



WHAT DO YOU KNOW?

PRETEST 18

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

1. Leif Ericsson 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 Ericsson to (Buddhism, Christianity).
3. Leif Ericsson, a Viking, is thought to be the first known white explorer to the mainland continent of (South America, North America).
4. At the battle of Bothnagowan in 1040, Macbeth killed Duncan I to become the king of (Scotland, Zimbabwe).
5. Though not historically accurate, (Josephus, William Shakespeare) wrote a famous tragedy based on the character of Macbeth.
6. *Santiago de Compostela*, a holy site to Medieval Christians, means “St. James of the field of the (star, llama).”
7. A caballero is a term for a Spanish (knight, king).
8. El Cid, a Spanish hero, played a large role in the (revolution, Reconquista) of Spain.

LEIF ERICSSON DISCOVERS AMERICA

LESSON 52

Traditionally, Americans remember **Christopher Columbus** as the first white man to discover the **New World**. A favorite poem tells us, “In fourteen hundred ninety-two, Columbus sailed the ocean blue . . .”¹ However, according to Viking tradition, **Leif Ericsson** was the first white man to “sail the ocean blue” and land on the mainland shores of North America! And it happened about 500 years before Columbus! Today we’ll look at both the facts and the folklore surrounding this significant event.

I introduced you to Leif Ericsson in our last lesson. He was the son of **Eric the Red**. As you may remember, Eric the Red had the reputation of being hotheaded. But Leif had an entirely different reputation. He was nicknamed “**Leif the Lucky**.” He was thought to be lucky because he once saved a group of people from a sinking ship. (I think *they* were the lucky ones!)

In his youth, Leif wanted to meet the king of Norway. His name was **Olaf Tryggvason**. Leif was intrigued by the amazing stories he had heard of the king from traders who sailed back and forth between Greenland, Iceland, and Norway. King Olaf was known for being very tall, a strong athlete, fierce, and yet generous. Besides all of this, he had converted to Christianity. In 999, Leif sailed to Norway to meet King Olaf face to face. It was also a chance for Leif to become acquainted with his father’s homeland. (If you remember, Eric the Red was originally from Norway. Naturally, Leif had strong roots there.)

In the process of mingling with King Olaf, Leif also converted to Christianity. We have no record of how genuine Leif’s conversion was. Some say he may have embraced the king’s faith to keep trade relations strong between Greenland and Norway. Regardless, Leif was commissioned by King Olaf to take the Christian faith back to Greenland. Leif obliged, returning to Greenland with priests and the message of the Gospel.

Leif Ericsson Takes the Gospel to Greenland

As the story goes, one of Leif’s first converts was his very own mother. Her name was **Thjodhild** (as mentioned in our last lesson). She and many other Greenlanders embraced the teachings and forgiveness of Christ with ease. However, her husband, Eric the Red, was obstinate toward the new religion. Though Thjodhild built a Christian chapel right on their own property, Eric kept his distance. He remained faithful to his Viking gods the rest of his life.

Meanwhile, there was some other interesting news being circulated around Greenland. It seems that a Viking trader named **Bjarni Herjolfsson** (BYAHR nee hehr YOHLF son) was telling everyone about a wooded coastland he had seen to the west while blown off course from his travels. Bjarni sighted this land but never made it ashore. This story was naturally very intriguing to both Eric the Red and his son Leif. As a true Viking, Leif immediately wanted to explore it, but Eric was not so sure. As an old man and the leader of Greenland, he thought his days of exploring should be over.

But Leif persisted in persuading his father to go with him. With reluctance, Eric the Red agreed to accompany the expedition. However, on the morning of their departure, Eric accidentally fell from his horse. He considered this fall to be a bad omen of the gods and Eric backed out of the expedition altogether. With everything set to go, it only made sense for Leif to proceed without him.

1. Go to www.teachingheart.net/columbus.htm for all the words to the 1492 poem and a song for Columbus Day as well.

In and around the year **1003**, Leif Ericsson made his mark in history with the yearlong voyage he took at the age of 21. It seems that Leif bought Bjarni's ship and recruited 35 men to sail with him. Where to? They were not exactly sure. They didn't know that North America existed! They just headed northwest and to the south. The team made three significant stops.

