

the Story of the World

HISTORY FOR THE CLASSICAL CHILD

Activity Book Two: The Middle Ages

From the Fall of Rome to the Rise of the Renaissance

REVISED EDITION



Edited by Susan Wise Bauer

With activities and drawings by:
Suzanne Bryan, Sara Buffington, Sheila Graves,
Lisa Logue, Justin Moore, Tiffany Moore, Sarah Park,
Kimberly Shaw, Sharon Wilson

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Though the Darkness Hide Thee (MULTNOMAH, 1998)

WITH JESSIE WISE

The Well-Trained Mind A Guide to Classical Education at Home (REVISED EDITION, W.W. NORTON, 2004)

For more on Susan Wise Bauer, visit her website,
at www.susanwisebauer.com

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Table of Contents

Photocopying and Distribution Policy	vii
How to Use This Activity Book	viii
Pronunciation Guide for Reading Aloud	xi
Parent’s Guide (see “Chapters” list below for chapter-specific page numbers)	1
Each chapter contains:	
• Encyclopedia Cross-References	
• Review Questions	
• Narration Exercise	
• Additional History Reading	
• Corresponding Literature Suggestions	
• Coloring Page	
• Map Work	
• Activities	
Map Answer Key	254
Student Pages	SP 1
Student Review Cards	SP 176

Chapters

Chapter 1 — The Glory That Was Rome

in <i>The Story of the World</i> text.....	17
in <i>The Story of the World</i> text (revised)	1
Activity Book Parent’s Guide.....	1
Map Answer Key	254
Blank Student Map.....	SP 1
Coloring Page	SP 2
Review Card	SP 176

Chapter 2 — The Early Days of Britain

in <i>The Story of the World</i> text.....	25
in <i>The Story of the World</i> text (revised)	9
Activity Book Parent’s Guide.....	6
Map Answer Key	254
Blank Student Map.....	SP 6
Coloring Page	SP 7
Review Card	SP 176

Chapter 3 — Christianity Comes to Britain

in <i>The Story of the World</i> text.....	35
in <i>The Story of the World</i> text (revised)	20
Activity Book Parent’s Guide.....	11
Map Answer Key	254
Blank Student Map.....	SP 10
Coloring Pages	SP 11, 12
Review Card	SP 176

Chapter 4 — The Byzantine Empire

in <i>The Story of the World</i> text.....	45
in <i>The Story of the World</i> text (revised)	30
Activity Book Parent’s Guide.....	18
Map Answer Key	254
Blank Student Map.....	SP 14
Coloring Pages	SP 16, 17
Review Card	SP 176

Chapter 5 — The Medieval Indian Empire

in <i>The Story of the World</i> text.....	59
in <i>The Story of the World</i> text (revised)	43
Activity Book Parent’s Guide.....	25
Map Answer Key	255
Blank Student Map.....	SP 22
Coloring Page	SP 23
Review Card	SP 176

Chapter 6 — The Rise of Islam

in <i>The Story of the World</i> text.....	67
in <i>The Story of the World</i> text (revised)	50
Activity Book Parent’s Guide.....	30
Map Answer Key	255
Blank Student Map.....	SP 24
Coloring Page	SP 25
Review Card	SP 176

Chapter 7 — Islam Becomes an Empire

in <i>The Story of the World</i> text.....	77
in <i>The Story of the World</i> text (revised)	59
Activity Book Parent’s Guide.....	35
Map Answer Key	255
Blank Student Map.....	SP 28
Coloring Page	SP 29
Review Card	SP 177

Chapter 8 — The Great Dynasties of China

in <i>The Story of the World</i> text.....	91
in <i>The Story of the World</i> text (revised)	73
Activity Book Parent’s Guide.....	41
Map Answer Key	255
Blank Student Map.....	SP 33
Coloring Page	SP 34
Review Card	SP 177

Chapter 9 — East of China

in <i>The Story of the World</i> text.....	99
in <i>The Story of the World</i> text (revised)	80
Activity Book Parent’s Guide.....	46
Map Answer Key	256
Blank Student Map.....	SP 35
Coloring Page	SP 36
Review Card	SP 177

Chapter 10 — The Bottom of the World

in <i>The Story of the World</i> text.....	107
in <i>The Story of the World</i> text (revised)	89
Activity Book Parent’s Guide.....	54
Map Answer Key	256
Blank Student Map.....	SP 37
Coloring Page	SP 38
Review Card	SP 177

Chapter 11 — The Kingdom of the Franks

in <i>The Story of the World</i> text.....	115
in <i>The Story of the World</i> text (revised)	97
Activity Book Parent’s Guide.....	58
Map Answer Key	256
Blank Student Map.....	SP 39
Coloring Page	SP 40
Review Card	SP 177

Chapter 12 — The Islamic Invasion

in <i>The Story of the World</i> text.....	123
in <i>The Story of the World</i> text (revised)	104
Activity Book Parent’s Guide.....	64
Map Answer Key	256
Blank Student Map.....	SP 42
Coloring Page	SP 44
Review Card	SP 177

Chapter 13 — The Great Kings of France

in <i>The Story of the World</i> text.....	127
in <i>The Story of the World</i> text (revised)	108
Activity Book Parent’s Guide.....	70
Map Answer Key	257
Blank Student Map.....	SP 47
Coloring Pages.....	SP 49–52
Review Card	SP 178

Chapter 14 — The Arrival of the Norsemen

in <i>The Story of the World</i> text.....	133
in <i>The Story of the World</i> text (revised)	115
Activity Book Parent’s Guide.....	76
Map Answer Key	257
Blank Student Map.....	SP 54
Coloring Page	SP 55
Review Card	SP 178

Chapter 15 — The First Kings of England

in <i>The Story of the World</i> text.....	147
in <i>The Story of the World</i> text (revised)	129
Activity Book Parent’s Guide.....	82
Map Answer Key	257
Blank Student Map.....	SP 59
Coloring Pages.....	SP 60, 61
Review Card	SP 178

Chapter 16 — England After the Conquest

in <i>The Story of the World</i> text.....	157
in <i>The Story of the World</i> text (revised)	140
Activity Book Parent’s Guide.....	89
Map Answer Key	257
Blank Student Map.....	SP 66
Coloring Page	SP 67
Review Card	SP 178

Chapter 17 — Knights and Samurai

in <i>The Story of the World</i> text.....	169
in <i>The Story of the World</i> text (revised)	152
Activity Book Parent’s Guide.....	95
Map Answer Key	258
Blank Student Map.....	SP 69
Coloring Pages.....	SP 70, 71
Review Card	SP 178

Chapter 18 — The Age of Crusades

in <i>The Story of the World</i> text.....	177
in <i>The Story of the World</i> text (revised)	160
Activity Book Parent’s Guide.....	101
Map Answer Key	258
Blank Student Map.....	SP 75
Coloring Page	SP 76
Review Card	SP 178

Chapter 19 — A New Kind of King

in <i>The Story of the World</i> text.....	191
in <i>The Story of the World</i> text (revised)	174
Activity Book Parent’s Guide.....	107
Map Answer Key	258
Blank Student Map.....	SP 79
Coloring Page	SP 80
Review Card	SP 179

Chapter 20 — The Diaspora

in <i>The Story of the World</i> text.....	203
in <i>The Story of the World</i> text (revised)	186
Activity Book Parent’s Guide.....	113
Map Answer Key	258
Blank Student Map.....	SP 82
Coloring Page	SP 83
Review Card	SP 179

Chapter 21 — The Mongols Devastate the East

in <i>The Story of the World</i> text.....	211
in <i>The Story of the World</i> text (revised)	193
Activity Book Parent’s Guide.....	119
Map Answer Key	259
Blank Student Map.....	SP 87
Coloring Page	SP 88
Review Card	SP 179

Chapter 22 — Exploring the Mysterious East

in <i>The Story of the World</i> text.....	219
in <i>The Story of the World</i> text (revised)	200
Activity Book Parent’s Guide.....	124
Map Answer Key	259
Blank Student Map.....	SP 90
Coloring Page	SP 91
Review Card	SP 179

Chapter 23 — The First Russians

in <i>The Story of the World</i> text.....	227
in <i>The Story of the World</i> text (revised)	208
Activity Book Parent’s Guide.....	130
Map Answer Key	259
Blank Student Map.....	SP 92
Coloring Page	SP 93
Review Card	SP 179

