order was the *karls*; which ancient Roman group was similar to the *karls*? (the plebeians) Which group does Bjorn and his family belong to? (the *karls*) The last order was the *thralls*. Which ancient Roman group was similar to the *thralls*? (slaves)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* What are some things that were different about growing up during the time of the Vikings compared to growing up today? What kinds of things about growing up are the same for Bjorn as they are for you? (Answers may vary.)

10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?

✈ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

### Word Work: Reliable

5 minutes

1. In the read-aloud, you heard, "As the town's master blacksmith, my father was valued and known for making beautiful, strong, *reliable* items out of metal, such as swords, jewelry, and keys."
2. Say the word *reliable* with me.
3. If something or someone is reliable, it or (s)he is dependable or trustworthy.
4. Georgia has always been a reliable person because she is always there for anyone who needs help.
5. Have you ever known someone who is *reliable*? Who was it? Be sure to use the word *reliable* when you tell about the person. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "\_\_\_\_\_ is reliable because..." or "One reliable person I know is..." ]
6. What is the word we've been talking about? What part of speech is the word *reliable*?

Use a *Making Choices* activity for follow-up. Directions: I am going to say a sentence that includes a person or a thing. If the person or thing in the sentence is reliable, say, "That is reliable," or "S/he is reliable." If the person or thing in the sentence is not reliable, say, "That is not reliable," or "S/he is not reliable."

1. a friend who always is a good listener (S/he is reliable.)
2. a clock that keeps perfect time (That is reliable.)
3. a doctor who is often late (S/he is not reliable.)
4. the sun rising in the morning (That is reliable.)
5. a person who does not tell the truth (S/he is not reliable.)
6. a very old car that is in need of repairs (That is not reliable.)



**Complete Remainder of the Lesson Later in the Day**



# Home of the Vikings

2<sub>B</sub>

## Extensions

20 minutes

### Point of View (Instructional Master 2B-1)

Ask students to define the terms *narrator* and *point of view* and provide examples from today's read-aloud. Review the terms *narration* and *dialogue*, and provide examples from the story. Write the following text (adapted from today's read-aloud) onto a piece of chart paper, a chalkboard, or a whiteboard. You may also wish to have students use Instructional Master 2B-1 so they may follow along as you read the passage out loud.

*I continued to fuel the fire and watch **my** father work. He was such a skillful blacksmith. These were the best of times, the times when **my** father taught **me** the skills that his father had taught him. I wished that I could stay in **my** homeland. **My** father looked up from his work. He put his tools away.*

*"Time to eat," he said in a gruff voice.*

*"I helped to catch it. It's hare stew," I said, laughing.*

*Then, with his arm around **my** shoulders, **we** walked back toward **our** home.*

Ask students the following questions:

- Is there dialogue in this passage? (yes) How do you know? (There are quotation marks around what is being said.) Who is speaking in this passage? (Bjorn and his father)
- Which point of view is the author using to tell this story through the narrator, Bjorn? (first-person point of view)
- What key words that relate to Bjorn help you to know this? (*I, me, and my*)

Underline these key (bolded) first-person words in the passage. Tell students that together they are going to change this passage from first-person point of view to third-person point of view. Remind students they completed this type of exercise in *The Wind in the Willows*. Ask students what key third-person words will replace the words *I*, *me*, and *my*. (*Bjorn, he, his*) Model for students how to convert these sentences to third-person point of view. (*Bjorn continued to fuel the fire and watch his father work . . .*)

Point out that the key words in the dialogue do not change, because even if the narration is written in the third-person point of view, the dialogue is written in the first-person point of view.

Even though the dialogue portions do not change in the point-of-view conversion, they provide good practice for students to recognize and copy dialogue that includes commas and quotation marks. You may wish to remind students how to use commas with quotation marks, modeling a few sentences on the board.

Underline the new key words in the third-person passage. Explain that sometimes the form of verbs or other phrases changes when the point of view changes. For example, to avoid confusion, sometimes *he* had to be replaced with *Bjorn*; otherwise, it would be unclear as to whether the author was referring to Bjorn or his father.

- If you have students who have already grasped the concepts from this exercise, you may wish to point out that in this story, we hear the perspective of Bjorn. We know that he loves working with his father and that he wishes he did not have to leave his home. You may challenge students to think of this part of the story from the perspective of Bjorn's father. Ask students to think about how Bjorn's father feels about their work together in the forge, and about Bjorn leaving for Iceland. Have students write this section of the story from Bjorn's father's perspective.
- You may wish to have some students complete Instructional Master 2B-1 on their own or with a partner.



# Viking Life

# 3

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated
- ✓ Locate Iceland
- ✓ Explain how and why the Vikings traveled to other countries
- ✓ Explain that the Viking people worshipped many gods and goddesses
- ✓ Describe the everyday life of the Viking people
- ✓ Explain that the Viking people built and used ships for different purposes

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Describe Bjorn; his parents; his grandparents, Bjork and Afi; younger brothers, Arnsten, and Karl; his sister, Kitta; and his cousin, Toli and their traits, motivations, or feelings in “Home of the Vikings”, and explain how their actions contribute to the sequence of events in the story (RL.3.3)
- ✓ Identify and express the mental states and emotions of Bjorn and Toli in “Viking Life” (RL.3.3)
- ✓ Use an image of a harbor scene from “Viking Life” to describe whether or not longships are imposing (RL.3.7)
- ✓ With assistance, interpret The Viking Age timeline to determine the first known Viking to settle in Iceland (RI.3.3)

- ✓ Make personal connections to Bjorn’s desire to imprint the memory of his family forever from “Viking Life” (W.3.8)
- ✓ Summarize the events from “Home of the Vikings” (SL.3.4)
- ✓ Demonstrate understanding of literary terms, such as *author characters, setting, and point of view* in discussing “Viking Life”

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**earthen, *adj.*** Made of clay, dirt, or mud

*Example:* Sarah liked the feel of the cool, earthen floor underneath her bare feet.

*Variation(s):* none

**imposing, *adj.*** Impressive; grand; magnificent

*Example:* The imposing Empire State Building was so tall that we could not take our eyes off it.

*Variation(s):* none

**planks, *n.*** Thick wooden boards or strips

*Example:* Will was grateful for the wooden planks laid across the street, because they helped him keep his shoes from getting muddy.

*Variation(s):* plank

**raucous, *adj.*** Wild, loud, and disorderly


*Example:* The dog’s raucous barking kept half of the neighborhood awake during the night.

*Variation(s):* none

**unison, *n.*** The act of doing something the same way at the same time

*Example:* The dancers on stage kicked their legs up and turned around in unison.

*Variation(s):* none

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Where Are We?</b>	Poster 1 (The Viking Age); The Viking Age Timeline	10
	<b>What Have We Already Learned?</b>		
	<b>Essential Background Information or Terms</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Viking Life</b>	Poster 1	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1	15
	<b>Word Work: Imposing</b>	drawing paper, drawing tools	5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>You Were There: Viking Town in Scandinavia</b>	Instructional Master 3B-1	20



# Viking Life

3<sub>A</sub>

## **Introducing the Read-Aloud**

**10** minutes

### **Where Are We?**

Remind students that in the previous story, “Home of the Vikings,” they were introduced to the character of Bjorn, a young Norse boy. Show students Poster 1 (The Viking Age). Ask, “Who can show us the country where Bjorn and his family live?” (Norway) “Looking at this map, who can tell us what we call the area that is made up of the present-day countries of Norway, Sweden, and Denmark?” (Scandinavia) Ask, “We heard that Bjorn will be leaving his family to travel to a new land. Who can show us where Bjorn’s new home will be?” (Iceland) Ask students to look at The Viking Age Timeline to answer the question “Who was the first known Viking to settle in Iceland?” (Ingólf Arnarson)

### **What Have We Already Learned?**

Ask students, “Besides Bjorn, what other characters did you hear about in the previous story?” (Bjorn’s father) “What is the setting for this story?” (Bjorn’s hometown in Norway around AD 900; yesterday, Bjorn was in the forge with his father.) Ask, “Which point of view is the author using to tell this story?” (first-person point of view) Remind students that the point of view is a literary tool, or a way that the author tells a story.

You may choose to have students retell the events from “Home of the Vikings” by showing them the images from the story. Encourage students to answer in complete sentences and to use read-aloud or domain vocabulary when possible.

### **Essential Background Information or Terms**

Remind students that although they have heard about ferocious Viking warriors who traveled and raided, most men of the Viking Age were farmers and fishermen. Some had livestock, useful animals that are raised to be eaten or help with farm work. Ask students, “What kind of livestock do you think the people of the Viking Age cared for? What types of animals would have been useful for them to own?” You may also wish to review the importance of farming in other civilizations.



## **Purpose for Listening**

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Tell students to listen carefully to hear more about Bjorn's life as a young Norse boy and to learn more about how the people farmed during the Viking Age.



## Viking Life

### ← Show image 3A-1: Bjorn's family by cauldron

1 [Point to the cauldron in the image.]

As we sat in the semidarkness, my grandmother began to serve us the evening meal. She ladled hare stew into our bowls from the large cauldron that hung above the hearth.<sup>1</sup> As she did this, my mother busied herself lighting the small lamps that were strategically placed around our wooden house. I took a bite of the stew; the meat was tender and the garlic and herb-flavored gravy dribbled from my chin. In addition to the stew, my grandmother had baked barley bread. It had just been removed from the hot ashes in the bottom of the fire, and everything tasted delicious.

I had a large family, and we all lived together in one long, rectangular house. Almost all aspects of family life took place in the central hall of our home, though my mother had a separate room for spinning and weaving at the back of the house. As I devoured my dinner, I looked around at the people I loved. I wanted to keep their faces imprinted in my memory forever. Soon I would be leaving them and sailing far away to a land in the midst of the western ocean: the land of Iceland, known for its strange fires, boiling streams, and ice-covered mountains. The journey there would be treacherous, and there were reports that the oceans were filled with gigantic whales and even sea monsters.<sup>2</sup>

2 [Point to Iceland on Poster 1.]

I knew what the journey to Iceland would be like because my father had made it himself when he was my age. I had listened to the saga of his voyage in a cargo ship with his brothers, Vali and Tuni. His brothers had stayed in Iceland and became successful farmers, and my father had returned to Norway and married my mother.

I did not want to make that dangerous journey and leave my loved ones, but I knew I had to leave with other young Norse to escape the conflict.

3 People of the Viking Age did not have mattresses, but they might have had an animal fur they wrapped up in to sleep on these benches.

As we ate, the adults sat on the raised beds that served both as seats and as places to sleep.<sup>3</sup> The children sat cross-legged on the **earthen** floor. My grandparents Bjork [bee-YORK] and Afi, my younger brothers Arnsten and Karl, and my sister Kitta began to chat about their day.

“My favorite hen did not lay any eggs today,” said Kitta, clearly disappointed.

“Perhaps she will lay twice as many eggs tomorrow,” replied grandfather Afi.



← **Show image 3A-2: Kitta tending to the chickens**

It was Kitta’s job to tend to the chickens. All of our animals were kept in pens behind our house. Each day Kitta watered and fed the chickens and collected the eggs. Arnsten was in charge of caring for our five goats. He fed them and milked them, and he liked to play chase with them, too. We also had three cows. It was Karl’s job to care for them, but Mother and Kitta milked them and churned the sweet-tasting milk until it turned into butter.



← **Show image 3A-3: Toli talking to Bjorn**

My closest friend in the whole world was my cousin Toli. Toli and I had had many adventures together. Thankfully, Toli would be traveling to Iceland with me. At least there was that.

“Hey, Bjorn, do you want to go down to the harbor to see if the men have finished loading the longships for our journey? I’ll race you!” Toli exclaimed.

For several seconds we stared at each other, unblinking and eyeing the doorway. There weren’t any windows in our house. The small opening in the thatched roof allowed only a small amount of the smoke from the fire to escape, and hardly any light from the sun to enter. Despite the permanent smoky haze in the house, I could see that Toli was contemplating running to the doorway. He was determined to get a head start on me.

Suddenly, in perfect **unison**, we both jumped up and sprinted toward the doorway. Toli made it out first, but he slipped in a puddle. I leapt into the air and jumped clear over him. I took the lead, sprinting forward as fast as I could. Outside, the sun had set, and many stars, as well as a full moon, were already visible in the evening sky.<sup>4</sup>

4 Without things like electric streetlights and bright car headlights, it is easier to see stars at nighttime.



← **Show image 3A-4: Bjorn and Toli in the street**

A few of the dirt roads in our town were covered with **planks** of wood. This allowed wagons loaded with goods and supplies to be moved about our town more easily. However, many of the streets were simply dirt tracks, and now, because of the rain, they were a series of mud baths.

It wasn't long before I slipped and fell, too. Immediately Toli was upon me with a handful of mud. He threw it at me, and I responded by pushing him into a deep, muddy puddle. Before long we were wrestling in the muddy streets. I often found myself in situations like this when Toli was with me. I sometimes thought that Toli's behavior was influenced by the trickster giant Loki [LO-kee], who, despite his bad behavior, had been invited to live with the Viking gods in Asgard.<sup>5</sup>

5 What was Asgard? (home of the gods) Loki was one of the mythological creatures the Viking people told stories about. You will read about Loki in your Reader.



← **Show image 3A-5: Harbor scene**

The sound of our **raucous** laughter disturbed our neighbor, Ern the Carpenter, as he and his family were preparing to go to sleep for the night. He came to his doorway and ordered us to be quiet. We immediately did what he asked and ran toward the harbor.

The harbor was a magical place. Despite our fear of night spirits, we loved to go there in the evening and watch the ocean waves as they lapped back and forth against the **imposing** longships. Other vessels were tied up and docked there for the night, too. There were fishing boats, rowboats, and ferries used for carrying passengers across rivers and fjords. Because most people in my homeland lived on or near the coast, or near a river or fjord, boats of various sizes and shapes were our main form of transportation. Because we were master shipbuilders, our ships were known far

and wide for their design, speed, and ability to move easily through the waters.

In a matter of days, Toli and I would be traveling onboard a cargo ship called a *knarr*. Many of the supplies we needed for the journey had already been loaded aboard the vessel. They were stowed in the center of the ship and were covered with animal hide to protect them from the rain and the powerful waves. We would also be taking supplies of iron, tar, barley, and cloth to trade in the farmstead of Reykjavik. Once in Iceland, the cargo ship would be reloaded with much-needed food supplies, and then it would return as swiftly as it could to our homeland.

“Bjorn, look!” Toli whispered suddenly. “It looks like there are some people on board that longship over there! Do you see the torchlight? I have an idea. Let’s pretend that we are spies and sneak up on them,” he continued, pointing at the boat.

“Okay,” I whispered, not at all sure that it was such a good idea, but not surprised that Toli had already lost interest in our cargo ship.

“Follow me to the harbor, Bjorn. Stay right behind me. Okay, let’s go,” Toli commanded.