Leif Explores North America

The first land Leif found was disappointing because it had no trees at all. It was probably the place today called **Baffin Island**, located in what is now **Nunavut**, the Inuit territory in modern-day Canada.² Finding it rocky and desolate, Leif named it **Helluland**, meaning "Slab-land."

The second sighting was a bit more promising. Leif probably landed on the coast of modern-day **Labrador**, a peninsula in northeastern Canada. He found some forests there, but the land was rugged, full of bears, and uninviting. Leif named it **Mark-land**, or "Forestland," and kept sailing south.

Leif Ericsson's next and final stop is the one that is of the most interest. It seems he sailed at least as far as **Newfoundland** (NOO fun land), **Canada**, and possibly to the coast of **Nova Scotia, Canada**. This makes Leif Ericsson the first known white man to visit the mainland continent of North America! Though he didn't stay long, Leif stayed long enough to get credit for it.



Leif Ericsson and his men reached the coast of Canada, making them the first known white men to explore North America.

Leif Ericsson and his men found endless resources of trees, thick grass, fresh salmon, and grapes. Some say that Leif named the location **Vinland**, or "Wineland," because of the grapes. Others say it was named Vinland because the word *vin* in Old Norse means "green grass" or "meadow." Regardless of why he named it Vinland, Leif Ericsson called it home for a time. He and his men built sturdy stone and turf shelters called **Leifsbudir**, or "Leif's booths," and stayed for the winter.

One of the many things the men appreciated about their new home was the absence of frost on the ground. (They were so used to it in Greenland!) They also enjoyed the nearly equal periods of daylight and nighttime. This also was different to them from Greenland where the sun shines for months and then goes away for months at a time. The forests proved to be helpful for years to come by providing sturdy lumber for shipbuilding. But as lush as North America was, Leif longed for his homeland. In less than a year he returned to Greenland. Though he may have visited Vinland a few more times, he never again made it his home. However, his brother and sister both tried.

Thorvald and Freydid

In 1004, Leif's brother **Thorvald** used the same ship to sail back to Vinland. He went again in 1011 with 60 men, 5 women, livestock, and supplies. The group had every intention of staying for a while. A couple by the name of **Thorfinn** and **Gudrid** stayed long enough to give birth to a son there. His name was **Snorri**. As far as we know, Snorri was the first white child to be born in North America. Snorri spent the rest of his life in Iceland not knowing that he had made history.

2. In 1999 the Nunavut Territory and government, which had been approved in 1993, officially came into existence, giving the Inuit people their own self-governed territory within Canada. The name *Nunavut* means "Our Land." It was created out of land that was previously part of the Northwest Territories and includes Baffin Island, the fifth largest island in the world.

The Viking settlers fared well for a time in America. With the local natives, they traded things like dairy products and red cloth for furs and wood. They might have stayed much longer, but they began to run into some trouble. Their trouble was that the native people were becoming more and more hostile toward them. The Vikings called these dark, stocky people **skraelings**. They may have been **Inuit** or they may have been **Native Americans**. (Of course, thousands of Native Americans were in North America long before Leif Ericsson.) No one knows for sure who the local people in Vinland were. But whoever they were, they must not have been attractive to the Vikings. The name *skraelings*, as given by the Vikings, means “ugly people.” With numerous incidences between the Vikings and the skraelings, Thorvald’s settlers felt it best to leave. They only returned on occasion for timber.



Because tall timber was valuable for building homes and ships, it was important to the Vikings to return to North America where there seemed to be plenty of thick forests.

Some Viking sagas report that Leif Ericsson’s sister, named **Freydid**, made a later attempt to settle the land. To be more accurate, she tried to make money off the New World. Supposedly Freydid took two ships back to Vinland with the promise that the crews of both ships would profit from their fur trade with the native people. But Freydid went back on her word. Like thieves in the night, she and her crew murdered the crew of the other ship so they could keep more of the profits!

If this incident wasn’t enough to make Freydid sound terrifying, folklore says that Freydid once scared off hostile skraelings from her camp by wildly beating her chest with a sword and yelling loudly. I’m not sure if she was being brave or just a bit crazed! Either way, her reputation was not a good one at all, as told in the Viking sagas.

sagas.

Though the sagas are full of interesting stories like those of Freydid, it’s hard to know just how accurate they are since they were written down about two hundred years after the events took place. A few of the stories are told differently. For example, one saga implies that Leif Ericsson was blown off course when he discovered America. Another saga tells us that he went searching for America after Bjarni sighted it.

