Leif Ericsson (Leif “the Lucky”) an Unsung Discoverer

Grade Level or Special Area: Third
Written by: Erica Marsh, Mills Elementary, Hobbs, New Mexico
Length of Unit: 4 Lessons, 1 Week

I. ABSTRACT
Even among other Vikings, Leif Ericsson was considered one of the most talented sailors and explorers. This unit will discuss his life (how he became “the Lucky”), his historical discovery of North America, and his North American settlement, L’Anse aux Meadows. This unit will be an ending unit for the other Core Knowledge Viking units. The students will understand and describe past events, people and places, and refine map skills. As a culmination to the unit the students will use technology to design a brochure with effective writing and graphics.

II. OVERVIEW
A. Concept Objectives
   1. The students will use literature and media to develop an understanding of people, society, and the self. (New Mexico Language Arts Standard 3.)
   2. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social Studies Standard 4.)
   3. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
   4. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
   5. The students will recognize that people may describe the same event or situation in different ways. (New Mexico Social Studies Standard 4.)
   6. The students will gather information from diverse sources by reading, listening, observing, and questioning for social studies concepts. (New Mexico Social Studies Standard 3.)
   7. The students will communicate effectively through speaking and writing. (New Mexico Language Arts Standard 2.)
B. Content from the Core Knowledge Sequence
   1. The Vikings – Leif Ericsson (Leif “the Lucky”).
C. Skill Objectives
   1. The students will respond to biographies.
   2. The students will examine Vikings – Leif Ericsson
   3. The students will read and interpret symbols on a map.
   4. The students will know cardinal directions on a map: north, south, east, and west.
   5. The students will compose a paragraph with topic sentence, supporting details, and appropriate logical sequence.

III. BACKGROUND KNOWLEDGE
A. For Teachers

B. For Students
1. This is the first exposure to the Viking and Leif Ericsson.

IV. RESOURCES
D. Leif Ericsson Discoverer of America: [http://www.iceland.org/leifur.html](http://www.iceland.org/leifur.html)
E. Leif Ericsson: [http://www.viking.no/e/people/leif/](http://www.viking.no/e/people/leif/)
F. Leif Eriksson: Leif the Lucky by Jim Cornish: [http://www.stemnet.nf.ca?CITE/v_lief.htm](http://www.stemnet.nf.ca?CITE/v_lief.htm)
G. Leif Erikson by Kevin A. Weitemier: [http://www.nmc.net/norway/LeifErikson.htm](http://www.nmc.net/norway/LeifErikson.htm)
J. Navigation Instruments: [http://www.viking.no/e/travels/navigation/e-instru.htm](http://www.viking.no/e/travels/navigation/e-instru.htm)
N. Thorstein Ericson by Frederick N. Brown [http://www.vinlandsite.com/saga5.htm](http://www.vinlandsite.com/saga5.htm)
O. The Viking Sun Compass or How the Vikings Found their Way Back from New York 1000 Years Ago by Franck Pettersen: [http://www.griffithobs.org/IPSVViking.html](http://www.griffithobs.org/IPSVViking.html)

V. LESSONS
Lesson One: Leif Ericsson’s Biography
A. Daily Objectives
1. Concept Objective
   a. The students will use literature and media to develop an understanding of people, society, and the self. (New Mexico Language Arts Standard 3.)
   b. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social Studies Standard 4.)
2. Lesson Content
   a. The Vikings – Leif Ericsson (Leif “the Lucky”).
3. Skill Objective(s)
   a. The students will respond to biographies.
   b. The students will examine Vikings – Leif Ericsson.