Toli inched forward, moving silently. I followed him and moved quietly, too. I was determined to stay as close to him as possible. We both peered into the growing darkness, all the while moving closer to the flickering light on the longship.<sup>6</sup>

6 What do you think will happen next?

### Comprehension Questions

15 minutes


If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Inferential* Describe Bjorn's home. (Answers may vary, but may include rectangular, hearth, earthen floors, dark, smoky, crowded, etc.)
2. *Inferential* Why did Bjorn's family raise livestock, or animals? (for food) What kind of livestock did Bjorn's family keep? (chickens, goats, and cows) What did Bjorn and the other children do to care for their livestock? (provided food and water to chickens, collected eggs, fed and milked goats and cows, churned the milk for butter)
3. *Literal* [Show Poster 1 (The Viking Age).] Who can show me where Iceland is located? Who else in Bjorn's family traveled to Iceland, and what did they do? (His father and his father's brothers traveled to Iceland. Bjorn's uncles stayed there and became successful farmers.)
4. *Inferential* Who have the main characters been so far in Bjorn's story? (Bjorn and his father) Today, another main character was introduced; who is it? (Toli, Bjorn's closest friend and cousin, who will travel with him to Iceland) What adjectives would you use to describe Toli? (Answers may vary, but may include mischievous, adventurous, etc.) To which Norse myth character was Toli's behavior compared? (Loki, the trickster) Did the Viking people believe in one god or many gods? (many gods)



5.  *Inferential* Bjorn and Toli will travel to Iceland on a cargo ship. Why is cargo being taken to Iceland and other cargo being brought back to Norway? (The Viking people need supplies and goods that they cannot get or are in limited amounts in their own land, so they are trading for those goods and supplies.)
6. *Inferential* What parts of the read-aloud might be described as raucous or loud and wild? Be sure to support your answer with reasons. (Answers may vary, but may include when Bjorn and Toli jump up in unison, run outside over the planks, slip in the mud, wrestle in the street, throw mud, etc.)
7. *Literal* The other day, you learned of the skilled Viking Age blacksmiths. Today you heard the people of the Viking Age were skilled at another trade; what was it? (building ships) What types of ships do Bjorn and Toli see at the wharf? (longships; fishing, rowing, and ferry boats)



← **Show image 3A-5: Harbor scene**

8.  *Evaluative* Bjorn describes the longships as imposing. Do you think that is an accurate description? Why or why not? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9.  *Evaluative* *Think Pair Share:* When Bjorn looks at the faces of his family members, he says he wants to keep their faces imprinted in his memory forever. This is an expression that means he wants to remember their faces forever. What images have you wanted to imprint on your memory before? What made you want to remember those images forever? (Answers may vary.)
  10. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

## Word Work: Imposing

5 minutes

1. In the read-aloud, you heard, “Despite our fear of night spirits, we loved to go there in the evening and watch the ocean waves as they lapped back and forth against the *imposing* longships.”
2. Say the word *imposing* with me.
3. *Imposing* means impressive, grand, or magnificent.
4. During his visit to the New York City, Jack could not help but stare in awe at the imposing Statue of Liberty that stood tall in the sky.
5. Have you ever seen something that was imposing? What was it? Be sure to use the word *imposing* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I saw an imposing. . .” or “\_\_\_\_\_ was imposing because. . .” ]
6. What is the word we’ve been talking about? What part of speech is the word *imposing*?

Use a *Drawing and Writing* activity for follow-up. Have students draw something that they think is imposing. You may choose to have students write a sentence about their picture. Allow students to present their work and explain why their illustration is imposing. Make sure that they use the word *imposing* in complete sentences when presenting.

**Note:** Should time be an issue, you may wish to have students begin this activity by just brainstorming about their imposing item, and complete the drawing and writing portion at a later time.



## Complete Remainder of the Lesson Later in the Day





# Viking Life

3<sub>B</sub>

## Extensions

20 minutes



### You Were There: Viking Age Town in Scandinavia (Instructional Master 3B-1)

Have students pretend that they lived in Scandinavia during the time of the Vikings. Tell students that using Instructional Master 3B-1, they will record what they would have seen, heard, smelled, tasted, and touched in their everyday life. Remind students that these are our five senses that allow us to experience the world around us. Tell students that before they begin writing, you will show them the images from Lessons 2 and 3 one more time. You may choose to have a student briefly share what they see in each image as you flip through the pages. You may also wish to have students reference their written responses to comprehension questions if they have collected them in a notebook.

Students should write at least one sentence for each line. (You may wish to require more than one sentence for your proficient writers.) Encourage students to use domain-related vocabulary and adjectives to make their writing descriptive and interesting to read. On the back, students may illustrate their favorite description for one of the senses they described. Allow students to share their writing with a partner or with the class.

**Note:** Should time be an issue, you may choose to have your students complete the drawing and/or sharing during the Pausing Point.



# Viking Raiders and Traders

## 4

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✔ Describe the Viking people's proficiency and legacy as sailors, raiders, and traders
- ✔ Explain that only the warriors who went on raids to other lands were actually called Vikings.
- ✔ Explain how and why the Vikings traveled to other countries
- ✔ Locate the areas to which the Vikings traveled
- ✔ Explain that the Viking people built and used ships for different purposes

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Identify and express the mental states and emotions of Bjorn and Toli in "Viking Raiders and Traders" (RL.3.3)
- ✔ Describe images of the various Viking ships and how they contribute to what is conveyed in "Viking Raiders and Traders" (RI.3.7)
- ✔ Interpret information regarding Viking Age imports and exports from a T-Chart in *The Viking Age* (RI.3.7)
- ✔ Categorize and organize facts and information regarding Viking Age imports and exports in *The Viking Age* (W.3.8)
- ✔ Summarize the events from "Viking Life" (SL.3.4)
- ✔ Demonstrate understanding of literary terms, such as *characters*, and *setting* in discussing "Viking Raiders and Traders"

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**archers, n.** People who shoot bows and arrows

*Example:* When the general saw the enemies approaching quickly, he ordered his archers to fire a shower of arrows on them.

*Variation(s):* archer

**maneuver, v.** To move skillfully

*Example:* In order to keep his crew safe, the captain had to maneuver his ship through dangerous storms at sea.

*Variation(s):* maneuvers, maneuvered, maneuvering

**reluctantly, adv.** To do something in an unwilling and unenthusiastic manner

*Example:* Nikos hates driving in the rain, but he reluctantly drove to work today during a strong thunderstorm.

*Variation(s):* none

**serpent, n.** A snake


*Example:* The serpent slithered on the ground, flicking out its tongue and looking for a warm spot to bask in the sun.

*Variation(s):* serpents

**valiant, adj.** Brave and courageous

*Example:* Standing tall and surrounded by his troops, Julius Caesar appeared valiant as he crossed the Rubicon River.

*Variation(s):* none

<b><i>At a Glance</i></b>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>Essential Background Information or Terms</b>	Poster 2 (Viking Ships)	10
	<b>What Have We Already Learned?</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Viking Raiders and Traders</b>	Poster 1 (The Viking Age); Poster 2; Image Card 8	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Posters 1 and 2	15
	<b>Word Work: Reluctantly</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Viking Traders T-Chart</b>	Posters 1 and 2; Instructional Master 4B-1; chart paper, chalkboard, or whiteboard (optional)	20
<b><i>Take-Home Material</i></b>	<b>Family Letter</b>	Instructional Master 4B-2	



# Viking Raiders and Traders

4<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### Essential Background Information or Terms

Ask students, “Why were ships important to the Vikings?” (The Vikings relied on ships as a mode of transportation; due to Scandinavia’s proximity to rivers and the sea, the Vikings used these bodies of water for fishing and traveling.) Ask, “What kind of ship will Toli and Bjorn be traveling on to sail to Iceland?” (cargo)

Show students Poster 2 (Viking Ships). Point out the three different types of ships displayed: a cargo ship, or *knarr*; a longship, or *drekar*; and the rowboat, or *faering*. Tell students that today’s read-aloud is called “Viking Raiders and Traders.” Ask, “Which of these ships do you think would be used by Vikings going on a raid?” (longship, or *drekar*)

Point out that the longship was indeed long and narrow, and that this shape allowed the Vikings to travel quickly. Ask students, “Why do you think the Vikings valued being able to sail quickly in their longships?” (They wanted to have a surprise arrival for their raids and have a quick departure afterward.) Point to the oar ports on the side of the ship, and explain that the Vikings could row if needed when out at sea. This way, they did not have to rely solely on the wind filling the sail in order to move. A large warship had about forty oars. The biggest known warship had fifty or more oars. Cargo ships had fewer oar ports and relied more on the sails to move. Point out the side where the Vikings could store their shields when the longships were at the wharf. Point also to the carved dragon head, explaining that this was meant to scare their enemies as the ships approached. Orient students to the different areas of a ship, pointing out the prow, mast, and side rudder.

### What Have We Already Learned?

Review with students the plot, or events, from the previous story. Show students the images from “Viking Life” to guide their retelling of events. Ask students to summarize the plot, reminding them that they should retell the major details of the story, including the main characters and setting.

## **Purpose for Listening**

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Tell students to listen carefully to hear the ship terms they have learned, and to discover what is taking place on the longship at the wharf.



## Raiders and Traders

### ← Show image 4A-1: Bjorn and Toli in front of the dragon-headed longship

As we crept through the darkness, the sound of animated voices moved through the chill, evening air. It soon became clear that there were several men on board the dragon-headed longship.

Toli scuttled forward and then crouched down beside the prow of the ship.<sup>1</sup> I followed, keeping close to him. In the darkness, the torchlight from the ship cast a shadowy glow across the carved dragon head. It was hard not to imagine that this ferocious beast was real. And as lamplight flickered across its face, I couldn't help thinking that it was actually staring at us. I had often heard stories of how the sight of a fleet of Viking longships with their square sails and prows carved into **serpents** or dragons sent shivers down the spines of people in other lands.

"They're Viking warriors," whispered Toli. "It sounds like they are getting ready to go on a raid."

We continued to listen to the men talking, and it soon became clear that one voice in particular stood out from the rest.

"Let's peek over the edge," pleaded Toli.

"No, it's too dangerous," I replied instinctively. "We're not supposed to be here."

"Come on, Bjorn," urged Toli. "I think Lord Toki is on board the ship."

King Sveinn [*SVEEN*] was the ruler of our kingdom.<sup>2</sup> His cousin, Lord Toki, was his closest friend. Lord Toki was known to be a fierce warrior who had led many successful raids in lands across the ocean. The people of my kingdom respected him as an honorable and loyal lord. But these were not good times for us. The king of a neighboring land, King Harald, had decided that King Sveinn was now his most hated enemy, and there had already been

1 Where is the prow? [In the image and/or on Poster 2, have a volunteer point to the prow, the most forward part of the ship that cuts through the water.]

2 If King Sveinn was the ruler, was he a *jarl*, *karl*, or *thrall*? (*jarl*)

several armed confrontations between our two kingdoms. The constant fighting was the reason Toli and I were being encouraged to leave our homeland for good.

“Come on, Bjorn. Let’s see what’s happening!” Toli said.



3 [Point to the inset image and explain to students that this shows what a Viking longship would have looked like.]

← **Show image 4A-2: Toli and Bjorn peering over side of longship**<sup>3</sup>

“Okay, but just for a few seconds,” I said **reluctantly**. We carefully peered over the edge of the ship. Fortunately, our heads were barely visible. Right away, I noticed the ship was full of Vikings and weapons. My heart raced, and I whispered to Toli, “They’re going to see us. Let’s go!” I stepped away from the ship, but Toli continued to take in the scene. I began counting, and when I reached ten, I pulled Toli away from the edge, despite his wiggling in protest.

We both crouched down again in the darkness, trying hard not to breathe too loudly. Then, without warning, Toli grabbed my shoulder and pulled me farther along the wharf. He stepped quickly yet softly into an empty rowboat bobbing up and down in the water about twenty feet away from the warship, and then he pulled me in after him.



← **Show image 4A-3: Bjorn and Toli sitting in rowboat**

“I was right. Lord Toki is talking to the men about his plan to return to England, Ireland, and the islands in the sea surrounding them.<sup>4</sup> There is good farmland there, as well as forests and rivers. There is wealth there, too. The chieftains there have silver, jewelry, glassware, and slaves. The warriors have been told to seize as much of this as they can. However, it seems there is a powerful chieftain who killed many of our warriors the last time Lord Toki was there,” Toli explained. “Tomorrow at dawn, ten more warships will join them. Bjorn, I wish we could go with them. I wish we could be Vikings!”<sup>5</sup>

I looked at Toli’s eager face. I wasn’t so sure I was ready to be a warrior. I wasn’t fearful of war or armed combat. From a very early age, boys in my town were trained to be soldiers. In fact, I was known

4 [Point to these areas on Poster 1.]

5 Remember, during the Viking Age, only the warriors who fought were considered to be Vikings.



to be one of the most skillful **archers** in our town. And just like all Norse, I believed it would be a great honor to die in battle as a Viking. I just wasn't sure I would be **valiant** enough to please the mighty gods Odin and Tyr. I had been told that if there was even an ounce of fear in a warrior's heart, he would not be welcomed into Valhalla.

"Our parents have decided that we are to settle in Iceland," I replied. "Our turn to fight will come soon enough," I repeated my mother's words. That's what she said to me when, at an early age, I wanted to know when I would become a Viking warrior.

"This raiding party is well-armed," continued Toli. "Besides bows and arrows, the men have battle-axes, swords, spears, and daggers. I believe I even saw some *berserks*!"<sup>6</sup>

I glanced up at the woolen sail that had already been raised. Toli was right—these warriors intended to set off at first light. Grandfather Afi had once explained that it was our ships that had helped to make our people so powerful. I knew that our warships were designed to be long, sleek, and fast. Despite their size, they were light, and had a shallow interior and a steering oar.

6 *Berserks* were fierce Vikings who worked themselves up into a battle frenzy. They were said to be unable to be harmed by weapons when in this state. The phrase *going berserk*, which means going crazy, comes from this age.



← **Show image 4A-4: Viking warship cutting through the water**

I had grown up listening to warriors tell stories of their journeys in these warships. They would describe in great detail how our ships sailed like magical creatures through the mighty waves of the Western Sea. When they were close to land, the warriors would use the oars to steer the ships closer to the shore. Our biggest warships needed forty oars to steer them! The ability to switch from sailing to rowing allowed the men to **maneuver** their ships onto flat beaches or into narrow waterways. Once there, the men would jump out of the ships and strike fear into the hearts and minds of all who encountered them. These lightning-fast raids on undefended towns and monasteries yielded great wealth for us.<sup>7</sup>

Suddenly the silence of the night was broken by the raucous sound of the men on the longship slotting their wooden shields into the shield rack that ran along the side of the ship. It appeared that the men had finished talking and now intended to sleep on the ship in preparation for their early departure.

7 [Show Image Card 8 (Monastery) and image 1A-2.] Monasteries are places where monks live, men who devote their lives to their religious faith.



← **Show image 4A-5: Bjorn and Toli leaving the wharf**

“Toli, we should go,” I said urgently.

“Okay,” said Toli reluctantly. “I would do anything to be going with them, though,” he said sadly.

“You are coming to Iceland with me. Now let’s get going before Grandfather Afi comes looking for us,” I said firmly.

And with that we stepped out of the rowboat and onto the wharf. Crouching down in the darkness, I said, “On the count of three. . .” Then we ran like the wind back to our home.<sup>8</sup>

8 If Bjorn and Toli ran like the wind, did they move quickly or slowly? What do you think will happen next?

## **Discussing the Read-Aloud**



**20** minutes

### **Comprehension Questions**


**15** minutes

If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students’ responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Inferential* [Point to Poster 2 (Viking Ships).] Describe a Viking longship. (square sails, prows often carved into serpents or dragons) What purpose did these longships serve? (They were warrior ships used for raiding.) Why were longships the preferred ships for raiding? (They were easy to maneuver and were long, sleek, light, quiet, and fast.)
2. *Inferential* [Point to Poster 1 (The Viking Age).] Where are the warriors planning to go for their raid? (England, Ireland, and the islands in the sea surrounding them) What other places did the Vikings travel to in their cargo ships and longships? (Iceland, Greenland, Newfoundland, and surrounding areas)

3.  *Inferential* Why are Bjorn and Toli being encouraged to leave their homeland? (There is constant fighting between the kingdoms of King Sveinn, the king of Bjorn and Toli’s homeland, and King Harald, the king of a neighboring land.)
4.  *Inferential* Toli is eager to be a Viking. Do you think Bjorn feels the same way? Why or why not? (Answers may vary, but may include the following: Bjorn is reluctant and not as eager as Toli to be a warrior, even though he is one of the most skilled archers in his town. Bjorn worries he might not be valiant enough to please the gods. He even says to Toli, “Our turn to fight will come soon enough.”)
5. *Evaluative* What did Viking warriors think of their warships? (They were proud and thought they were like magical creatures.) What do you think a non-Viking would think of a Viking warship? (Answers may vary, but may include that the ships would strike fear into the hearts and minds of all who encountered them.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

6. *Evaluative What? Pair Share:* Asking questions after a read-aloud is one way to see how much everyone has learned. Think of a question you can ask your neighbor about the read-aloud that starts with the word *what*. For example, you could ask, “What were some things the Vikings were proud of?” Turn to your neighbor and ask your “what” question. Listen to your neighbor’s response. Then your neighbor will ask a new “what” question, and you will get a chance to respond. I will call on several of you to share your questions with the class.
  7. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

## Word Work: Reluctantly

5 minutes

1. In the read-aloud, you heard, “Okay, but just for a few seconds,” I said *reluctantly*.”
2. Say the word *reluctantly* with me.
3. If you do something reluctantly, you do it unwillingly and in an unenthusiastic way.
4. Talia reluctantly went to Trevor’s house to help him with math after her mother told her she should go.
5. Have you ever done something reluctantly? What did you do? Be sure to use the word *reluctantly* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make a complete sentence: “I did \_\_\_\_\_ reluctantly because . . .” ]
6. What is the word we’ve been talking about? What part of speech is the word *reluctantly*?

