

Domain-Based Unit Overview

Title of Domain: The Vikings, Grade 3

Learning Time: 15 days

Big Idea

The Vikings' expertise as sailors and shipbuilders enable them to become seafaring traders and explorers. (p. 140)

What Students Need to Learn (p.118)

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

MN Academic Standards

3.4.1.2.1- Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.

3.4.1.1.2- Create timelines of important events in three different tie scales- decades, centuries and millennia.

3.4.2.5.1- Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

3.4.3.9.1- Compare and Contrast daily life for people living in ancient times in at least three different regions of the world.

3.4.1.2.2- Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions.

3.4.3.7.1- Explain how the environment influenced the settlement of ancient peoples around the world.

3.4.2.3.1- Explain how an invention of the past changed life at that time including positive, negative and unintended outcomes.

3.4.1.1.1- Reference different time periods using correct terminology, including the terms decade, century and millennium.

Pre-Assessment

Pre-assessment will be composed of 2 parts - Content (multiple choice/short answer/essay) and vocabulary matching. This layout will be in a similar (but shorter) style to the post-assessment.

Domain Lesson 1	The Vikings - 2 days
MN Academic Standards	<p>3.3.1.1.1 People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.</p> <p>3.4.1.2.2 Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.</p> <p>3.4.2.5.1 History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.</p>
Objectives	<p>Big Question: What did it mean to go “a-viking,” and how does his show the viking way of life?</p> <ul style="list-style-type: none"> - Identify and locate Scandinavia, the Vikings’ homeland, on a world map. (RI.3.2) - Describe the Vikings’ way of life at home and at sea (RI.3.1) - Describe the purpose of runes (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>raid, fjord, blacksmith, jarl, plunder, ransom, rune</i> (RI.3.4)
Vocabulary	raid, fjord, blacksmith, jarl, plunder, ransom, rune
Procedure	<ol style="list-style-type: none"> 1. Introduce the <i>The Vikings</i> CKHG Student Reader by doing a picture walk, looking at glossary, and table of contents 2. Create a KWL chart for what students know and wonder about the vikings 3. Introduce Chapter 1 “The Vikings” in <i>The Vikings</i> CKHG Student Reader 4. Read aloud Chapter 1 and call attention to vocabulary 5. Answer objective question, “What did it mean to go “a-viking,” and how does his show the viking way of life?” with a partner (Turn and Talk) 6. Review vocabulary 7. Complete Enrichment activities
Support	Guided Reading Supports on TP 15-18
Enrichment	World Geography (AP 1.1) Viking Ruins (AP 1.2)

Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 2	Traders and Raiders - 2 days
MN Academic Standards	3.4.3.9.1 Hemispheric networks intensified as result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population.
Objectives	<p>Big Question: How did the Vikings get the riches they brought back to their homeland?</p> <ul style="list-style-type: none"> - Recognize that in addition to being skilled sailors and traders, the Vikings were also fierce and terrifying raiders (RI.3.1) - Explain the origin of the word <i>berserk</i> (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>oarsmen, berserker, tow, cargo, goblet.</i> (RI.3.4)
Vocabulary	oarsmen, berserker, tow, cargo, goblet
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 2 “Traders and Raiders” in <i>The Vikings</i> CKHG Student Reader 3. Read aloud Chapter 2 and call attention to vocabulary 4. Answer objective question, “How did the Vikings get the riches they brought back to their homeland?” with a partner (Mini White Boards) 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports TP 21-23
Enrichment	The Viking World (AP 2.1) Virtual Field Trip to the Viking Museum
Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 3	Viking Sailor and Ships - 3 days
MN Academic Standards	3.4.3.9.1 Hemispheric networks intensified as result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases

	and climate change caused sharp, periodic fluctuations in global population.
Objectives	<p>The Big Question: Why were ships so important to the Viking way of life?</p> <ul style="list-style-type: none"> - Understand the importance of ships and sailing to the Vikings. (RI.3.1) - Describe how the Vikings navigated (RI.3.1) - Explain the importance of the storyteller to the Vikings (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>moored, prow, and mast</i> (RI.3.4)
Vocabulary	moored, prow, mast
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 3 “The Roman Republic” in <i>Ancient Rome</i> CKHG Student Reader 3. Read aloud Chapter 3 and call attention to vocabulary 4. Answer objective question, “Why were ships so important to the Viking way of life?” with an exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 27-29
Enrichment	Domain Vocabulary Chapter 1-3 (AP 3.1) Viking Quest (www.coreknowledge.org/ckhg-online-resources) Viking Ships Virtual Field Trip (www.coreknowledge.org/ckhg-online-resources)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader “Gone is Gone” (Fiction Read Aloud)
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 4	Eric the Red - 2 days
MN Academic Standards	3.4.1.2.1 3.4.2.5.1 3.4.3.7.1
Objectives	<p>The Big Question: Why did Eric the Red name the land west of Iceland, Greenland?</p> <ul style="list-style-type: none"> - Recognize the Vikings’ achievements as explorers (RI.3.1) - Identify Eric the Red and explain why he traveled from Iceland to Greenland (RI.3.1)

