

The Viking Princess

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UNIT OVERVIEW

The Viking Princess

OVERVIEW

This novel study provides teachers with a highly structured format for teaching language arts as students develop a love for reading longer materials like novels. Various areas such as reading comprehension, vocabulary development, spelling, grammar and writing are all entwined in this integrated approach eliminating the need for teaching these skills separately. Activities are divided into three main sections:

1) Chapter Questions

For each chapter, students answer a thorough set of questions requiring answers in complete sentences. Reading comprehension is key as students must read and understand the *entire* book in order to answer the questions. (One major strength of the novel study approach is that students *must understand* the novel or they will be unable to do the required assignments.)

2) Vocabulary and Language

Each chapter also includes activities dealing with such things as word meanings, use of the dictionary, spelling, parts of speech, antonyms/synonyms, syllables, punctuation and grammar.

3) Writing and Creativity

In this section, students apply what they have learned about language and grammar skills to write more effectively. Creative writing is the focus of this less structured segment allowing teachers more opportunity to incorporate their own ideas into developing creative writing skills.

READING STRATEGIES

A variety of reading approaches seems to work best. One proven method is for the teacher to read the book out loud to the entire class the first time through stopping after a chapter or two. In answering the questions, students will essentially be required to reread the chapter on their own. Not only does this "out loud" method insure that students are read to daily, but it also helps all students to understand the book regardless of reading level.

Having students read sections silently by themselves, out loud with partners or in small groups are all possible variations that will help keep student interest high.

Note

One way to gain a measure of the effectiveness of the novel study and to gauge student interest is to instruct students *not* to read ahead on their own. Basic reverse psychology dictates that students will invariably be slouching down into their desks to sneak in a chapter while the teacher knowingly turns a blind eye.

ASSIGNMENTS

With the assignments, teachers can photocopy entire booklets for each student or only the portions that the teacher wishes to use. One possible method of reducing this large amount of photocopying is to have students write down chapter questions and answers in their notebooks.

Teachers are free to pick and choose assignments as they see fit as well as adding in any in any optional lessons they develop. (The main difficulty with this is that it alters the marking totals)

ABOUT THE AUTHOR

Mary Ruth Reed

Mary Ruth Reed has lived on the old family property at Larder Lake in Northern Ontario since 1992. Her parents encouraged creativity and imagination in their five children. They also taught them an appreciation of the outdoors. Mary credits home-schooling in the early grades for her love of reading and her interest in writing poems, articles and fiction. She has a cat named Pumpkin to keep her company while she is working on her writing.



STORY SUMMARY

The Viking Princess

All that is expected of twelve-year-old Edith Valgardsdottir is that she tend the family's sheep and clear rocks from her father's fields. But Edith dreams of exploring glorious new worlds, and becoming a leader of her people.

Trapped aboard a Viking ship, Edith suddenly has the unwelcomed opportunity of being among the first of her village to explore the far-off coast of Markland (Labrador). That is, if she can survive her first encounters with the crew of the Signe.

Edith's indomitable spirit, though, will see her through the adventure of a lifetime: her strained relationship with the fierce Simaba people of the new world; her brushes with death at the hands of Captain Haakon; and her most unexpected rescue and return to her people.

Capture first hand the flavor and spirit of life with the Norsemen – as they put out to sea and unexpectedly take along a 12 year old passenger – a passenger who becomes a Viking Princess.



CHAPTER ONE

Vocabulary

A. Complete the following sentences using words from the story in the box below.

precipice	falcon	possess	distracted	competed
quarrelsome	garments	escapade	devoured	trudged

1. Anna was so hungry she _____ her dinner before anyone else had barely begun to eat.
2. The two wrestlers _____ for the trophy.
3. Anna's _____ were soiled and stained after falling down.
4. Climbing to the top of Walrusnose Mountain was an exciting _____ for the girls.
5. Anna edged closer to the _____ and peered down into the ocean.
6. The _____ soared gracefully through the air.
7. The weary sailor _____ down the trail to his cottage.
8. Anna was tired and very _____.
9. Margret was _____ by a loud noise behind her.
10. The family was so poor that they did not _____ anything of value.

B. Investigate the Meaning:

Fjord _____



CHAPTER TWO

Comprehension Questions

A. Answer each of the following questions in full sentences.

1. Edith wanted to win the respect of her friends in this chapter. Suggest several ways that a young girl like Edith might win the respect of others.