Use a *Making Choices* activity for follow-up. Directions: I am going to name several actions. If the action that I name is done reluctantly, say, “That is done reluctantly.” If the action that I name is not done reluctantly, say, “That is not done reluctantly.”

1. going shopping when you don’t want to (That is done reluctantly.)
2. going to the movies for fun (That is not done reluctantly.)
3. eating food you think is disgusting (That is done reluctantly.)
4. doing homework when you want to go outside instead (That is done reluctantly.)
5. reading a book that you have always wanted to read (That is not done reluctantly.)



**Complete Remainder of the Lesson Later in the Day**



# Viking Raiders and Traders

4B

## Extensions

20 minutes

### Viking Traders T-Chart (Instructional Master 4B-1)

Tell students that in today's story, Bjorn and Toli learned that Viking warriors were planning a raid on Ireland, England, and the surrounding islands. Ask students, "Why did the Vikings raid other places?" (competition for resources, the lure of other land's wealth, pressure from a nearby expanding kingdom, changes within the Scandinavian population, changes in leaders, warfare, and a desire to win fame and fortune) Remind students that Vikings would travel in their longships to raid and plunder, often surprising the people they attacked.

Remind students that along with raiding, the Vikings also did a lot of trading. Tell students that one way we know the Vikings traded with others is that in Viking towns, archaeologists have found artifacts that are from different European and Middle Eastern locations. Point to Poster 1 (The Viking Age), showing students that rivers and seas helped Vikings reach lands as far south as Persia (present-day Iran). Point to other places on the map, telling students that the Vikings also traveled to places like the Mediterranean, different areas of Scandinavia, and England for trading. Share with students that at times, the Vikings would have to carry or roll their ships across land until they reached the next river. Point to Poster 2 (Viking Ships), asking students, "Which ship was used to transport goods?" (*knarr*, or cargo ship) Tell students that the cargo ship was wider than a longship, and would hold goods in the middle.

Have students look at Instructional Master 4B-1, the Viking Traders T-Chart. Ask students, "Who can tell us what it means to import something? What does it mean to export something?" Explain that to export something means to send out goods you already own to be traded and sold in another country, and to import something means to bring in goods from another country to your own country or people. Tell students that you will provide them with riddles that will help them fill in the T-Chart about the goods Vikings traded. After each riddle, students will write the correct answer in the column. Tell students that you will begin with the export list. Additional information has been provided after

some clues that you may wish to use to guide a discussion and provide further information.

- I was captured during a Viking raid. I am no longer free, and have to do whatever work others tell me to do. Who am I? (a slave)
- I live in the ocean, and the Vikings tried to capture me to eat. For long trips, the Vikings dried me with salt so I would be preserved. What am I? (fish) Due to living close to the river and the sea, the Vikings had fish for many of their meals. For people who did not live close to a river or sea, fish would have been a hard thing to come by.
- I once covered the body of animals like foxes, bears, beavers, and otters. The Viking people wore me to keep warm. What am I? (fur) Furs would have been a good thing for Vikings to trade in places with cold temperatures, but they may not have had as much luck trading fur in places with constantly warm climates.
- I once stood tall as a tree in the woods, but the Viking people cut me down for their ships, homes, and roads. Luckily for them, there was not a shortage of me in Scandinavia. What am I? (timber)
- I am white, hard, and smooth to the touch, and the Viking people used me to carve items. I come from the tusks of animals, like the walrus. What am I? (ivory) The Viking people made chess pieces out of ivory.
- I am a cloth that was made through spinning and weaving something that is sheared from sheep. The Viking people used me for their clothes, blankets, and sails. What material am I? (wool)

Tell students you will now provide them riddles for the import column. Remind students that the Vikings would trade for items that they could not obtain in Scandinavia. These items would be valuable to the Viking people.

- I am a precious metal that is used in coins. The Viking people melted me to craft things like jewelry. What am I? Hint: I am *not* gold. (silver) The Viking people were impressed by those who had silver, so it was a very desirable import.
- I grow in fields, and can be used to feed livestock and make things like bread. What am I? (grain, wheat)

- I am fragrant, and I can be used to make bland food tasty. Cinnamon, cloves, and pepper are just a few examples of me. What am I? (spices) You can imagine that eating foods with only salt could become boring after a while.
- I am created by a silkworm caterpillar, and can be used to make clothing. What am I? (silk) Like silver, having silk was a sign of wealth and status.
- Today, I am found in things like windows. During the time of the Vikings, I would be used to make things like beads and drinking cups. What am I? (glass) The Vikings did not have glass windows.

**Note:** You may choose to copy Instructional Master 4B-1 onto chart paper, a chalkboard, or a whiteboard to complete this activity as a class.

## ***Take-Home Materials***

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### **Family Letter**

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Send home Instructional Master 4B-2.



# Family Life

# 5

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain that only the warriors who went on raids to other lands were actually called Vikings
- ✓ Explain how and why the Vikings traveled to other countries
- ✓ Recall that the Viking people relied on farming, fishing, and trade for their living
- ✓ Describe the everyday life of the Viking people

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify and express mental states and emotions of Bjorn in “Family Life” (RL.3.3)
- ✓ Use narrative images to compare and contrast one’s regular morning routine with that of Bjorn’s (RL.3.7)
- ✓ Make personal connections to Bjorn’s regular morning routine in “Family Life” (W.3.8)
- ✓ Make predictions about the chores Viking Age men and women might do on a daily basis prior to listening to “Family Life,” and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Provide and/or use synonyms and antonyms for the word *extracted* (L.3.5b)



## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/ or other writing exercises using these vocabulary words.

**embers, n.** The glowing pieces left over from a dying fire

*Example:* As the fire died down, the embers glowed on the ground before slowly turning into gray ash.

*Variation(s):* ember

**extracted, v.** Pulled something out from something else

*Example:* Jo extracted the splinter from Phillip’s fingers with tweezers.

*Variation(s):* extract, extracts, extracting

**interrogate, v.** To question someone thoroughly

*Example:* Rachel’s mom had to interrogate her to find out if she had completed all of her homework.

*Variation(s):* interrogates, interrogated, interrogating

**livestock, n.** Animals that are useful for farming and that can be used for food

*Example:* The farmer had livestock that helped to pull his wagon and provided meat for his family.

*Variation(s):* none

**population, n.** The total number of people living in an area


*Example:* The population of the small town was around 500.

*Variations(s):* populations

**tunic, n.** A slip-on piece of clothing that is knee-length or longer and is often belted at the waist

*Example:* Janie wore a light-weight tunic to the cookout that kept her cool in the summertime heat.

*Variation(s):* tunics

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 2 (Viking Ships)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Family Life</b>	Image Cards 9–11	20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		15
	<b>Word Work: Extracted</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Writing Prompt: My Daily Life</b>		20



# Family Life

5<sub>A</sub>

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Remind students that the Vikings traveled to other places to trade, raid, and explore other lands. Ask students, “What would Bjorn have called a warrior who went on a raid?” (a Viking) Remind students that the Vikings could sneak up and launch a surprise raid. Ask, “What were the warriors who worked themselves up into a war frenzy called?” (*berserks*) Point to Poster 2 (Viking Ships), and ask students to tell you which ship was used for raids. (longship, or *drekar*)

Discuss that the Vikings also relied on trading to gain goods. Ask students, “Who can explain how trading works? What would the Vikings import and export?” (import: silver, grain, spices, silk, and glass; export: slaves, furs, fish, timber, ivory, and woolen cloth) Point to Poster 2, and ask students to tell you which ship was used for trading. (cargo ship, or *knarr*)

Remind students that the Norse people also fished and farmed in their homeland of Scandinavia for their survival. Point to Poster 2, and ask students to tell you which ships were used for fishing. (rowboat, or *faering*)

### Making Predictions About the Read-Aloud

Tell students that they will hear more about what daily life was like for Bjorn and his family members. Ask students to predict what types of chores the people of the Viking Age would do on a daily basis. What might the Norse women do? What about the men?

### Purpose for Listening

Tell students to listen carefully to find out if their predictions are correct.



### Family Life

#### ← Show image 5A-1: Father waiting up for Bjorn and Toli

As we crept inside the house, I could tell that almost everyone was asleep. Only my father was still awake. I could just about make out his shadowy profile as he sat on the ground near the fire where only the glowing **embers** remained.

“See you in the morning,” whispered Toli as he attempted to creep away into the darkness.

“Boys, come here a moment,” my father said in a raised whisper. He was not going to let either of us get away quite so easily.

“Where have you been?” he asked as we sat down beside him.

At first neither of us responded, until finally I muttered, “At the wharf, Father.”

“What were you doing there?” he asked, continuing to **interrogate** us.

“Looking at the ships,” offered Toli. “One of the warships is being readied for a raid.”

“Is that so?” he replied.

“Toli would like to go with them,” I offered.

“But not you,” he said, as if he were stating a fact.

I did not reply.

“A warrior does not always know when he is ready to be a warrior,” he said softly. “Only Odin and Tyr know that.<sup>1</sup> When the time for fighting arrives, you will both be ready. Now get some sleep. You have chores to do in the morning.”

Toli and I stood up and kissed my father. Then we scuttled off into the darkness of the central hall. “See you bright and early in the morning,” I teased Toli, knowing that he hated to get up before the sun had risen in the sky.

1 Who are Odin and Tyr?

2 A tunic is a slip-on, knee-length piece of clothing that is often belted at the waist.



I took off my woolen **tunic** and lay down.<sup>2</sup> It felt good to rest my head upon my down pillow. I pulled my woolen blanket up around me and closed my eyes.

← **Show image 5A-2: Bjorn sadly watching Grandmother at hearth**

My grandmother was always the first one to get up. Each morning, before sunrise, she made porridge and bread for the entire family. Shortly after she arose, my father and mother would join her by the hearth. Mother would add logs to the embers and Father would disappear into his forge. Within minutes, Uncle Sven, my mother's brother, would join my father, and the day's work would begin. The sound of the hammer hitting the anvil and the hiss of hot metal and fire were never far away. I lay in the semidarkness listening to the early morning hustle and bustle. These were the sounds of my childhood. These were the memories that I would keep in my heart for the rest of my life. Suddenly my eyes began to water. I quickly pinched myself to stop the flow of tears.

As the porridge simmered and the bread baked, Mother, Grandmother, and Aunt Kristin went to work in the small room behind the central hall. This was the room where sheep's wool was spun, woven on a loom, and sewn into warm clothes and blankets. Thread from flax was also woven into lighter linen garments that could be worn during the warmer months.<sup>3</sup> In addition to looking after the chickens, my sister Kitta was being taught as an apprentice how to spin, weave, and sew in the same way that I was being taught how to be a blacksmith.

My Aunt Kristin was perhaps one of the most skillful women in our town at using vegetable dyes from plants to color woolen and linen cloth before it was cut and sewn into garments. She explained to me once that the color blue was **extracted** from the woad plant, the color red was extracted from madder, and yellow was extracted from weld. We children were responsible for gathering these plants.<sup>4</sup>

Toli did not work as an apprentice like me. Instead, he worked on his Uncle Eric's farm on the edge of town. There, he tended the flock of sheep that provided many of the townspeople with wool.

3 Flax is a plant that can be harvested and used to make clothes. It is also a source of food, both as a seed and as an oil.

4 These plants can still be used today to dye cloth. [Show students Image Cards 9–11 (Woad, Madder, and Weld Plants).]

He also cared for the herd of cattle that provided additional milk as well as meat.

Although there was not a lot of it, the grain and vegetables produced in the fields were needed to feed our growing **population**. Even the long grass was used on the thatched roofs of our houses, or to cover the interior earthen floors. Very often, in the late part of autumn, the older cattle were killed and the meat was dried. This provided much-needed food in the wintertime.



← **Show image 5A-3: Younger children waking up**

“Toli, Bjorn, Kitta, Arnsten, and Karl, it is time to get up,” said Grandfather Afi as he shuffled toward us in the dim light. “Come on, you sleepyheads. We need more wood for the fire, and we need some eggs. Oh, and get a pitcher of goat’s milk, too,” he ordered.

I could just make out the younger children stretching and yawning. I could see that Toli was the last one to lift his head from his pillow. I heard him yawn loudly several times, and then down again. Moments later Grandfather Afi threw one of his leather shoes at him, and he fell backward out of his bed.

“Come on, Toli, let’s go and chop some wood,” I suggested, all the while laughing at him. Toli grunted at me by way of a reply.



← **Show image 5A-4: Bjorn chopping wood**

Toli and I worked together at chopping up the larger pieces of wood that were stored in an enclosure at the side of our house. Fortunately, our homeland had many forests that provided us with wood for our ships and homes, as well as fuel for the fires in our hearths. Wood was one of the few things we had in abundance. While we chopped wood into logs, Toli and I discussed the journey that we would soon be taking across the great ocean to Iceland.

“You know, Bjorn, there are enormous sea monsters that can devour a man in one gulp. They dwell in the watery depths of the great ocean,” he said quite seriously.<sup>5</sup>

5 It wasn’t just children who believed in sea monsters; the adults of the Viking Age believed in them as well! There weren’t things like submarines, scuba equipment, or scientists who devoted their lives to studying the ocean. A large whale or shark the Vikings had seen might have been thought to be a sea monster.

“I’ve heard stories about them, but I’ve never seen one,” I replied calmly.

“Well, it’s true,” he continued. “It is best to keep a spear by your side at all times, even when you are sleeping,” Toli advised me. “You don’t want to be caught unarmed if one rises up unexpectedly out of the waves.”

I wasn’t sure a spear would be much use against the creature that Toli had described, but I nodded in agreement.

An hour must have passed when we heard the sound of our grandmother’s voice calling us all into breakfast. She didn’t have to call any of us twice. Toli sprinted toward the house, and I followed close behind him. We quickly washed our hands and faces in a bucket of fresh water that had been placed outside the entrance to our home.



← **Show image 5A-5: Family breakfast**

As we sat together around the hearth, Grandmother ladled porridge into wooden bowls, which she then handed to us. Mother gave each of us a wooden spoon. In addition to the hot porridge, there was fresh bread, cheese, boiled eggs, and dried herring laid out on a large, wooden platter.<sup>6</sup> A pitcher of warm goat’s milk was placed beside the platter. Each day, Viking families came together to eat two meals: breakfast and dinner. Of the two, breakfast was my favorite. At breakfast time, the older family members were less tired and therefore less grumpy, and the events of the day were still a mystery waiting to happen. I sat on the floor between Toli and Kitta and devoured the warm porridge. When I finished my bowl of porridge, I reached for some bread and cheese and then poured goat’s milk into a wooden cup.


