

## About the Show

The boys want to play Vikings Football Smashfest, but instead find themselves in 1000 C.E. with a bunch of real Vikings! It's one wild ride with Leif Ericsson as they sail on his voyage of discovery to North America.

## Introduction

In many intermediate classrooms, studying explorers is a required part of the social studies curriculum. Often the role of Vikings in the history of western exploration is minimized and/or stereotyped. This lesson allows students to delve deeper into the culture and the explorations of Vikings. [Note: you can also use the activities while studying any explorers, from Eric the Red to Robert LaSalle to today's astronauts. In addition, the activity formats (commercial, *Jeopardy* game) can be used in many subject areas to review and present information.]

## Historical Background

Vikings (from the Old Norse *vikingr*, a pirate or raider) sailed from Denmark, Norway, Sweden, and parts of Finland to colonize, trade, or raid. During the Viking Age (800–1050), their longships traveled throughout the known world. Vikings sailed the uncharted waters of the North Atlantic, and discovered America 500 years before Columbus.

Viking expansion was made possible by the Vikings' superiority in shipbuilding and navigation skills. They traveled further, faster, and more confidently than their contemporaries. Their longship, a narrow and flexible boat with symmetrical ends and a true keel, was capable of high speed, both under sail and when rowed.

## Curriculum Connections

- ancient history
- explorers
- Vikings
- world history

## Subject Areas

- language arts
- media studies
- social studies



# Viking It and Liking It



## Historical Background *continued*

Vikings were known as fierce warriors who stole and extorted gold, silver, and other valuables. However, Vikings were not exclusively raiders. They developed successful commercial centers from York, England, to Kiev, Russia. In the 9th century they colonized Iceland and Greenland and established settlements in many of the lands they raided.

The Vikings were also superb artists. They absorbed motifs and artistic styles from outside their homelands as quickly as they absorbed the riches of those they plundered.

*Want students to get even more excited about history?*



Check out the Viking adventure for kids at

[www.timewarp trio.com/adventures/vikings/](http://www.timewarp trio.com/adventures/vikings/)

**Wordsplosion** and other interactive games to play.

**Plentifax 487**—the ultimate time traveler's guide—gives facts about the way Vikings lived, plundered, and more!

**Cool Books** that kids will love.

# Activity 1



## Living Commercials

As students create a commercial for some aspect of Viking life, they learn not only about the life and times of Vikings, but also about the techniques used by commercials to sell a product.

### Instructions

1. As a class, brainstorm a list of favorite television, radio, or magazine ads. You may want to show clips of television commercials. Have students identify what makes them memorable. For example, students might recall soft drink commercials that use repetition, or they might remember a commercial for curing headaches in which an authority figure—a person in a white lab coat—urges viewers to use the product.
2. Ask students, *How do commercials and ads get you to buy things?* Write students' responses on the board. Distribute the "Techniques of Persuasion" handout. Compare and contrast the techniques on the handout with students' ideas.
3. Have students bring in magazine or newspaper ads that illustrate the various techniques of persuasion. Share and discuss.
4. Have each student create a one-minute radio or television commercial that promotes some aspect of Viking life and/or exploration. For example, a student might extol the virtues of the Viking longship. Or, a student might use the bandwagon technique to make a point about the usefulness of the Viking shield. Using statistics, a student could promote Vikings by describing the many destinations the Vikings reached on the European continent.
5. Students may recruit other students to be in their commercial. Be sure to provide rehearsal time.
6. Hold an advertising agency board meeting in which students present their commercials to the rest of the class. If possible, videotape the presentations and watch them together. Discuss the techniques that students used in their commercials.

### Take It Further

Have students create a one-minute commercial "selling" any student-selected book, using at least one of the techniques of persuasion. Make sure students include the title, author, and a brief retelling of the book. Videotape the commercials and play them in class, or invite the librarian to show them in the library. The commercials may inspire students to read the recommended books.

### Objectives

- to identify and describe cultural artifacts used by Vikings or other explorers
- to synthesize techniques of persuasion
- to become more media literate

### Materials

- art supplies (poster paper, markers, paint)
- "Techniques of Persuasion" handout
- video clips of television commercials (optional)
- props/costumes (optional)

### Curriculum Standards

- **NCSS**  
*Time, Continuity, and Change:* Students identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others.
- **NCTE/IRA**  
Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment.

