

**2017-2018 Diocese of Marquette Catholic Schools**  
**History Curriculum – Second Grade**

**Unit 1: Vikings**

**General Unit Description**

Students will study the Vikings and follow their journey as possibly (St. Brendan legends) the earliest Europeans in North America. The story of Leif the Lucky will be the focus of this unit.

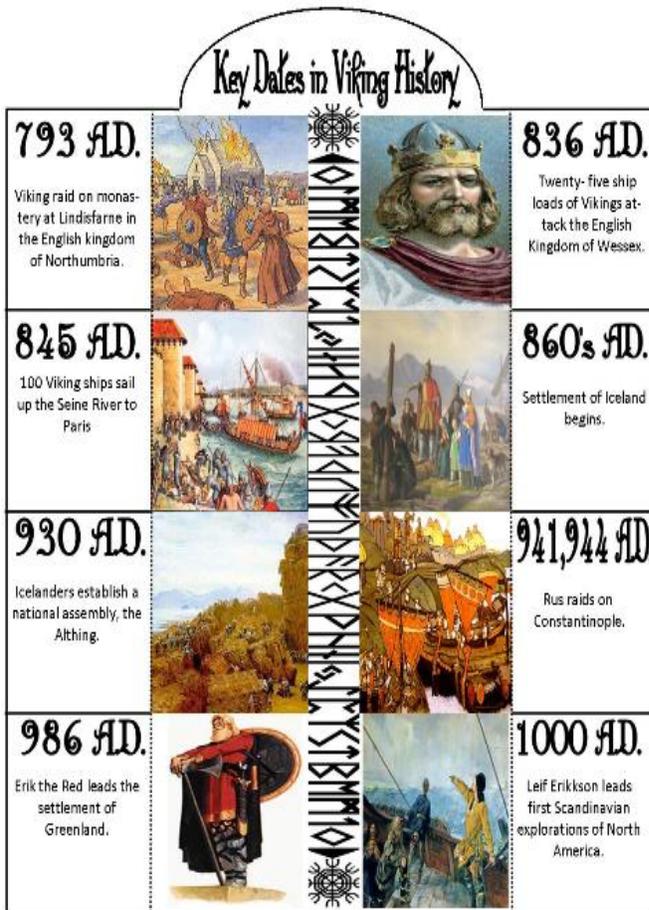
**Overall Components**

Teacher Resources

- Leif the Lucky by Ingri d’Aulaire and Edgar Parin d’Aulaire and corresponding study guide
- Access to the Vikings Core Knowledge unit. This can be found on the Core Knowledge website.
- Main ideas for students to know by the end of the unit on Vikings:
  - Originated in an area now called Scandinavia, which includes present-day Sweden, Denmark, and Norway
  - Also called the Norse
  - Skilled sailors and shipbuilders as well as traders; sometimes raiders of European coastal areas
  - Eric the Red; Leif Eriksson, also known as “Leif the Lucky”
  - Earliest Europeans in North America
  - Locations of Greenland, the mainland of Canada, and Newfoundland

Timeline

- Here is an example of a Viking timeline. Create a timeline with students as you study the Vikings. Add important events, pictures, and dates as the unit unfolds.



### Backdrop – Setting the Stage

- Maps of Leif Eriksson's route <https://naturalhistory.si.edu/vikings/start.html>
- Places, Geographical Features, Natural resources
  - Scandinavia, Denmark, Sweden, Norway, North America
- Insights into Everyday Life
- Existing Circumstances & Situations (brief)
  - Political
  - Cultural
    - Norse myths (Mark)
  - Economic

### Particulars

- Persons
- Vocabulary
  - Refer to page 40 of the core knowledge student reader to find the glossary for this unit.
- Biographies to be Read
  - Leif the Lucky by Ingrid D'Aulaire and Edgar Parin D'Aulaire

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- Primary Sources



- Poetry, Music, Paintings (links Mark)
  - Poems <http://www.history-for-kids.com/history-of-vikings.html>
  - Paintings
    - <https://upload.wikimedia.org/wikipedia/commons/b/b3/Christian-krohg-leiv-eriksson.jpg>
    - [http://res.cloudinary.com/dk-find-out/image/upload/q\\_80,w\\_1440/A\\_OVR-394360\\_vi82aq.jpg](http://res.cloudinary.com/dk-find-out/image/upload/q_80,w_1440/A_OVR-394360_vi82aq.jpg)



- Enduring Legacy Today (symbols, holidays, etc.)
- Days of the week named after Norse Gods
- To be Memorized (and so carried in the Heart) (Mark)
  - Speeches
  - Poems
  - Songs
  - Quotes
- Writing Assignments

### **Subsection of a unit: Unit 1**

### **Unit 1 – Part A Review; *Leif the Lucky* by Ingri dAulaire and Edgar Parin dAulaire**

Consider the following while reading *Leif the Lucky* as a read aloud to the class.

Use the study guide to pace the book over five history periods. Each lesson, combine two of the study guide lessons to have the book completed in five days on which history is taught.

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Major questions or ideas in this section-2 or 3

Actions & Events

Key Tales & Stories

- What about the stories, actions and events inspire wonder (think heroism, sacrifice, acting on principles, leadership, humility etc.)

### **Unit 1 – Part B Review; Core Knowledge Student Reader**

There are six chapters in the student reader. You will be doing the chapters or portions of chapters suggested below. There are various ways the chapters can be presented. Become familiar with the available activities, discussion questions, and activities from the Core Knowledge Teacher's guide. Decide the best way to cover each chapter with your class.

- Chapter 1, end after Viking Raiders section.
- Chapter 3, do a visual tour of a ship. Page 31 grants access to a visual tour of a Viking ship)
- Chapter 6 do the entire chapter.
  - <http://www.thevikingmuseum.com/viking-warrior.html>
  - <http://www.thevikingmuseum.com/life-in-the-viking-times.html>
  - <http://www.thevikingmuseum.com/viking-longships.html>
  - [https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/CKHG\\_OnlineResources\\_Vikings.pdf](https://3o83ip44005z3mk17t31679f-wpengine.netdna-ssl.com/wp-content/uploads/2017/03/CKHG_OnlineResources_Vikings.pdf)

### **Unit 1 – Part C Review; Assessment**

The Viking unit should take approximately ten to twelve history periods including a day for review and the assessment.

### **General Unit 1 Review**

Catholic Saints & Church Contributions

- Leif is a Catholic convert who wants to bring the faith across the ocean to the colonies in Greenland and Iceland.
- Morals, Virtues, & Catholic Principles that apply to the choices and events considered
- Civic Connections & Virtues

### **General Unit 1 After Unit Complete**

Unit Assessments

Further reading

- Page 10 of the Core Knowledge Teacher's Guide provides a list of additional books related to the unit.

- <https://naturalhistory.si.edu/vikings/start.html>
- <http://www.viking.no/e/people/leif/e-leiv.htm>

#### Creative activities

- Use the Core Knowledge Vikings Teacher's Guide to find these activities
  - Pages 24 and 25 to go on a virtual field trip to the Viking museum.
  - Page 31 grants access to a visual tour of a Viking ship.
  - Page 68 Norse Mythology activity
  - Pages 62 & 65 Viking World Geography

#### Summary writing suggestions

#### At Home Questions w/ Parents

- Why might Vikings have once believed that Greenland was the end of the world?
- What did it mean to go "a-viking," and how does this show the Viking way of life?
- Why were ships so important to the Viking way of life?
- As a Christian, what did Leif the Lucky want to do when he reached Vineland?
- How did the Vikings get the riches they brought back to their homeland?
- How did myths help the Vikings make sense of their world?