“Eat up, Bjorn,” said my father smiling at me. “Today is the day we begin to make your sword.”

6 Herring is a type of fish.


### Comprehension Questions

15 minutes



If students have difficulty responding to questions, reread pertinent passages of the read-aloud and/or refer to specific images. If students give one-word answers and/or fail to use read-aloud or domain vocabulary in their responses, acknowledge correct responses by expanding the students' responses using richer and more complex language. Ask students to answer in complete sentences by having them restate the question in their responses. **It is highly recommended that students answer at least one question in writing and that some students share their writing as time allows.** You may wish to have students collect their written responses in a notebook or folder to reference throughout the domain as source material for longer writing pieces and as preparation for written responses in the Domain Assessment.

1. *Evaluative* Were your predictions about the chores Viking Age men and women might do on a daily basis correct? Why or why not? (Answers may vary.)
2. *Literal* Describe the chores of Norse girls. (Women and girls would spin sheep's wool and thread from flax, then sew it into clothes and blankets to keep warm. Girls would often look after the farm animals, such as chickens. They extracted dyes from plants and vegetables to color garments.)
3. *Literal* Describe the chores of Norse boys. (Boys were often apprentices, learning a skill, such as blacksmithing. They would also tend to livestock, such as sheep. They would also chop wood for fires.)
4.  *Inferential* How was farming an important part of daily life to the people of the Viking Age? (The town's sheep provided people with wool; cattle and goats provided milk and meat; grains and vegetables were an important food source; grass was used as roofs or floor coverings; flax was used for clothing.)
5. *Inferential* Bjorn's father is waiting by the embers of the fire when Toli and Bjorn return. Why does Bjorn's father interrogate them when they arrive home? (They are late, and he wants to know what they had been doing.)



6. *Inferential* Why is Toli concerned about sea monsters? (They are getting ready to sail to Iceland, and he has heard myths that sea monsters live in the sea.)
7.  *Evaluative* You heard quite a bit about the meals and the different types of foods Bjorn's family eats. Describe the foods the Norse would eat for breakfast. (Norse families often ate only two meals a day—breakfast and dinner. Breakfast usually consisted of porridge, fresh bread, cheese, boiled eggs, dried herring, and goat's milk.) How is your breakfast different from a Viking breakfast? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8.  *Inferential Think Pair Share:* What examples in the story show that Bjorn is coming of age? (Answers may vary.)
  9. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

## Word Work: Extracted

5 minutes

1. In the read-aloud, you heard, “She explained to me once that the color blue was *extracted* from the woad plant, the color red was *extracted* from madder, and yellow was *extracted* from weld.”
2. Say the word *extracted* with me.
3. If something has been extracted, it has been drawn or pulled out.
4. Using tweezers, my mom carefully extracted the splinter from my finger.
5. Have you ever extracted something like a splinter from your finger or a baby tooth from your mouth? What did you extract? Be sure to use the word *extracted* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I extracted . . .” or “\_\_\_\_\_ was extracted because . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *extracted*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *extracted* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *take out, remove, pull out, dig out*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *extracted*?” Prompt students to provide words and phrases like *add, insert, put in, fill*, etc. As students share synonyms and antonyms, make sure that they use the word *extracted* in a complete sentence.



**Complete Remainder of the Lesson Later in the Day**



# Family Life

5<sub>B</sub>

## Extensions

20 minutes



### Writing Prompt: My Daily Life

← Show image 5A-2: Bjorn sadly watching Grandmother at hearth



← Show image 5A-3: Younger children waking up

Review with students Bjorn’s regular morning routine that they heard described in today’s read-aloud. Encourage students to use sequencing words such as *first*, *next*, *then*, etc. Ask students to describe the things Bjorn would have seen and heard, and the chores he had to do. You may also wish to have students reference their written responses to related comprehension questions if they have collected them in a notebook.

Have students write a half to a full page that compares and contrasts their morning routine to Bjorn’s. You may prompt students by asking, “Do you eat breakfast? Are you an early riser or a late riser? Do you wake up on your own, or does someone else wake you up? Do you have chores to do before coming to school?” You may wish to talk about your own morning routine and compare it to Bjorn’s to demonstrate what you would include in your writing.

Make sure that students use descriptive language in their writing, and if possible, any domain-related vocabulary learned thus far. You may also wish to have students draw an illustration to accompany their paragraph. Have students share their writing with a partner or with the class.



# Sagas and Swords

## 6

### ✔ Lesson Objectives

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#### Core Content Objectives

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Students will:

- ✓ Describe the Viking people's proficiency and legacy as sailors, raiders, and traders
- ✓ Explain that *skalds* were poets who memorized and retold Viking history through sagas
- ✓ Identify the three orders of the Viking people: *thralls*, *karls*, and *jarls*
- ✓ Explain that the Viking people built and used ships for different purposes
- ✓ Recall that skilled blacksmiths lived during the Viking Age and name some items they made
- ✓ Recall that the Thing was an assembly where the Norse made decisions for their community

#### Language Arts Objectives

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify and express mental states and emotions of Bjorn in "Sagas and Sword" (RL.3.3)
- ✓ Use an image of a Viking Sword to explain the name Bjorn gave to his sword (RL.3.7)
- ✓ Compare and contrast the characters Bjorn and Toli in *The Viking Age* (RL.3.9)
- ✓ Categorize and organize facts and information about the two characters, Bjorn and Toli in *The Viking Age* (W.3.8)

- ✓ Make predictions about how Bjorn’s father will make Bjorn’s sword in “Sagas and Swords,” and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Summarize events from “Family Life” (SL.3.4)

## Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/ or other writing exercises using these vocabulary words.

**flexibility, n.** Capability of bending without breaking

*Example:* The flexibility of pine trees allows them to bend in the wind without breaking.

*Variation(s):* flexibilities

**foe, n.** An enemy or rival

*Example:* In the spelling bee, Tyrone was easily able to defeat his foe in the final round and claim the prize.

*Variation(s):* foes

**intently, adv.** Closely; carefully

*Example:* Jamie worked intently to clean his room and make sure that everything was in its proper place.

*Variation(s):* none

**sagas, n.** Long stories that tell of historic and legendary events


*Example:* The fight for women’s rights and the fight for civil rights are two of the most famous sagas of American history.

*Variation(s):* saga

**weld, v.** To make two pieces of metal into one by heating them to high temperatures

*Example:* Talia had a silversmith weld the two silver rings she wore on the same finger into one ring.

*Variation(s):* welds, welded, welding

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Image Cards 7 and 12	10
	<b>Making Predictions About the Read-Aloud</b>	Image Card 7	
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Sagas and Swords</b>		20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>		15
	<b>Word Work: Sagas</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Compare/Contrast: Bjorn and Toli</b>		20



# Sagas and Swords

6<sub>A</sub>

## ***Introducing the Read-Aloud***

**10** minutes

### **What Have We Already Learned?**

Review with students the chores they learned about that were part of the Norse people's daily life. Ask students, "What were some of the daily chores Bjorn and Toli had to do at home? What about Kitta and the other women?"

Ask students, "What is Bjorn's father's job?" (blacksmith) Ask students to explain what a blacksmith does. Remind students that Bjorn's father and brother worked in a forge. Show students Image Card 12 (Products Made by a Viking Age Blacksmith). Share with students that a Viking Age blacksmith would have made more than just weapons, and discuss the various items shown.

Review with students the events from the previous read-aloud, "Family Life." Show students the images from "Family Life," being sure to note all of the various characters involved.

### **Making Predictions About the Read-Aloud**

Ask students, "What did Bjorn's father say they were going to do today at the end of the previous read-aloud?" (start to make Bjorn's sword) Show students Image Card 7 (Viking Sword). Remind students that mainly the elite *jarls* owned swords. Ask students, "If swords were useful weapons, then why didn't every Nordic man own one?" (They were expensive; not everyone went on raids.) Point out the decorations on the sword. Ask students, "What do you think Bjorn's father will do to make a sword? What will the process be like?"

### **Purpose for Listening**

Tell students to listen carefully to find out if their predictions are correct.



## Sagas and Swords

### ← Show image 6A-1: Family members beginning their daily work

As soon as breakfast was over, Toli set off to his uncle's farm. After my grandmother and Kittu had cleared and washed the bowls and cups, they went to the back room with my mother and aunt. There they were busily sewing several new tunics. Kittu had told me that one was for me and one was for Toli. They were going-away presents. Meanwhile my grandfather and brothers prepared to go hunting and fishing, and I went to the forge with my father and uncle.

As usual, I began my working day in the forge by adding wood to the fire, and then used the bellows to fuel the flames. Today was no ordinary day, though. After today, I would own my very own sword.



### ← Show image 6A-2: The Thing, a Viking Age assembly

It was not usual for a boy like me to own a sword. Although my father was a *karl*, able to own land or a business, or to fight and trade, he was not a *jarl*, a member of the elite nobility. Swords such as the one my father was about to make for me were usually reserved for the *jarls*.

I had seen such swords carried by nobles as they arrived in our town to participate in the Thing, our local assembly. The Thing was held outdoors once a year, and it was a time for *karls*, such as my father and uncles, to sit together with *jarls* to discuss issues, settle disputes, judge crimes, and make decisions about our community. Even though the *karls* were a larger group, the *jarls* had greater authority. It was at one of these assemblies that it had been decided that twenty-five young men from our town should leave and go to Iceland.

It was at the same meeting that Lord Toki had announced that my father had saved not only his life, but the king's life. My father had uncovered a plot that people were planning to kill both



Lord Toki and the king. He had overheard two spies talking in his workshop. My father had prevented this terrible crime from happening. To thank my father, Lord Toki wanted to give me a nobleman's sword.



← **Show image 6A-3: Bjorn working with his father**

Once the fire in the forge was burning fiercely, my father was ready to begin. He had explained to me many times that maintaining a strong fire in which wood is burned to extreme temperatures was the secret to being a good blacksmith. He told me that the iron is only as good as the flames that shape it.

“Bjorn, I want you to pay close attention to everything I do. You need to understand that making a strong sword is very difficult. It requires much skill,” my father explained.

“I will,” I said earnestly.

And so he began. I watched carefully as my father bundled together bars of iron. As I watched, the heat from the flames warmed my skin, turning it pink, and before long I was dripping with sweat.

I watched my father as he worked carefully and **intently**. As the iron bars softened and connected, my father used a variety of tools to draw out the metal into the length of a sword. He worked to **weld** the pieces of metal together. As he pulled and stretched the metal, he twisted it. Slowly, the shape of a sword began to appear.

“Do you see what has happened, Bjorn?” he asked, though I could tell that he didn't really expect an answer. “The heating and twisting of the different kinds of metal has created a composite of iron that now has the necessary strength and **flexibility** for a sword blade.”

“Yes, I see,” I responded.

My father placed the softened metal upon the anvil and continued to twist, hammer, chisel, and file it into shape.<sup>1</sup> As soon as he was satisfied with its shape, I knew he would plunge the hot metal into a tub of cold water to cool and harden it. Once the iron had cooled, he would begin to sharpen the blade.

1 [Show Image Card 6 (Anvil).]

Although I did not yet know how to make a sword, I did know how to make spear points, axes, and nails, as well as knives, pots, and pans. That much I had already learned from my father.

“Father, I have thought of a name for my sword,” I said as I continued to watch him work. “I want to name it **Foe Biter**.”<sup>2</sup>

My father looked up from his work. “That is a fitting name for a warrior’s sword,” he said seriously. “This sword will serve you well. You can think of me and our family when you are called to use it.”

I stared at the sword for several moments and did not look up. I could feel the sweat and the tears merge into one steady flow of water droplets that fell from my face onto the earthen floor. At that moment, as my father spoke to me, I wanted to stop time—stop it completely—so that I could stay with him forever.

For the rest of the day, my father, my uncle, and I worked together in the workshop melting, shaping, and cooling iron. From time to time people stopped by to collect something my father or my uncle had made for them. They were paid in either silver pieces or other goods that my family could use.



← **Show image 6A-4: Storytellers in the town square**

As the day wore on, my father and uncle began to talk about the evening of storytelling that was scheduled to take place in the main marketplace. This was a common practice before special events such as weddings, festivals, or voyages. Poems of old were told by *skalds* so that we would know our history. It was considered important that these **sagas** be handed down through the generations and never forgotten.<sup>3</sup> Our town had two *skalds* who had committed to memory dozens of sagas of Viking history and adventurers. One of the *skalds* would be traveling on the cargo ship with Toli and me. He was charged with the responsibility of keeping the sagas alive in our new home. There was also a boy who lived on the same street as Toli and I who had been an apprentice to this *skald*. He had already spent many months with him, learning these poetic tales. He, too, would keep our history alive.

2 The word *foe* means enemy. It was common in this time for people to name their swords.

3 The word *saga* means to speak or say. Sagas are long stories that tell of historic and legendary events.


And so, late in the afternoon, after eating a dinner of fish, vegetables, and barley bread, instead of preparing to go to sleep for the night, my family—along with many others—made its way to the marketplace at the center of the town. A large fire had been lit, and many people were already seated around it. The two *skalds* sat upon a wooden platform beside the fire. Once everyone arrived and was settled, the first *skald* stood up and began to recite a saga of bravery and adventure. I looked into the eager faces of my family and friends, their eyes lit by the flickering flames of the fire, and knew in my heart that this would be the last time that we would all sit together to listen to these ancient tales.

## Discussing the Read-Aloud

20 minutes

### Comprehension Questions

15 minute

1. *Evaluative* Were your predictions correct about how Bjorn's father made Bjorn's sword? Why or why not? (Answers may vary.)
2. *Literal* You heard that today was not an ordinary day for Bjorn. What made today special for him? (He would own a sword.) Was it common for a boy to own a sword? (no) Why not? (Bjorn's father is a *karl*, and only the elite *jarls* owned swords.)
3.  *Inferential* Why do you think Bjorn starts to cry when he is helping to make his sword? How do you think Bjorn is feeling? (Answers may vary, but may include that Bjorn is unsure that he is ready to grow up, and he is sad about leaving his home.)
4. *Evaluative* What is the name of the Norse people's local assembly? (the Thing) Where was the Thing held? (outdoors) Why was the Thing important to the Norse? (It was a time that *karls* and *jarls* would meet to discuss issues, settle disputes, judge crimes, and make decisions about the community.) What does this Norse assembly resemble in ancient Roman society? (It sounds similar to the Roman Senate in the forum.)
5. *Literal* What announcement about Bjorn's father was made at the Thing? (Lord Toki announced that Bjorn's father had uncovered the plot of two spies to kill the king and Lord Toki. He was able to stop the crime from happening.) What was Bjorn's father's reward? (Lord Toki requested that Bjorn be given the sword of a *jarl*, or nobleman.)



6. *Evaluative* Bjorn's father worked intently to make Bjorn's sword. Do you think making a sword is an easy or a challenging task? (Answers may vary. Blacksmiths weld different metals together to create swords that would have strength and flexibility.)

← **Show image 6A-3: Bjorn working with his father**

7. *Evaluative* [Show Image Card 7 (Viking Sword)]. What did Bjorn name his sword? (Foe Biter) Why do you think he gave that name to his sword? (Answers may vary, but may include that it will be used against his foes, or enemies, in combat.)
8. *Evaluative* What other items do you think Bjorn's father made as a blacksmith? (Answers may vary, but may include nails, knives, pots, weathervanes, figures, etc.)
9. *Inferential* Bjorn's family joined others to listen to the *skalds*. Why were the *skalds* important to the Vikings? (The *skalds* were poets who reminded the Vikings of their history through the oral retelling of sagas.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

10. *Evaluative Think Pair Share:* If your school held a Thing, what issue would you feel would be important and/or valuable to discuss in this assembly? (Answers may vary.)
11. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
  - ↗ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

## Word Work: Sagas

5 minutes

1. In the read-aloud, you heard, “It was considered important that these *sagas* be handed down through the generations and never forgotten.”
2. Say the word *sagas* with me.
3. Sagas are long stories that tell of historic and legendary events.
4. The Norsemen listened intently as Erik the Red told his saga of exploring Greenland.
5. Have you ever heard a saga before? Who told it? What was the saga about? Be sure to use the word *saga* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I heard a saga about . . .” ]
6. What is the word we’ve been talking about? What part of speech is the word *sagas*?

