



What Do You Know? Pretest 18



Circle Sense. In the sentences below, *circle* the word that makes the most *sense*.

1. Leif Erikson was nicknamed “Leif the (Lucky, Loser)” for rescuing people from a sinking ship.
2. Olaf Tryggvason, the king of Norway, was instrumental in exposing Leif Erikson to (Buddhism, Christianity).
3. Leif Erikson, a Viking, is the first known white explorer of the mainland continent of (South America, North America).
4. At the battle of Bothnagowan in 1040, Macbeth killed King Duncan I to become the king of (Scotland, Zimbabwe).
5. Malcolm III, the (assistant, son) of King Duncan I, murdered Macbeth to take the royal throne.
6. Though not historically accurate, (Josephus, William Shakespeare) wrote a famous tragedy based on the character of Macbeth.
7. *Santiago de Compostela*, a holy site to medieval Christians, means “St. James of the field of the (star, llama).”
8. *Caballero* is a term for a Spanish (knight, king).
9. El Cid, a Spanish hero, played a large role in the (revolution, Reconquista) of Spain.

Leif Erikson Discovers America

Activities for Lesson 52

52A—Younger Students

Hide-and-Seek Natural Resources. In remembrance of Leif Erikson’s discovery of Vinland (North America)—a land full of grapes, trees, and salmon—play hide-and-seeK today with a variation of these natural resources.

Materials: Grapes, paper, canned salmon

1. Have your teacher or classmates hide grapes, paper (to represent trees), and a can of salmon.
2. Take turns as the hider and the seeker.
3. While you play, discuss the term *natural resources*.
4. What does the term mean?
5. What natural resources are abundant where you live?
6. If desired, recycle the game with items representing your local natural resources (e.g., cotton ball, bottled spring water, jar of bacon bits for the pork industry, etc.).

52B—Middle Students

Time-Travel with Leif Erikson! When Leif Erikson landed in North America, it’s doubtful he could have conceived the sights and sounds of modern-day Canada or the United States of America. Let’s help him out!

Materials: Notebook paper, pen or pencil

1. Pretend you time-travel back to the year 1003 and introduce yourself to Leif Erikson as someone from the year _____. (Fill in the blank with today’s date.)
2. Convince Leif Erikson to time travel with you to present-day North America.
3. Brainstorm natural sights you would like to show Leif Erikson (e.g., Banff National Park, etc.).
4. Brainstorm modern inventions you would like to show Leif Erikson (e.g., satellites, etc.).
5. Brainstorm national landmarks you would like to show Leif Erikson (e.g., Statue of Liberty, etc.).
6. Write down your top ten favorite sights/inventions on notebook paper.
7. Title your list “Time-Travel with Leif Erikson” and file it in your Student Notebook under “North America.”

52C—Older Students

Fact or Fiction? The history of Viking settlements in North America has been plagued with hoaxes. As recently as 2001, students confessed to fabricating medieval runestones in North America! On the other hand, there is currently one authentic archaeological site that attests to a Viking presence in North America—that is L’Anse aux Meadows, as mentioned in the lesson.

Materials: Notebook paper, pen or pencil

1. Your assignment today is to sort through the facts and the fiction.
2. Research one hoax (there are many) and the authentic finds at L’Anse aux Meadows.
3. Compare them by compiling your findings on notebook paper in two different columns—one column for facts, one column for fiction.
4. Discuss the ramifications of fake news in any time period. (It’s not new!)
5. File your “Fact or Fiction?” compilation under “North America: Canada.”

Macbeth, King of Scotland

Activities for Lesson 53

53A—Younger Students

Castles! Scotland is one of many countries in the world famous for its medieval castles. You can do a lot with castles! Choose one or more ideas below:

1. *With parental guidance*, search the internet for your favorite Scottish castles. (There are several sites claiming to list the top ten, etc.) Print a few for your Student Notebook to file under “Europe: Scotland.”
2. Obtain a book about castles from the library. I recommend David Macaulay’s book *Castle*. (See the “Supplemental Books and Resources” list in the back of this *Companion Guide*.) Learn the parts and discuss the reasons for their special design (e.g., moats and walls for protection).
3. Build your own castle out of blocks, boxes, empty paper-towel rolls, etc. Think of creative ways to deter invaders with high walls, towers for scouting out enemies, small windows, rocky perimeter around the property, piranha-infested moats (imaginary of course), and more. If you choose to build, be sure to take a picture for your Student Notebook to file under “Europe: Scotland.”