Chapter 24 — The Ottoman Empire

in <i>The Story of the World</i> text.....	235
in <i>The Story of the World</i> text (revised)	215
Activity Book Parent’s Guide.....	138
Map Answer Key	259
Blank Student Map.....	SP 96
Coloring Pages.....	SP 97, 98
Review Card	SP 179

Chapter 25 — The End of the World

in <i>The Story of the World</i> text.....	247
in <i>The Story of the World</i> text (revised)	227
Activity Book Parent’s Guide.....	145
Map Answer Key	260
Blank Student Map.....	SP 102
Coloring Page	SP 103
Review Card	SP 180

Chapter 26 — France and England at War

in <i>The Story of the World</i> text.....	255
in <i>The Story of the World</i> text (revised)	235
Activity Book Parent’s Guide.....	150
Map Answer Key	260
Blank Student Map.....	SP 107
Coloring Page	SP 108
Review Card	SP 180

Chapter 27 — War for the English Throne

in <i>The Story of the World</i> text.....	263
in <i>The Story of the World</i> text (revised)	244
Activity Book Parent’s Guide.....	156
Map Answer Key	260
Blank Student Map.....	SP 111
Coloring Pages.....	SP 112, 113
Review Card	SP 180

Chapter 28 — The Kingdoms of Spain and Portugal

in <i>The Story of the World</i> text.....	273
in <i>The Story of the World</i> text (revised)	253
Activity Book Parent’s Guide.....	161
Map Answer Key	260
Blank Student Map.....	SP 118
Coloring Page	SP 119
Review Card	SP 180

Chapter 29 — African Kingdoms

in <i>The Story of the World</i> text.....	281
in <i>The Story of the World</i> text (revised)	261
Activity Book Parent’s Guide.....	166
Map Answer Key	261
Blank Student Map.....	SP 123
Coloring Page	SP 124
Review Card	SP 180

Chapter 30 — India Under the Moghuls

in <i>The Story of the World</i> text.....	293
in <i>The Story of the World</i> text (revised)	272
Activity Book Parent’s Guide.....	173
Map Answer Key	261
Blank Student Map.....	SP 125
Coloring Pages.....	SP 126, 127
Review Card	SP 180

Chapter 31 — Exploring New Worlds

in <i>The Story of the World</i> text.....	301
in <i>The Story of the World</i> text (revised)	281
Activity Book Parent’s Guide.....	178
Map Answer Key	261
Blank Student Map.....	SP 128
Coloring Page	SP 129
Review Card	SP 181

Chapter 32 — The American Kingdoms

in <i>The Story of the World</i> text.....	311
in <i>The Story of the World</i> text (revised)	290
Activity Book Parent’s Guide.....	183
Map Answer Key	261
Blank Student Map.....	SP 131
Coloring Page	SP 132
Review Card	SP 181

Chapter 33 — Spain, Portugal, and the New World

in <i>The Story of the World</i> text.....	323
in <i>The Story of the World</i> text (revised)	301
Activity Book Parent’s Guide.....	190
Map Answer Key	262
Blank Student Map.....	SP 136
Coloring Page	SP 137
Review Card	SP 181

Chapter 34 — Martin Luther’s New Ideas

in <i>The Story of the World</i> text.....	331
in <i>The Story of the World</i> text (revised)	309
Activity Book Parent’s Guide.....	196
Map Answer Key	262
Blank Student Map.....	SP 141
Coloring Pages.....	SP 142, 143
Review Card	SP 181

Chapter 35 — The Renaissance

in <i>The Story of the World</i> text.....	339
in <i>The Story of the World</i> text (revised)	318
Activity Book Parent’s Guide.....	201
Map Answer Key	262
Blank Student Map.....	SP 146
Coloring Page	SP 147
Review Card	SP 181

Chapter 36 — Reformation and Counter Reformation

in <i>The Story of the World</i> text.....	349
in <i>The Story of the World</i> text (revised)	327
Activity Book Parent’s Guide.....	207
Map Answer Key	262
Blank Student Map.....	SP 149
Coloring Pages.....	SP 150, 151
Review Card	SP 181

Chapter 37 — The New Universe

in <i>The Story of the World</i> text.....	355
in <i>The Story of the World</i> text (revised)	334
Activity Book Parent’s Guide.....	213
Map Answer Key	263
Blank Student Map.....	SP 152
Coloring Pages.....	SP 153, 154
Review Card	SP 182

Chapter 38 — England’s Greatest Queen

in <i>The Story of the World</i> text.....	363
in <i>The Story of the World</i> text (revised)	342
Activity Book Parent’s Guide.....	219
Map Answer Key	263
Blank Student Map.....	SP 155
Coloring Page	SP 156
Review Card	SP 182

Chapter 39 — England’s Greatest Playwright

in <i>The Story of the World</i> text.....	371
in <i>The Story of the World</i> text (revised)	351
Activity Book Parent’s Guide.....	228
Map Answer Key	263
Blank Student Map.....	SP 157
Coloring Page	SP 158
Review Card	SP 182

Chapter 40 — New Ventures to the Americas

in <i>The Story of the World</i> text.....	381
in <i>The Story of the World</i> text (revised)	361
Activity Book Parent’s Guide.....	235
Map Answer Key	263
Blank Student Map.....	SP 159
Coloring Pages.....	SP 160, 161
Review Card	SP 182

Chapter 41 — Explorations in the North

in <i>The Story of the World</i> text.....	391
in <i>The Story of the World</i> text (revised)	370
Activity Book Parent’s Guide.....	240
Map Answer Key	264
Blank Student Map.....	SP 164
Coloring Pages.....	SP 165, 166
Review Card	SP 182

Chapter 42 — Empires Collide

in <i>The Story of the World</i> text.....	401
in <i>The Story of the World</i> text (revised)	379
Activity Book Parent’s Guide.....	246
Map Answer Key	264
Blank Student Map.....	SP 167
Coloring Pages.....	SP 168, 169
Review Card	SP 182

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How to Use This Activity Book

History is the most absorbing and enthralling story you can tell a young child, because it's true. A good history narrative is as strange and wondrous as a good fairy tale. Kings, queens, mummies, wooden horses, knights, and castles can be as fascinating as giants and elves—but they *really existed!*

In classical education, history lies at the center of the curriculum. The chronological study of history allows even small children to learn about the past in an orderly way; after all, the “best way to tell a story,” as the King tells Alice in *Alice in Wonderland*, “is to begin at the beginning and go on to the end.” When the study of literature is linked to history, children have an opportunity to hear the stories of each country as they learn more about that country's past and its people. History teaches comprehension; young students learn to listen carefully, to pick out and remember the central facts in each story. History even becomes the training ground for beginning writers. When you ask a young student to narrate, to tell back to you the information he's just heard in his own words, you are giving him invaluable practice in the first and most difficult step of writing: putting an idea into words.

This activity guide is designed to go along with Volume Two of Susan Wise Bauer's *The Story of the World: History for the Classical Child*. Think of each section in *The Story of the World* as a “springboard” into the study of world history. This book provides you with a simple, chronological overview of the progression of history. It isn't intended to be complete, but when you do history with young students, you're not aiming for a “complete” grasp of what happened in the Middle Ages. Instead, you want to give the child an enthusiasm for history, a basic understanding of major cultures, and an idea of the chronological order of historical events.

Using This Activity Book at Home

The Activity Book has two sections: a parents' guide in the front, and consumable Student Pages in the back. (Note the page numbers at the bottom of each page to see what section you're in.) For each section in *The Story of the World*, follow this pattern:

- 1) Read the child one section from *The Story of the World*. Longer chapters are divided into several sections; each section is appropriate for one session of history. Good readers can read the section to you instead.
- 2) **Review Questions:** These test the student's comprehension. When he has thoroughly studied the chapter, he should answer these questions orally without looking at the book. Encourage him to answer in complete sentences when possible. This is training in reading comprehension (and it will help you evaluate whether the child is listening with attention and whether he's really understanding what he's reading). Answers given are approximate; accept any reasonable answer. You can also make up your own questions.
- 3) **Narration Exercise:** Have the child tell you in two to five sentences what the history lesson was about. You can prompt the child with the Review Questions. Encourage the child to include the major facts from the history reading, but not EVERY fact. We have supplied sample narrations simply to give some idea of acceptable answers, not to imply that your child's narration should match word for word!