Use a *Sharing* activity for follow-up. Directions: Turn to your partner and take turns sharing sagas from your life or your family’s life. What events took place? I will call on one or two of you to share your sagas with the class. Be sure to use the word *saga* in a complete sentence when you share.



**Complete Remainder of the Lesson Later in the Day**



# Sagas and Swords

6<sub>B</sub>

## Extensions

20 minutes



### Compare and Contrast: Bjorn and Toli

Remind students that they have heard a lot of information about two main characters in this story, Bjorn and Toli. Tell students that they are going to compare and contrast these characters. Remind students that to *compare* means to tell how people or things are similar, and to *contrast* is to tell how people or things are different.

You may wish to create a T-Chart or Venn diagram on the board to help students brainstorm these similarities and differences. Have students use this information to write a half page to a full page comparing and contrasting Bjorn and Toli. You may also wish to have students reference their written responses to related comprehension questions if they have collected them in a notebook. As students write and share their writing, encourage them to use domain-related vocabulary.



# Saying Goodbye

# 7

## ☑ **Lesson Objectives**

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### **Core Content Objectives**

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Students will:

- ✓ Explain how and why the Vikings traveled to other countries
- ✓ Explain that the Viking people worshipped many gods and goddesses
- ✓ Explain that the Viking people built and used ships for different purposes

### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✓ Identify and express the mental states and emotions of Bjorn, Kitta, and Toli in “Saying Goodbye” (RL.3.3)
- ✓ Use an image of a cargo ship to describe life on a *knarr*, or cargo ship, traveling to a faraway land like Bjorn (RL.3.7)
- ✓ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as “last straw” (RI.3.4) (L.3.5a)
- ✓ Make predictions about how Bjorn will feel when he has to say goodbye in “Saying Goodbye,” and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Provide and/or use synonyms and antonyms for the word *exclaimed* (L.3.5b)

## Core Vocabulary

**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**exclaimed, v.** Cried out; yelled

*Example:* Fritz surprised us when he read a letter and exclaimed, “I won the contest!”

*Variation(s):* exclaim, exclaims, exclaiming

**indistinguishable, adj.** Impossible to understand, perceive, or tell apart

*Example:* Riding swiftly along in their longship, the Vikings’ voices were indistinguishable above the roar of the ocean waves.

*Variation(s):* none

**lap, v.** To splash

*Example:* During a cruise this summer, Neela enjoyed looking over the edge to watch the water lap against the side of the ship.

*Variation(s):* laps, lapped, lapping

**mast, n.** An upright pole in a ship that supports a sail


*Example:* When the storm winds began to blow even harder, the sail was lowered on the wooden mast.

*Variation(s):* masts

**sheath, n.** A covering for a sword or a dagger

*Example:* The knight removed his sword from its sheath when he saw that danger was near.

*Variation(s):* sheaths

At a Glance	Exercise	Materials	Minutes
<b>Introducing the Read-Aloud</b>	What Have We Already Learned?		10
	Making Predictions About the Read-Aloud		
	Purpose for Listening		
<b>Presenting the Read-Aloud</b>	Saying Goodbye	Poster 2 (Viking Ships)	20
<b>Discussing the Read-Aloud</b>	Comprehension Questions		15
	Word Work: Exclaimed		5
 Complete Remainder of the Lesson Later in the Day			
<b>Extensions</b>	Sayings and Phrases: Last Straw		5
	Writing Prompt: Out at Sea		15





# Saying Goodbye

7A

## **Introducing the Read-Aloud**

**10** minutes

### **What Have We Already Learned?**

Ask students to retell the plot of what happened in the previous story, “Sagas and Swords.” Encourage students to use sequencing words such as *first*, *next*, *then*, etc. Show the images from “Sagas and Swords” to help students remember the story’s events. Encourage students to use domain vocabulary when possible.

Ask students, “Where will Bjorn and Toli be traveling to?” (Iceland) “Why are they leaving their homeland?” (It has become unsafe.) “Will Toli and Bjorn travel in a cargo ship or a longship?” (cargo ship, or *knarr*)

### **Making Predictions About the Read-Aloud**

Tell students the title of today’s story, “Saying Goodbye.” Ask students, “How do you think Bjorn will feel today when he has to say goodbye?”

### **Purpose for Listening**

Tell students to listen carefully to learn if their predictions are correct about how Bjorn will react to saying goodbye to his family.



## Saying Goodbye

### ← Show image 7A-1: Bjorn waking up

I awoke long before dawn and lay in my bed listening to the sound of breathing. I heard my sister Kitta laughing in her sleep and my grandfather snoring. Occasionally I heard Toli mutter some **indistinguishable** words. This was the day I had dreaded. This was the day when I would leave my family forever, and begin a journey of many days of sailing that would take Toli and me across the great ocean of the North. I did not like this day. I wanted to wish it away, but I was powerless to do so. I lay there for the longest time, until finally I heard my grandmother begin her morning chores.

I dressed myself in the new blue tunic and woolen pants that had been given to me the night before. Toli had received a woolen tunic and pants, too. My tunic was edged in yellow cloth and Toli's was edged in red cloth. When our family members presented us with our new clothes, Aunt Kristin, Toli's mother, explained why she had chosen those colors.

"I chose red for Toli to match his temper," she had said jokingly, "and yellow for Bjorn to match the color of his hair."<sup>1</sup>

Once dressed, I helped my grandmother rebuild the fire by placing twigs and then fresh logs on the embers. By the time my father, mother, aunt, and uncle arrived at the hearth, the flames were already burning warm and strong. As usual, the porridge was prepared, and the bread dough was placed in the embers on an iron rack to bake.

### ← Show image 7A-2: Family breakfast

The children were awakened and sent off to do their daily chores. Before long, it was time to sit at the hearth for our final meal together. No one said very much. It was clear that although the adults believed that it was safer for us in Iceland, they were also sad to see us leave home.

1 If red is the color that matches Toli's temper, what may that tell us about him? (He may be short-tempered.) Which Viking did you learn about who possibly had red hair and/or a red-hot temper? (Erik the Red)



We ate in silence until Kitta suddenly **exclaimed**, “I don’t know what to name my chicks! Would it be okay if I named one Bjorn and one Toli?” she asked with a serious look on her face.

“What if they are not roosters?” asked my brother Karl.

“I don’t think they’ll mind what we call them, as long as it’s not dinner,” Arnsten replied, and we laughed in agreement.



← **Show image 7A-3: At the wharf**

Eventually it was time for Toli and me to collect the few possessions we owned, now stored in an animal skin, and make our way to the cargo ship. Together we all trudged through the narrow streets to the wharf. The other boys were already there and were also saying their final farewells. Then slowly, one by one, they boarded the ship. Toli and I hugged everyone one last time and began to walk toward the waiting sea vessel.

“Bjorn, you have forgotten something,” my father said as he came toward me. It was my sword, Foe Biter. I had been carrying it proudly with the rest of my possessions, but as we left the house, Kitta ran into my arms, and I had quickly placed it on a small table. In my sadness I had forgotten to pick it up again. I reached out to take it and saw that my father had placed it in a new leather **sheath**.

“Your grandfather made this sheath for you,” he said, looking at me intently. “I wish you well, my son. May the gods be ever at your side.” Then he turned and walked away.

My grandfather’s gift was almost the last straw.<sup>2</sup> I wasn’t sure I could hold back from crying any longer, let alone board the ship. I wanted to run to him, but Toli, sensing my great sadness, grabbed my arm and pushed me toward the waiting ship. Neither of us said a word as we stood together for a long while watching the sailors row the cargo ship out to sea and away from our homeland.

“Toli, will we ever see them again?” I asked, not really expecting a reply.

“If Odin wishes it,” Toli replied softly.

2 The saying “last straw” means the last thing you can handle. You will hear more about this saying later.



← **Show image 7A-4: On the cargo ship**

When I could no longer see the coastline, I began to look around the ship. Our cargo ship was a strong, fifty-foot vessel, built and designed like all cargo ships—to withstand the mightiest waves.

Toli, who loved ships, had already explained to me that once our ship reached deeper waters, the sailors would put away the oars and raise the large square sail. He had also explained that cargo ships were rounder, deeper, and shorter than warships, so they were more able to carry cargo to trade.<sup>3</sup>

Toli continued with his lesson on ships once we were settled on board. “Bjorn, our ships are unique,” he had explained. “They are powered by both the oar and the sail. Our warships or longships are designed to carry many warriors who can row or sail the ship while staying close to the coastline. At sunset, the warriors row their ships inland and camp for the night. Cargo ships sail farther out in the ocean, but spend the night in a deepwater harbor, or, if the waves are calm, they will lower the sail and drop the anchor, waiting until sunrise to continue their journey. They try to avoid coming too close to shore so the tide—which comes and goes twice a day—won’t push them toward coastal rocks. Do you know why our ships are so strong and powerful?” Toli asked, as we stood watching the waves **lap** against the side of the boat and the seabirds circle overhead.

“Not exactly,” I replied.



“Well, it’s because of how they are built,” Toli explained eagerly. “You see, shipbuilders use long, thin planks of oak wood to make the hull, or body of the ship. These planks are fastened to the keel, or backbone of the ship, and then to each other, with iron nails. One plank overlaps the other. The floor timbers are also attached to the keel. Then crossbeams are added, and the **mast** is held firmly in place by a heavy timber mounting.”<sup>4</sup> I didn’t mind that Toli suddenly had so much to say about ships. His constant talking helped to take my mind off my family. I stood beside him for the longest time, listening to the sound of his voice and wishing that I could fly like Thor’s hammer back to my family.

3 [Explain that this is a “cutaway” image so you can see inside. Point to the barrels on the ship. Explain to students that cargo, or goods, were carried inside the barrels.]



4 Who can point to the mast on Poster 2? (Viking Ships)

### Comprehension Questions

15 minutes

1. *Evaluative* Were your predictions correct about how Bjorn felt when he said goodbye? Why or why not? (Answers may vary.)
2. *Literal* What color is the edge of Toli's tunic? (red) Why is that color chosen for him? (to match his temper) What Viking explorer did you learn about that was given a nickname to match his hair color and temper? (Erik the Red)
3. *Inferential* How does Kitta feel about Toli and Bjorn leaving? What makes you think so? (She is sad; she is quiet and says she will name the chickens after them.)
4.  *Inferential* Why do Bjorn and Toli think and talk about gods like Odin and Thor? (They believe in many gods and rely on them for help, they are about to embark on a journey and want protection; etc.)
5. *Inferential* Why is Bjorn leaving his homeland even though he would rather stay with his family? (It is safer in Iceland than in Norway.)
6.  *Inferential* [Show Poster 2.] Were the Viking warships, or longships, and cargo ships indistinguishable? (no) Why or why not? (They were made for different purposes and were able to be distinguished, or set apart from each other.) What is the difference between a warship and a cargo ship? (Warships were longer and had rails to hold shields. Cargo ships were shorter and deeper and sailed farther out in the ocean, but spent the night in a deepwater harbor. Cargo ships were for trade, and warships were for raids.) Why are Bjorn and Toli traveling on a cargo ship rather than on a warship? (They are not going to war; they are relocating to a new land and bringing cargo with them.)
7. *Inferential* When Bjorn's father gives him a sheath that his grandfather made for his sword, it almost makes Bjorn cry. Why do you think this kind act makes him feel like crying? (Answers may vary.)

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

8.  *Inferential Think Pair Share*: Bjorn and Toli watch the waves lap against the ship and talk to one another as the cargo ship leaves their homeland. How do you think Toli is feeling? How do you think Bjorn is feeling? (Answers may vary, but may include explanations that Bjorn is sad because he has left his family, but Toli is excited to be on one of the ships he knows so much about.)
  9. After hearing today's read-aloud and comprehension questions and answers, do you have any remaining questions?
-  You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

### Word Work: Exclaimed

5 minutes

1. In the read-aloud, you heard, "We ate in silence until Kitta suddenly *exclaimed*, 'I don't know what to name my chicks! Would it be okay if I named one Bjorn and one Toli?' she asked with a serious look on her face."
2. Say the word *exclaimed* with me.
3. *Exclaimed* means said something in a loud and excited manner. When you want to express something loudly or excitedly, use an exclamation mark at the end of a sentence instead of a period.
4. When Mr. Chang finally realized the answer to the riddle, he exclaimed, "I got it!"
5. Have you ever exclaimed something? What did you say? Be sure to use the word *exclaimed* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students' responses to make complete sentences: "I exclaimed that . . ." ]
6. What is the word we've been talking about? What part of speech is the word *exclaimed*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *exclaimed* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *shouted*, *cried out*, *called out*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *exclaimed*?” Prompt students to provide words and phrases like *whispered*, *listened*, *hushed*, etc. As students share, make sure that they use the word *exclaimed* in a complete sentence. You may wish to display some example sentences with exclamation marks.



### **Complete Remainder of the Lesson Later in the Day**



# Saying Goodbye

7<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Last Straw

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help students understand the difference between literal meanings of the words and their implied or figurative meanings.

Ask students if they have ever heard someone say that something is the “last straw.” Have students repeat the idiom. Explain that this idiom refers to the final incident in a string of difficult things that have happened, and the final incident is what causes a person to break down or give up. Explain that this idiom comes from the proverb “It is the last straw that breaks the camel’s back.” According to legend, a man put many pieces of straw onto a camel’s back until the “last straw” proved to be too much; the weight of the straws broke the camel’s back.

Tell students that we know Bjorn has been sad about having to leave his family to go to Iceland. For example, when Bjorn makes his sword, his sweat streams down his face along with his tears. Bjorn’s grandfather making him a sheath for the sword is the last difficult thing that Bjorn thinks he can take; this act of kindness shows that his family loves him, and he does not want to leave his home.

Ask students if they have ever had an experience where the phrase “last straw” applies. Have they ever been through a series of difficult events where they finally lost their temper or started to cry? Some students may wish to write their answers down rather than talk about them. Tell students to listen for times where this phrase is appropriate as they continue listening to the story. Try to find other opportunities to use this saying in the classroom.





## Writing Prompt: Out at Sea

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### ← Show image 7A-4: On the cargo ship

Tell students to imagine that they are on a *knarr*, or cargo ship, traveling to a faraway land just like Bjorn. They are surrounded by items from their homeland of Scandinavia, hoping to trade with others. There are many other Norse people aboard the *knarr*.

Ask students to write a half to a full page describing what it would be like on the *knarr*. You may also wish to have students reference their written responses to related comprehension questions if they have collected them in a notebook. Ask students to consider the following:

- What items might they have surrounding them on the ship to export?
- What items are they hoping to bring back with them to import? Why?
- Is there a Norse god they would have asked to help them in some way on this voyage?
- How do they feel about being out at sea?
- What do they see from the cargo ship?

Make sure that students use descriptive language in their writing, and if possible, any domain-related vocabulary learned thus far. You may also wish to have students draw an illustration to accompany their paragraph. Have students share their writing with a partner or with the class.



