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|  | **Campbell House School Teaching and Learning Program** | | | | | | | | | | | | | | | | | |
| **Title/Type of Unit: Vikings: Culture, Invasion and Expansion**  **Duration: 10 weeks** | | | | | | | | | | | | | | | | | |
| **Syllabus Outcomes**  **Stage 4/5** | HT4‑1 describes the nature of history and archaeology and explains their contribution to an understanding of the past  HT4‑2 describes major periods of historical time and sequences events, people and societies from the past  HT4‑3 describes and assesses the motives and actions of past individuals and groups in the context of past societies  HT4‑4 describes and explains the causes and effects of events and developments of past societies over time  HT4‑5 identifies the meaning, purpose and context of historical sources  HT4‑6 uses evidence from sources to support historical narratives and explanations  HT4‑7 identifies and describes different contexts, perspectives and interpretations of the past  HT5‑1 explains and assesses the historical forces and factors that shaped the modern world and Australia  HT5‑3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia  HT5‑4 explains and analyses the causes and effects of events and developments in the modern world and Australia  HT5‑6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia | | | | | | | | | | | | | | | | | |
| **Connectedness**  **Why does this learning matter?** | **Students learn to:**   * read and understand historical texts * sequence historical events and periods * use historical terms and concepts * identify the origin and purpose of primary and secondary sources * locate, select and use information from a range of sources as evidence * draw conclusions about the usefulness of sources * identify and describe different perspectives of participants in a particular historical context * interpret history within the context of the actions, attitudes and motives of people in the context of the past * ask a range of questions about the past to inform an historical inquiry * identify and locate a range of relevant sources, using ICT and other methods * use a range of communication forms and technologies * develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources | | | | | | | | **Students learn about:**   * How Viking society changed from the end of the ancient period to the beginning of the modern age * What key beliefs and values emerged from Viking culture and how this influenced our society? * What were the causes and effects of contact between the Vikings and other societies during this period? * Which significant people, groups and ideas from the Viking period have influenced the world today | | | | | | | | | |
| **Background and Key Ideas** | This unit is a study of the Viking culture during the period of AD 790 – c.1066. Students will explore the way of life of the Viking societies of this period, focusing on cultural elements such as social and political structures, the role of religion and the economic foundations of the Viking people. Students will also look at the reasons for Viking expansion and the impact of the Viking invasions of England and Northern Europe. The topic will explore written evidence from primary and secondary sources as well as a range of archaeological evidence of weaponry, shipbuilding and manufacturing technology. The Depth Study will ask students to look closely at how the Viking culture is a clear example of the move from the Ancient to the Modern World as it clearly shows the effects of contact between cultures and the improvement in manufacturing and technological skills. | | | | | | | | | | | | | | | | | |
| **Literacy Continuum** | Reading Texts | Comprehension | | | Vocabulary Knowledge | | Aspects of Writing | | | Aspects of Speaking | | | | Phonics | Phonemic Awareness | | | Concepts About Print |
| * Assessment🡪 Displaying comprehension of what took place and the reason of occurrence through answering question based on discussion and in written form. Comprehension of language forms and features. * Brainstorm 🡪 vocabulary building by introduction to new terms, and demonstrating and applying understanding. * Interacting with text 🡪 photographs, movies, website, article, diary entry 🡪 Using comprehension and reading strategies (e.g., super six strategies, visual literacy) to gather understanding of content * Creating articles 🡪 using higher order thinking skills to apply their understanding | | | | | | | | | | | | | | | | | |