Write down the child's narration if the child is not writing independently. Good writers can be asked to write the narration down themselves. To help with this process, listen carefully to the child's narration and repeat it back to her while she writes; this will help with “writer's block.” For any given section, you can instead ask the child to draw a picture of her favorite part of the history lesson and then describe the picture to you. Write the description at the bottom of the picture. Put the narration or the picture in a History Notebook—a looseleaf notebook that will serve as the child's record of her history study.

- 4) When you have finished both sections of a chapter, stop and do **additional reading** and **activities** on the topic covered by that chapter. This Activity Book provides titles of books that you can find at your library for additional history reading, as well as maps, hands-on activities, and other projects. Some topics have many more resources available than others. Ask your local librarian for further suggestions.

When you reach a topic that has a wealth of interesting books and activities connected to it, stop and enjoy yourself; don't feel undue pressure to move on. Check your local library for titles before buying. The recommended titles range in difficulty from books for reading aloud to first graders to advanced books appropriate for fourth graders to read independently. When appropriate, ask the child to draw pictures, to narrate, or to complete brief outlines about the additional reading as well. Put these pictures and narrations into a three-ring History Notebook. This should begin to resemble the child's own one-volume history of the world. Don't ask the child to narrate every book or she'll grow frustrated; use this as occasional reinforcement for a topic she finds particularly interesting.

Because students from a wide range of grades will be using this Activity Book, we have tried to provide a range of activities, appropriate for different levels. Some are more appropriate for younger students; others will require more in-depth thought. We encourage you to select the projects that are most appropriate for you and your students.

- 5) **Maps:** Almost every section in Volume One of *The Story of the World* has an accompanying map activity. A blank map is in the Student Pages; an answer key showing the correct, completed maps begins on page 254.
- 6) We have provided **encyclopedia cross-references** to the appropriate pages in *The Kingfisher Illustrated History of the World*, *The Kingfisher History Encyclopedia* (revised), *The Usborne Book of World History*, and *The Usborne Internet-Linked Encyclopedia of World History*. Use these books for additional supplemental reading, especially for those topics that don't have extensive lists of age-appropriate library books.
- 7) Choose appropriate titles from the recommended **literature lists** and read these with your child. Classical philosophy discourages the use of "reading textbooks" which contain little snippets of a number of different works. These textbooks tend to turn reading into a chore—an assignment that has to be finished—rather than a wonderful way to learn more about the world. Instead of following a "reading program," consider using the "real books" from these literature lists. Following each title is a range of grades showing the appropriate reading level (RA=read aloud, IR=independent read).
- 8) Every four chapters, you should take one history class to prepare your history review cards. Photocopy the history cards (use stiff cardstock for longer-lasting cards) and cut them out; have the student color the picture. After the cards are completed, use them once or twice a week to review material already covered.
- 9) Optional: You can administer written tests (available separately from Peace Hill Press) if you desire a more formal evaluation or wish to develop your child's test-taking ability.

Multilevel Teaching

The Story of the World series is intended for children in grades 1–4, but is often used by older students: Volume One is written primarily for grades 1–4; Volume Two for grades 2–5; Volume Three for grades 3–6; Volume Four for grades 4–8. The maps and many of the activities in this book are also appropriate for children in grades 4–8. To use *The Story of the World* as the center of a multilevel history program, have your older child independently do the following: Read *The Story of the World*; follow this with the appropriate pages from the *Kingfisher History Encyclopedia*; place all important dates on a timeline; and do additional reading on his or her own level. For more book lists and detailed directions on classical education methods for both elementary and middle-grade students, see *The Well-Trained Mind: A Guide to Classical Education at Home*, by Jessie Wise and Susan Wise Bauer (revised edition, W.W. Norton, 2004), available from Peace Hill Press (www.peacehillpress.com) or anywhere books are sold.

An Important Note for Parents

Families differ in their attitudes towards teaching myths, in their willingness to view partially clothed people in ancient art, and in their sensitivity towards the (inevitable) violence of ancient times. We suggest that you skim through the activities in this book, glance through the literature that we recommend, and skip anything that might be inappropriate for your own family. In addition, both the *Kingfisher History Encyclopedia* and the *Usborne Internet-Linked Encyclopedia of World History* contain a number of pages on prehistoric peoples that may not agree with your family's convictions about humankind's beginnings. If this might pose a problem for you, preview these books before purchasing or using them.

Using This Book in the Classroom

Although this Activity Book was initially designed to be used by homeschooling families, it adapts well to the classroom. Following are suggestions on how each chapter may be taught:

- 1) The teacher reads aloud a chapter section while the students follow along in their own books. When you reach the end of a section, ask the review questions provided in this book to selected students. Depending upon the length of a chapter, you may read the entire chapter in one day or break it up over two days.
- 2) Using the review questions and chapter tests as a guide, type up a list of facts that the students should memorize, perhaps employing a fill-in-the-blank format. Give one to each student to help her prepare for the upcoming test. If you would like to administer formal tests, you can purchase them separately from Peace Hill Press.
- 3) Have the students do the map exercises.
- 4) Select one or two activities. Some are more appropriate for classroom use than others.
- 5) Each day there should be an oral or written review. You can make it fun by playing oral quizzing games such as “Around the World,” “Last One Standing,” or “Jeopardy!”
- 6) On the last day before the test, have the students color their chapter review cards.
- 7) Test the students.
- 8) Periodically review past lessons so your students will remember history chronologically.

Pronunciation Guide for Reading Aloud

Abbot Cuibert	–	AB uht QUEE bair	Barbarian	–	bar BEAR ee un
Aborigine	–	AB uh RIJ uh nee	Bards	–	BARDZ
Abu Bakr	–	AH boo BAH kur	Bayeux tapestry	–	bye YUH (a mix between “yoo” and “yuh”)
Aegean Sea	–	uh JEE uhn (sea)	Bedouin	–	BED oo in
Agincourt	–	AHJ in kor	Beijing	–	BAY jing
Agra	–	AH gruh	Beowulf	–	BAY uh WOLF
Ajanta caves	–	ah JAHN tuh (caves)	Berber	–	BUR bur
Akbar	–	AHK bar	Birbal	–	BUR bul
Al Bakri	–	ahl BAHK ree	Bjarni	–	BYAR nee
Aljama	–	AHL haw muh	Blondel	–	blon DEL
Al-Amin	–	ahl ah MEEN	Bubonic	–	boo BON ihk
Al-Andalus	–	Ahl AN duh loos	Buddha	–	BOO duh
Alcuin	–	AL kwin	Byzantine Empire	–	BIZ un teen (Empire)
Alhambra	–	ahl HAM bruh	Byzantium	–	bih ZAN tee uhm
Allah	–	AHL uh	Caffa	–	KAH fuh
Allemanni	–	all uh MAH nee	Caliph	–	KAY lif
Almagest	–	AL muh jest	Canterbury	–	KANN tur burr ee
Al-Mansur	–	al man SEWER	Castile	–	kah STEEL
Amaterasu	–	AH mah tay raw soo	Catherine of Aragon	–	(Catherine of) ARR uh gone
Amerigo Vespucci	–	ah MAIR ee go ves PEW chee	Catherine Parr	–	(Catherine) PAR
Ananias Dare	–	AN uh NYE uhs (Dare)	Celts	–	KELTS
Anne Boleyn	–	(Anne) bowl INN	Chandragupta	–	CHAHN druh GOOP tuh
Anne of Cleves	–	(Anne of) KLEEVZ	Charlemagne	–	SHAR luh MAYN
Antimony	–	AN tim OH nee	Charles Martel	–	(Charles) mar TELL
Aotearoa	–	ah oh TEER oh ah	Chieftain	–	CHEEF tuhn
Archbishop	–	ARCH BISH uhp	Clotilda	–	kluh TIL duh
Asgard	–	AS gard	Clovis	–	KLO vis
Augustine	–	AWE guh steen	Coliseum	–	KOHL ih SEE uhm
Aztec	–	AZ tek	Conquistador	–	kon KEE stah DOR
Babur the Tiger	–	BAW bur (the Tiger)	Constantinople	–	kahn stan tuh NOH pul
Baghdad	–	BAG dad			