# Sailing to a New Land

## 8

### ✔ **Lesson Objectives**

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#### **Core Content Objectives**

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Students will:

- ✔ Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated
- ✔ Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland
- ✔ Describe the Viking people's proficiency and legacy as sailors, raiders, and traders
- ✔ Locate the areas to which the Vikings traveled
- ✔ Explain how and why the Vikings traveled to other countries
- ✔ Explain that the Viking people worshipped many gods and goddesses
- ✔ Explain that the Viking people built and used ships for different purposes

#### **Language Arts Objectives**

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The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this domain.

Students will:

- ✔ Identify and express the mental states and emotions of Bjorn in "Sailing to a New Land" (RL.3.3)
- ✔ Determine the literal and nonliteral meanings of and appropriately use common sayings and phrases, such as "rule the roost" (RI.3.4) (L.3.5a)
- ✔ Use images 8A–3: Ship sailing into harbor, and 8A–5: Uncle Tuni's turf house and forge to describe the Icelandic geography, and the types of houses Bjorn and Toli see from the ship (RI.3.7)

- ✓ Compare and contrast the settings of Norway with those of Iceland within “Sailing to a New Land” (RI.3.9)
- ✓ Make predictions about whether Toli’s and Bjorn’s journey will be easy or difficult, and what kind of activities will take place aboard the cargo ship while they are out at sea in “Sailing to a to a New Land,” and then compare the actual outcomes to predictions (SL.3.1a)
- ✓ Determine the meaning of the new word formed when a known affix is added to a known word, such as *tri-* and *tripod* (L.3.4b)
- ✓ Provide and/or use synonyms and antonyms for the word *enabled* (L.3.5b)
- ✓ Demonstrate understanding of literary terms, such as, *dialogue*, *point of view*, *first-person*, and *third-person* by using this language in discussing “Sailing to a New Land”

### Core Vocabulary

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**Note:** You may wish to display some of these vocabulary words in your classroom for students to reference throughout the domain. You may also choose to have students write some of these words in a “domain dictionary” notebook, along with definitions, sentences, and/or other writing exercises using these vocabulary words.

**accurate, *adj.*** Correct

*Example:* Danny worked hard at the problem and was confident in saying that his answer was accurate.

*Variation(s):* none

**enabled, *v.*** Made possible

*Example:* Having a librarian friend enabled Ariel to know when new books arrived at the library.

*Variation(s):* enable, enables, enabling

**invaluable, *adj.*** Priceless; very useful

*Example:* Kamali’s help proved invaluable because it helped me get an A on the math test.

*Variation(s):* none

**mingling, *v.*** Moving about and interacting with a group; mixing with


*Example:* Before class started, the students were mingling in the hall.

*Variation(s):* mingle, mingles, mingled

**tripod, *n.*** Three-legged support or stand for a piece of equipment

*Example:* Sally put her camera on the tripod to keep it still for the photo shoot.

*Variation(s):* tripods

<i>At a Glance</i>	<b>Exercise</b>	<b>Materials</b>	<b>Minutes</b>
<b><i>Introducing the Read-Aloud</i></b>	<b>What Have We Already Learned?</b>	Poster 1 (The Viking Age) Poster 2 (Viking Ships)	10
	<b>Making Predictions About the Read-Aloud</b>		
	<b>Purpose for Listening</b>		
<b><i>Presenting the Read-Aloud</i></b>	<b>Sailing to a New Land</b>		20
<b><i>Discussing the Read-Aloud</i></b>	<b>Comprehension Questions</b>	Poster 1	15
	<b>Word Work: Enabled</b>		5
 <b>Complete Remainder of the Lesson Later in the Day</b>			
<b><i>Extensions</i></b>	<b>Sayings and Phrases: Rule the Roost</b>		5
	<b>Writing Prompt: Life in Iceland</b>		15



# Sailing to a New Land

8A

## Introducing the Read-Aloud

10 minutes

### What Have We Already Learned?

Ask students, “Who can remember what dialogue means?” (the parts of the story where characters speak to each other) Ask, “How can you quickly spot dialogue in a story?” (quotation marks) Tell students that they will review the events from “Saying Goodbye” by reviewing the dialogue that occurred between Toli, Bjorn, and their family members. Show students the images from “Saying Goodbye” to guide their retelling of events. For each image, ask students to recall the dialogue that took place.

Point to Poster 2 (Viking Ships), and ask students, “In the last story, which of these ships did Toli and Bjorn board to sail to Iceland?” (cargo ship, or *knarr*) Review with students the features of a cargo ship. Ask students, “What are some things we know the Vikings might have taken with them from Scandinavia to export for trade with others?” Point to Scandinavia on Poster 1 (The Viking Age), and trace the route Toli and Bjorn will take to Iceland. Ask students, “What types of challenges do you think the Vikings worried about before their journeys at sea?”

### Making Predictions About the Read-Aloud

Ask students, “Do you think Toli and Bjorn’s journey will be easy or difficult? What kind of activities do you think will take place aboard the cargo ship while they are out at sea?”

### Purpose for Listening

Tell students to listen carefully to find out if their predictions are correct.



## Sailing to a New Land

### ← Show image 8A–1: Bjorn and Toli working on board

We needed the wind to speed us on our way. Having asked Njord [nee-YORD] to give us strong winds and calm seas, the sailors began to row with all their might out into the ocean in a northerly direction.<sup>1</sup> Depending on the winds, our journey could take anywhere from ten to twenty days to complete.

On board, there was one sailor who had already journeyed to Iceland several times before. His knowledge of the ocean waters was **invaluable**, or very useful, and he clearly ruled the roost.<sup>2</sup> As we traveled, other sailors watched the ocean currents, observed the behavior of the seabirds and sea mammals, and looked to the stars and the position of the sun for direction. All of this **enabled** them to steer an **accurate** course across the ocean.

After we lost sight of land, the sailors stopped rowing, and just as Toli had said they would, they raised the mainsail. I noticed that they were using a weather vane to show the wind direction.

As the day progressed, the wind picked up and we began to move swiftly across the ocean. Toli and I were not just passengers; we had work to do on board the ship. We were responsible for adding to the food supplies by fishing, as well as helping to cook.

As the sun began to set on our first day on board the ship, Toli and I fished and talked about home. We were lucky—within a short time we caught several large, white fish. We gutted and deboned them, and then cut them up into pieces ready to be placed into a large cooking pot.<sup>3</sup>

Fire for cooking was started in a large cauldron. The cauldron was suspended from an iron **tripod**.<sup>4</sup> A smaller pot for cooking was hung over the fire. We had a plentiful supply of salted and smoked meat on board. It was stored in several large, dry barrels. We would be able to make bread each day as well, and we had some chickens, too. Fresh water was kept in special barrels that were sealed to keep out salt water.<sup>5</sup>

1 Njord was another one of the Viking gods. He was the god of the wind and the seas.

2 What do you think “ruled the roost” means? You will hear more about this saying later.

3 To gut a fish is to remove all of the insides, and to debone is to take the bones out; these steps are common before eating a fish.

4 What number does the prefix *tri-* represent? A tripod has three legs. [Point to or ask a student volunteer to point to the tripod shown in image 8A-1.]

5 Why do you think they would want to keep salt water out of the fresh water? (Human beings cannot safely drink salt water.)

As one day led to another, Toli and I quickly established a routine on board the ship. We would begin the day by fishing. Then we would wash and help prepare breakfast for the crew and the others on board. After breakfast, we would help clean the deck and give out supplies of drinking water. We would tend to the fire in the cauldron, and when late afternoon came, we would once again cast our fishing lines into the ocean.

One evening when we were fishing, Toli told me an interesting story about the place that would soon be our new home.



← **Show image 8A-2: Ingólfur Arnarson**

6 Can you all think back to the first read-aloud you heard and remember the name of the first Viking to settle in Iceland? Listen to find out if you are correct.

“Do you know, Bjorn, who was the first successful Viking to settle in Iceland?” Toli asked.<sup>6</sup> I told Toli that I could not remember. He shook his head, winked at me, then continued.

“It was the valiant Ingólfur Arnarson [ing-kolf-uhr = art-nahr-son] also known as just Ingólf. Others had tried before, but had failed. He was determined to succeed. Ingólf did not know where the best place to settle was, so he asked the gods to help him. He cast wooden posts into the ocean and waited for them to wash ashore. When they did, he began to build the settlement we now call Reykjavik [rey-kyuh-veek] on that very spot.” Toli loved to talk, and he often had stories about our brave warriors and explorers.

Much to Toli’s disappointment, we did not encounter any sea monsters on our voyage. One day, however, a large fish flew right up out of the water while we were fishing and scared us both half to death. The wind was with us all the way, and after two days of sailing north, we shifted our course and sailed west. Apart from two nights of heavy rain, our journey was easy and uneventful.



← **Show image 8A-3: Ship sailing into harbor and insets of Icelandic landscape**

7 [Point to the inset images.] If you traveled to Iceland today, you would see parts of it that look like this.

We completed our voyage in good time, catching our first sight of land at midday on the fourteenth day.<sup>7</sup> As we sailed closer to Reykjavik, we could see mountains rising up into the clouds, some with snow still coating the tops, as well as large areas of beautiful, green pastureland. The houses had green grass growing right on the roofs as if the fields were growing on top of them.

There wasn't an impressive wharf like the one in our hometown. Instead there was a small, muddy harbor area. A large group of people stood in the mud waiting for our ship to arrive. As we approached, I could tell that many of them were simply curious bystanders. All the people in Iceland lived on farms in the countryside. A sailor who had been to Iceland before told us that it was always exciting for the Icelanders when a ship from Norway arrived. People gathered at the shore to see what was happening, get news from Norway, and see whether there were goods to be traded.



← **Show image 8A–4: Uncle Vali greeting the boys**

Toli and I disembarked the ship and walked toward the crowds of people. Although we didn't know anyone, the inhabitants of this new land looked strangely familiar. They looked and talked just like the people back home. We walked slowly, **mingling** with the crowd and taking in the new sights and sounds. Twice we had to explain to a small boy that we were not interested in buying a falcon that he appeared to be selling, although Toli did stop for a moment to consider whether or not it would be advantageous for him to own a bird of prey.<sup>8</sup>

8 A bird of prey is a bird that is a predator that hunts prey.

We had never met our uncles Vali and Tuni, as they had left our homeland before we were born. In many ways they would be our newly adopted fathers. Suddenly, a man the size of a bear with a long, untrimmed beard came charging toward us. He grabbed hold of me, and then clapped Toli hard on the back.

“Nephews, welcome to Iceland. Not much I know but you'll get to like it! I would know you anywhere. I am your Uncle Vali,” he exclaimed and then laughed out loud. “How was your journey? How are your parents? Your cousins cannot wait to meet you. I expect you are hungry.”

Uncle Vali continued to talk and ask questions all at the same time. He did not seem to need any answers to his questions, and so Toli and I simply nodded or agreed with almost everything he said as we followed him through the streets of our new town.



Our legs felt very shaky as we walked through the muddy streets. Having been at sea for so many days, we still had our sea legs and were not yet used to firm ground. It was a strange feeling, and on a number of occasions I thought I was going to fall flat on my face in the mud.



← **Show image 8A–5: Uncle Tuni’s turf house and forge with insets of old turf/sod houses**

After several minutes of walking through the same kind of narrow, muddy streets as the ones we had left behind, I began to hear some familiar sounds. We were approaching Uncle Vali’s forge. He was a blacksmith like my father, and I would be working as an apprentice with him and his son Ivar, whereas Toli would be farming with Uncle Tuni and his family.

As we approached my uncle’s longhouse, I could see immediately that it was quite different from our house at home. It was one of the longhouses that had grass growing right on top of it.<sup>9</sup>

9 [Point to the inset images.]  
These photographs show what sod or turf houses look like.

“I wonder if they graze their cows up there,” Toli whispered with a grin on his face.

“These turf homes keep us nice and warm,” Uncle Tuni explained as he noticed our reaction to the house. “Come inside. There are many people waiting to meet you.”

As we entered my uncle’s home, I could see immediately that, although the outside was different, the inside was not. It contained one long, dimly lit central hall. There was also a large hearth around which many people were sitting. Once inside, I caught the smell of something really good. The aroma seemed to be coming from a large iron pot suspended above the hearth. I just hoped it wasn’t fish.<sup>10</sup> Immediately a lady a little older than my mother ran toward us.

10 Why do you think Bjorn said he hoped it wasn’t fish?



← **Show image 8A–6: Meeting the extended family at dinner**

“Welcome to your new home. I am your Aunt Turid.” She smiled and then turned to call to the rest of the family. “Tuni! Come and meet your nephews! Astrid, Hilde, Rolf, Ivar, Sigrid! Come and meet your cousins!”

Within seconds we were surrounded by, until now, unknown family members. Uncle Tuni stepped forward and greeted us. I was surprised by how much he looked like my father. He was quiet like him, too. Then, a number of girls and boys of various ages stepped forward to say hello. Finally, an older lady who was introduced to us as Grandmother Gudrun beckoned us toward the hearth. As we sat together on the floor, she began to serve us the evening meal. It was a beef stew, and it tasted really good. Toli and I ate eagerly.

Once we had eaten, Aunt Turid led us toward two, raised, earthen beds in the very back of the longhouse. They were covered in animal furs.

“You should rest,” she said softly. “You have had a long journey. Tomorrow your new life with us will begin.” Then she smiled and walked away.



← **Show image 8A–7: Bjorn sits in the longhouse**


Toli responded by throwing himself down upon his new bed and immediately falling asleep. I sat in the darkness for a long time and thought about my childhood days with my family, my journey to my new home, and all of the things that might lie ahead. I knew that when I awoke the next day, I would no longer be a child.

## **Discussing the Read-Aloud**

**20** minutes

### **Comprehension Questions**

**15** minutes

1. *Evaluative* Were your predictions correct about whether Toli and Bjorn’s journey was easy or difficult, and about the kinds of activities that took place aboard the cargo ship? Why or why not? (Answers may vary.)
2.  *Inferential* Describe Bjorn and Toli’s journey aboard the ship bound for Iceland. (It is relatively easy; they help with the work to be done, such as fishing, cooking, and cleaning the deck.)
3. *Inferential* Why do Bjorn and Toli ask Njord to give them strong winds? (They believe that there are many gods that can help them; strong winds are invaluable when traveling on a sailing ship.)

4. *Inferential* The Vikings were known as expert sailors. Do the sailors in this story sound like experts? Why or why not? (Yes, they know how to steer an accurate course by using the stars and animals to guide them, and successfully make it to Iceland.)



← **Show image 8A–3: Ship sailing into harbor**



← **Show image 8A–5: Uncle Tuni’s turf house and forge**

5. *Evaluative* What does the geography of Iceland look like from the ship? (snowcapped mountains, green pastureland) What else do Bjorn and Toli see when they first spot the land of Iceland? (houses with grass growing on the roof, a muddy harbor) How do you think they feel as they are mingling with the crowds who came to greet the newcomers? (Answers may vary.)
6. *Inferential* How is Bjorn and Toli’s new home in Iceland similar to their old one in Norway? (There is a central hall; there is a large hearth; there are earthen beds covered with furs; good food is served; it is filled with a large family.) How is it different? (It is a turf home, meaning it is made out of the earth, not wood.)
7. *Inferential* Why do Bjorn and Toli travel to Iceland? (to start a new life and get away from the fighting in Norway) What enables Bjorn and Toli to start a new life in Iceland? (Answers may vary, but may include the cargo ship, being willing to make the trip, their apprenticeship, their family, etc.)
8. *Literal* [Show Poster 1 (The Viking Age).] Who can locate the homeland Bjorn and Toli left behind? Norway is a part of an area known as \_\_\_\_\_. (Scandinavia) Who can locate Bjorn and Toli’s new home?

I am going to ask a question. I will give you a minute to think about the question, and then I will ask you to turn to your neighbor and discuss the question. Finally, I will call on several of you to share what you discussed with your partner.

9. *Evaluative* *Think Pair Share:* How do you think Bjorn will act differently now that he feels he is no longer a child? (Answers may vary.)
10. After hearing today’s read-aloud and comprehension questions and answers, do you have any remaining questions?