| **Numeracy Continuum** | Counting Sequences | | Counting as Problem Solving | | | Pattern and Number Structure | | Place Value | | | | | Multiplication and Division | | | Fraction Units | | Length, Area and Volume |
| * Students are required to order events in numerous time lines across the span of Viking history. * Students are required to use counting to problem solve in order to create a time line. Students will give a ratio to each increment drawn on the timeline and will skip count by 5’s, 10’s and 50’s to sequence events. | | | | | | | | | | | | | | | | | |
| **Quality Teaching** | | | | | | | | | | | | | | | | | | |
| **Intellectual Quality** | | | | **Quality Learning Environment** | | | | | | | **Significance** | | | | | | | |
| * IQ1 Deep Knowledge * IQ2 Deep Understanding * IQ3 Problematic Knowledge * IQ4 Higher-order Thinking * IQ5 Metalanguage * IQ6 Substantive Communication | | | | * QLE1 Explicit Quality Criteria * QE2 Engagement * QE3 High Expectations * QE4 Social Support * QE5 Students’ Self-regulation * QE6 Student Direction | | | | | | | * S1 Background Knowledge * S2 Cultural Knowledge * S3 Knowledge Integration * S4 Inclusively * S5 Connectedness * S6 Narrative | | | | | | | |
| **Teaching and Learning Lesson Overview** | | | | | | | | | | | | | | | | | | |
| **The Elements of Learning & Achievement**    F:\Mock ups\Square elements\Numeracy.jpg        E:\Final V1\Final sq NO border\Sq Technology no bdr.jpg | **Week 1:**  **Introduction**  Students create a "board of ideas" on what they think they know about the Vikings. As we progress through the unit- Break these facts into True/ False/ Needs More Checking. Assign or ask students to take an idea that interests them to complete the board.    **Mapping Exercise.**  Students use map to identify countries of Denmark, Sweden and Norway. Mark these areas in one colour to signify origins of Vikings. Then using a separate colour, give a list of the countries that the Vikings traded with. Then, finally, with another colour (red works well) show countries that they attacked. If (when) there is cross over- ask students to create a way to show both. Countries include- Russia, Asia, Africa, Spain, France, Germany, Scotland, Ireland, England, Greenland, Finland, Greece, Jerusalem, Arabia, Turkey and Italy.  **Student created pros and cons list:** list of the Climate and Geography of Sweden, Denmark and Norway. Look at resources, seasons and problems in the restriction of land (especially due to inheritance)  <http://www.alternatehistory.com/discussion/showthread.php?t=72324>  <http://www.worldofmaps.net/en/europe/europe-maps/political-europe.htm>  (Blank map sites)  **Week 2:**  **Viking gods, goddesses and mythology**  Trading Card Task.  Assign one of the following Gods or mythical creatures to your class (either as individual or pairs)  Odin, Thor, Loki, Sif, Heimdall, Baldur, Fenris Wolf, Jormungand, Frey, Freya, Vali, Bragi, Mimir, Njord, Vidar, Hel, Idun  Students to Create a "trading card" A4 size of their god with the following information  1. Origin  2. Relations  3. Major Tales and Stories (may need to limit with larger gods like Odin and Thor)  4. Talents/ Gifts/ Abilities  5. A piece of primary evidence that supports their existence. Make a copy of the complete set of cards for each class member.  Teacher led reading of one of the tales such as "Thor's visit to Utgard" or "the Punishment of Loki". these are well translated in "Myths of The Norseman" by Roger Lancelyn Green, but available elsewhere.  **Ragnarok**- How does it compare to other end time scenarios? Get students to create a presentation that is no longer than 3 minutes describing Ragnarok. Then - they research and choose one other "end times" scenario (eg- Christianity, Judaism, Islam) to compare it to.  Green, Roger Lancelyn: **Myths of The Norsemen**, Penguin 2013 (recent edition)  [http://www.viking-mythology.com/aesir.php](http://www.mnh.si.edu/vikings/start.html)  [http://norse-mythology.org/gods-and-creatures/the-aesir-gods-and-goddesses/](http://www.britishmuseum.org/vikings)  <http://norse-mythology.org/tales/ragnarok/>  THOR (movie) Marvel 2011. Show scene with Thor, Sif, Odin, Frigga etc from opening 20 minutes.  **Week 3/4:**  Human Sacrifice, Death and Burial.  Valkyries, Valhalla, Asgard.  **Teacher presentation on Human Sacrifice- clear explanation of Why, who, what and how.**  Then - Students - Prepare a checklist of the steps taken to prepare a person for the afterlife and then WHAT they believe took place.  **Example -**  Step One: Determine how the person died (battle or other)  Step Two: How high were they in society?  Step three: Which belongings would go with them? Viking Hierarchy of Society **Boenr,Jarls, Karls and Thralls**  Students will create a flow chart on the role different people played in society, showing how each one group interacts with the other. **(Information from Texts and websites)**  It is important to show how people could move classes (such as a Thrall showing great courage or extreme hard work)  Flow Chart MUST contain information on the role played by each group. Students can create own design and then compare designs to show different thought processes.  Retroactive 8 - Section 2.1  Cambridge History 8, Chapter 2 page 42  Nelson Connect History 8- Viking Rule- page 4  **TV Series**  VIKINGS - Season 1 Episode 1- after opening credits an excellent (and non violent) scene on “the Thing”, crime and punishment as well as the Jarl and role of the Vikings.  **Week 5:** Viking Housing, Farming and Clothing Housing: Students create a visual representation of a Viking Longhouse, using floor plans and reconstructions to label parts of the house.  **Farming:** What animals were used by the Vikings and how were they used? Give students an image of the following. - **sheep, horse, cattle, goat, pigs, reindeer, fish, cats, dogs, falcons, bears**. Brainstorm what the animals were used for (create a mindmap around animal) THEN- research to see if there are any uses we did not come up with (can be set as homework task after initial work) - **Viking Answer Lady site is excellent for this.**  **Extension task**- some of these animals were included in the Sagas and stories of the Vikings. Find 4 and tell their tale to the class.  **Dress.** Students to research clothing of the Vikings. Then- create an image using information from Bayeux Tapestry, Texts and websites. Create a visual model of a Viking warrior, Viking woman and Viking Farmer.  <http://www.vikingdenmark.com/viking-houses-architecture-inside-layout.html>  Retroactive 8: Section 2.2 Daily Life  [http://www.ancienttechnologycentre.co.uk/vikinglonghouse.html](http://www.viking-mythology.com/aesir.php)  [http://www.hurstwic.org/history/articles/daily\_living/text/clothing.htm](http://www.smithsonianmag.com/history/the-vikings-a-memorable-visit-to-america-98090935/)  <http://www.vikinganswerlady.com/vik_pets.shtml>  **Week 6:** Weaponry, fighting style and Longships PowerPoint/Teacher lead discussion (see Resources for possible PowerPoint - or teacher to create own) On the type of weapons used and why they were so effective.  **Fighting Style and Bezerkers..**  Students research the idea of BEZERKERS. Class discussion on what the MOST LIKELY method of causing the Frenzied state of the bezerkers was. (alcohol, drugs, social pressure, psychological etc.)  **The Longship**  Students to sketch image of longship and identify and describe the main features that made it so successful. Students could also download image- but the notations, descriptions and features should all be described by students. Text Books Retroactive 8 (section2.4) and Cambridge History for National curriculum 8 (pages 57-59) are very good for this section. Look at difference between Dragon boats and Knarrs (vargo boats)  Retroactive 8 Workbook- Worksheet 2.4- A Viking Raid  [www.stmarysnewcastle.com/uploads/6/4/5/5/.../viking\_powerpoint\_6.ppt](http://www.ancienttechnologycentre.co.uk/vikinglonghouse.html)  mrsparrott8.edublogs.org/.../week-7-history-viking-weapons-and-armour.ppt  [www.primaryresources.co.uk/online/powerpoint/Vikings.ppt](http://norse-mythology.org/gods-and-creatures/the-aesir-gods-and-goddesses/)  Retroactive 8 for National curriculum  Cambridge History 8 for the National Curriculum  **Week 7:** Viking Exploration and Trade **Student Research Task on Viking Explorer.