

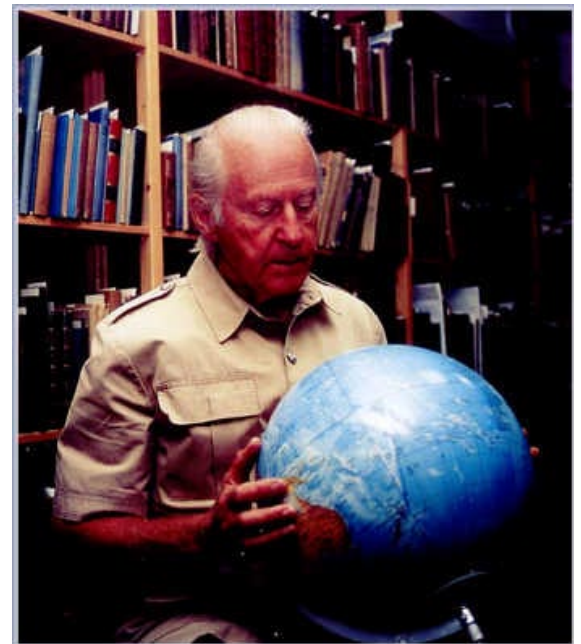
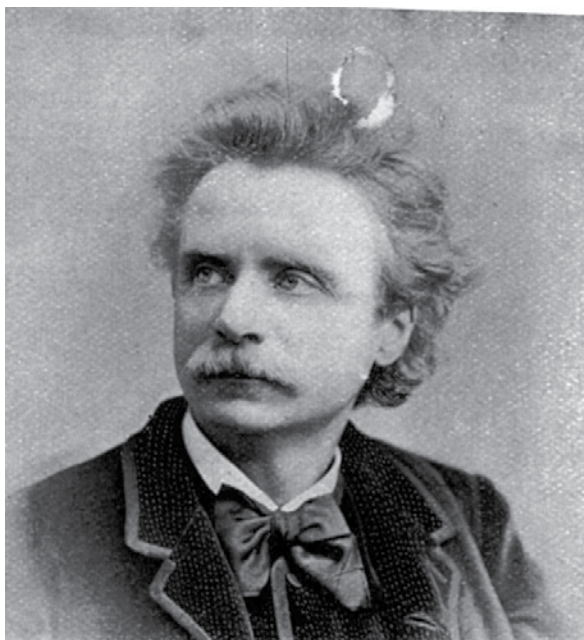


Four Norwegians Who Made a Difference

*Leif Eriksson, Roald Amundsen
Edvard Grieg, Thor Heyerdahl*

Who were they?

What did they contribute to our world?



Unit Plan

Norwegians Who Made a Difference

Unit Author	
First and Last Name:	Martha Ban
School District:	Southern New England Conference
School Name:	Browning Elementary School
School City, State:	S. Lancaster, MA
Unit Overview	
Unit Plan Title:	Norwegians Who Made a Difference
Curriculum-Framing Questions	
Essential Question	Why are we here? What is our purpose in life?
Unit Questions	<ul style="list-style-type: none"> • How did the contributions of Grieg, Amundsen, Heyerdahl, and Eriksson affect our world? • What are the similarities and differences of these four Norwegians?. • How would our world be different if each of the four had not been born?
Content Questions	<ul style="list-style-type: none"> • What are the major contributions of Grieg, Amundsen, Heyerdahl and Eriksson? • Was Heyerdahl able to prove his theory regarding the settling of the Polynesian islands? • Who were contemporaries of Grieg? • Did the Vikings really discover America? • What was the importance of Amundsen's reaching/discovering the South Pole? • Why was Grieg so discouraged and depressed towards the end of his life?



Unit Summary:

In this unit, students will research the contributions of four well-known Norwegians: Amundsen, Grieg, Heyerdahl, and Eriksson. They will analyze their contributions to the world related to discovery and exploration, geography, and the arts. Students will make a personal connection to the unit by predicting the footsteps they will leave on this world.

Subject Area(s):

Business education	Drama	<u>Religion</u>
Engineering	Foreign language	Other:
Home economics	Industrial technology	Other:
<u>Language arts</u>	Math	
Music	Physical education	
School-to-career	Science	
<u>Social studies</u>	<u>Technology</u>	

Grade Level:

K-2	3-5
<u>6-8</u>	9-12
ESL	Resource
Gifted and talented	Other:

NAD Journey to Excellence Goals and Learning Strands:

- Understand God's ultimate control and protection over human affairs.
- Describe the relationships between key people/groups, events and cultures in United States History.
- Know causes and effects of key influences/events and be able to place them on a time line.
- Understand and interpret key events and issues in United States history around commonality and diversity, continuity and change, conflict and cooperation, individualism and interdependence, interaction within different environments.
- Interpret major events, issues and developments involved in making a new nation within the following topical areas: Land and people before Columbus, age of exploration, settling the colonies, War of Independence and westward expansion.



Student Objectives/Learning Outcomes:

1. Students will work collaboratively to research four Norwegian men who made a difference in our world.
2. Students will complete in-depth research on Edvard Grieg, Roald Amundsen, Thor Heyerdahl and Leif Eriksson.
3. Students will create a multimedia presentation and at least one of the following projects: brochure, newspaper, poster, children's book or web page.
4. Students will use research skills, computer skills, and will manipulate resources including, but not limited to, an Internet browser, word-processing software, CD-ROMs, and presentation software.
5. Students will present their slide shows and distribute their printed project to other students with the intent of informing others and causing them to think about their purpose in life.
6. Students will synthesize the information they have learned over the course of the unit and arrive at a conclusion about the footsteps they have left in this point in their life, and how they can make a difference in their world.