## Techniques of Persuasion in Advertising

- Association** the implication that if one uses this product or service, one will be wealthy, beautiful, successful, thin, and happy, just like the people in the commercial.
- Authority** someone (celebrity, doctor, expert) uses or advises one to use the product.
- Bandwagon** the implication or statement that “everyone” uses this particular product or service.
- First Person** a celebrity states he/she uses the product.
- Plain Folks** ordinary people are shown using the product or service and having a better life.
- Repetition** the same phrase, word, color, or rhythm used over and over (at least seven times).
- Statistics** numbers, graphs, and charts are used to imply or show why this product or service is more desirable than others.

Source: Marj Montgomery and Tarry Lindquist.

# Activity 2



## Viking Jeopardy

As your study of Vikings and/or other explorers draws to a close, use the Viking *Jeopardy* game as a way to review significant historical facts.

### Instructions

1. Review the rules of *Jeopardy* with students. Organize the class into groups of three or four students. Explain that groups will use a list of questions to create a Viking *Jeopardy* game board.
2. Instruct the groups to think of important questions about Vikings and/or other explorers. Have one person in the group write down the questions. Be sure that the group keeps a list of answers. (If they don't know an answer, allow them time to research it.)
3. Call on one group to share a question from their list. If any other group has that question, they must cross it out. Have the second group share a question. Other groups having that question must cross it out. Keep going until groups have shared all their questions.
4. Distribute the "Game Board Instructions" handout. Have each group create a game board using their questions and answers.
5. Have student groups play each other's game. Remind students that the contestants must look at the answer on the outside of the door and then try to guess the question inside the door. Be prepared to hear the *Jeopardy* theme song!

(Note: this activity assumes knowledge of the *Jeopardy* game format. If you or your students are not familiar with the game, you may want to watch several episodes of the television game show. You may also want to search the Web for sites that explain how to use the *Jeopardy* game in the classroom, such as [www.techteachers.com/jeopardytemplates.htm](http://www.techteachers.com/jeopardytemplates.htm) and [www.hardin.k12.ky.us/res\\_techn/countyjeopardygames.htm](http://www.hardin.k12.ky.us/res_techn/countyjeopardygames.htm).)

### Objectives

- to recall significant facts about Vikings or other explorers
- to follow instructions while constructing a game board

### Materials

- two pieces of 12" x 18" construction paper per student
- scissors, markers, glue or paste
- "Game Board Instructions" handout