53B—Middle Students

Writing a Play. As you are probably aware, a play is written differently from a book or a story. Dialogue is written for the actors to speak. If you’re not familiar with plays, find samples and notice the layout of the text. Look for a list of actors, division of the play by acts and scenes, entrance and exit notes, and narration.

1. Your assignment is to bring Malcolm III to life from today’s lesson by adapting his story to a play format.
2. Imagine Malcolm in conversation with Siward of Northumberland. The two are discussing why they should battle Macbeth for the throne of Scotland. Write as many lines as you can to create a meaningful short scene.
3. Reenact the scene for others to enjoy!
4. File the scene in your Student Notebook under “Europe: Scotland.”

53C—Older Students

Shakespeare Appreciation. Read or watch a performance of Shakespeare’s *Macbeth*. Take notes of when the story line stays true to history and when it veers toward historical fiction. Compare notes as a class and discuss the pros and cons of staying true to history!

El Cid, a Spanish Hero

Activities for Lesson 54

54A—All Students

Sponge Tag. I mentioned in the lesson that the loyalties of El Cid were wishy-washy, meaning they were hard to determine. Let's have some fun with this concept through a wet game of Sponge Tag. (While this game is simple, it can be enjoyed by all ages—weather permitting.)

Materials: Outdoor space (in good weather), 1 sponge per student, 1 or more buckets of water (depending on group size)

1. One of the challenges of the game of tag is that it is sometimes hard to determine whether someone has truly been tagged. (Like the loyalties of El Cid, it is an unknown.)
2. We can solve that problem with soaking-wet sponges—that will leave behind evidence (e.g., wet spots on clothing or skin)!
3. Set one or more buckets of water in a small circle in an outdoor playing area.
4. Stand players in a large circle around the bucket(s).
5. Issue sponges to all players.
6. At the word *go*, all players race toward the bucket(s) to soak their sponges and proceed to chase other players.
7. There are no sides in this game; each player is on his own (like El Cid) to tag other players with the touch of a sponge. (No throwing!)
8. Players are free to refuel on water if needed—though they risk becoming an easy target at the bucket!
9. After three wet tags, a player is out. (If the game goes too slow or too fast, modify the number of tags required for players to be out.)
10. The last student standing is the winner.
11. If this game is a success, play again with dry clothing and fresh buckets of water.

54B—Younger Students

Caballeros! El Cid was considered a caballero, which is a Spanish knight. Though El Cid had a mixed reputation, the caballeros were famous for riding horses in combat *and* maintaining the skills of a gentleman. Let's reenact! (Two or more participants are needed.)

Materials: Shield, sword, broom horse (toy stick horse or broom). Optional: armor

1. Mount an imaginary horse (toy stick horse or broom) and fight a single opponent politely as a gentleman would by asking permission to fight.
2. Bow to your opponent.
3. Establish fair rules and boundaries.
4. Proceed to battle for one minute.
5. One of many challenges about fighting on horseback is that you have only two hands but you need to hold on to three items (shield, sword, horse). To solve this problem, use your legs to hold fast to the horse. I suspect the caballeros learned to do the same!
6. At the conclusion of your one-minute battle, thank your opponent for the fight.
7. If you have several participants, rotate fighters to battle two at a time and maintain the spirit of gentlemen.

54C—Middle Students

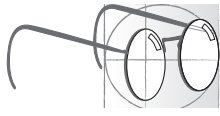
Heroes! Have a healthy discussion about heroes in your culture by answering some of the following questions.

1. Does the society you live in ever mistakenly create heroes? (Consider the past and the present.)
2. Does your society ever confuse the appreciation of *talent* with the admiration of *courage* and *leadership*?
3. Do the media give more attention to the lives of musical artists and athletes than to the lives of those who lead and defend your country?
4. Who are some modern-day heroes? What ways can you think of to recognize them?
5. In what ways, big or small, can everyday people be heroic?
6. How can you be a hero?