2. What was so different about the *Signe* compared to other Viking ships?

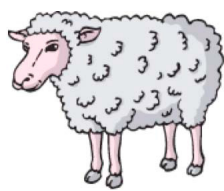
3. Why did the Viking sailors carve monsters and dragons on the prows of their ships?

4. Where did Edith want to go with her father?

5. What was the cause of Hela's disappearance?

6. Who went for help?

7. Do you think it was a good idea for Edith to risk her life to try to save the sheep? Explain your answer.



CHAPTER THREE

Research

A. Edith's mother gave Edith an herbal mixture of *nerve root* to help her sleep. What is meant by a *nerve root*. Where might such herbal medicines be available today? What other herbs / medicines might be used to help people sleep?



CHAPTER FIVE

Creative Writing

A. Imagine that you are Edith and you are keeping a daily journal of your adventures. Write a daily entry (at least one-half page, single spaced) describing being discovered by the sailors aboard the *Signe*.



CHAPTER EIGHT

Art Activity

A. What if *Signe* decided to create a *Missing Person poster* to help find Edith? Design a poster for *Signe*. Include a drawing of Edith and all pertinent information (including a reward).



CHAPTER ELEVEN

Vocabulary

A. Complete the following Word Search Puzzle using words from the Word List Box below. The words may be horizontal, vertical, diagonal, forwards or backwards. Have fun.

nuisance voyage fret mischievous solemn sod
rivets fjord founder tunic craggy cove

q	n	o	c	r	a	g	g	y	o	p	l	k	k	r
a	b	u	w	s	u	o	v	e	i	h	c	s	i	m
c	y	f	i	r	e	i	y	t	r	e	t	v	h	k
o	r	r	f	s	g	x	c	v	b	n	e	h	j	k
v	s	g	j	f	a	w	e	r	u	t	u	n	i	c
e	e	c	o	b	y	n	t	y	s	f	e	r	g	h
w	e	e	r	n	o	v	c	g	r	o	g	j	k	m
u	t	t	d	n	v	b	n	e	o	g	d	e	s	s
s	o	l	e	m	n	k	t	f	o	u	n	d	e	r



ANSWER KEY

THE VIKING PRINCESS

Answer Key

er Seven – Cause and Effect & Literary Device:

fect: 1. d 2. b 3. e 4. a 5. c

ge: Student response.

er Seven – Creative Writing:

nse.

er Eight – Vocabulary:

ne.

1. mysterious 3. fierce 4. treacherous 5. sullen 6. haggard

er Eight – Comprehension Questions:

1. n, Erik 2. A club 3. Insects 4. A bird (woodpecker) 5. The bird was an omen, bringing them power for battle. 6. Fresh meat. 7. I forgotten Gunnar. 8. Answers will vary.

er Eight – Discussion & Literary Device:

Student response

ge: Student response

er Eight – Art Activity:

nse.

er Nine – Vocabulary:

nse.

1. story 3. regret 4. appear 5. stroke 6. coax

er Nine – Comprehension Questions:

1. silent presence and attention. 2. Answers will vary. 3. Tantan 4. “Viking Princess” 5. Gunnar 6. Similar nose to Edith’s. 7. On a voyage to find the settlement of Lief Ericsson he was shipwrecked. 8. Separated from them in a bad storm. 9. He had been with Weswen recovering from his injuries.

er Nine – Discussion & Creative Writing:

nse

ent response.

er Nine – Art Activity:

nse.

er Ten – Vocabulary:

1. ensuing 3. exception 4. entreated 5. faltered 6. waylay

7. outstretched, homecoming, greybeard, onlookers, Greenland, goodbyes, shoreline, livestock

er Ten – Comprehension Questions & Discussion:

1. F 2. T 3. T 4. F 5. T 6. F 7. T 8. F 9. T 10. F

Student response.

er Eleven – Vocabulary:

c	r	a	g	g	y									r
	s	u	o	v	e	i	h	c	s	i	m			
i		e								v				
f	s	g							e					
j		a							t	u	n	i	c	
o		y	n				s	f						
r		o		c			r	o						
d		v			e				d					
e	m	n			t	f	o	u	n	d	e	r		