Either way, it seems to be true that Leif Ericsson was once in North America. As recently as 1960, archaeologists have found evidence of the Viking settlements to testify to their existence. And regardless of how Leif found America, I think it makes for interesting history.

I suppose what intrigues me the most about the whole story is that American history books would tell a different story had the Vikings decided to stay! Of further interest is the fact that in 1477, none other than Christopher Columbus sailed to *Iceland* to research legends of the *Viking* discovery of the New World. So, in an indirect way, the Vikings *did* have something to do with the famous voyage of Christopher Columbus in 1492. How about that!

ACTIVITIES FOR LESSON 52

ALL STUDENTS

This is a date to memorize: Leif Ericsson discovers America (c. 1003).

52A—Younger Students

1. You won’t want to miss the beautifully illustrated storybook titled *Leif the Lucky* by Ingri and Edgar Parin D’Aulaire. Read it aloud with your teacher.

2. In remembrance of Leif Ericsson’s discovery of Vinland—a land full of grapes, trees, and salmon—play hide-and-seek today with these items. Have your teacher hide grapes, paper (to represent trees), and a can of salmon. Just have fun trying to find them!

52B—Middle Students

1. You too will enjoy reading *Leif the Lucky* by Ingri and Edgar Parin D’Aulaire.
2. Research any group of Native Americans living in America at the time of Leif Ericsson’s discovery. I recommend researching the Hopewell Indians living in Ohio (Fort Ancient in Lebanon, Ohio).

52C—Older Students

1. In 1898, a farmer in Kensington, Minnesota, claimed to find a Viking rune stone on his farm. Supposedly, the 200-pound stone tells the story of Vikings killed by local Native Americans. To this day, the authenticity of the stone is in question, although the Smithsonian displays it. Some believe the stone to be a fake that was carved by the farmer who claims to have found it. Research it yourself. Consider the implications if the stone is real. How and/or when might the Vikings have traveled all the way to Minnesota?
2. Research the remains of a Viking settlement discovered in the 1960s in Newfoundland, Canada. The exact place is called L’Anse aux Meadows. File your research under “North America: Canada.”
3. Research the original works of the Viking sagas known as *The Saga of Eric the Red* and the *Greenlanders’ Saga*. *The Saga of Eric the Red* is in two manuscripts—*Hauk’s Book* and the *Skalholt Book*. The author was Hauk Erlendsson, born in Iceland about 1265. The *Greenlanders’ Saga* is in the *Flatayr Book*, written in the 1380s by Jon Tordarsson, a priest. It was completed by another priest, Magnus Torhallsson. One excellent source for a partial translation of the sagas in English is the book *Land Under the Pole Star* by Helge Ingstad, published by St. Martin’s Press, 1966 (Library of Congress Catalog Card Number: 66-21921).

1040

MACBETH, KING OF SCOTLAND

LESSON 53

Generally speaking, when you think of the Middle Ages, you probably think of knights in shining armor, enchanted castles, and beautiful princesses. I certainly do. But if the truth were known, the lives surrounding the kings and queens of the Middle Ages were quite often gruesome, grim, and bloody. Today’s lesson is about one such medieval king whose reign started with a murder and ended with a murder—his own murder, that is. The king’s name is **Macbeth**. His home was **Scotland**. Macbeth’s life was so dramatic that it inspired **William Shakespeare** in the sixteenth century to create a play based on his character. It’s popular still today!

The last we looked at Scotland, we learned of **Columba** (Lesson 25). He was an Irish missionary who took the Gospel to Scotland. His work was significant. Scotland became a strong center for the teaching and evangelism of the Christian faith.

But of course, not everyone in Scotland was positively influenced by Christianity. Such was the case of Macbeth. He was a greedy general. He worked under **King Duncan I** of Scotland. Macbeth wasn’t

content being just a general—he wanted to be king. And because his wife had royal blood in her family, he thought he *ought* to be king!

So, in the battle at **Bothnagowan** in **1040**, Macbeth faced King Duncan to steal the throne of Scotland. In the midst of the battle, Macbeth killed Duncan with his own hands. With this show of strength, Macbeth declared himself the king of Scotland. He kept the position for 17 years. Despite his brutal means of becoming king, Macbeth ruled over Scotland in a decent manner. All in all, he was considered a strong and good king.

Revenge!