B. Materials
3. *The Usborne Illustrated World History the Viking World* by Philippa Wingate and Dr. Anne Millard pg. 8.


5. *Leif Ericsson*:  [http://www.viking.no/e/people/leif/](http://www.viking.no/e/people/leif/)

6. *Leif Eriksson: Leif the Lucky* by Jim Cornish;  [http://www.stemnet.nf.ca/CITE/v_leif.htm](http://www.stemnet.nf.ca/CITE/v_leif.htm)

7. Butcher or Chart Paper

8. Markers to write on Paper

9. Classroom Map

10. Biography worksheet (Appendix –A)

11. Biography worksheet answer key (Appendix-A-2)

12. Leif Ericsson Booklet Worksheets (Appendix-B and B-2)

C. **Key Vocabulary**

1. Iceland – Island in the north Atlantic, southeast of Greenland.

2. Greenland – Island of Denmark northeast of North America. It is the world’s largest island.

3. Norway – Country in North Europe, occupying the west and north parts of the Scandinavian Peninsula.

D. **Procedures/Activities**

1. Activate prior knowledge of Vikings by using the butcher or chart paper to make a K-W-L (What the students Know, Want to Know and Learned) chart with the whole class. Hang it in the room!

2. Introduce vocabulary words: Iceland, Greenland and Norway and point them out on the map. (Don’t make too big a deal about the map yet; you will explore this further in a following lesson.)

3. As a class read the Leif Ericsson section of *The Pearson Learning Core Knowledge History and Geography* pgs. 98-99

4. Then read to students *The Viking Explores* by Jim Gallagher pgs. 39-41, and *The Usborne Illustrated World History the Viking World* pg. 39. Put notes on the board about Leif’s family: Father – Eric the Red; Mother – Thjodhild; Brothers – Thorvald & Thorstein and Leif’s Half-Sister – Freydis. (This information will be used on the students’ biography worksheet.)

5. The inform students that you learning from an Internet Web site ([http://www.iceland.org/leifur.html](http://www.iceland.org/leifur.html)) about Leif’s Wife – Thorgunna; and his Son – Thorkell; Leif’s Grandfather – Thorvald. Put this information on the board also. (This information will also be used on the student’s biography worksheet).

6. If time and access to computers allows you to, let students view the “kid friendly” Web Site [http://www.viking.no/e/people.leif](http://www.viking.no/e/people.leif).

7. Hand out Biography Worksheet (Appendix-A)

8. As a class students will list with the teacher Leif Ericsson’s pedigree and then take the worksheet home and fill in their own pedigree. This will be due back in class the following day.

9. Pass out the Booklet (Appendix-B &B-2) worksheets, the students will need to drew their own illustrations that correspond with the passages form the story.

E. **Assessment/Evaluation**

1. For Biography worksheet, check to make sure student has filled in Leif Ericsson’s pedigree correctly (70% of grade) and make sure they filled in their pedigree to the best of their ability (30 % of grade).

2. For Booklet, check to make sure student has illustrated all 8 story squares neatly and to the best of their ability. Illustrations should match the text.
Lesson Two: Leif the Adventurous an Expert Sailor

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
      b. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
      c. The students will use various sources such as documents, letters, diaries, maps, textbooks, photos, petroglyphs, and oral histories to understand the past. (New Mexico Social Studies Standard 4.)
   2. **Lesson Content**
      a. The Vikings – Leif Ericsson (Leif “the Lucky”).
   3. **Skill Objective(s)**
      a. The students will examine Vikings – Leif Ericsson.

B. **Materials**
   1. Pearson Learning Core Knowledge History and Geography Pgs. 94-95.
   2. The Viking Explorers by Jim Gallagher pgs. 43-51.
   3. Leif Ericson by Devin A. Weitemier: http://www.nmc.net/norway/LeifErikson.htm
   4. The Viking News by Rachel Wright pgs. 6-7 (To the Edge of the World)
   5. The Viking Sun Compass or How the Vikings Found their Way Back from New Your 1000 Years Ago by Franck Pattersen: http://www.griffithobs.org/IPSViking.html
   7. Viking Longship worksheet (Appendix-C)
   8. Teacher Made Test (Appendix-D)