Coronation – KOR uh NAY shun
 Cracow – KRAK ow (“ow” rhymes with “cow”)
 Craith – KRAYTH
 Croatan – CROW uh tan
 Cuzco – KOOZ coe
 Daimyo – DIE me oh (quickly slur syllables together)
 Dais – DAY is
 Danube – DAN yoob
 Dauphin – doh FAN (“fan” with “a” like “apple”;
 barely say the “n”)
 Delhi – DEH lee
 Diaspora – dye AS pur uh
 Diocletian – dye oh KLEE shun
 Donnacona – DAHH nah KOH nah
 El Cid – EHL SID
 Emir of Cordova – ay MEER (of) KOR doh vuh
 Emu – EE moo
 Ethelbert – ETH uhl burt
 Ethelred – ETH uhl red
 Ferdinand Magellan – (Ferdinand) muh JEL uhn
 Francisco Vasquez de Coronado – fran SIS koh VAS
 kez day kor oh NAH doh
 Fresco – FRESS koh
 Frigg – FRIG
 Gabriel – GAY bree uhl
 Galileo Galilei – ga lih LAY oh ga lih LAY ee (the “a”
 in “ga” is like “apple”)
 Galleon – GAL ee uhn
 Ganges – GAN jeez
 Garderobe – GARD er ohb
 Gaul – GAWL
 Genghis Khan – JENG gihs KAHN
 Ghana – GAH nuh
 Ghazi – GAH zee
 Giovanni Boccaccio – jee oh VAH nee boh KAH
 chee oh
 Gladiator – GLAD ee ay tuhr
 Goth – GAHTH
 Granada – graa NAH duh
 Grendel – GREN dul
 Gulshan – GOOL shahn
 Gupta dynasty – GOOP tuh (dynasty)
 Guthorm – GOO thorm
 Hagia Sophia – HAH zhee ah SOH fee ah (“zh” sound
 is like Zsa Zsa Gabor)
 Haiku – HI koo (say “hah-ee” very quickly)
 Hajj – HAZH (“zh” sound is like Zsa Zsa Gabor)
 Halfdan – HALF dan (“hal” of HALF rhymes with
 “shall;” “dan” is like DANiel)
 Hegira – HEH zheera (“zh” sound as above)
 Hernan Cortes – ayr NANN kor TEZ
 Hernando De Soto – ayr NAN doh day SO toh
 Himalayas – HIM uh LAY uhz
 Honingyi – HOE neen ghee
 Horns of Hattin – (Horns of) hat TEEN
 Hrothgar – HRAHTH gahr
 Huayna Capac – WHY nah kah PAHK
 Huns – HUNZ
 Hyde Abbey – HIDE AB ee
 Humayan – hoo MY ahn
 Ibn Athir – IB uhn ah THEER
 Ibn Batuta – IB uhn bah TOO tah
 Incas – EEN kuhz
 Inti – IN tee
 Isabella – IZ uh BEL uh
 Islam – iz LAHM

Istanbul – IS tahn bool
 Jabal Tariq – JAH buhl tair EEK
 Jacques Cartier – ZHAAHK kar tee AY
 Jane Seymour – (Jane) SEE more
 Jerusalem – juh ROO suh luhm
 Johannes Gutenberg – yo HAN uhs GOO tuhn burg
 John Cabot – KAB uht
 Joyeuse – zhoy OOS (“zh” as in Zsa Zsa Gabor)
 Julius Caesar – JEWL ee yus SEE zuhr
 Justinian – juhs TIN ee uhn
 Kamikaze – KAH mih KAH zee
 Katanas – kah TAH nahs
 Khans – KAHNZ
 Kiev – KEE ef
 Koran – kuh RAN
 Kritovoulos – kree TOH vuh lohs
 Kublai Khan – KOO blai KAHN
 Kumargupta – koo mahr GOOP tah
 Lake Texcoco – (lake) tex KOH koh
 Lancastrian – lang KAS tree uhn
 Leicester Abbey – LES tur AB ee
 Leif Ericsson – LEAF ER ik suhn
 Leo Africanus – ahf rih KAHN us
 Li Yuan – LEE yoo AHH
 Lutetia Parisiorium – loo TEE shee ah payr iss OR
 ee um
 Macbeth – mac BETH
 Magna Carta – MAG nuh KAR tuh
 Mali – MAH lee
 Manco Capac – MAHN koh kaw PAHK
 Mansa Musa – MAWN saw MOO saw
 Maori – MOU ree (“mou” rhymes with “cow”)
 Marianas Islands – MAIR ee AN uhs (Islands)

Maximilian – mack sih MIH lee ahn
 Mayan empire – MY ahn
 Mead – MEED
 Mecca – MEHK uh
 Medina – muh DEE nuh
 Mediterranean Sea – MED ih tuh RAY nee uhn
 Mehmed the conqueror – MEH med (the conqueror)
 Merovius – meh ROH vee uhs or may ROH vee uhs
 Midgard serpent – MID gard
 Micmacs – MIHK macks
 Ming – MEENG
 Moghul – MOH guhl
 Montezuma – MOHN tih ZOO muh
 Moor – moohr
 Morocco – muh ROK oh
 Mosaic – moh ZAY ik
 Mosque – mosk
 Muhammad – moo HAM uhd
 Muslims – MUZ lims
 Newfoundland – NEW fuhn luhnd
 Niccolo – NEEK koe low
 Nicholas Copernicus – (Nicholas) koe PUR ni kus
 Niña – NEE nyah
 Norsemen – NORS mehn (“nors” rhymes with “horse”)
 Nottingham – NOT ing uhm
 Oasis – oh AY sis (plural: Oases – oh AY sees)
 Oda Nobunaga – OH dah NO boo NAH gah
 Odin – OH dihn
 Okuninushi – OH koo nee NOO shee
 Onsen – OHN sehn
 Orthodox – OR thuh doks
 Ostrogoth – OS truh gahth
 Othello – oh THELL oh

Ottoman – OT uh muhn	Santa Maria – SANN tuh muh REE uh
Pachamama – PAH chah mah mah	Saracen – SAYR uh suhn
Paekche – PIKE shay	Sawm – sahm
Pagoda Kofuku-ji – pah GOH dah koh foo KOOH jee	Saxons – SAK suns
Pax Romana – PAHKS roh MAH nuh	Scandinavia – SKAN duh NAY vee uh
Pedro Giron – PAY droh hee ROHN	Scourge – skurj
Peking – pay KING	Scriptorium – skrip TOR ee uhm
Pinta – PEEN tah	Scyldings – SKEEL dings
Portcullis – port KUHL ihs	Seppuku – sep POO koo
Ptolemy – TOHL uh mee (second syllable is slurred)	Shahadah – SHAH hah dah
Quetzalcoatl – ket SAHL koh ah tul (swallow the “I”)	Siege engines – SEEJ (engines)
Ram Bagh – RAHM BAH	Skandagupta – SKAHN dah GOOP tah
Ramadan – RAHM uh dahn	Skraelings – SKRAY leengs
Refectory – rih FEK tuh ree	Skymer – SKY mer
Relic – REL ik	Songhay – SOHNG hye
Rheims – REEMZ	Sui dynasty – SOO-EE (say quickly)
Roanoke Island – ROH uh noak	Suleiman – SOO lay mahn
Robin of Lockesley – (Robin of) LOX lee	Sultan – SUHL tun
Roc - ROCK	Susano – SOO sah no
Rodrigo Díaz de Vivar – rohd REE goh DEE ahz day vee VAHR	Sweyn Forkbeard – SVAYN FORK beard
Rua – ROO ah	Tag Haza – TAHG ha ZHA (“zh” as in Zsa Zsa Gabor)
Rulu – ROO loo	Tang Dynasty – TAHNG (dynasty)
Rune - ROON	Tariq Bin Ziyad – tar EEK bin zuh YAAD
Runnymede – RUN ee meed	Te Ika-a-Maui – TAY ee ka ah MOW ee (“mow” rhymes with “cow”)
Rurik – ROOR ik	Tenochtitlan – teh NOCH teet lan
Saladin – SAL uh deen	Terre-neuve – TAYR Noohv (somewhere between “nuhv” and “noov”)
Salah – suh LAH	Tesseract – TESS er aye
Salic law – SAH lik (law)	Thane of Cawdor – THAYN (of) KAW dore
Samudragupta – SAH moo drah GOOP tah	Thar Desert – TAR (desert)
Samurai – SAH moo rye (“rye” is really a quick “rah-ee”)	Theodora – THEE uh DOR uh
Sanskrit – SAN skriht	