Macbeth, a mere general in the army, declared himself the king of Scotland after killing Duncan I.

There was a problem though. Duncan I had a son—a son who rightfully should have been king had it not been for Macbeth. This son's name was **Malcolm III**. He wanted revenge for his father's death as well as to be the king of Scotland. So, the plot thickens. In 1054 Malcolm III teamed up with **Siward of Northumberland** in a fight against Macbeth. This happened at a place called **Dunsinane**. Technically speaking, Malcolm III and Siward won—but they were unable to remove Macbeth from the throne.

Three years later, in 1057, Malcolm III tried again. This time he met up against Macbeth at a place called **Lumhanan**. In retaliation for his father's death—and in hopes of becoming king—Malcolm III wanted more this time around than a battle victory on the field. He wanted Macbeth dead! And so Malcolm III killed Macbeth with his own hands! How ironic that Macbeth was killed by the *son* of the man Macbeth had killed!

Despite Malcolm III's victory, he still wasn't the king of Scotland yet. For a few months, Macbeth's *stepson* took the throne of Scotland in his father's place. But eventually Malcolm did gain the rightful crown of Scotland. He ousted the stepson and made himself the king.

All in all, the time period of Macbeth and Malcolm was a turbulent one. From 844 to 1057, there were 12 assassinations for the throne of Scotland! The times were violent. Besides fighting within the kingdom, the Scots were under constant attack from the Vikings. It was centuries before Scottish literature would be born, as there was no time for the arts.

Shakespeare's Macbeth

But this intriguing plot of revenge and murder has hardly been forgotten in literature. You can see where the fight for the throne makes for a great script. At least William Shakespeare thought so. He is a famous Englishman who took the story of Macbeth murdering Duncan I in order to be the king and built an incredible **tragedy** around it. A tragedy is a play that usually doesn't have a happy ending. Of course, like many moviemakers of today, Shakespeare added much to the plot. Many fictitious characters were created to dramatize the events of the story and make it even more interesting.

Therefore, if you ever read or watch a Shakespearean play of *Macbeth*, don't consider it historically accurate. It's not at all. But the play, in my opinion, truthfully depicts how easily man is sidetracked by his own ambitions, especially apart from God.

ACTIVITIES FOR LESSON 53

53A—Younger Students

1. Be a king (or a queen) for the day! Make a crown fit for a king (or a queen) following the directions in the Activity Supplement in the Appendix.
2. Obtain a book about castles from the library. I recommend David Macaulay's book titled *Castle*. Consider constructing your own castle out of blocks, boxes, empty paper-towel rolls, etc.

53B—Middle and Older Students

1. Write a short play. As you are probably aware, a play is written differently than a book or a story. "Dialogue" is written out for the actors to speak. Find samples of plays in books and note the layout of the text. Look for a list of actors, division of the play by acts and scenes, enter and exit notes, and narration.

Take a familiar short story or a Bible story and adapt it to a play format, giving each character lines to speak to bring the story to life.
2. Just for interest, investigate the legend of the **Loch Ness monster**. It supposedly lives in Scotland. One suggested resource would be *After the Flood* by Bill Cooper. He has an interesting explanation of the creature.

53C—Older Students

Read or watch a performance of Shakespeare's *Macbeth*. Note the fact and the fiction of the drama.

1040

EL CID, A SPANISH HERO

LESSON 54

E**l Cid** is a true hero according to Spanish tradition. He is remembered for helping the Spanish reclaim their land from the **Moors**. And that was no small task! But upon closer examination, I think El Cid's heroic reputation goes a little beyond his true character.

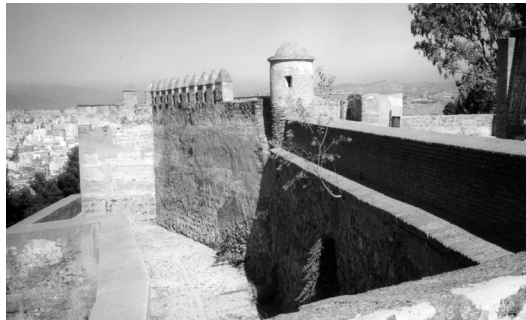
To understand this story, we'll need to review the invasion of Spain by the Moors (Lesson 33). Do you remember them? The Moors were Muslim people from northern Africa who invaded Spain in 711 at the Strait of Gibraltar. They brought with them great prosperity. Spain flourished in art, science, and architecture under the influence of the Umayyad dynasty. Serious problems existed, however, in regard to religion. Though Christians were given freedom to worship, they were also persecuted. It was a difficult time for the church.