C. **Key Vocabulary**
   1. North America – The continent in the Western Hemisphere that includes the United States, Canada, Mexico, and Central America.
   2. Vinland – Winland or Pastureland which was discovered and named by Leif Ericsson (Now known as Newfoundland).
   3. Voyage – A long journey
   4. Explorer – A person who travels in order to discover what a place is like.
   5. Bearing Circle – An instrument that used the sun’s position at sunrise and sunset to find latitude.
   6. Sunboard – An instrument used to measure the height of the sun.
   7. Sunstone – An instrument used to find the sun on overcast days.
   8. Longship – A long, narrow ship with many oars and a sail, used especially by the Vikings.
   9. Sails – Large piece of canvas or other fabric used to catch the wind and propel a ship.
   10. Stern – The back end of a ship.
   11. Keel – The timber along the center of the bottom of a ship.
   13. Steering Oar – Implement used for rowing a ship.
   16. Mast – A tall vertical spar that rises from the keel of a ship.
17. Strakes – A continuous line of planking extending on a vessel’s hull from stem to stern.
18. Rib – One of many curved members attached to a ship’s keel.
19. Oarports – Holes which hold and support the oars.
20. Figurehead – A carved figure on the prow of a ship.
21. Rigging – The system or ropes, chains, and tackle used to support and control the masts, sails, and yards of a ship.

D. Procedures/Activities
1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.
2. Introduce vocabulary words: North America, Vinland, Voyage, Explorer, Bearing Circle, Sunboard, Sunstone, Longship, Sail, Stern, Keel, Tiller, Steering Oar, Prow, Mast, Strakes, Rib, Oarports, Figurehead, Rigging.
3. As a class read and review the Viking Sailors and Ships section of the Pearson Learning Core Knowledge History and Geography pgs. 94-95.
4. Then read to students The Viking Explores by Jim Gallagher pgs. 33-51 and The Viking News pgs. 6-7. Put notes on the board about Leif’s life, which led him to discover Vinland. Discuss with the students the fact that Leif was an expert sailor.
5. Then inform students that you learned from and Internet Web Site (http://www.griffithobs.org/IPSViking.html) about Viking Navigation Instruments, which helped them sail. Describe each instrument to them in detail.
6. If time and access to computers allows you to, let students view the “kid friendly” Web Site http://www.viking.no/e/travels/navigation/e-instru.htm
7. Hand out the Viking Longship worksheet (Appendix-C)
8. As a class students will label the parts of a Viking Ship.
9. Pass out Teacher Made Test (Appendix-D)
10. Have the students’ complete test. You may wish to go over the answers as a class.

E. Assessment/Evaluation
1. Make sure all parts are labeled correctly on Viking Longship worksheet.
2. Go over teacher made test with the students to ensure mastery.

Lesson Three: Helluland, Markland & Vineland
A. Daily Objectives
1. Concept Objective(s)
   a. The students will recognize that people may describe the same event or situation in different ways. (New Mexico Social Studies Standard 4.)
   b. The students will use geographic tools to find direction, size, and shape, and show relative location. (New Mexico Social Studies Standard 12.)
2. Lesson Content
   a. The Vikings – Leif Ericsson (Leif “the Lucky”).
3. Skill Objective(s)
   a. The students will examine Vikings – Leif Ericsson.
   b. The students will read and interpret symbols on a map.
   c. The students will know cardinal directions on a map: north, south, east, and west.

B. Materials
1. Leif Eriksson Web site http://home.rmci.net/khwmd/
2. The Viking Explorers by Jim Gallagher pgs. 41 & 43-46
3. Classroom Map
5. Map of Leif Ericsson’s Route – Answer Key (Appendix-E-2)

C. **Key Vocabulary**
   1. Helluland – Slab Land or Flat Rock Land which was discovered and named by Leif Ericsson (Now know as Baffin Island)
   2. Markland – Woodland which was discovered and named by Leif Ericsson (Now known as the eastern coast of Canada).
   3. Vineland – (REVIEW) Wineland or Pastureland which was discovered and named by Leif Ericsson (Now know as Newfoundland)
   4. L’Anse aux Meadows – Leif Ericsson’s home on the coast of Newfoundland.