- ✈ You may wish to allow time for individual, group, or class research of the text and/or other resources to answer these remaining questions.

### Word Work: Enabled

5 minutes

1. In the read-aloud, you heard, “All of this *enabled* them to steer an accurate course across the ocean.”
2. Say the word *enabled* with me.
3. *Enabled* means made something possible.
4. Being close to the sea and to rivers enabled the Vikings to travel to new lands in their longships.
5. Have you ever enabled someone to do something? Have you ever been enabled by someone else to do something? Be sure to use the word *enabled* when you tell about it. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “I enabled \_\_\_\_\_ when I . . .” or “\_\_\_\_\_ enabled me when . . .”]
6. What is the word we’ve been talking about? What part of speech is the word *enabled*?

Use a *Synonyms and Antonyms* activity for follow-up. Ask students, “What does *enabled* mean? What are some synonyms, or words that have a similar meaning?” Prompt students to provide words like *allowed*, *permitted*, *made possible*, etc. Then ask, “What are some words or phrases you know that are antonyms, or opposites, of *enabled*?” Prompt students to provide words and phrases like *blocked*, *prevented*, *stopped*, etc. As students share synonyms and antonyms, make sure that they use the word *enabled* in a complete sentence.



### Complete Remainder of the Lesson Later in the Day



# Sailing to a New Land

8<sub>B</sub>

## Extensions

20 minutes

### Sayings and Phrases: Rule the Roost

5 minutes

An idiom is an expression whose meaning goes beyond the literal meaning of its individual words. Idioms have been passed down orally or quoted in literature and other printed text. Idioms often use figurative language, meaning that what is stated is not literally taking place. It is important to help students understand the difference between literal meanings of the words and their implied or figurative meanings.

Remind students that they heard about one sailor whose knowledge of the ocean was invaluable and who “ruled the roost.” Ask students if they have ever heard anyone else say that they “rule the roost.” Have students repeat the idiom. Ask students if they know what a roost is. (It’s a wooden bar or perch where a rooster and his hens can rest together.) Explain that because the rooster is bigger and stronger than the hens, he reigns over the roost. Explain that this idiom, “rule the roost,” refers to a person who takes charge and bosses others around. Ask students, “Who ruled the roost on the *knarr*?” (the sailor who had journeyed to Iceland several times before)

Ask students if they have ever had an experience where the phrase “rule the roost” applies. Try to find other opportunities to use this saying in the classroom.



### Writing Prompt: Life in Iceland

15 minutes

Tell students to imagine they are Bjorn living in Iceland. Ask them to imagine what Bjorn would tell his new family in Iceland about his life back home in Norway. How would he describe his home, his family members, and his daily life?

Tell students that they will write a half to a full page about what they imagine Bjorn would share with his family in Iceland about his former life in Norway. Students may write either from the first-person point of view, pretending to be Bjorn, or they can write from the third-person point of view. Make sure that students use descriptive language in their writing,

and if possible, any domain-related vocabulary learned thus far. You may wish to have students reference their written responses to related comprehension questions if they have collected them in a notebook. You may also wish to have students draw an illustration to accompany their paragraph. Have students share their writing with a partner or with the class.



# Pausing Point

PP

## **Note to Teacher**

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This is the end of the read-alouds for *The Viking Age* domain. Students have studied the history of the Vikings, as well as the geography of where they lived, their cultural practices, beliefs, and mythology. It is highly recommended that you pause here and spend one day reviewing, reinforcing, or extending the material taught thus far. Some of these Pausing Point activities may be appropriate as differentiated exercises throughout the domain, assigned as homework for students who are ready for a challenge outside of the classroom.

You may have students do any combination of the activities listed below. The activities may be done in any order. You may also choose to do an activity with the whole class or with a small group of students who would benefit from the particular activity.

## **Core Content Addressed in This Domain**

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Students will:

- ✓ Identify and locate Scandinavia (Norway, Sweden, Denmark) as the area from which the Vikings originated
- ✓ Describe the geography of Scandinavia, Iceland, Greenland, and Newfoundland
- ✓ Describe the Viking people's proficiency and legacy as sailors, raiders, and traders
- ✓ Locate Greenland, Iceland, Newfoundland, Canada, the Atlantic Ocean, the Arctic Ocean, the Baltic Sea, the North Sea, and the Norwegian Sea
- ✓ Explain that only the warriors who went on raids to other lands were actually called Vikings
- ✓ Explain why the Vikings were also called Northmen or Norsemen
- ✓ Identify the Vikings as the earliest known Europeans to travel to North America
- ✓ Locate the areas to which the Vikings traveled

- ✓ Explain how and why the Vikings traveled to other countries
- ✓ Recall that the Viking people relied on farming, fishing, and trade for their living
- ✓ Explain the importance of Erik the Red and Leif Eriksson
- ✓ Explain that the Viking people worshipped many gods and goddesses
- ✓ Explain that *skalds* were poets who memorized and retold Viking history through sagas
- ✓ Identify the three orders of Viking people: *thralls*, *karls*, and *jarls*
- ✓ Describe the everyday life of the Viking people
- ✓ Explain that the Viking people built and used ships for different purposes
- ✓ Recall that skilled blacksmiths lived during the Viking Age and name some items they made
- ✓ Recall that the Thing was an assembly where the Norse made decisions for their community

## Activities

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### Image Review

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#### Materials: Poster 2 (Viking Ships)

Show the images from any read-aloud again, and have students retell the read-aloud using the images. You may also wish to review the information on Poster 2.

### Image Card Review

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#### Materials: Image Cards 1–19

In your hand, hold Image Cards 1–19 fanned out like a deck of cards. Ask a student to choose a card but to not show it to anyone else in the class. The student must then give a clue about the picture s/he is holding. For example, for a Viking sword, a student may say, “A blacksmith would have made this. Not every Nordic man owned one as they were very expensive.” The rest of the class will guess which images are being described. Proceed to another card when the correct answer has been given.



## Using a Map

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### **Materials: Poster 1 (The Viking Age); world map or globe**

Using Poster 1 and/or a world map or globe, review the different areas that are a part of the Vikings' history. You may wish to ask questions such as the following:

- Which three countries make up Scandinavia? (Denmark, Sweden, Norway)
- What are some of the major bodies of water that are near Scandinavia? (Arctic and Atlantic Oceans; North Sea, Baltic Sea, Norwegian Sea)
- Besides the oceans and seas, what other smaller bodies of water did the Vikings use for travel? (rivers and fjords)
- How did living by the ocean influence the lives of Vikings? (depended on fishing for food; built ships for raiding and trading)
- What are the names of the three places outside of the continent of Europe where the Vikings settled? (Iceland, Greenland, Newfoundland, or Vinland)
- What North American country is Newfoundland part of today? (Canada)
- Besides sailing by ocean, how did the Vikings travel to other places? (by river and by foot)

## The Viking Age Timeline Review

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Review the information from The Viking Age Timeline. Ask students to share one to two facts about each event on the timeline. You may also ask students to generate their own questions about each item on the timeline. Ask students if there was any information presented in any of the read-alouds that they would like to add to the timeline that is currently not represented.

## Viking Age Life

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### **Materials: Drawing paper, drawing tools**

Have students draw a picture of a Viking Age house like Bjorn's based on what they learned from the read-alouds. You may wish to show students images from the read-alouds, pointing out the different areas of the homes, such as the hearth, benches, thatched roof, etc.

After drawing their Viking Age house, have students draw one of the daily chores they heard were part of the Norse people's lives. (farming, weaving, caring for livestock, chickens, etc.) Have students share and explain their illustrations.

### **Domain-Related Trade Book or Student Choice**

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#### **Materials: Trade book**

Read a trade book to review the history and cultural practices of the Vikings. Refer to the books listed in the domain introduction. You may also choose to have the students select a read-aloud to be heard again.

If students listen to a read-aloud a second time, you may wish to have them take notes about a particular topic. Be sure to guide them in this important method of gathering information. You may wish to model how to take notes, construct an outline, etc.

#### **Key Vocabulary Brainstorming**

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#### **Materials: Chart paper, chalkboard, or whiteboard**

Give students a key domain concept or vocabulary word such as *raided*. Have them brainstorm everything that comes to mind when they hear the word, such as *attacked, pillaged, robbed, searched, invaded, broken into, ransacked*, etc. Record their responses on chart paper, a chalkboard, or a whiteboard for reference.

### **Multiple-Meaning Word Activity: Lap**

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#### **Materials: Chart paper, a chalkboard, or a whiteboard; various images depicting meanings of *lap*; drawing paper; drawing tools**

**Note:** You may wish to show students pictures portraying the various meanings of the word *lap*, or have students draw their own illustrations with captions.

1. In Lesson 7, "Saying Goodbye," you heard Toli ask Bjorn, "Do you know why our ships are so strong and powerful?" as he and Bjorn stood watching the waves *lap* against the side of the boat and the seabirds circle overhead.
2. Say the word *lap* with me.

3. The word *lap* can mean a number of things, and can be a noun or a verb. And even as a noun or a verb, *lap* has several meanings. The way it is used in the read-aloud, *lap* means to splash against something. In this case, when water laps against a boat or against the shore, is *lap* being used as a noun or a verb? (verb)
4. Can you think of any other action meanings for the verb *lap*? Have you heard that a cat laps milk out of a saucer? Or a dog laps water from a bowl? How about when you lap someone in a race? What are you doing when you lap someone in a race? (You pass a person by more than one lap in a race where laps around a track, or in a pool, are timed and counted.)
5. *Lap* can also be used as a noun. Can you think of ways you can use the word *lap* as a noun? How about a baby sitting on his mother's lap? When you run a lap around a track, or swim a lap in a pool, what are you doing? (running once the entire distance around a racetrack, or swimming back and forth across the entire length of the pool.)
6. [Write the following sentences on chart paper, a chalkboard, or a whiteboard, and read them aloud to students.]
  - The waves lap against the sand.
  - The kids lap water from the hose.
  - The members of the U.S. Olympic 4x100 medley relay swim team lap the members of the British team.
  - Nicco held the kitten in his lap.
  - Maya could only run one lap around the school yard after eating such a big lunch.
7. [Point to the sentences as you review each part of speech and meaning.] As a verb, *lap* can mean 1) to splash gently against something [Show an image of waves at the beach that lap against the shore.]; or 2) to take in food or drink with the mouth using the tongue [Show an image of a dog or cat drinking water.]; or 3) to pass a person by more than one lap in a race where laps are timed and counted. [Have two students demonstrate by having them begin at the same starting line, and complete laps around the classroom or playground. Have one student run and the other walk. When the running student passes the walking student, explain that the running student has lapped the walking student.]

8. As a noun, *lap* can mean 1) the front and top of someone’s legs when sitting [Pat your lap.]; or 2) one complete journey around some sort of structure, such as a racetrack or across the length of a pool, that is usually repeated over and over a set number of times. [Have a volunteer run a lap around the inside of the classroom or around the playground.]
9. Can you come up with sentences that use the word *lap* with any of the meanings? Be sure to use the word *lap* when you tell about it, and tell whether it’s being used as a noun or a verb. [Ask two or three students. If necessary, guide and/or rephrase the students’ responses to make complete sentences: “We lap \_\_\_\_\_”, or “I ran \_\_\_\_\_ laps around the block,” or “My \_\_\_\_\_ sat on my \_\_\_\_\_ lap,” or “I lap the slower runner . . .”]

## 10 Riddles for Core Content

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Ask students riddles such as the following to review core content:

- We are the three countries that make up Scandinavia. What are we? (Denmark, Norway, and Sweden)
- I am the Norseman who left Norway with my family and settled in Iceland. Who am I? (Ingólfur Arnarson)
- We are large and slow-moving bodies of ice and snow that appear around and between mountains and valleys. What are we? (glaciers)
- I am the Norseman who led the first Viking expedition to Greenland. Who am I? (Erik the Red)
- I am the son of Erik the Red, and I traveled from Greenland to Newfoundland in Canada. Who am I? (Leif Eriksson)
- I am the type of boat the Vikings traveled in. What am I? (longboat)
- We are the long, narrow inlets of the sea located between steep cliffs through which the Vikings traveled in longboats. What are we? (fjords)
- I am the outdoor assembly where the Norsemen met to make decisions about their town. What am I? (Thing)
- I am a person who makes things like swords and jewelry from metal. Who am I? (blacksmith)
- I am a poet who memorized the sagas and mythology of the Viking Age people. Who am I? (a *skald*)

## **Class Book: *The Viking Age***

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### **Materials: Drawing paper, drawing tools**

Tell the class or a group of students that they are going to make a class book to help them remember what they have learned thus far in this domain. Have the students brainstorm important information about the Vikings. Have each student choose one idea to draw a picture of, and ask him or her to write a caption for the picture. Bind the pages to make a book to put in the class library for students to read again and again.

## **Writing Prompts**

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Students may be given an additional writing prompt such as the following:

- The most interesting thing I've learned thus far is \_\_\_\_\_ because . . .
  - What was trading like for the Vikings?
  - How did living by the water influence the lives of the Vikings?
  - I would like to learn more about . . .
  - What was daily life like for the Norsemen of the Viking age?
-  I would compare and contrast the life of Norse girls and boys by . . .

## **Research Activity**

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### **Materials: Trade book list; computer resources**

Remind students that they have learned a lot about the history of the Vikings. Tell students that they will have the opportunity to research any questions that were left unanswered about the Viking Age. Using trade books from the classroom book tub, and/or any of the websites provided in the introduction, students should gather information on topics of their choice. Encourage students to present their findings to a group of students or to the class.

### **Be a Skald**

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Remind students that *skalds* were poets who memorized the Vikings' sagas and mythology. They orally passed on these sagas and myths, teaching them to other *skalds*. Tell students that they will get to act as a *skald*. Ask them to select a short section of a Norse myth they have read from the Skills reader. Students will read that section of a story to the class, relying on their gestures and voice to make the storytelling dramatic.

## Venn Diagram: Compare and Contrast


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### **Materials: Instructional Master PP-1; chart paper, chalkboard, or whiteboard**

Tell students that together you are going to compare and contrast two people or items students have learned about by asking how the people or items are similar and how they are different. Use Instructional Master PP-1 to list two people or items at the top of the diagram and to capture information provided by students. Choose from the following list or create a pair of your own:

- Bjorn and Toli
- Greenland and Iceland
- Viking warriors and all Norse people
- blacksmiths and fisherman
- the Romans and the Vikings
- *skalds* and Viking warriors

You may wish to create several copies of the Venn diagram to compare and contrast several people or items. You may also wish to have students use these diagrams as brainstorming information for further writing.

-  You may wish to have some students use Instructional Master PP-1 to complete this activity independently. You may also wish to have some students create a three-way Venn diagram to compare and contrast three people or items, e.g., longship, cargo ship, and rowboat; Ingólfur Arnarson, Erik the Red, and Leif Eriksson; Norway, Denmark, and Sweden; etc.



# Domain Assessment

# DA

This domain assessment evaluates each student's retention of the core content targeted in *The Viking Age*.

## 10 Domain Assessment

Note: You may wish to have some students do the three parts of this assessment in two or three sittings. Some students may need help reading the questions. You may wish to allow some students to respond orally.

### *Part I (Instructional Master DA-1)*

Directions: Look at the numbers on the map of the places that were a part of the Viking Age. Then, look at the words in the word bank. Write the correct number on the blank beside the correct word. Color Scandinavia green. Identify one other place the Vikings traveled to for raids or for trade, and color it blue. Write the name of the place you colored blue in the word bank.

### *Part II (Instructional Master DA-2)*

Directions: Listen to the sentence I read. Read the three words in the row. Circle the name of the person, place, or thing described in the sentence.