54D—Older Students

El Cid. The story of El Cid has been captured in poetry, opera, and film. Choose your favorite from the list below to appreciate the exploits of El Cid.

1. Poetry: I recommend *The Poem of the Cid: A Bilingual Edition with Parallel Text* (Penguin Classics), edited by Ian Michael and Rita Hamilton.
2. Opera: *El Cid* by Jules Massenet is available from CBS Records Masterworks (Austria, 1989). Though the opera was not popular for decades, it was recently revived by world-famous opera singer Plácido Domingo—a Spaniard. Domingo's performance debuted in 1999.
3. Film: View the award-winning 1961 film *El Cid* (Allied Artists) starring Charlton Heston. (The film is unrated.)



Take Another Look!

Review 18: Lessons 52–52

Memory Cards

Make your Memory Cards for Lessons 52–54. Leif Erikson Discovers America (c. 1003) is a date to memorize.

Wall of Fame

- ♦ **Leif Erikson Discovers America (c. 1003)**—On an index card cut in half, sketch a tiny map of Greenland and North America. Draw a dotted line from one to the other with the caption, “Leif Sails to North America (c. 1003).” **Remember, this is a date to memorize.** [From *History Through the Ages*, use *Leif Eriksson*.]
- ♦ **Macbeth, King of Scotland (1040)**—On half an index card, sketch a crown with Macbeth’s name on it. Title the card “Macbeth, King of Scotland (1040).” [Use *Macbeth*.]
- ♦ **El Cid, a Spanish Hero (1040)**—On an index card cut in half, sketch a two-headed man. From the mouth of one head, draw a cartoon bubble that says, “I am El Cameador.” From the mouth of the other, draw a bubble that says, “I am El Cid.” Title the card “El Cid (1040).” [Use *El Cid*.]

SomeWHERE in Time

All Students

1. **O Canada!** This is a multiage mapping activity. All ages will use the same map and the same answer key. Younger Students may need assistance.

Background Information: Canada is the second largest country in the world. Its national anthem is “O Canada.” This vast nation covers about two-fifths of North America and is a little larger than the United States. However, not nearly as many people live there. Canada is made up of 10 provinces and three territories. Nunavut, one of the three territories, was only recently created for the Inuit people (1993). It includes Baffin Island, the fifth largest island in the world and one of the stops of Leif Erikson in his exploration of North America.

Materials: Student Map 20, “Canada”; modern atlas (Rand McNally’s *Know Geography World Atlas*) or *WonderMaps*; colored pencils; black and red markers

1. *Younger, Middle, and Older Students:* Using an atlas or *WonderMaps*, find and label these countries. (I recommend that you use all caps and heavy lettering.):
 - GREENLAND
 - ICELAND
 - CANADA
 - UNITED STATES OF AMERICA

2. Find and label the 10 *provinces* of Canada. Use caps again, but in lighter lettering to distinguish the provinces from the countries you labeled.) Color each province as indicated. From west to east, they are:

<input type="checkbox"/> BRITISH COLUMBIA – <i>yellow</i> <input type="checkbox"/> ALBERTA – <i>orange</i> <input type="checkbox"/> SASKATCHEWAN – <i>red</i> <input type="checkbox"/> MANITOBA – <i>brown</i> <input type="checkbox"/> ONTARIO – <i>light blue</i> <input type="checkbox"/> QUEBEC – <i>light green</i> <input type="checkbox"/> NEW BRUNSWICK – <i>dark blue</i>	<input type="checkbox"/> PRINCE EDWARD ISLAND – <i>dark green</i> <input type="checkbox"/> NOVA SCOTIA – <i>purple</i> <input type="checkbox"/> NEWFOUNDLAND – <i>pink</i> (Newfoundland has two parts. One part is on the mainland; the other part is an island. Use arrows to identify both.)
--	--

3. Younger Students may stop at this time. Check their answers using the answer key map titled “Review 18,” and file this map under “North America: Canada” in their Student Notebook. Middle and Older Students: Keep going to find and label the three *territories* of Canada. Color each territory as indicated. Once again, I suggest using all caps. From west to east, they are:

<input type="checkbox"/> YUKON TERRITORY – <i>silver (or gray)</i> <input type="checkbox"/> NORTHWEST TERRITORIES – <i>gold</i> <input type="checkbox"/> NUNAVUT – <i>turquoise</i>	
---	--

4. Middle and Older Students: Find and label these bodies of water:

<input type="checkbox"/> Arctic Ocean <input type="checkbox"/> Atlantic Ocean <input type="checkbox"/> Baffin Bay <input type="checkbox"/> Davis Strait <input type="checkbox"/> Hudson Bay	<input type="checkbox"/> Hudson Strait <input type="checkbox"/> James Bay <input type="checkbox"/> Labrador Sea <input type="checkbox"/> Ungava Bay
---	--

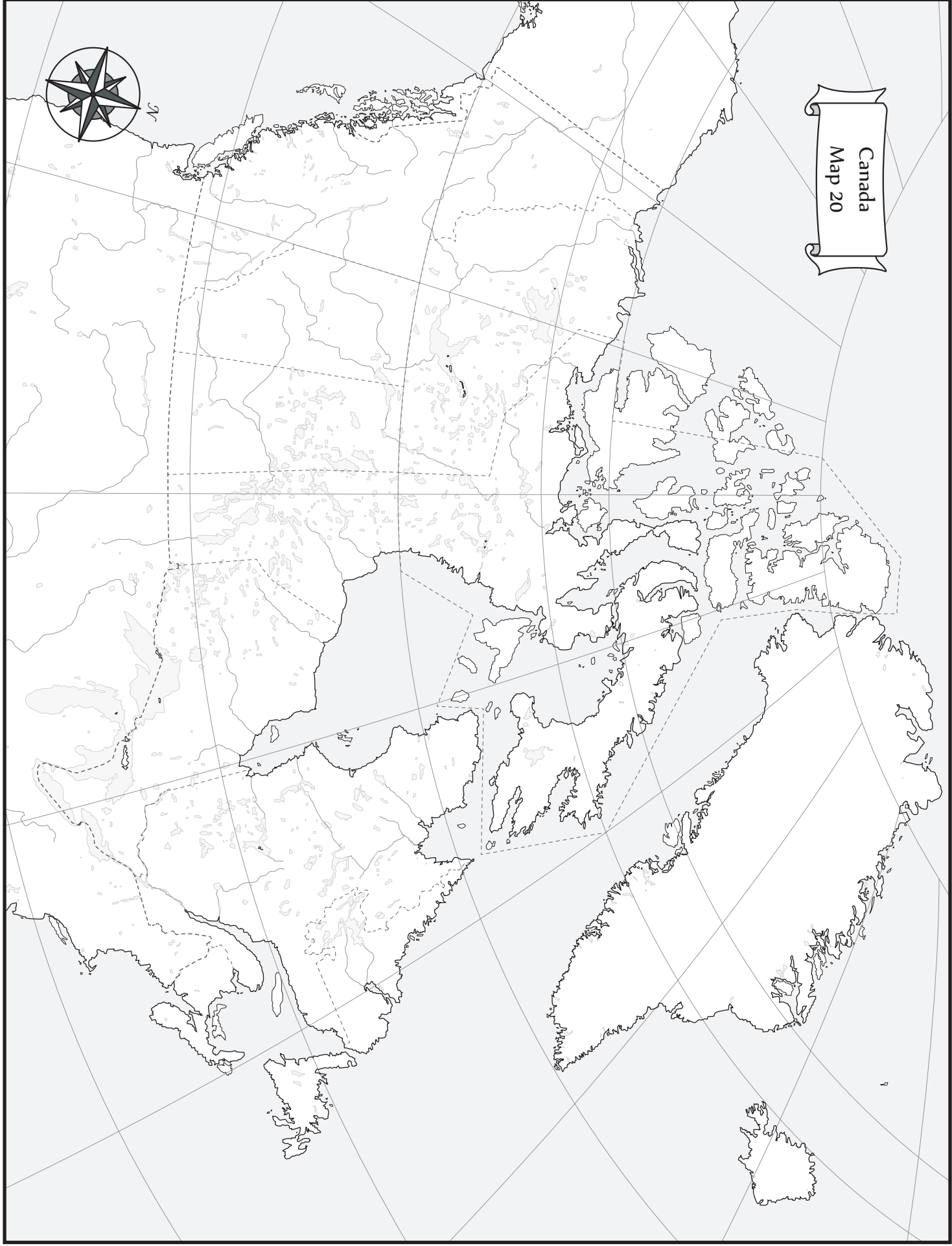
5. Middle and Older Students: Find and label Ottawa with a star. It is the national capital of Canada. Middle Students may stop at this time. Check your answers using the answer key map titled “Review 18” and file this map under “North America: Canada” in your Student Notebook. Older Students: Keep going!