D. **Procedures/Activities**
   1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.
   2. Introduce vocabulary words: Hulluland, Marklnad, Vineland, and L’Anse aux Meadows.
   3. Read *The Viking Explorers* pg. 41 to the class and orally compare and contrast the different stories about Leif Ericsson and his discovery of North America from the *Greenlander’s Saga* and the *Saga of Eric the Red*.
   4. Reread *The Viking Explorers* pgs. 43-46 and describe Helluland, Markland, and finally Vineland. Point out these places on the map using their modern names.
   5. Also read [http://home.rmci.net/khwmd/page3.html](http://home.rmci.net/khwmd/page3.html) to the students. This story just review the *Greenlander’s Saga*, but has a few more interesting details, which your students should enjoy.
   6. Hand out Map of Leif Ericsson’s Route (Appendix-E) and have students label Hulluland, Markland, Vineland, and L’Anse aux Meadows along with Leif’s route.

E. **Assessment/Evaluation**
   1. Teacher will assess oral discussion comparing and contrasting the *Greenlander’s Saga* and the *Saga of Eric the Red*.
   2. Teacher will grade map to ensure it is labeled correctly.

**Lesson Four: Vineland After Leif** (This lesson will take two days)

A. **Daily Objectives**
   1. **Concept Objective(s)**
      a. The students will describe how past events, people and places are recounted in stories, pictures and historical accounts. (New Mexico Social Studies Standard 4.)
      b. The students will gather information from diverse sources by reading, listening, observing, and questioning for social studies concepts. (New Mexico Social Studies Standard 3.)
      c. The students will communicate effectively through speaking and writing. (New Mexico Language Arts Standard 2.)
   2. **Lesson Content**
      a. The Vikings – Leif Ericsson (Leif “the Lucky”).
   3. **Skill Objective(s)**
      a. The students will examine Vikings – Leif Ericsson.
      b. The students will compose a paragraph with: topic sentence, supporting details, and appropriate logical sequence.

B. **Materials**
1. *The Voyage of Thorvald* by Fredrick N. Brown  

2. *Settlement Expedition Thorfinn Karlsfett and Gudrid Thornjorndottir* by Fredrick N. Brown  

3. *Thorstein Ericson* by Frederick N. Brown  
   [http://www.vinlandsite.com/saga5.htm](http://www.vinlandsite.com/saga5.htm)

4. *Saga of Freydis Ericksdottir* by Fredrick N. Brown  

5. Paragraph worksheet (Appendix-F)

6. Paragraph worksheet (Appendix-G)

7. Paragraph worksheet (Appendix-H)

8. Writing Check List (Appendix-I)

**C. Key Vocabulary**

1. Negotiations – Discussions so that one can come to an agreement.
2. Natives – A person that originally lived in a certain place.
3. Norse – Of or relation to medieval Scandinavia or its peoples, languages, or cultures.
5. Predict – To say what you think will happen in the future.
6. Culture – A people’s way of life, ideas, customs, and traditions.
7. Suspicions – Feeling that a person has done something wrong and cannot be believed or trusted.
8. Trial – The examination of evidence in a court.

**D. Procedures/Activities**

1. Review K-W-L Chart (What the students Know, Want to Know and Learned) with the whole class. Add any new information learned.

2. Introduce vocabulary words: Negotiations, Natives, Norse, Guardianship, Predict, Culture, Suspicions, and Trial.

3. Teacher will read *The voyage of Thorvald* to the class. (Please remember that at times these stories can have frightening details and you will need to edit).

4. Pass out Paragraph worksheet (Appendix-F) and fill in information for the topic and details together as a class. The topic sentence should be: **There are at least two interesting facts about Thorvald Ericsson**. Brainstorm these facts and choose two to write on as a class.

5. Once the class has filled in the Paragraph worksheet, with assistance from the teacher, students work on their own to write the information in paragraph form on their own paper.