Thialfi – thee AHL fee
Thor - THOR
Thorvald – THOR vuld
Tigris – TYE gris
Timbuktu – TIM buck TOO
Torah – TOR uh
Troy – troi
Tsar – zar
Tyr – tire
Valencia – vuh LEN see uh
Valhalla – val HAL uh
Valkyries – VAL keer eez
Vandals – VAN duls
Varangian Guard – vahr EN jee an (guard)
Vasco da Gama – VAS coe dah GAHM uh
Visigoth – VIZ ih gahth
Vizier – viz EER
Vladimir – VLAD uh meer

Vortigern – VOR tih gurn
Wani – WAH nee
Wessex – WEH siks
Wigwam – WIG wahm
William Caxton – (William) KAKS tuhn
Wittenberg – VIHT en burg
Woden – WOH dun
Xi'an – SHEE ahn
Yakka – YAK uh (“yak” as in “apple”)
Yamato Dynasty – yah MAH toh
Yang Chien – YANG shee EN
Yangtze – YANG tzee
Yohanan ben Zakkai – yoh HAH nuhn ben zah KYE
Zakat – zuh KAHT
Zealot – ZEL uht
Xi'an – SHYAN
Xiling Ji – SHEE ling JEE
Yangtze – YANG see or YANG dzu

Encyclopedia Cross-References

UBWH 100–101, UILE 210–213

KIHW 204–205, 234–235, 216–219, KHE 130–131

THE VIKING INVASION

REVIEW QUESTIONS

What happened to the old Roman Empire? *Barbarians attacked it.*

What do we call the “barbarians” who attacked the Franks? *They were called “North-men,” or Norsemen.*

What peninsula did the Norsemen come from? *They came from Scandinavia.*

Do you remember the three kingdoms of Scandinavia? *The Scandinavian kingdoms are Norway, Denmark, and Sweden.*

What other name were the Norsemen known by? *They were also called “Vikings.”*

What is the advantage in having a flat-bottomed boat? *The boat can float in shallow water. You can row it right up to the sand on the beach!*

Why was it easier for the Vikings to invade the Franks after Charlemagne died? *The kingdom was divided among Charlemagne’s three grandsons and was no longer strong and united.*

What did the Franks do to stop the Vikings from invading the western part of France? *The Franks gave the Vikings a piece of the land called Normandy.*

Once the Vikings had been in Normandy for a while, how did they start to speak and act? *They started to act just like the Franks!*

What had the Vikings become? *They had become Normans.*

NARRATION EXERCISE

“The Vikings came from the north and invaded the Frankish empire. They sailed right up onto the beaches in their flat-bottomed boats. Eventually the Franks gave the Vikings some Frankish land. This land was called Normandy, and the Vikings were called Normans.” OR

“After Charlemagne died, the kingdom of the Franks was divided and could not fight off the Vikings. The Vikings invaded France so often in their longships that they were eventually given some of the land. After living there for awhile, they started to act just like the Franks!”

ERIC THE RED AND “ERIC’S SON”

REVIEW QUESTIONS

Why did Eric the Red have to leave Iceland? *He killed two neighbors in a fight.*

What name did Eric the Red give to the land that he discovered so that other Viking settlers would come there? *Greenland.*

What was Greenland really like? *Greenland was cold, dark, icy, treeless, and full of mountains.*

How did the Viking settlers in Greenland get enough grain to live? *They traded sealskins, polar bear furs, tusks, and other items to visitors.*

Did they have enough to eat? *No; they had so little food that they did not grow very tall!*

Why did Eric the Red's son, Leif Ericsson, decide to go exploring? *He wanted to find the land that Bjarni saw from a distance but never explored.*

What fruit did Leif Ericsson find in the new land that he discovered? *He found grapes.*

What did he name the new land? *He named it Vineland.*

What made the new settlers of Vineland give up their settlements? *The Native Americans (or Skraelings) of the land defended their territory and fought the Vikings.*

What land had Leif Ericsson discovered? *He had discovered North America.*

NARRATION EXERCISE

“The Vikings were great explorers. Eric the Red sailed to cold, icy Greenland. His son, Leif Ericsson, sailed to North America. He called it Vineland and tried to settle there, but the settlers were chased away by the Native Americans.” OR

“The Viking explorer Eric the Red tried to get settlers to come to the cold, icy land that he had discovered by calling it Greenland. His son, Leif Ericsson, was also a famous explorer. He sailed to North America long before Columbus! He named the new land Vineland because it was full of grapes.”

THE NORSE GODS

REVIEW QUESTIONS

Where did the Vikings believe that the gods lived? *The gods lived in Asgard, above the sky.*

How was Asgard connected with the earth? *Asgard was connected to earth by a rainbow bridge.*

What is one way a Viking could get into Valhalla, the feasting hall of the gods? *A Viking who died in battle would be taken to Valhalla by a Valkyrie.*

Who was Thor? *Thor was the thunder-god.*

Why did Thor want to go to Skymer's home? *Thor wanted to steal Skymer's giant kettle of mead.*

What became of the goat bones and skins that were eaten the night before? *Thor turned them back into live goats.*

Why did one of the goats limp? *The goat limped because the son of the house cracked one of its bones open.*

What did the five caves turn out to be? *The caves were the fingers of the giant Skymer's lost glove.*

When Thor was drinking from Skymer's horn of mead, what was he really doing? *He was drinking from the ocean.*

When Thor wrestled with the cat, what was he really wrestling with? *He was wrestling with the world serpent, the Midgar Serpent.*

Why couldn't Thor conquer the old woman? *She was Old Age. Not even the strongest man can beat age.*

NARRATION EXERCISE

“The Vikings believed in many gods. The thunder god Thor tried to steal a giant's mead kettle. Thor thought he was drinking from a horn, wrestling with a cat, and fighting an old lady, but he was really drinking from the sea, lifting up the world serpent, and fighting against Old Age.” OR

“The Vikings believed that their gods and goddesses lived in Asgard. A warrior could get into Valhalla by dying in battle. The Norse god Thor set off on a journey to steal mead from the giant Skymer. Skymer tricked Thor by asking him to do nearly impossible things. Thor was angry when he couldn’t defeat Skymer’s old nanny, but he was really wrestling against Old Age.”

Additional History Reading

The Grandchildren of the Vikings, by Matti A. Pitkanen and Reijo Harkonen (Carolrhoda Books, 1995). This lavishly photographed book shows modern-day children of Scandinavia and traces their connection with the Vikings of old. (RA 1–4, IR 5)

The Vikings (Treasure Chests), by Fiona MacDonald (Running Press, 1997). Activities includes: sun dial compass, Viking board game, Viking boat, and map with stickers. Plus, there are other stickers, a mini poster of Viking ships, a Viking Mythology tree, and a little booklet about the Vikings. Small children will need help with most of these projects. (RA 2–3, IR 4–5 and activities)

Who Were the Vikings? (Starting Point History Series), by Jane Chisholm (EDC Publications, 2002). A simple Internet-linked guide to Viking history, with easy-to-read text. (RA 1, IR 2–4)

Corresponding Literature Suggestions

Beorn the Proud, by Madeleine Polland, illus. Joan Coppa Drennen (Bethlehem Books, 1999). This chapter book tells about the friendship between a Viking boy and an Irish farm girl kidnapped by Viking invaders; a good independent read for strong readers or family read-aloud for younger students. (RA 1–3, IR 4–5)

East O’ the Sun and West O’ the Moon and Other Norwegian Fairy Tales, by George Webbe Dasent (Dover, 2001). Includes ten short stories from Norway. (RA 1–3, IR 4–5)