6. Older Students: Find and label the capital cities of each province and territory of Canada with a star. The city names are given below in alphabetical order. You find where they belong!

<input type="checkbox"/> Charlottetown <input type="checkbox"/> Edmonton <input type="checkbox"/> Fredericton <input type="checkbox"/> Halifax <input type="checkbox"/> Iqaluit <input type="checkbox"/> Quebec <input type="checkbox"/> Regina	<input type="checkbox"/> St. John’s <input type="checkbox"/> Toronto <input type="checkbox"/> Victoria <input type="checkbox"/> Whitehorse <input type="checkbox"/> Winnipeg <input type="checkbox"/> Yellowknife
---	--

7. Older Students: Check all final work using the answer key map titled “Review 18.” File your map in your Student Notebook under “North America: Canada.”

Canada
Map 20



Name: _____ Date: _____



What Did You Learn? Week 18: Quiz

I. Multiple Choice. Circle the correct answer for each question.

1. As a result of the Great Jewish Revolt, many Jews fled to the fortress of _____ to try to escape the Romans.
 - a. Pompeii
 - b. Masada
 - c. the Colosseum
 - d. the Temple
2. Though ruins of the Maya were hidden for centuries, the Mayan people once dominated the rain forests of _____.
 - a. Zimbabwe
 - b. New Zealand
 - c. Mexico and Central America
 - d. Baffin Island
3. _____ of Hippo, who was gifted in the art of rhetoric, wrote several Christian classics, including *Confessions*, *On the Trinity*, and *The City of God*.
 - a. Augustine
 - b. Jerome
 - c. Patrick
 - d. Valentine
4. Reasons for the fall of the Western Roman Empire include _____.
 - a. the eruption of Mount Vesuvius
 - b. the Great Jewish Revolt
 - c. invasions of the Angles, Jutes, Saxons, and Vandals
 - d. the disappearance of the Maya

5. Though born in Ireland, _____ became a missionary to Scotland, pledging to lead at least three thousand souls to Christ.
- Patrick
 - Augustine
 - Methodius
 - Columba

II. Who Did It? Match the people on the left with the events on the right by placing the correct letter next to the number.

- | | |
|----------------------------|---|
| _____ 6. Prince Shotoku | a. Won the Battle of Tours |
| _____ 7. Emperor Taizong | b. Stopped the Danes in England |
| _____ 8. Abu Bekr | c. Proclaimed himself caliph after Mohammed died |
| _____ 9. Charles Martel | d. Wrote a constitution for Japan and spread Buddhism |
| _____ 10. Alfred the Great | e. Helped China prosper under the Tang dynasty |

III. True or False. Circle the correct answer.

- | | | |
|---|---|---|
| 11. Iceland, the Land of Fire and Ice, is the largest of the Polynesian islands. | T | F |
| 12. One of the amazing features of the settlements in Zimbabwe is that the houses of stone were built without mortar. | T | F |
| 13. Though crowned by the pope as a Roman emperor, Otto I was German. | T | F |
| 14. During the Song dynasty, farmers were considered the lowest rank of society. | T | F |
| 15. Erik the Red, a settler of Greenland, was nicknamed for his red hair—a name that also fit his hot temper. | T | F |
| 16. After discovering North America, Leif Erikson lived there for 32 years. | T | F |
| 17. Malcolm III avenged his father's death and killed Macbeth to eventually take the throne of Scotland. | T | F |
| 18. El Cid, whose real name was Rodrigo Diaz, has been remembered as a hero for taking Valencia during the <i>Reconquista</i> of Spain. | T | F |