6. On day two the teacher will read *Settlement Expedition Thorfinn Karlsfett and Gudrid Thornjorndottir, Thorstein Ericson, and Saga of Freydis Ericksdottir*. (Please remember that at times these stories can have frightening details and you will need to edit).

7. Pass out Paragraph worksheets (Appendix-G & H) and fill in information for the topic and details together as a class. The topic sentences are: **I have learned at least two things about Freydis Ericksdottir** and **I have learned at least two things about Thorstein Ericsson**. Brainstorm these facts and choose two to write on as a class.

8. Once the class has filled in the paragraph worksheets, with assistance from the teacher, students work on their own to write on either Freydis Erickdottor, or Thorstein Ericsson in paragraph form on their own paper.

**E. Assessment/Evaluation**

1. For Paragraph use writing check list (Appendix-I)
VI. CULMINATING ACTIVITY
A. For the culminating activity the students will be designing brochures titled “Vineland After Leif Ericsson” which will highlight one of their two paragraphs they have written in the previous lesson. I suggest using Microsoft Publisher to design your brochures, but there are several other programs, which have brochure templates and wizards that you can use. You will need to put students in groups of six (6). I suggest you assign the groups because you will want different skill levels to work together. The students will pick their favorite paragraph to include in the brochure. Each child will only put in ONE (1) paragraph for a total of six paragraphs. Each student will also be responsible for adding one or two clip art illustrations to their paragraph. You will be using a Rubric (Appendix-J) to evaluate and assess this activity.

VII. HANDOUTS/WORKSHEETS
1. Appendix-A_Biography
2. Appendix-A-2_Biography Answer Key
3. Appendix-B_Booklet
4. Appendix-B-2_Booklet Side Two
5. Appendix-C_Ship
6. Appendix-D_Teacher Made Test
7. Appendix-E_Leif Ericsson’s Route Map
8. Appendix-E-2_Leif Ericsson’s Route Map Answer Key
9. Appendix-F_Paragraph (Thorvald)
10. Appendix-G_Paragraph (Freydis)
11. Appendix-H_Paragraph (Thorstein)
12. Appendix-I_Check List for Paragraphs
13. Appendix-J_Rubric for Brochure

VII. BIBLIOGRAPHY
D. Leif Ericsson Discoverer of America: http://www.iceland.org/leifur.html
E. Leif Ericsson: http://www.viking.no/e/people/leif/
F. Leif Eriksson: Leif the Lucky by Jim Cornish: http://www.stemnet.nf.ca?CITE/v_lief.htm
G. Leif Erikson by Kevin A. Weitemier: http://www.nmc.net/norway/LeifErikson.htm
H. Leif Eriksson Web site http://home.rnci.net/khwmd/
N. Thorstein Ericson by Frederick N. Brown http://www.vinlandsite.com/saga5.htm
O. The Viking Sun Compass or How the Vikings Found their Way Back from New York 1000 Years Ago by Franck Pettersen: http://www.griffithobs.org/IPSViking.html

Appendix-A - Leif Ericsson

Pedigree of Leif Ericsson and Me

Name __________________________ #________ Date __________

Directions – Fill in Pedigree of Leif Ericsson according to our notes from class.

<table>
<thead>
<tr>
<th>Paternal Grandfather</th>
<th>Father</th>
<th>Brother</th>
<th>Paternal Grandmother</th>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Paternal Grandmother</th>
<th>Unknown</th>
<th>Father</th>
<th>Brother or Sister</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maternal Grandfather</th>
<th>Mother</th>
<th>Half Sister</th>
<th>Maternal Grandmother</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Self - Leif Ericsson</td>
<td>Unknown</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wife</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Son</td>
</tr>
</tbody>
</table>

Directions: Now complete your pedigree. Remember, this is just a rough draft. You may draw more boxes if you need to for Half Brothers and Sisters. (Please do not include Step-relatives at this time, as they are not blood related)
# Appendix A-2 - Leif Ericsson – Answer Key