Magic Tree House #15, Viking Ships at Sunrise, by Mary Pope Osborne (Random House, 1998). Travel back in time, visit a monastery in medieval Ireland and meet some Vikings! (RA 1–2, IR 3–5)

Odin’s Family: Myths of the Vikings, retold by Neil Philip, illus. Maryclare Foa (Orchard Books, 1996). These short, large-print retellings are good for younger readers and cover all of the major themes in Norse mythology. (RA 2, IR 3–5)

Yo, Vikings! by Judith Byron Schachner (Dutton Books, 2002). In this wildly colorful picture book, Emma imagines that she’s a Viking, reads up on Vikings at the library, renames herself Emma the Red, buys a Viking ship with her allowance, and takes her friends off on an adventure. (RA 1, IR 2–4)

MAP WORK

Viking Lands (Student Page 54, answer 257)

1. The Vikings of Scandinavia invaded the kingdom of the Franks. Let’s trace the path of the Viking longships in green. Start at the dot in Scandinavia (the dot between Norway and Sweden) and draw down through the waters until you get to the dot in the Frankish Kingdom.
2. Eventually the Vikings were given some of the Frankish land. This land was called Normandy. In orange, trace the path the Viking settlers took from Scandinavia to Normandy.
3. Some Vikings sailed across the Atlantic Ocean to Iceland. Trace the path from Scandinavia to Iceland in blue.
4. The Viking explorer Eric the Red sailed west from Iceland hoping to find a new home. He found Greenland. Trace the path of his journey from Iceland to Greenland in red (for Eric the Red).

5. Eric's son, Leif Ericsson, went exploring like his father. He found a new land that he named "Vineland." Today we call that new land Newfoundland. In purple, trace Leif's journey from Greenland to Newfoundland.

COLORING PAGE A Viking longship (*Student Page 55*)

PROJECTS

ACTIVITY PROJECT **A Viking Funeral**

Viking chieftains had elaborate funerals. The chieftain was dressed in his best clothes and laid on a Viking longship with all his weapons and precious possessions. Then the longship was set on fire and pushed onto the water to burn.

Hold your own Viking funeral. Put an action figure or doll in a toy boat. You can dress your chieftain in fine clothes and add weapons, jewelry, and coins to the boat if you wish. Then float the toy boat in your bathtub!

CRAFT PROJECT **Make a Viking Boat**

- Materials:*
- Both templates for boat copied on cardstock (*Student Pages 56 and 57*)
 - 6" square piece of paper for sail
 - Colored pencils or crayons
 - Scissors
 - Glue or tape
 - Drinking straw for mast
 - Small amount of air-drying, blue foam clay for stand (optional)

- Directions:*
1. Color and cut out all the pieces of the Viking boat.
 2. On both ends of the hull, cut on dotted lines then fold tabs to inside and glue A to B and C to D.
 3. Fold the dragon's head and tail down the middle and cut out where indicated, then unfold and glue to hull where indicated. Match up the 2 sides of the head and glue together. Repeat for tail.
 4. Glue the shields to the sides of the hull.
 5. Cut a small slit in top of hull between shields and insert oars in slits.
 6. Put a glob of hot glue in bottom of hull and insert straw for mast. Glue sail to mast.
 7. Make a stand that looks like ocean waves from the clay.

CRAFT PROJECT **Make a Viking Brooch or Thor's Hammer Pendant**

- Materials:*
- Photocopy of templates (*Student Page 58*)
 - Hole punch
 - Colored pencils, water color pencils or markers
 - Sandpaper
 - Deli plastic containers, #6 recyclable
(Or use "Print & Shrink" oven-bake crafts sheets found at department or office supply stores.)
 - Scissors
 - Cording for pendant
 - Safety pin for brooch
 - Glue

- Directions:*
1. Cut up a deli plastic container, freeing the useable top and bottom. Sand one side of the plastic until it is cloudy and you can feel the roughness on every part of it (delete this step if using the "Print & Shrink" craft sheets). This is so the color will stick. Or if using Print & Shrink sheets and you have a scanner, scan templates and print on the sheets. Color as directed in step 2.
 2. Lay the plastic on top of the template pattern. Trace the pattern on the plastic, making sure you are working on the scratched side. Then color the pattern. For the most vivid color use watercolor pencils that are moist.
 3. Decide where you want to punch your hole if you are making a pendant and use the hole punch to create the hole.
 4. Once you are finished, cut the template out and place on a cookie sheet. Bake at 250 degrees for about 10 to 15 minutes. Check often. (Burning plastic is not good for you to breathe!) Take out when the items are lying flat and are thicker. Your item will shrink and the colors will intensify.
 5. Use the cording to hang the pendant around your neck. Glue a safety pin on back of the brooch.

Thor's hammer was drawn from one found at Romersdal on Bornholm Island in Denmark. It dates back to about 1000 A.D. Thor was the god of rain and thunder and protector of the Viking farmer in Norse mythology. The hammer was Thor's symbol.

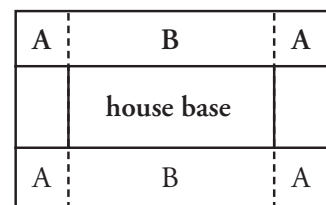
The Viking ship brooch was found in a grave at Lilevang, Bornholm, Denmark. A Viking woman often wore two brooches or buckles, one on each shoulder to fasten her clothing.

CRAFT PROJECT **Make a Viking Long House**

- Materials:*
- Card stock
 - Scissors
 - Glue or tape
 - Ruler
 - Pencil

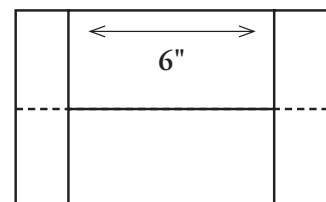
Directions for base:

1. Measure 2½" around edges of card stock and draw lines on each side. Fold on each line. Cut on dotted lines as shown in picture.
2. Fold all tabs marked A to the inside and glue or tape to pieces marked B (see picture).



Directions for roof:

1. Trim 1½" off long edge of one side of card stock. Measure 2½" on each short end, mark it, and fold the paper to the inside along each mark.
2. With those ends folded in you will have a 6" by 7" piece. Bring both 6" ends together and fold like a taco.
3. Cut on dotted lines as shown in picture. On each end fold one end flap on top of the other and glue or tape. Trim end pieces even with edges of roof. This will form the triangular shape on the ends of the roof.



Decorate your long house:

During Viking times, there weren't any local hardware stores, so Vikings had to use whatever materials were available to make their homes. If they lived near a wooded area, they built log or plank homes. In areas where no lumber was available, they built homes from sod. At times Vikings used rocks around the foundation of their homes. Their roofs were usually made from thatch, but some Vikings used sod for their roofs and then planted grass, which grew right on the roof! Look around the area where you live and make a list of the materials you would use if you were building a Viking home.

Suggested materials:

- Dry twigs (for a log house)
- Craft sticks or toothpicks (for a plank house)
- Pebbles (if you want a rock foundation)
- Cut grass, straw or shredded wheat for the roof
- Glue
- Mud (if you want a sod house)
- Grass seeds (for sod house roof)

Directions for log or plank house:

1. If you are using pebbles for a rock foundation, glue those around the base of your house first.
2. For a log house, break twigs to fit and glue in place. For a plank house glue craft sticks or toothpicks in place.
3. Crumble shredded wheat and glue on roof or use grass or straw. Use spray-on glue after the material is in place.

Directions for a sod house:

1. Spread mud on your house and over roof.
2. Sprinkle grass seeds on roof.
3. Gently mist every day. (Don't get the house too wet or it will buckle.)