**  Students to break into groups to deliver epic poem (ballad, saga)  in Viking Style about one explorer out of Erik the Red or Leif Ericson (Leif the Lucky)  Student Poem must tell of greatness of the person in Viking eyes and WHY it would be seen this way.  Student ballad or saga MUST contain evidence from sources (research element) Guide them to "Erik the Red's Saga" and "Greenlanders Saga" to show different opinions.  **RUNES**  Students will use a Rune alphabet to translate their Poem/ Saga into runes. How and why were Runes used? Class discussion on the role of language (why did some cultures NOT have a written text? What advantages/ disadvantages are there to Runes?)  [http://www.sacred-texts.com/neu/nda/nda18.htm](http://www.cs.vassar.edu/~capriest/mensgarb.html)  <https://notendur.hi.is/haukurth/utgafa/greenlanders.html>  (copies of Erik the Red's Saga and Greenlander's saga)  Retroactive 8 for Australian curriculum: Section 2:7  Cambridge History for Australian Curriculum 8: pages 68-69  Cambridge History for Australian Curriculum 8, pages 54 and 55 (runes)  Retroactive 8 for Australian Curriculum 8, Section 2.9  <http://www.vikingrune.com/rune-converter/>  [http://viking-source.com/Runes-Guide.html](http://www.flowofhistory.com/units/birth/5/FC42)  **Week 8/9:** Viking exploration, raids and trading **RAIDERS OR TRADERS?**  **The Danelaw:** Teacher presentation on powerpoint or other format, to show the extent of the Viking Rule in England under "the Danelaw" see also Retroactive for the Australian Curriculum section 2.5.  What was the impact of the Viking Control of the UK in 865-1066? Break this into advantages and disadvantages for the class.  Student to Look at recent finding of Headless Viking Bodies in 2010.  Students to create List of ENGLISH words influenced by the Vikings. Focus particularly on ones we still use today.  **Students to Look at Monks accounts of the Viking invasions. (discuss issues of Bias/ Christianity etc)**  "Abbo's Wars of Count Odo with the Northman in the Reign of Charles the Fat"  "the Peterbrough Chronicle"  "the Chronicles of St Denis"  **Extension Task:** Write an Account of a Viking Raid from a monks perspective: Focus particularly on how a Monk would view Vikings,: Fear/ dread/ misunderstandings. Discuss rumours you have heard as well as differences in dress, culture, attitude and lifestyle. Describe their appearance, and that of their boats and weaponry.   What about the Good things? **How did Vikings settle/ defend the areas and establish beneficial trade?**  Students to create Columns that have Pros and Cons of Viking settlements in preparation for in class written tasks. Use information from Retroactive 8 for Australian Curriculum 2.3- 2.5.  **In class written task.** Provide a source from "Erik the Red's Saga" and ask students to complete 20 minute extended response. "Were the Vikings great explorers, great raiders, or great traders" to bring all information together.  <http://www.hurstwic.org/history/articles/society/text/raids.htm>  information with accounts from monks and Vikings  Retroactive for Australian Curriculum 8 (Sections 2.3-2.5)  Cambridge History for Australian Curriculum pages 65-67  [http://www.flowofhistory.com/units/birth/5/FC42](http://www.sacred-texts.com/neu/nda/nda18.htm)  (assessment of Viking Settlements)    **The Vikings (TV series SBS). This must be CLOSELY edited/ monitored by staff to show raids and or trade. Be VERY careful - BUT some sections are not too graphic and it is very well reproduced. Season 1 Episode 2 does a great job on a Viking Raid**  **Week 10:** The Norman and Viking Invasions of 1066. **Group Task**  Students are to use information from the Bayeux Tapestry AND research to tell a VISUAL FAIRY TALE of the events of the Norman and Viking invasions of 1066 (E.g. - once upon a time......) As they tell the story, images from the Tapestry should come up behind them and students will clearly identify, like a picture book being read to the class- what is happening.  To start this, Teacher can do present information to students or provide resources from a range of text Books (see resources) or web pages (see resources).  This can be an assessable task if necessary, but teacher will need to closely monitor group work and make sure that EACH student achieves certain Criteria .  