## Pedigree of Leif Ericsson

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<th>#</th>
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<table>
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<th>Father</th>
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<th>Mother</th>
<th>Half Sister</th>
<th>Wife</th>
<th>Son</th>
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<tbody>
<tr>
<td>Eric the Red</td>
<td>Thorvald</td>
<td>Thjodhild</td>
<td>Freydis</td>
<td>Thorgunna</td>
<td>Thorkell</td>
</tr>
<tr>
<td>Eric the Red</td>
<td>Thorstein</td>
<td>Leif Ericsson</td>
<td>Freydis</td>
<td></td>
<td></td>
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<table>
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<th>Paternal Grandmother</th>
<th>Maternal Grandfather</th>
<th>Maternal Grandmother</th>
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</thead>
<tbody>
<tr>
<td>Thorvald</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
</tbody>
</table>
Appendix B - Leif Ericsson

Directions: Illustrate each text box with drawings that correspond with the text. Cut along the dotted lines and fold along the solid lines. Staple together in the correct order to form a booklet.

So pleased was Leif by the land and its bounty, he named it Vinland.

Leif had a strong urge to travel and explore. He went to Norway and met King Olaf Tryggvason.

Note: You will need to run the booklet front and back (2 sided), so the squares match up.
In Norway, Leif, along with all of his men, accepted the faith and were baptized Christians.

With favorable weather and winds, Leif and his crew were soon following the outlines of the new lands.

Leif Ericsson – Viking Explorer

The End
Appendix-C – Leif Ericsson

Directions: Label the Viking Longship.

**Viking Longship**

**Parts of a Viking Ship**

1. mast  
2. keel  
3. strakes  
4. tiller  
5. rib  
6. steering oar  
7. sail  
8. prow  
9. stern  
10. gunwale  
11. carports  
12. figurehead  
13. rigging
Appendix-D – Leif Ericsson

Please circle the BEST answer choice for each question.

Choose the word that means about the same thing as the underlined word.

1. Leif Ericsson was a Viking explorer.
   A. export
   B. traveler
   C. trip

2. Eric the Red enjoyed a good feud.
   A. few
   B. question
   C. quarrel

Circle the best answer.

3. Vikings built some of the best _______ in the world.
   A. houses
   B. ships
   C. schools

4. When the ship sailed into the open ocean, the voyage would become more __________.
   A. fun
   B. relaxing
   C. difficult

5. Leif named the land that he discovered __________.
   A. Vinland
   B. Finland
   C. Kinland

6. A biography _________________.
   A. Is a collection of poems
   B. Tells someone’s life story
   C. Is a Fairy Tale

Correct the mistakes in the following sentences.

A. Leif ericsson was the first European to set foot in the New World.

B. Leif was bron in Iceland in about 960 A.D.

C. At the age of 24, Leif were asked to captain his first voyage
Appendix-F - Leif Ericsson

Thorvald Ericsson Paragraph Outline

Name_________________ # _____ Date ____________

Use this outline to guide you as you write a two-point paragraph.

Topic: Interesting facts about Thorvald Ericsson

Write 2 points about the topic.

1. __________________________ 2. __________________________

Sentence #1  Topic sentence

There are at least two interesting facts about Thorvald Ericsson.

Sentence #2  2 point sentence (List your 2 point in the order that they will be presented)

These facts are ______________________ and _______________________.

Sentence #3  Write your first point in a complete sentence

______________________________________________________________.

Sentence #4  Write a supporting sentence for your first point

______________________________________________________________.

Sentence #5  Write your second point in a complete sentence

______________________________________________________________.

Sentence #6  Write a supporting sentence for your second point

______________________________________________________________.

Sentence #7  Concluding sentence

______________________________________________________________.
Appendix-G - Leif Ericsson

Freydis Erickdottir Paragraph Outline
Name_________________#______Date_____________

Use this outline to guide you as you write a two-point paragraph.

