

Teacher's Guide for Ask

July / August 2014

Craft Vikings

This guide was prepared by Betty Lou Askin, a retired educator who lives in Toronto, Ontario.

Objectives:

1. To discover the historical contributions made by the Vikings.
2. To appreciate the skills of the Vikings in ancient times.
3. To learn about some of the Vikings' cultural aspects.

Pre-reading:

- A. Let the students predict what they think might be included in this issue of ASK based on the title.
- B. Ask them what they think is happening on the cover.
- C. View the Contents pages and discuss the illustrations and the article titles.
- D. Ask the students to prepare a **KWL Chart**, What I Know, What I Want to Know and What I Learned. Start by recording the students' responses for the first two columns of the chart. Add information to the chart after reading each article.

Scoops:

Climbing Crocs

- What new information was discovered by scientists?
- Why do crocs climb trees?

Skate Afghanistan

- Describe the purpose of **Skateistan**.
- Why is this an important program?

People Power

- Why did Ann's friend have a problem?
- Describe Ann's solution for her friend.
- Describe how this invention works.

Leaving Footprints

- Describe what was found on a beach in Britain.
- Explain why this is an important discovery.

Nestor's Dock

- List the questions that the friends asked the Vikings.
- Why did the Vikings surprise the friends?
- Explain why Phil ate all the oatmeal.

Voyage of the Sea Stallion

Questions to consider:

1. Who put to sea on the Sea Stallion?
2. Where did the Vikings come from?
3. Where did the Vikings travel?
4. Explain why the Vikings began roaming.
5. Where was the original Sea Stallion built?
6. Explain why it took 10 years to duplicate the Sea Stallion.
7. What is an adze? How is it used?
8. Explain why it was a challenge to find wood for the ship.
9. Explain why a Viking ship had a "bold construction".
10. Describe why the "open design" was so good for sailing.

Writing:

- Write a paragraph using your own words to describe how a Viking ship was constructed based on the pictures and captions on pages 8 and 9.
 - Describe life on board a Viking warship.
 - Tell about the sailors' nourishment.
 - Describe the various ways that Viking used to tell direction.

Did the Vikings Discover America?

Questions to consider:

1. Why was Erik the Red forced to leave Norway?
2. Where did Erik settle? Describe his surroundings.
3. Why do you think that Bjarni and his crew did not explore the new land?
4. Why did Leif call the new land Vineland?
5. Explain why the attempts to settle Vineland were not successful.
6. What are sagas?
7. Where are the ancient ruins of Vineland?

Creative Work:

- Write a newspaper or TV report about Leif and his travels.
 - Develop an interview with Leif. Work in pairs, with one student doing the interview and the other posing as Leif. This exercise could also include the other Vikings mentioned in the article.
 - Share the students' work with the entire class.

Meet the Smiths

Questions to consider:

1. What is an apprentice?
2. What is the meaning of these words? – quench, mettle, smelt and forge
3. Describe the process of extracting iron.
4. Why is Regin's job important?
5. What is the purpose of the hearthstone?
6. Make a list of the items that are made by Stamso.
7. Describe how Stamso makes a sword.
8. Describe the quench stage in sword making.

The Other Vikings

Suggestions for reading this article:

- There are eight sub-titles in this article. Depending on the number of students in your class, divide them so that there are eight groups. Assign one sub-title to each group.
- They should read their section and make Quick Notes about the information.
- Each group presents their section to the rest of the class using their notes.

Chasing Dragons

Suggestions for reading this article:

- Use the Read-Aloud Method. Let the students take turns reading the information on pages 24-26. Read through once.
- On the second reading, stop after each section to discuss the information that is provided.

Creative Work:

- Ask the students to do some drawings and/or paintings of dragons. If modelling material is available, the students could create 3D creatures.
- Most students are interested in dragons. They could write stories based on dragons and/or Vikings.

The Word-Fishers

Suggestions for reading this article:

- Read and discuss the information in this article.
- Ask the students to become **skalds**. Let them work in groups. Have them develop **kennings**. These word riddles could then be shared with the whole class.

Jimmy the Bug

- What is the role of melanin?
- How is your hair colored?
- What can alter your hair color?
- Why may hair color change in the teen years?
- Why do the elderly have gray or white hair?

Marvin and Friends

- Why were Marvin and Ratsputin so excited?
- Why do you think that Plush Pottom was making her comments?

Culminating Activities:

- Complete the KWL Chart if it was used during the reading of this magazine. The final section of the chart could be completed now if not done after each article.
- Choose five things from this magazine about which you have learned. Pretend that you are going to share this new knowledge with someone who has not read this issue of the magazine. Write a short paragraph about each of your chosen topics using information found in the articles.

Don't Forget:

- Go to the digital July issue of ASK and discover the secrets of the Vikings. Page 31.
- Play the "Nine Men's Game" on page 33.