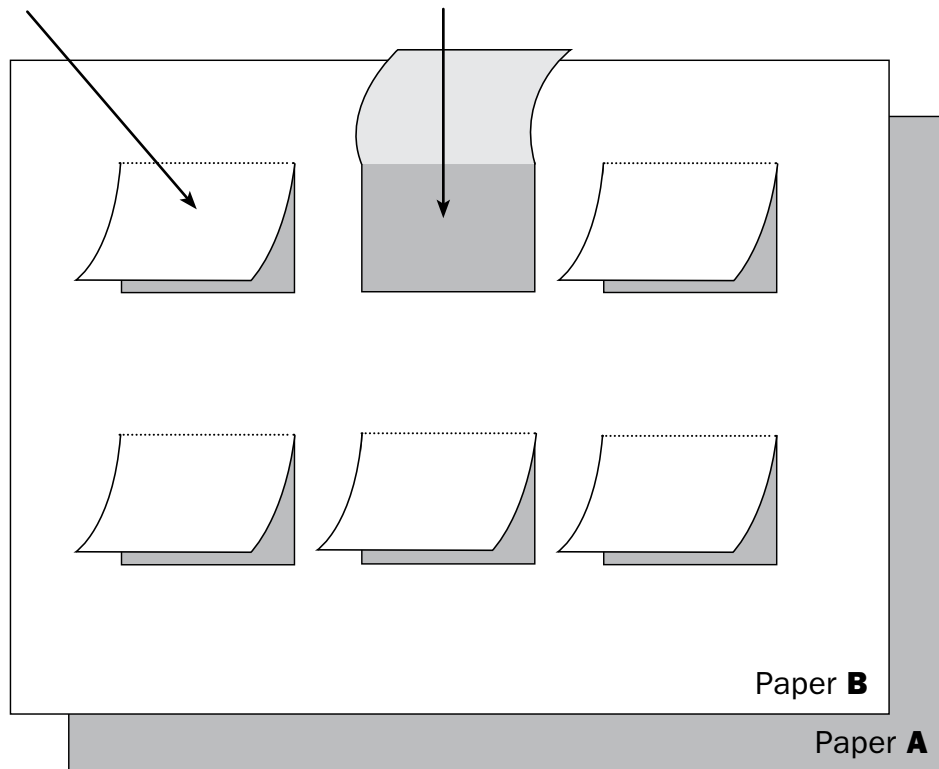
### Curriculum Standards

- **NCSS**  
*Culture:* Students explain and give examples of how language, literature, the arts, architecture, other artifacts, traditions, beliefs, values, and behaviors contribute to the development and transmission of culture.
- **NCTE/IRA**  
Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.

# Game Board Instructions

write the answer outside of the door

write a question inside the door



1. Using a pencil, lightly label one piece of construction paper **A** and the other **B**.
2. Cut six doors in piece **B**. These may be any shape and any size, as long there is enough room to write a question inside the door. Be sure to leave one edge of each door attached to the paper.
3. Open each door and fold the flap back.
4. Place piece **B** on top of piece **A**. Lightly outline each of the doors on to piece **A**.
5. Remove piece **B**.
6. Using the six questions you have created, write one question on each door outlined on piece **A**. Lightly glue piece **B** on top of piece **A**, making sure that the questions are visible when the doors are open.
7. Write the answer to each question on the front of the corresponding door. You have now created a Viking Jeopardy game board! If you finish early, you can add detail (such as a border depicting Viking artifacts) to piece **B**, making it more attractive and/or informational. Be sure your group name appears on piece **B**.

## Recommended Books

### For Teachers

*The Greenwood Encyclopedia of Daily Life*, Volume 2

edited by Joyce E. Salisbury.  
(Greenwood Press, 2004)

A comprehensive look at the lives of ordinary people—their clothes, food, culture, customs, beliefs, etc.

*A History of the Vikings*

by Gwyn Jones.

(Oxford University Press, 2001)

Explores the civilization, culture, and achievements of the Vikings of Denmark, Sweden, and Norway.

*The Oxford History of the Vikings*

by Peter Sawyer.

(Oxford University Press, 2001)

A scholarly examination of Viking life, culture, and legacy, illustrated with pictures and maps.

*The Penguin Historical Atlas of the Vikings* by John Hawood. (Penguin, 1995)

This book explores Vikings as traders, craftsmen, explorers, and mercenaries.

*Vikings: The North Atlantic Saga*

by the National Museum of Natural History. (Smithsonian Books, 2000)

Scholars examine the archeological evidence of the Vikings in the New World, as well as Viking culture.

### For Students

#### Fiction

*Children of Odin: The Book of Northern Myths*

by Padraic Colum. (Aladdin, 2004)

A retelling of the Norse sagas about the gods and goddesses before the dawn of time. See also *Nordic Gods and Heroes* by the same author.

*Daughter of the Wind*

by Michael Cadnum. (Orchard, 2003)

A tale of love, kidnapping, and revenge set in Viking times. For older readers. See also *Raven of the Waves* by the same author.

*Elwyn's Saga: Story and Pictures*

by David Wisniewski.

(HarperCollins, 1990)

This original saga, inspired by Viking lore, describes the origins of the northern lights.

*Favorite Norse Myths*

by Mary Pope Osborne. (Scholastic, 2001)

Illustrations enhance the fourteen legends retold from the Viking culture. Similar collections are *D'Aulaire's Book of Norse Myths* by Ingri D'Aulaire (Delacorte, 1986), *Odin's Family: Myths of the Vikings* by Neil Phillip (Scholastic, 1996), and *Vikings!* by Kevin Crossley-Holland (Orion, 2002).

*How to Train Your Dragon*

by Cressida Cowell. (Little, Brown, 2004)

In this mixture of humor and fantasy, young Hiccup, the son of the chief of the Hairy Hooligans, isn't exactly heroic Viking material.

*The Sea of Trolls*

by Nancy Farmer. (Atheneum, 2004)

A blend of history, mythology, and humor, this epic fantasy features a Saxon boy who is taken to the court of King Ivar the Boneless. For older readers.