Topic: Things I have learned about Freydis Erickdottir

Write 2 points about the topic.

1.____________________________  2.____________________________

Sentence #1  Topic sentence
I have learned at least two things about Freydis Erickdottir.

Sentence #2  2 point sentence (List your 2 point in the order that they will be presented)
These are ____________________ and ___________________________.

Sentence #3  Write your first point in a complete sentence

______________________________________________________________.

Sentence #4  Write a supporting sentence for your first point

______________________________________________________________.

Sentence #5  Write your second point in a complete sentence

______________________________________________________________.

Sentence #6  Write a supporting sentence for your second point

______________________________________________________________.

Sentence #7  Concluding sentence

______________________________________________________________.
Appendix-H - Leif Ericsson

Thorstein Ericsson Paragraph Outline
Name_________________ # _____ Date ____________

Use this outline to guide you as you write a two-point paragraph.

Topic: Things I have learned about Thorstein Ericsson.

Write 2 points about the topic.

1. ______________________________ 2. ______________________________

Sentence #1  Topic sentence

I have learned at least two things about Thorstein Ericsson.

Sentence #2  2 point sentence (List your 2 point in the order that they will be presented)

These are ____________________ and ___________________________.

Sentence #3  Write your first point in a complete sentence

_______________________________________________________________.

Sentence #4  Write a supporting sentence for your first point

_______________________________________________________________.

Sentence #5  Write your second point in a complete sentence

_______________________________________________________________.

Sentence #6  Write a supporting sentence for your second point

_______________________________________________________________.

Sentence #7  Concluding sentence

_______________________________________________________________.
# Appendix I - Leif Ericsson

## Writing Assessment

<table>
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<th>Author</th>
<th>Date</th>
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<thead>
<tr>
<th>Topic</th>
<th>Reviewed by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>IDEAS:</th>
<th>Needs Work</th>
<th>Developing</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Topic is narrow and manageable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The ideas are clear and make sense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The details support the idea.</td>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATION:</th>
<th>Needs Work</th>
<th>Developing</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing has an inviting beginning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The order of the details makes sense</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The writing has a meaningful ending</td>
<td></td>
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<table>
<thead>
<tr>
<th>WORD CHOICE:</th>
<th>Needs Work</th>
<th>Developing</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific and descriptive words are used</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>CONVENTIONS:</th>
<th>Needs Work</th>
<th>Developing</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling is correct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation is present and accurate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capitals are used correctly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grammar and usage are correct</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRESENTATION:</th>
<th>Needs Work</th>
<th>Developing</th>
<th>Very Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing is written neatly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>The overall look is pleasing</td>
<td></td>
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Comments:_________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

______________________________________________
Appendix-J – Leif Ericsson

Making A Brochure:  Vineland after Leif Ericsson

Teacher name: ____________________________  
Student name:_____________________________  #  Date__________________

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attractiveness &amp; Organization</td>
<td>Exceptionally attractive formatting and organization</td>
<td>Attractive formatting and organization</td>
<td>Organized</td>
<td>Formatting and organization is confusing to the reader</td>
</tr>
<tr>
<td>Writing-Organization</td>
<td>Each section has a clear beginning, middle, and end</td>
<td>Almost all sections have a clear beginning, middle, and end</td>
<td>Most sections have a clear beginning, middle, and end</td>
<td>Less than half of the sections have a clear beginning, middle and end.</td>
</tr>
<tr>
<td>Spelling &amp; Proofreading</td>
<td>No spelling errors</td>
<td>No more than 1 spelling error</td>
<td>No more than 3 spelling errors</td>
<td>Several spelling errors</td>
</tr>
<tr>
<td>Graphics/Pictures</td>
<td>Graphics go well with the text and there is a good mix of text and graphics</td>
<td>Graphics go well, but there are so many that they distract from the text</td>
<td>Graphics go well, but there are to few</td>
<td>Graphics do not go with the text</td>
</tr>
</tbody>
</table>