	- Understand the meaning of the following domain-specific vocabulary: <i>feast, hush, and banish</i> (RI.3.4)
Vocabulary	feast, hush, banish
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 4 “Eric the Red” in <i>The Vikings</i> CKHG Student Reader 3. Read aloud Chapter 4 and call attention to vocabulary 4. Answer objective question, “Why did Eric the Red name the land west of Iceland, Greenland?” with a partner (Turn and Talk) 5. Review vocabulary 6. Complete Enrichment activities
Support	Guided Reading Supports on TP 33-35
Enrichment	If Applicable
Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader
Saying and Phrases	“ <i>Rule the Roost</i> ” (<i>idiom/ alliteration</i>)
Writing	<i>Be a Storyteller</i>

Domain Lesson 5	Leif Eriksson - 2 days
MN Academic Standards	<p>3.4.2.5.1</p> <p>3.4.1.2.1</p> <p>3.3.1.1.1</p>
Objectives	<p>The Big Question: Why might Vikings have once believed that Greenland was the end of the world?</p> <ul style="list-style-type: none"> - Identify the role of a Viking storyteller (RI.3.1) - Recognize the Vikings as the first Europeans to cross the Atlantic Ocean to Newfoundland, Canada (RI.3.1) - Understand that much of what we know about the vikings has been learned from archeological discoveries (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>pasture</i> (RI.3.4)
Vocabulary	pasture
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Charter 5 “Leif Eriksson” in <i>The Vikings</i> CKHG Student Reader 3. Read aloud Chapter 5 and call attention to vocabulary 4. Answer objective question, “Why might Vikings have once believed that Greenland was the end of the world?” with a diary excerpt written from the view of a viking. 5. Review vocabulary 6. Complete Enrichment activities

Support	Guided Reading Supports on TP 38-40
Enrichment	Viking Voyages West (AP 5.1) More Viking Ruins (AP 5.2)
Visual Arts	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Lesson 6	Viking Gods and Myths - 3 days
MN Academic Standards	3.4.1.2.1 3.4.1.1.2 3.4.1.2.3
Objectives	The Big Question: How did myths help the Vikings make sense of their world? <ul style="list-style-type: none"> - Understand that the Vikings were also known Norse (RI.3.1) - Understand that Vikings’ myths helped them explain the mysteries of nature. (RI.3.1) - Explain the Norse creation story (RI.3.1) - Identify Asgard, Valhalla, and the Norse gods, including Odin, Thor, Loki, Frigg, Balder, and Sif. (RI.3.1) - Identify the Norse gods that inspired the English names for days of the week: Tyr, Odin (Wodin), Thor, and Frigg (Friaa). (RI.3.1) - Understand the meaning of the following domain-specific vocabulary: <i>Norse, myth, underworld, realm, wisdom, maiden</i> (RI.3.4)
Vocabulary	Norse, myth, underworld, realm, wisdom, maiden
Procedure	<ol style="list-style-type: none"> 1. Review previous chapters, including timeline cards 2. Introduce Chapter 6 “Viking Gods and Myths” in <i>The Vikings</i> CKHG Student Reader 3. Read aloud Chapter 6 and call attention to vocabulary 4. Answer objective question, “How did myths help the Vikings make sense of their world?” with a quick exit ticket. 5. Review vocabulary 6. Complete Enrichment activities
Supports	Guided Reading Supports on TP 43-46
Enrichment	Domain Vocabulary Chapter 4-6 (AP 6.1) Norse Mythology (6.2)
Poetry	<i>If Applicable</i>
Fiction/ Read Aloud	<i>The Vikings</i> CKHG Student Reader Teacher Read-Aloud: “Thor and His Hammer” (FE 1) Teacher Read-Aloud: “Idun’s Magical Apples” (FE 2) “The Punishment of Loki”

Saying and Phrases	<i>If Applicable</i>
Writing	Round Robin Viking Myth

Post-Assessment
<p><i>Post assessment test will be comprised of 4 parts. They may be taken on separate dates.</i></p> <ol style="list-style-type: none"> 1. 20 multiple choice content questions (TG 52-54) 2. 10 vocabulary matching questions (TG 55) 3. Performance Task: 'Skald' Writing (TG 56-59)

<u>Cross-Curricular Connections</u>	
Art	<ul style="list-style-type: none"> ● Compare and contrast different types of viking ships ● ART PRODUCTION: Create a 3 dimensional ship replicating aspects of a Viking ship.
Media	<ul style="list-style-type: none"> ● Read and discuss “Magic Tree House: Viking Ships at Sunrise,” “Lords of the Sea: The Vikings Explore the North Atlantic,” “You Wouldn’t Want to Be a Viking Explorer!,” “Thor’s Wedding Day,” selections from “Gods and Heroes: Legendary Myths From 23 Cultures Around the World,” “Brownstone’s Mythical Collection: Arthur and the Golden Rope” selections from “Favorite Norse Myths”
Music	<ul style="list-style-type: none"> ● Nikolai Rimsky-Korsakov’s <i>Scheherazade</i> part one: “The Sea and Sinbad’s Ship” ● Sea chanties ● “My Bonnie Lies Over the Ocean” (very loose connection) ● Vikings’ Fight Song ● Wagner’s “The Ride of the Valkyries” ● Explore recordings of re-created Ancient Scandinavian music
P.E.	<ul style="list-style-type: none"> ● Flag Football, Tug of War, Snow Games