*The Viking Claw* by Michael Dahl.

(Simon & Schuster, 2001)

Finnegan Zwake continues his search for his archeologist parents, who disappeared while on a dig at the ancient—and possibly haunted—Viking city of Tquuli in Iceland.

### Viking It and Liking It

by Jon Scieszka. Illustrated by Adam McCauley. (Puffin, 2002)

Can the Trio survive a wild ride with Leif Erickson, match wits with his evil cousin, and get home in one piece?

*What a Viking!*

by Mick Manning. (R & S, 2000)

Bjrn, a Viking from Sweden, goes on many adventures and describes Viking history, art, religion, and sports. A picture book for younger readers.

*Yo, Vikings!*

by Judith Byron Schachner. (Dutton, 2002)

In this picture book, Emma embarks on a school assignment about Vikings and becomes immersed in the subject



# Viking It and Liking It



## Nonfiction

### *Around the World in...1200*

by Alexandra F. Service and Pamela F. Service. [Benchmark Books, 2003]  
Around the World series. This book surveys events and developments throughout the 13th century world, from Europe (including Scandinavia) to Asia, Africa, and the Americas.

### *Food and Feasts with the Vikings*

by Hazel Martell.  
[New Discovery, 1995]  
A look at the customs of the Vikings, illustrated with color photographs.

### *Going to War in Viking Times*

by Christopher Gravetti.  
[Franklin Watts, 2001]  
This book explores what it was like to be a Viking warrior.

### *The Grandchildren of the Vikings*

by Matti Pitkanen and Reijo Härkönen.  
[Carolrhoda, 1996]  
Examines the lives of children who are bound together by common threads of Viking tradition, culture, and history.

### *The Real Vikings: Craftsmen, Traders, Fiercesome Raiders*

by Melvin Berger and Gilda Berger.  
[National Geographic, 2003]  
Photographs of art, artifacts, maps, and archeological discoveries help debunk some of the myths we have about Vikings.

### *Technology in the Time of the Vikings*

by Peter Hicks. [Steck-Vaughn, 1998]  
This book explains the tools and techniques Vikings used for building, cooking, traveling, and staying healthy.

*Viking* by Susan M. Margeson.  
[DK, 2000]

Eyewitness series. Color photographs of Viking ships, weapons, clothing, jewelry, and other artifacts offer a wealth of information.

*Viking Times* by Antony Mason.

[Simon & Schuster, 1997]  
If You Were There series. Explores the culture and lifestyle of the Vikings.

*A Viking Town* by Jacqueline Morley and Mark Bergin.

[Frankling Watts, 1999]  
Visit a typical 9th or 10th century Viking town, meet some of its residents, and learn about their activities.

*The Vikings* by Gillian Chapman.  
[Heinemann, 2000]

Directions for making longships, helmets, runestones, and other objects related to Viking life.

*The Vikings: 350 Years of Adventure to Unlock and Discover*

by Fiona MacDonald.  
[Running Press Kids, 1997]  
This "treasure chest"—an actual box—is filled with a variety of Viking information and recreated artifacts.

## Web Sites

### NORDIC UNDERWATER ARCHEOLOGY

[www.subarch.com](http://www.subarch.com)

Learn how the discoveries of underwater archeologists are helping us understand more about Viking ships and the people who built them.

### NOVA

[www.pbs.org/nova](http://www.pbs.org/nova)

This site provides links to several NOVA shows about Vikings, including "The Vikings," "The Viking Hoax," and "Vikings in America."

### VIKING HERITAGE

[viking.hgo.se/](http://viking.hgo.se/)

This database, created by researchers, contains a wealth of information about many aspects of Viking life.

### THE WORLD OF THE VIKINGS

[www.worldofthevikings.com](http://www.worldofthevikings.com)

A collaboration between the Museum of Denmark, the York Archeological Trust, and over 50 museums, this site offers a CD containing information on every aspect of life in the Viking Age.

### TIME WARP TRIO

[www.timewarp trio.com](http://www.timewarp trio.com)

This site for kids includes interactive games, fascinating facts, and booklists that help make the past come alive.

#### Please note:

Although these sites were verified at the time of publication, Web site addresses and content are frequently subject to change.

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