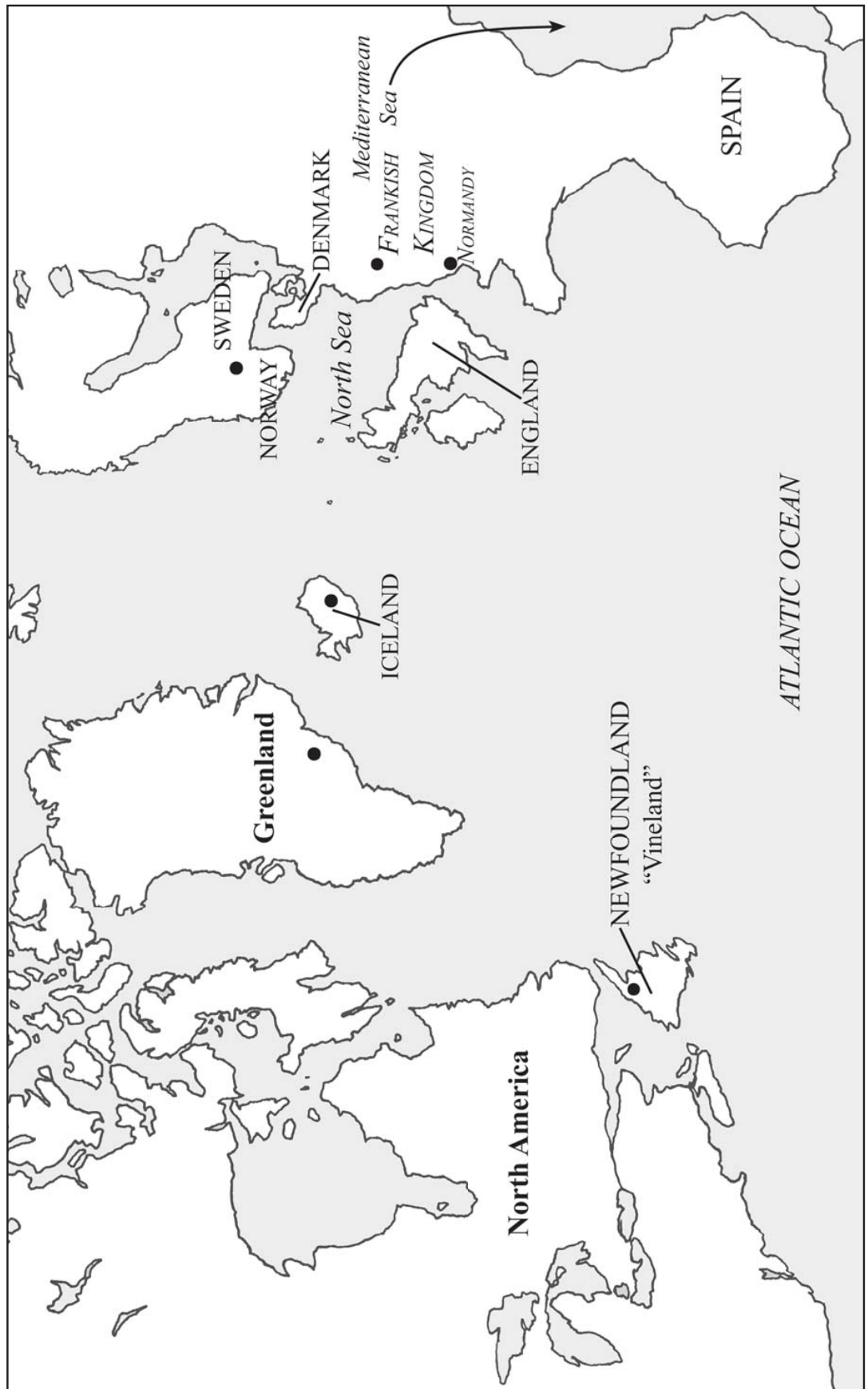
COOKING PROJECT **Make Viking Bread**

The Vikings made bread out of barley, oats and rye. Since they ground their own flour by hand, the bread had a gritty texture.

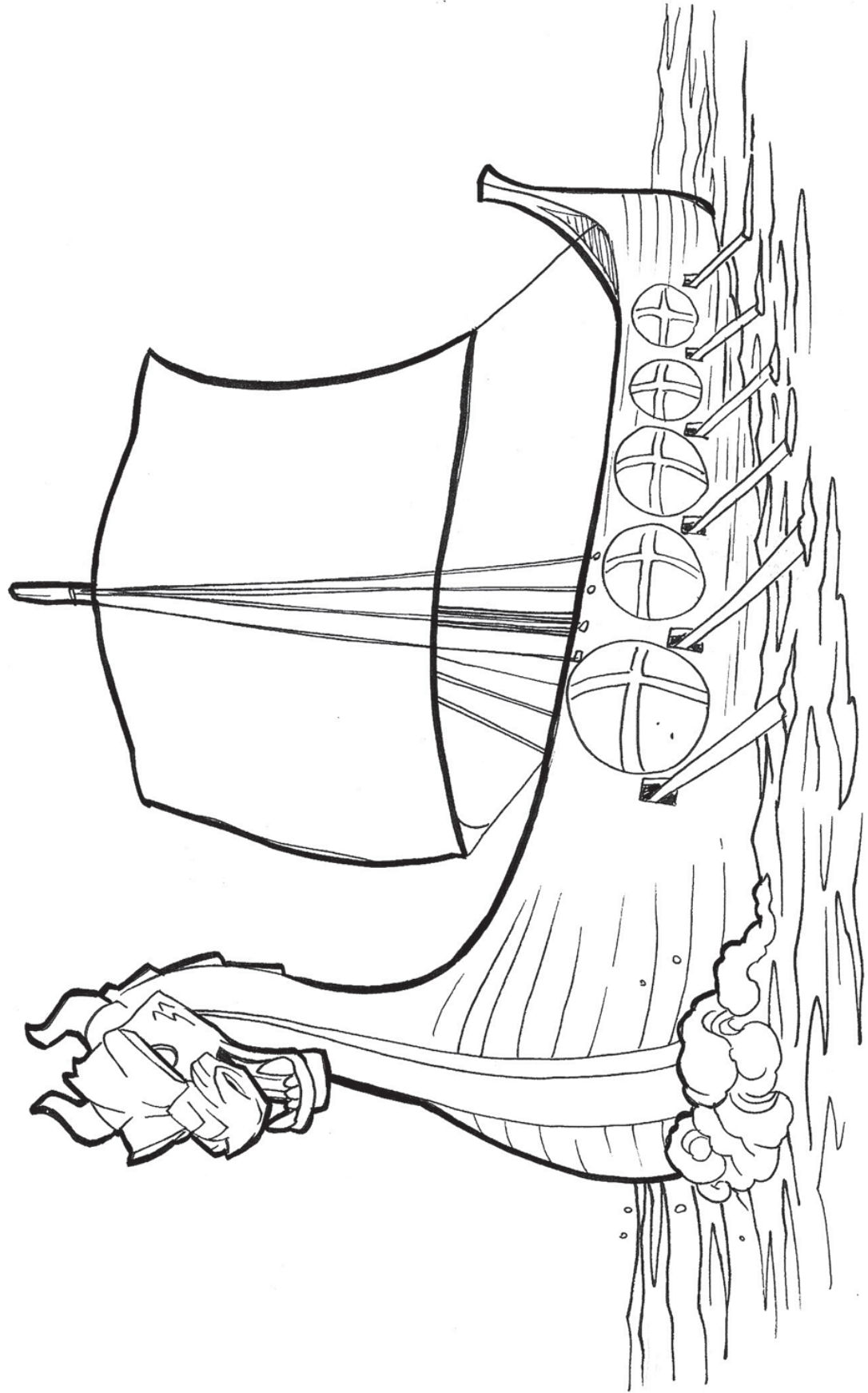
Ingredients: 3 cups whole wheat flour (can also use part oat, barley or rye flour)
2 cups white flour
1 teaspoon baking soda
1 teaspoon sea salt
2 cups warm water
1 cup oats

- Directions:*
1. In a large bowl, mix flour, baking soda, and salt.
 2. Add and stir in $\frac{3}{4}$ cup of oats (save $\frac{1}{4}$ cup for later).
 3. Slowly add the 2 cups of warm water. Stir well. The mixture will become difficult to stir.
 4. Knead the mixture until the mixture becomes stiff.
 5. Form into a circle and place on a greased cookie sheet.
 6. Sprinkle the remaining oats on top.
 7. Put the cookie sheet into a cold oven. Then turn the oven to 375 degrees. Bake bread for one hour.
 8. Cool slightly and enjoy!