For centuries there were faithful Christians who set up their own communities and managed to live apart from Muslim influence. A large population of these Christians lived in northeastern Spain along the **Pyrenees Mountains**. They were protected in the northeast by a French region named **Navarre**. Their southern borders, however, were completely unprotected. But they were also unnoticed! The Muslims weren't really paying attention to the growth of the Christians in the north.

What the Muslims might not have understood was that a revival of sorts was going on in northern Spain. It started with an unusual discovery. As the story goes, in 835 a shepherd was led by a star to a marble coffin in the mountains. Inside the coffin were, supposedly, the bones of **James** who wrote the

Book of James in the New Testament. (Some believe James was the half brother of Jesus.) To say the least, it was inspiring to the local Christians to have the remains of this great man and martyr in their midst. The Spanish Christians “adopted” James as their own special saint. They named the place of discovery **Santiago de Compostela**, which means “St. James of the field of the star.”

This discovery—be it legend or fact—inspired thousands of Christian pilgrims to visit the area. During this era of the Middle Ages, the holy site at Santiago de Compostela was second in popularity only to the city of Jerusalem. All this to say that the number of Christians in Spain grew as a result of the renewed interest in the faith. And with this growth came renewed passion to reclaim all of Spain for Christ. Christian soldiers shouted “Santiago” and made banners of this name to lead their campaigns. Priests and knights alike rose up in arms against the Muslims.



Castillo de Gibralfaro is the name of this castle fort in Malaga, Spain.

From all this enthusiasm, and through the sovereignty of God, Christian regions in Spain began to spread. By 1037 the Christian states of **Leon** and **Castile** emerged. A little to the east of these, the Christian state of **Aragon** appeared. And later, **Portugal** was established. All along the way, fortress-like castles were built to protect these lands from the Muslims. This slow takeover became known as the **Reconquista**. (Reconquista means “reconquest” in English.) This reconquest lasted for about 450 years!

El Cid—Knight of the Reconquista

It was during this revival of Christianity in the early period of the Reconquista that our hero El Cid came to be known. El Cid was a Spanish knight, or **caballero**, admired for his skill in combat. His real name was **Rodrigo Diaz**, and he was born about **1040**. The Christians called him **El Cameador**, meaning “challenger” or “champion.” The Muslims called him **El Sayyid**, which means the “lord” or “noble” in Arabic. El Sayyid was shortened to El Cid. It’s interesting that El Cid is remembered in history by a version of his Arabic nickname. That might have had something to do with his mixed loyalties. Let me explain.

Though El Cid began his military adventures fighting for Christians in Castile, it seems he was less than virtuous along the way. El Cid was accused of keeping some money that he collected for the king. For this crime, he was banished from Castile in 1081. After his banishment, El Cid declared himself a **freebooter**. That means he would accept employment from *anyone* who needed his fighting skills—be they Christian or Muslim! He didn’t care.

As you can imagine, El Cid and his small army of caballeros were kept pretty busy. Considering the turbulent times between the Spanish Muslims and the Christians, there were many in need of his services. For eight years El Cid worked for the Muslim emir of **Saragossa** (a city in Aragon) and extended the Muslim territory. This hurt the cause of the Christians trying to expand Aragon.

Then in 1089, for a mere fee of 10,000 gold dinars, El Cid switched loyalties again and led 7,000 men in capturing **Valencia** from Muslim forces! Valencia, a large city on the Mediterranean shore of Spain, was an important port city to Muslims and Christians alike. Total possession of it was critical for either side.



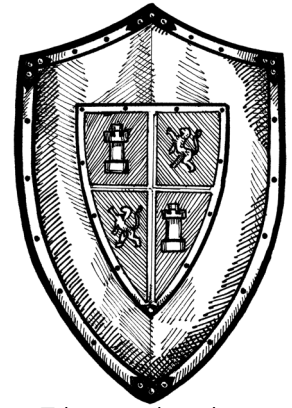
Though no longer under Muslim rule, Saragossa (or Zaragoza) remains a beautiful city in Spain. Pictured is the Basílica del Pilar.

