

GED 2002 Teachers' Handbook of Lesson Plans

Content Area Social Studies	Lesson Title <i>The Vikings</i>	Correlation to Framework 02.02, 02.04, 02.10	Lesson Number 41
<p>Objectives/Learner Outcomes</p> <p>At the end of this lesson, the learner will be able to:</p> <ul style="list-style-type: none"> • Understand the difference between myths and facts • Recognize the difference between fact and opinion • Identify general knowledge about the existence of the Vikings and their contribution to our society • Understand basic information about the history, literature, art, economy, and traditions of the Vikings 		<p>Materials/Resources/Internet Sites/Handouts/Worksheets</p> <ul style="list-style-type: none"> • Library • Internet Resources <ul style="list-style-type: none"> ○ Department of Scandinavian Studies – The University of Washington http://depts.washington.edu/scand/vikings.html ○ The Viking Society – http://www.thevikingage.com • Colors • Blank paper • Transparencies • Handout – <i>The Vikings</i> • Pigments • Stones 	
<p>Pre-Requisite Knowledge</p> <p>The learner should be able to:</p> <ul style="list-style-type: none"> • Comprehend readings • Analyze information • Be objective when obtaining information from various resources 		<p>Key Words</p> <ul style="list-style-type: none"> • Vikings • Archaeology • Scandinavia • Trade • Economy • Production • Naves • Symbolism 	

Anticipatory Set/Introduction

Ask: What do you know about the Vikings?

Create two columns on the board: Myth and Facts. Write the students' responses in the appropriate column. Have students clarify why they think certain information is a myth or fact. Analyze and discuss the responses with the class.

Myths:

Many people think that Vikings were:

1. Savages
2. Irresponsible
3. Alcoholics
4. Treated women disrespectfully
5. Barbarians
6. Invaders

Facts:

1. Vikings had a good sense of humor. They fully enjoyed social gatherings and always ate together as a large group. While eating, storytellers would narrate their adventures.
2. Women had an important role in the Viking society. Due to the fact that Vikings spent a lot of time traveling, women would take care of the political, economic, and family decisions.
3. Thanks to the creation of the nave, Vikings were able to negotiate with people from other continents.
4. Literature, poetry, and sculpting were an important part of the Viking society.

Preview Questions for Lesson

Using the Internet and other resources, have the students research information on the Vikings and answer the following questions:

1. Where did the Vikings live?
2. What was the basis of their economy?
3. What is a Nave?
4. What kind of art expression did the Vikings have?
5. What was the role of a woman in the Viking society?
6. What were some of the water routes on which the Vikings traveled?
7. What types of games did the Vikings play?
8. What type of clothing did the Vikings wear?

Instructional Outline			
<p>Say: Thanks to the study of archeology, we have been able to learn about the Viking culture. Vikings lived in Scandinavia. Their civilization existed for three centuries. Attention has been focused more on the myths of the Viking culture than on actual facts. In this lesson, you will have the opportunity to learn about the Viking culture and their contribution to our society. Vikings were not only excellent warriors, but also creative, sociable, and artistic people. They had a futuristic vision about things. It was the Vikings who created the Nave, or Viking ship. The Nave was a ship made of wood. It was a symbol of their strength and artisan skills. Its design was appropriate to make long trips by sea. Its perfect condition let them expand to other territories, such as the coasts of Massachusetts. It had a u-shaped hull and a sail. It was driven by the use of paddles. On its front deck, the Vikings would tie a dragon's head to protect them from evil spirits. Its design was improved over the years and was reproduced in masses. It was the Vikings who developed the concept of mass production; a concept still used in modern society. Thanks to the Nave, Vikings were able to trade and visit other territories – a period known as the Viking era. Vikings also had many art forms, such as sculpting, storytelling, and literature. Due to their vast travels, their art has had a remarkable influence on other cultures.</p>			
Process/Activities			
<ul style="list-style-type: none"> • Divide the class into small groups of three to four students. Provide each student with the Handout – <i>The Vikings</i>. • Read <i>The Vikings</i> with the students. Discuss the information with the students so that they fully understand what they are to complete. • Students may wish to research rune stones and make their own, using regular stones and paint. Students may also wish to narrate stories that they have written using rune stones. For additional information, have students complete a search on the Internet – typing in rune stone, rune stories, or runes. 			
Product/Evaluation/Summary			
Have a volunteer from each group write on the board the myths and facts regarding the Vikings. Have the class discuss the different answers provided by the group.			
Teaching to Different Types of Learners			
	Visual	Auditory	Kinesthetic/Tactile
Learning Activity	Provide <i>The Vikings</i> worksheet to the students. Using a large piece of paper, have the students draw some of the routes followed by the Vikings. Allow students to write their stories to share with the class.	Story-Telling – Narrate to the class stories about the Vikings, such as rune stories. Have them tell their stories out loud to the class.	Viking Runes – Have students paint images on different stones that narrate a story.
Special Differentiation Strategies	When introducing the lesson, use a map to indicate where Vikings lived and the routes traveled.	While showing the routes traveled by the Vikings, explain orally about places they visited and	Show students sample runes and artifacts that they can look at before completing their activity.

	Provide students with written directions.	specific topics regarding their culture.	
Evaluation	Allow students to create a production book. Production book should include drawings.	If a video camera or tape recorder is available, allow students to document their creative process in the format of an interview.	Use props for performances or presentations.
The Family and Adult Literacy Connection		ESE/ESOL Accommodations	
<p>Have parents set with their children and tell stories about the Vikings. They may wish to have their children paint pictures on stones, creating rune stones, to illustrate the story. Story-telling was an important part of the Viking culture. Let parents know that telling stories is an important skill for children to experience.</p> <p>Parents may also wish to tell their children stories about their own cultural heritage and background.</p>		<p>Supply students with bilingual dictionaries so that all students can participate. Allow students to work in small groups to answer questions.</p>	

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The Vikings

Complete the following questions:

1. Where did the Vikings live?
2. What was the basis of their economy?
3. What is a Nave?
4. What kind of art expression did the Vikings have?
5. What was the role of a woman in the Viking society?
6. What were some of the water routes on which the Vikings traveled?
7. What types of games did the Vikings play?
8. What type of clothing did the Vikings wear?

Write some of the facts that you learned about the Vikings in the spaces below. Include the source(s) from which you obtained the information.

- 1.
- 2.
- 3.
- 4.