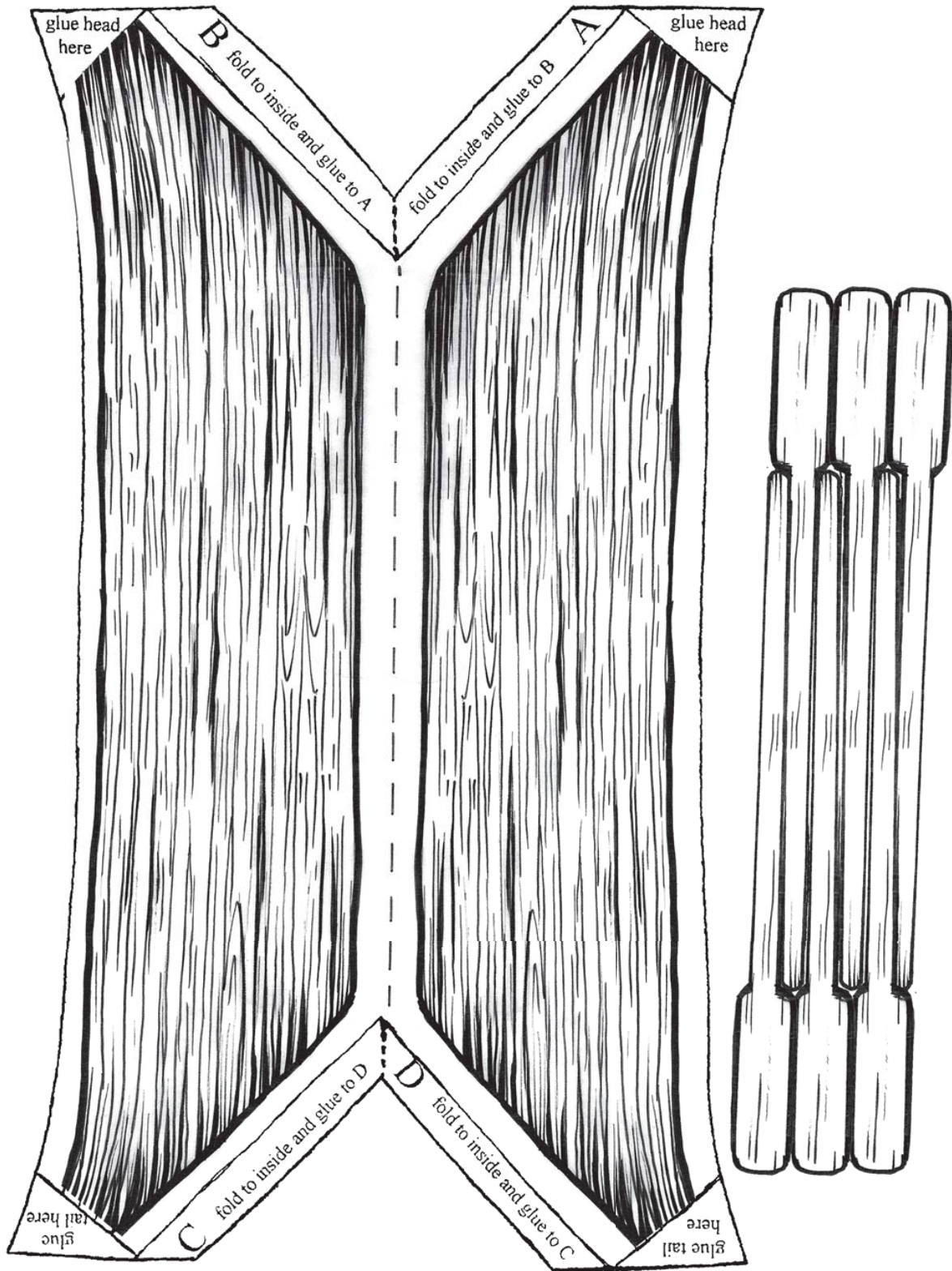
Chapter 14: Viking Lands



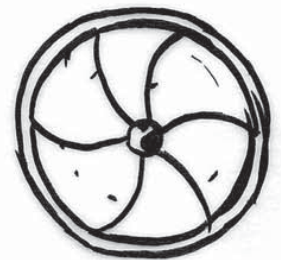
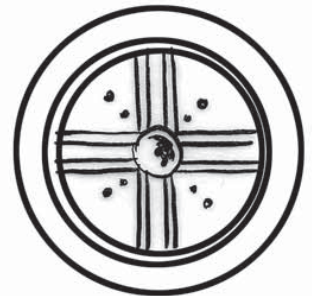
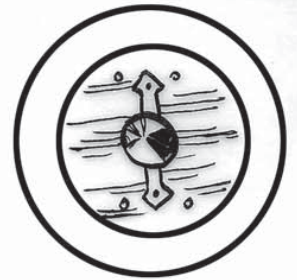
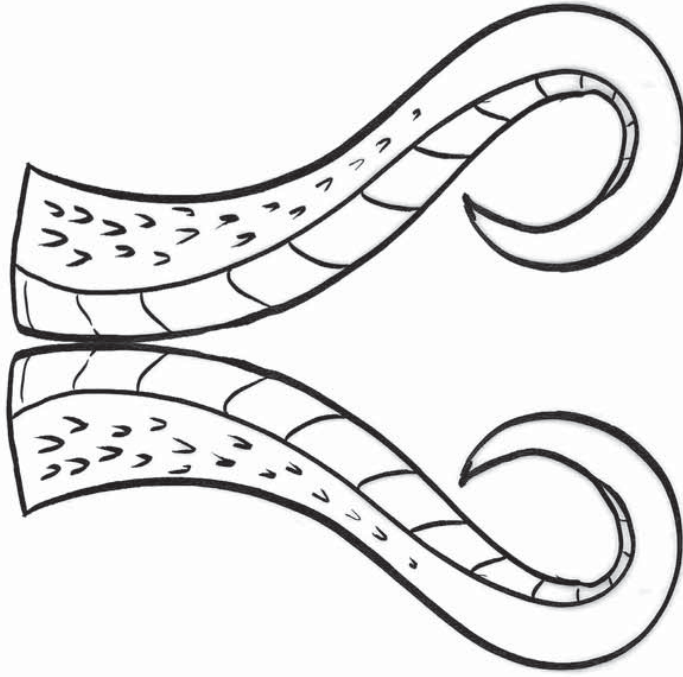
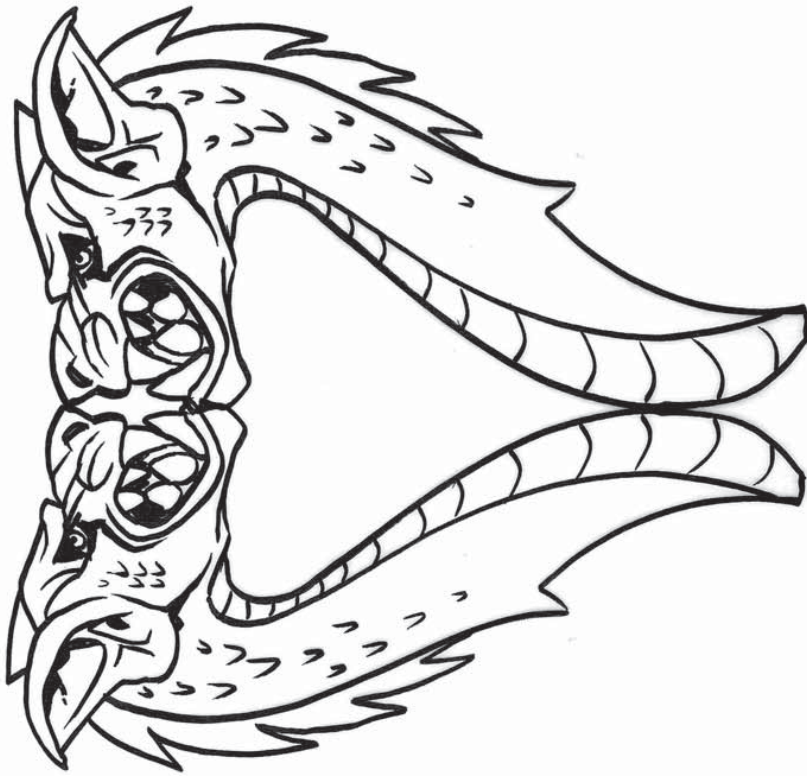
A Viking Longship



Viking Boat Template



Viking Boat Template



Viking Brooch and Thor's Hammer Template