To secure Valencia for good, El Cid did something more brutal than heroic. In 1094, he burned the chief justice alive. He would have killed the justice's entire family had not his own men protested. He also took the possessions of the people and divided them among his own men. Though El Cid was successful, his measures were drastic. To atone for his ruthless behavior, El Cid proceeded to govern Valencia with great justice and ability. For this he became a "hero" to the Spanish people.

It seems that El Cid's wishy-washy loyalties between the Christians and the Muslims were forgotten over time. He was remembered instead for being the bold caballero who took Valencia back from the Muslims. It was a pivotal victory in the long, agonizing Reconquista. But even more than that, El Cid is credited with reclaiming Spain for Christ, though this may or may not have been his personal ambition.

El Cid died in 1099. His wife governed Valencia for three years in his place. El Cid was buried in the town of **Burgos**, the same place he was born. His bones are revered by some as those of a saint. His fame grew in part from a poem written in his honor in 1140. It was simply called *The Poem of the Cid*. Though written years after El Cid's death, the poem undoubtedly helped him to forever win the hearts of the Spanish. In Spanish literature he grew to be full of holy zeal and one of the greatest Spanish heroes of all time. El Cid's adventures as caballero also inspired the writing of an opera by **Jules Massenet**.

As to the Spanish Muslims and their recollection of El Cid, I don't think he would be considered much of a hero. During the Reconquista, the Muslims were pushed farther and farther south into the region of **Granada**. Ultimately they were defeated there by **Ferdinand** and **Isabella** in 1492. Hey, isn't that when **Columbus** made his famous voyage to America? Yes, it is. But I'm getting way ahead of myself here. We won't cover that event until Volume III!



Though his loyalties were mixed, El Cid has been remembered as the Spanish caballero who led the Reconquista against Spanish Muslims.

ACTIVITIES FOR LESSON 54

ALL STUDENTS

1. **Make your Memory Cards for Lessons 52–54. Remember to highlight Leif Ericsson discovers America (c. 1003) as a date to memorize.**
2. Have a healthy discussion about genuine heroes in your culture by answering some of the following questions.
 - a. Does the society you live in ever mistakenly create heroes? (Consider the past and the present.)
 - b. Does your society ever confuse the appreciation of *talent* with the admiration of *courage* and *leadership*?
 - c. Does 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?
 - d. How did the tragic collapse of the World Trade Centers in New York City affect the appreciation of firemen and policemen in America?
 - e. Who are some modern-day heroes and what ways can you think of to recognize them?

54A—Younger and Middle Students

Castles in the Middle Ages were often built as fortresses. Examine castles in reference books. Make a list of 5 to 10 components of a castle that help protect it from intruders. For example, consider the benefit of a deep, murky moat and a drawbridge! If you were going to build a castle, what would you add to deter invaders? Would you add piranhas to your moat? How about jagged rocks around the edges? Just for fun, draw or construct a castle that includes your ideas. File it under “Europe: Spain” in your Student Notebook.

54B—Older Students

1. Research the modern city of Santiago de Compostela as a tourist. What would you find there? Find the name of one hotel, a few restaurants, one shopping district, and one tour. Most of this information is easily obtained on the Internet. Create a two-day itinerary for your family. Type it up and file it in your Student Notebook under “Europe: Spain.” Discuss with your teacher the obstacles a pilgrim would face when traveling in the Middle Ages!
2. Obtain and read a copy of *The Poem of the Cid*. I recommend *The Poem of the Cid: A Bilingual Edition with Parallel Text* (A Penguin Classic), edited by Ian Michael and Rita Hamilton. It received a 4½-star rating on Internet reviews.
3. For opera enthusiasts, research the opera *El Cid* by Jules Massenet on the Internet. The opera 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 Placido Domingo, a Spaniard no less. Domingo’s performance debuted in 1999.
4. View the 1961 film *El Cid* starring Charlton Heston.



As shown here, a strong castle should at least have a lookout tower to help detect the approach of an enemy.



TAKE ANOTHER LOOK!

REVIEW 18: LESSONS 52–54

Wall of Fame

1. **LEIF ERICSSON DISCOVERS AMERICA (c. 1003)**—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.” **Remember, this is a date to memorize.** [From *History Through the Ages*, use *Leif Eriksson*.]
2. **Macbeth, King of Scotland (1040)**—Sketch a crown with Macbeth’s name on it. [Use *Macbeth*.]
3. **El Cid, a Spanish Hero (1040)**—Sketch a two-headed man. From the mouth of one, draw a cartoon “bubble” that says, “I am El Cameador.” From the mouth of the other, “I am El Cid.” [Use *El Cid*.]