1. People in England and in other parts of Europe lived south of Scandinavia, and they therefore called the Vikings Norsemen, which means \_\_\_\_\_. (Northmen)
2. The Viking people worshipped \_\_\_\_\_ gods and goddesses. (many)
3. \_\_\_\_\_ left Iceland and was the first known European to settle in Greenland. (Erik the Red)
4. The \_\_\_\_\_ were poets who memorized Norse sagas and myth. (skalds)
5. Which of these were **not** considered one of the social orders, or groups, of the Viking Age people? (warriors)
6. The \_\_\_\_\_ was the name of the outdoor assembly where the Norse made decisions for their town. (Thing)

7. In the inner parts of Iceland, there are \_\_\_\_\_ , large bodies of snow and ice. (glaciers)
8. Jewelry, swords, and keys are examples of items that a skilled Viking Age \_\_\_\_\_ would have made. (blacksmith)
9. \_\_\_\_\_ was the first known European to settle in Newfoundland, or Vinland. (Leif the Lucky/Leif Eriksson)
10. The Vikings were the earliest known Europeans to set foot on the continent of \_\_\_\_\_. (North America)

***Part III (Instructional Master DA-3)***

Directions: Read along as I read each sentence. Think about the answer to the question or statement. Write one or two complete sentences to answer each question.

1. What are two things the Vikings and Viking people did on their trips to other places?
2. Describe the three types of Viking ships.
3. How did living close to the water influence the lives of Viking people?
4. Besides raiding and trading, what else did the Viking people rely on for their living?
5. Describe the everyday life of the Viking people.



**For Teacher Reference Only:**  
*Copies of Tell It Again! Workbook*







## Dear Family Members,

Over the next couple of weeks, your child will be learning about the ancient Viking civilization. Through listening to the story of a young boy named Bjorn, your child will be introduced to the Vikings' cultural practices and their history of shipbuilding, sailing, raiding, and trading. S/he will also learn about the geography of the places where Vikings lived, and how living by bodies of water influenced the Viking lifestyle.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Vikings.

### 1. Vikings: Geography and Culture

On a world map or globe, have your child locate Scandinavia, which includes the countries of Norway, Sweden, and Denmark. Talk with your child about how Scandinavia is surrounded by water. Discuss how living close to bodies of water influences what civilizations eat, how they travel, etc. Ask your child what the word *Viking* means. Discuss that the Vikings traveled by sea to raid and plunder other lands. They also traded with other people, gathering resources and goods not available in their homeland. Emphasize that the Vikings were the warriors of a larger Norse civilization. Have your child locate rivers near Scandinavia, and discuss how the Vikings would also use these bodies of water to reach faraway lands. You may wish to have your child draw a map of Scandinavia and label Norway, Sweden, and Denmark.

### 2. Draw and Write

Have your child draw and write what s/he has learned about the Vikings, such as their homes, their food, the things they imported and exported for trading, and so on. Ask questions to help your child use the vocabulary learned at school.

### 3. Words to Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *ferocious*—The ferocious Viking warriors sailed from land to land, looking for areas to raid.
- *treacherous*—The high waves of the ocean waters were treacherous as the Viking sailor sailed the longship to the next land.
- *reliable*—Bjorn's father was known in town as a reliable blacksmith.
- *unison*—The Vikings moved together in unison as they used the giant oars to propel the

imposing ship through the water.

#### **4. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. I have attached a list of recommended trade books related to the Vikings that may be found at the library, as well as a list of informative websites.

Be sure to praise your child whenever s/he shares what has been learned at school.



## Recommended Resources for The Viking Age

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### Trade Book List

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1. *Adventures with the Vikings (Good Times Travel Agency)*, by Linda Bailey (Kids Can Press, 2001) ISBN 9781550745443
2. *D'Aulaires' Book of Norse Myths*, by Ingri and Edgar Parin D'Aulaire (The New York Review of Books, 1995) ISBN 9781590171257
3. *Gods and Goddesses of the Ancient Norse*, by Leonard Everett Fisher (Holiday House, 2001) ISBN 0823415694
4. *Going to War in Viking Times*, by Christopher Gravett (Franklin Watts, 2001) ISBN 0531163539
5. *Leif the Lucky, Ingri and Edgar Parin D'Aulaire (Beautiful Feet Books, 1968)* ISBN 9780964380301
6. *Life in a Viking Town*, by Jane Shuter (Heinemann Library, 2005) ISBN 1403464472
7. *Lords of the Sea: The Vikings Explore the North Atlantic*, by Allison Lassieur (Capstone Press, 2006) ISBN 0736862080
8. *Make This Viking Settlement (Usborne Cut-Out Models)*, by Iain Ashman (EDC Publishing, 1998) ISBN 0746036922
9. *The Real Vikings: Craftsmen, Traders, and Fearsome Raiders*, by Melvin Berger and Gilda Berger (National Geographic Society, 2003) ISBN 0792251326
10. *The Vikings (Back to Basics)*, by Loredana Agosta and Anne McRae (McRae Books, 2008) ISBN 9788860980519
11. *Vikings (Children in History)*, by Kate Jackson Bedford (Sea-to-Sea Publications, 2011) ISBN 9781597712729
12. *Viking (DK Eyewitness Books)*, by Susan M. Margeson (Dorling Kindersley Limited, 2010) ISBN 9780756658298
13. *Viking (DK Eye Wonder)*, by Carrie Love and Lorrie Mack (Dorling Kindersley Limited, 2007) ISBN 9780756629076
14. *Vikings: Dress, Eat, Write, and Play Just Like the Vikings*, by Fiona MacDonald (Crabtree Publishing Company, 2008) ISBN 0778740722
15. *The Vikings (History Opens Windows)*, by Jane Shuter (Heinemann Library, 2009) ISBN 9781432913366
16. *Viking Life*, by John Guy (Barrons, 1998) ISBN 0764106317

17. *Vikings: The North Atlantic Saga*, edited by William Fitzhugh (The Smithsonian Institution Press, 2000) ISBN 1560989955
18. *Viking Ships at Sunrise (Magic Tree House #15)*, by Mary Pope Osborne (Random House Inc., 1998) ISBN 9780679890614
19. *The Vikings (Spotlights)*, by Neil Grant (Oxford University Press, 1998) ISBN 0195213939
20. *The Vikings (Stories from Ancient Civilizations)*, by Shahrukh Husain (Evans Brothers Limited, 2004) ISBN 1583406212
21. *The Viking World (Civilizations Past to Present)*, by Ann M. Rossi (National Geographic Society, 2004) ISBN 0792245415
22. *Who Were the Vikings?*, by Jane Chisholm and Struan Reid (Usborne Publishing, 1995) ISBN 9780794501778
23. *Yikes, Vikings! (Canadian Flyer Adventures)*, by Frieda Wishinsky (Maple Tree Press Inc., 2007) ISBN 189706697X
24. *Yo, Vikings!*, by Judith Byron Schachner (Dutton Children's Books, 2002) ISBN 0525468897
25. *You Wouldn't Want to Be a Viking Explorer!: Voyages You'd Rather Not Make*, by Andrew Langley (Franklin Watts, 2000) ISBN 9780531145999

## Websites

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26. Denmark's Viking Ship Museum  
<http://www.vikingskibsmuseet.dk/index.php?id=1246&L=1>
27. Information on Vikings  
<http://www.bbc.co.uk/schools/primaryhistory/vikings>  
<http://www.mnh.si.edu/vikings>  
[http://anmm.gov.au/webdata/resources/swfs/kiosks/www\\_vikings](http://anmm.gov.au/webdata/resources/swfs/kiosks/www_vikings)
28. Videos of Viking Villages  
<http://www.pbs.org/wgbh/nova/vikings/village.html>

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

*Directions: Listen carefully as the teacher reads the following passage. Try to follow along as the teacher reads. Rewrite the passage, changing the first-person point of view to the third-person point of view. The first two sentences have been completed for you.*

I continued to fuel the fire and watch my father work. He was such a skillful blacksmith. These were the best of times, the times when my father taught me the skills that his father had taught him. I wished that I could stay in my homeland. My father looked up from his work. He put his tools away.

“Time to eat,” he said in a gruff voice.

“I helped to catch it. It’s hare stew,” I said, laughing.

Then, with his arm around my shoulders, we walked back toward our home.

Bjorn continued to fuel the fire and watch his father  
work. His father was such a skillful blacksmith.

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

# In My Viking Age Town . . .


I see:  \_\_\_\_\_

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I hear:  \_\_\_\_\_

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I taste:  \_\_\_\_\_


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*Directions: Imagine that you lived in Scandinavia during the Viking age. Describe what you would experience if you lived in a town like Bjorn's.*

I feel:  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I smell:  \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

*Directions: In the left-hand column, write the items that the Vikings wanted to export; in the right-hand column, write the items that the Vikings wanted to import.*

<p><b>Exports from Scandinavia During the Viking Age</b></p>	<p><b>Imports to Scandinavia During the Viking Age</b></p>
Empty space for student input	Empty space for student input

**Exports (continued)**

**Imports (continued)**

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



## Dear Family Members,

I hope your child has been enjoying learning about the Vikings. Your child has been listening to a story about Bjorn, a young boy from Norway who travels across the sea to Iceland with his cousin, Toli. Through Bjorn's story, your child has learned about the Vikings' daily and family life, including their daily chores and jobs. S/he has also continued to learn about the Vikings' history of shipbuilding, sailing, raiding, and trading.

Below are some suggestions for activities that you may do at home to reinforce what your child is learning about the Vikings.

### 1. Viking Explorers

Discuss with your child the Viking explorers who traveled and settled in new lands. Ask your child to tell you about the following explorers and the places they traveled to: Ingólf Arnarson (Iceland), Erik the Red (Greenland), and Leif Eriksson or "Leif the Lucky" (Newfoundland, or Vinland). Discuss what the journey across the sea might have been like, and what personal attributes they believe make up a successful navigator and explorer.

### 2. Draw and Write

Have your child draw and write what s/he has learned about the Vikings and the ships that they used for raiding, trading, and invading. Ask your child to draw either a longship that was used for raids, or a cargo ship that was used for trading. Ask your child to show you the different parts of the ship, such as the sail, the prow (front), the mast (the sail support), etc. Ask questions to help your child use the vocabulary learned at school.

### 3. Words To Use

Below are several of the words that your child will be learning about and using. Try to use these words as they come up in everyday speech with your child.

- *sagas*—The *skalds* were poets who were responsible for passing down the sagas of the Viking people so that their history and culture would be remembered.
- *tunic*—Bjorn and Toli each received a handmade tunic to wear on their voyage to Iceland.
- *indistinguishable*—Toli muttered indistinguishable words in his sleep.
- *disembarked*—Bjorn and Toli disembarked the ship in Iceland and looked around in amazement at their new home.

#### **4. Sayings and Phrases: Last Straw/Rule the Roost**

Your child will be learning the sayings “last straw” and “rule the roost.” Talk with your child about the meaning of each phrase. In relation to “last straw,” share with your child a time when you experienced a series of difficult events, with the last event causing you to lose your temper or cry. In relation to “rule the roost,” share with your child someone you know who acts as the boss in your family, your workplace, etc. What did that person do that allowed them to “rule the roost”? Find opportunities to use these sayings again and again.

#### **5. Read Aloud Each Day**

It is very important that you read with your child every day. Set aside time to read to your child and to listen to your child read to you. Please refer to the list of recommended trade books and websites related to the Viking age that was sent home with the previous family letter.

Be sure to praise your child whenever s/he shares what has been learned at school.

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

*Directions: Look at the numbers on the map of the places that were a part of the Viking Age. Then look at the words in the word bank. Write the correct number on the blank beside the correct word. Color Scandinavia green. Identify one other place the Vikings traveled to for raids and/or for trade, and color it blue. Write the name of the place you colored blue in the word bank.*



_____ Sweden	_____ Arctic Ocean
_____ Iceland	_____ Greenland
_____ Denmark	_____ Atlantic Ocean
_____ Norway	_____ Newfoundland
Place the Vikings traveled to for raids and/or trade _____	





Name: Answer Key

*Directions: Look at the numbers on the map of the places that were a part of the Viking Age. Then look at the words in the word bank. Write the correct number on the blank beside the correct word. Color Scandinavia green. Identify one other place the Vikings traveled to for raids and/or for trade, and color it blue. Write the name of the place you colored blue in the word bank.*



<u>1</u> Sweden	<u>4</u> Arctic Ocean
<u>5</u> Iceland	<u>6</u> Greenland
<u>3</u> Denmark	<u>8</u> Atlantic Ocean
<u>2</u> Norway	<u>7</u> Newfoundland
Place the Vikings traveled to for raids and/or trade _____	



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

*Directions: Listen to the sentence read by the teacher. Read the three words in the row. Circle the name of the person, place, or thing the teacher has described.*

1. Northmen horsemen Thor

2. a few many two

3. Leif the Lucky Ingólf Erik the Red

4. skalds jarls karls

5. thralls warriors karls

6. forge Thing wharf

7. mountains streams glaciers

8. blacksmith farmer shipbuilder

9. Erik the Red Ingólf Leif the Lucky

10. South America North America the North Pole



Name: Answer Key

*Directions: Listen to the sentence read by the teacher. Read the three words in the row. Circle the name of the person, place, or thing the teacher has described.*

1.	Northmen	horsemen	Thor
2.	a few	many	two
3.	Leif the Lucky	Ingólf	Erik the Red
4.	skalds	jarls	karls
5.	thralls	warriors	karls
6.	forge	Thing	wharf
7.	mountains	streams	glaciers
8.	blacksmith	farmer	shipbuilder
9.	Erik the Red	Ingólf	Leif the Lucky
10.	South America	North America	the North Pole

1. Northmen	<i>People in England and other parts of Europe lived south of Scandinavia, and they therefore called the Vikings Norsemen, which means _____.</i>
2. many	<i>The Viking people worshipped _____ gods and goddesses.</i>
3. Erik the Red	<i>_____ left Iceland and was the first known European to settle in Greenland.</i>
4. skalds	<i>The _____ were poets who memorized Norse sagas and myth.</i>
5. warriors	<i>Which of these were not considered one of the social orders, or groups, of the Viking Age people?</i>
6. Thing	<i>The _____ was the name of the outdoor assembly where the Norse made decisions for their town.</i>
7. glaciers	<i>In the inner parts of Iceland, there are _____, large bodies of snow and ice.</i>
8. blacksmith	<i>Jewelry, swords, and keys are examples of items that a skilled Viking Age _____ would have made.</i>
9. Leif the Lucky	<i>_____ was the first known European to settle in Newfoundland, or Vinland.</i>
10. North America	<i>The Vikings were the earliest known Europeans to set foot on the continent of _____.</i>

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

*Directions: Read along as your teacher reads each sentence or statement. Think about the answer to the question. Write one or two complete sentences to answer each question.*

1. What are two things the Vikings did on their trips to other places?

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2. Describe the three types of Viking ships.

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3. How did living close to the water influence the lives of Vikings people?

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4. Besides raiding and trading, what else did the Viking people rely on for their living?

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5. Describe the everyday life of the Viking people.

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# Tens Recording Chart

Use this grid to record Tens scores. Refer to the Tens Conversion Chart that follows.

Name							

# Tens Conversion Chart

## Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

Please note that the Tens Conversion Chart was created to be used with assessments that have a defined number of items (such as written assessments). However, teachers are encouraged to use the Tens system to record informal observations as well. Observational Tens scores are based on your observations during class. It is suggested that you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having difficulty understanding
1–2	Student appears to be having great difficulty understanding
0	Student appears to have no understanding/does not participate

# CORE KNOWLEDGE LANGUAGE ARTS

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Ang Blanchette  
Dorrit Green  
Carolyn Pinkerton

## ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

### CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

### SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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The Word Work exercises are based on the work of Beck, McKeown, and Kucan in *Bringing Words to Life* (The Guilford Press, 2002).

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