Retroactive For Australian Curriculum 8: Section 2.8  Nelson Connect History 8: pages 54-60    [http://www.historynet.com/last-of-the-vikings-stamford-bridge-1066.htm](http://www.primaryresources.co.uk/online/powerpoint/Vikings.ppt)  <http://www.bbc.co.uk/history/ancient/vikings/overview_vikings_01.shtml>  [http://www.battlefieldstrust.com/resource-centre/viking/battleview.asp?BattleFieldId=41](http://www.titanpad.com?BattleFieldId=41?BattleFieldId=41)  [http://www.normaninvasion.info/viking-invasion.htm](http://www.fordham.edu/halsall/source/843bertin.asp)  <https://www.youtube.com/watch?v=PE0RAgHr06U>  [https://www.youtube.com/watch?v=FdtFW6SYtfw](http://viking-source.com/Runes-Guide.html?v=FdtFW6SYtfw)  (horrible histories)  <https://www.youtube.com/watch?v=jhqrpTpoGHk> | | | | | | | | | | | | | | | | **The Australian General Capabilities**  Aboriginal and Torres Strait Islander histories and cultures boriginal and Torres Strait Islander histories and cultures  Asia and Australia's engagement with Asia sia and Australia's engagement with AsiaSustainability ustainability  Critical and creative thinking ritical and creative thinking  Ethical understanding thical understanding  Information and communication technology capability nformation and communication technology capability  Intercultural understanding ntercultural understanding  Literacy iteracy  Numeracy umeracy  Personal and social capability ersonal and socail capability  Civics and citizenship ivics and citizenship  Difference and diversity ifference and diversity  Work and enterprise ork and enterprise | |
| **Special Needs Adjustments** | | | | | | | **School to Work** | | | | | | | | | | | |
| * One-on-one support where required * Short lessons * Engaging topics * Behaviour management strategies * For individualised adjustments, please see personalised learning plans. * Visuals’ and kinaesthetic learning * Group learning * Discussion based topics | | | | | | | * Improved communication skills * Developing understanding on people from different cultures * Language development * Collaborative learning * Self-manage * Become active global citizens by understanding their countries past to shape its future. * Numeracy and literacy comprehension skill building. | | | | | | | | | | | |
| **Assessments. Type. Weight. Due Date** | | | | | | | | | | | | | | | | | | |
| Research Task: Viking Warriors - Bezerkers task.  Oral Presentation: Poem on Erik the Red and Lief Erikson  Group Presentation: Bayeux Tapestry Fairy Tale Task  Inquiry Learning: Formal Assessment , Trading Card Task  Source Analysis: Laws and the Thing task. Use of “Laws of Jonsvikings”  Essay/ Structured Responses: Essay on Explorers, raiders or traders | | | | | | | | | | | | | | | | | | |
| **Resource List** | | | | | | | | | | | | | | | | | | |
| **Books –**  Woollacot, A (Editor) **History for the Australian Curriculum 8** – Cambridge University Press 2012  Anderson M, Keese I, and Low A, **Retroactive 8 for the Australian Curriculum**, John Wiley and Sons 2012  Addison,P (Editor), **Pearson History 8**, Pearson 2012  Websites –  <http://freya.theladyofthelabyrinth.com/>  [http://freya.theladyofthelabyrinth.com/?page\_id=483](http://www.battlefieldstrust.com/resource-centre/viking/battleview.asp?page_id=483)  <http://www.bbc.co.uk/history/ancient/vikings/>  [http://www.mnh.si.edu/vikings/start.html](http://www.britishmuseum.org/Vikings)  [http://www.britishmuseum.org/vikings](https://www.youtube.com/watch) (for site study)  <http://ngm.nationalgeographic.com/2012/11/vikings-and-indians/pringle-text>  [http://www.smithsonianmag.com/history/the-vikings-a-memorable-visit-to-america-98090935/?no-ist](http://freya.theladyofthelabyrinth.com/?no-ist) | | | | | | | | | | | | | | | | | | |
| **Roles and Responsibilities** | | | | | | | | | | | | | | | | | | |
| **Teacher** | | | | **SLSO** | | | | | | | | **Student** | | | | | | |
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| **Teacher Evaluation**  **Comments / Variations** | |
| Guiding Questions  What worked well?  What needed to be changed?  What do I think the students gained from this lesson?  How well did this unit match the Elements of Learning and Achievement?  What did I learn?  How will I use this experience to extend my practice in the future? | |
| **Date Commenced**: | **Date Finished**: |
| **Teachers Signature**: | **Assistant Principals Signature**: |