SomeWHERE in Time

This is a multistep mapping activity to become more familiar with Canada, the northernmost country of North America. Complete as is suitable for each student. All will use the same map. (Younger students may be capable of performing steps 5 and 6 after some assistance with steps 1 through 4.)

Background Information: Canada is the second largest country in the world. It 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 Ericsson in his exploration of North America.

Materials: Outline Map 22, “Canada”; modern globe or atlas; colored pencils; black and red markers

1. Using a globe or an atlas, find and label the 10 provinces of Canada. Color each province as indicated. From west to east, they are:
 - *British Columbia* – yellow
 - *Alberta* – orange
 - *Saskatchewan* – red
 - *Manitoba* – brown
 - *Ontario* – light blue
 - *Quebec* – light green
 - *New Brunswick* – dark blue
 - *Prince Edward Island* – dark green
 - *Nova Scotia* – purple
 - *Newfoundland* – pink (Newfoundland has two parts. One part is on the mainland; the other part is an island. Label the northern coast of the mainland *Labrador*. It is an important region in the travels of Leif Ericsson.)
2. Find and label the three territories of Canada. Color each territory as indicated. From west to east, they are:
 - *Yukon Territory* – silver (or gray)
 - *Northwest Territories* – gold (Label *Banks Island*.)
 - *Nunavut* – turquoise (Label *Ellesmere Island*, *Queen Elizabeth Islands*, *Victoria Island*, *Baffin Island*, and *South Hampton Island*—all are regions of Nunavut.)

3. Find and label *Greenland*. Color it white.
4. Now that you have labeled and colored the significant provinces and territories of Canada, we will trace the travels of Leif Ericsson. Use a black marker to put a small star on the southern coast of Greenland. Write “#1” on the coast of Baffin Island. Write “#2” on the coast of Labrador (the northern coast of mainland Newfoundland). Write “#3” on the large island of Newfoundland. Put a “?” on Nova Scotia to indicate that Leif Ericsson possibly traveled that far south.
5. Go back to the star in Greenland. Use a red marker to “connect the dots” and draw a dotted line from Greenland to Baffin Island, to Labrador, to Newfoundland, to Nova Scotia.
6. Middle and Older Students: Using information from the lesson, create a key on the side of your map giving the names that Leif Ericsson gave to the lands he found.
7. Older Students: Find and label the capital cities of each province and territory of Canada. In alphabetical order, the city names are given below. You find where they belong! (Answers are provided at the end of this Review.)

Charlottetown Edmonton Fredericton Halifax Iqaluit Quebec Regina
 St. John’s Toronto Victoria Whitehorse Winnipeg Yellowknife

8. Older Students: Find and label these bodies of water:

Arctic Ocean Baffin Bay Hudson Bay James Bay Hudson Strait
 Ungava Bay Davis Strait Labrador Sea Atlantic Ocean

9. All Students: File your map in your Student Notebook under “North America: Canada.”

Answers to capital cities:

Charlottetown – Prince Edward Island
 Edmonton – Alberta
 Fredericton – New Brunswick
 Halifax – Nova Scotia
 Iqaluit – Nunavut
 Quebec – Quebec
 Regina – Saskatchewan

St. John’s – Newfoundland
 Toronto – Ontario
 Victoria – British Columbia
 Whitehorse – Yukon Territory
 Winnipeg – Manitoba
 Yellowknife – Northwest Territories



WHAT DID YOU LEARN?

WEEK 18: QUIZ

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

1. As a result of the First 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. St. _____ 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 would include
 - a. the eruption of Mt. Vesuvius.
 - b. the Second Jewish Revolt.
 - c. invasions of the Angles, Jutes, Saxons, and Vandals.
 - d. the disappearance of the Mayas.
5. Though born in Ireland, _____ became a missionary to Scotland, pledging to lead at least 3,000 souls to Christ.
 - a. Patrick
 - b. Augustine
 - c. Methodius
 - d. 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. Li Shi Min | 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. Eric 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 Ericsson lived there for 32 years. | T | F |
| 17. Malcolm III revenged 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 in the <i>Reconquista</i> of Spain. | T | F |