Procedures:

Introducing the Unit

Introduce the essential questions: *Why are we here? What is our purpose in life?* Then, in round-robin fashion, have students respond to the question. Record individual responses on a large chart and post in the room. Encourage students to continue to add to the chart as they work through the unit and uncover evidence that helps them to answer this question.

Next, post the following unit questions: *How did the contributions of Grieg, Amundsen, Heyerdahl and Eriksson affect our world? What are the similarities and differences between these four Norwegians? How would our world be different if each of the four had not been born?*

Introducing Core Content

Post the content questions: *What are the major contributions of Grieg, Amundsen, Heyerdahl, and Eriksson? Was Heyerdahl able to prove his theory regarding the settling of the Polynesian islands? Did the Vikings really discover America? Who were the contemporaries of Grieg? What was the importance of Amundsen's reaching/discovering the South Pole? Why was Grieg so discouraged and depressed towards the end of his life?*



Once students have an understanding of what it means to make a contribution to the world, bring it down to the level of the student's community - church community, neighborhood community, school community.

Bring back into the discussion the essential question: Why are we here? What is our purpose in life? Discuss how it applies to the unit questions.

Unit Schedule 10 50-minute periods

Day 1	Introduce the unit Share picture books/trade books of each of the four Norwegians Assign the Internet surfing log
Day 2	Research - use Internet surfing log, other reference materials
Day 3	Introduce PowerPoint® project. Plans due at end of class. Choose one other project to complete. Plan due at end of class.
Day 4 - 6	Research - work on projects
Day 7 - 8	Follow up activities (student support materials)
Day 9	Evaluation activity
Day 10	Present projects

Approximate Time Needed:

10 - 12 50-minute periods

Prerequisite Skills:

Be comfortable with: Publisher®, PowerPoint®, Web page creation, research skills (Internet, non-Internet), ability to write quality paragraphs.



Materials and Resources Required For Unit

Technology - Hardware:

Camera	Laser disk	VCR
<u>Computer(s)</u>	<u>Printer</u>	Video camera
Digital camera	Projection system	Video conferencing Equipment
DVD Player	Scanner	Other:
<u>Internet connection</u>	Television	

Technology - Software:

Database/spreadsheet	Image processing	<u>Web page development</u>
<u>Desktop publishing</u>	<u>Internet Web browser</u>	<u>Word processing</u>
E-mail software	Multimedia	Other:

Printed Materials:

"Cooking the Norwegian Way," by Sylvia Munsen, April 2002
"Leif Eriksson: Norwegian Explorer," by Cynthia F. Klingel and Robert B. Noyed

"Thor Heyerdahl," by John Malam

"Great Polar Adventure: The Journey of Roald Amundsen," by B. Marvis, December 1994.

"Norwegian in 10 Minutes a Day," by Kris Kershul, August 1988.

"Expeditions of Amundsen," by Richard Humble, May 1992.

"Erick the Red and Leif the Lucky," by Barbara Schiller and Hal Frenck, October 1990.

"Edvard Grieg," by Henry Theophilus and T. Finck, January 2001.

"Kon-Tiki: A True Adventure of Survival at Sea," by Thor Heyerdahl, February 1984.



Supplies:

Norsk ship model, Eriksson statue, Grieg music CDs, Kon Tiki CD, Fram video

Internet Resource Material Note

Many activities in this unit require access to Internet resources. In situations where students do not have access to the Internet, it is suggested that the teacher print out the resource information for students to read.

Extension Activities

Several other activities have been included in this unit for students to work on independently or in groups.





Thor Heyerdahl

Thor Heyerdahl had a theory that he set out to prove.

Did the first people to live in the Pacific Islands come from Asia or South America?

Discuss with your student how Heyerdahl proved his theory. How important is it to stick with a project?



Projects to Complete

Students will create a multi-media presentation and at least one of the following projects: brochure, newspaper, poster, children's book, or web page.



Browning Elementary School

180 George Hill Road
S. Lancaster, MA 01561

Mrs. Martha Ban
5-8 Social Studies Teacher



A parent introduction to the unit in study for 5th grade Social Studies students at *Browning Elementary School.*



- **Why are we here?**
- **What is our purpose in life?**
- **How do our actions impact on the lives of others?**

These and other questions are the premise for the unit, “Norwegians Who Made a Difference.”

Students will begin by discussing God’s purpose for us. Where do we fit in His plan.

Discussing the lives of four well-known Norwegians will help the students understand more about making a difference in their family, community, state, country, and world.

Musician Edvard Grieg, and explorers Roald Amundsen, Leif Eriksson, and Thor Heyerdahl made a difference at all levels. Students will investigate their contributions and will analyze how our world would be different without those individuals.

What else will your students be involved in? Read on to find out.



Roald Amundsen

Roald Amundsen was on a race. He was on a race to be the first to reach the actual geographic South Pole. While the world *thought* he was on his way to the North Pole, Amundsen and his crew made their way to their goal.

What other explorations did Amundsen make? What kinds of impact did he make on those around him—and the world? Discuss these issues with your student as we journey through the unit.



Leif Eriksson

Who do *you* think discovered America? Were you taught that Columbus did? That the Vikings did? How about the Chinese? Does it really matter? Students will be researching the life of Eriksson.

How did Eriksson’s conversion to Christianity affect him and those around him—especially the country of Norway? Does our behavior, as Christians, make a difference in the



lives of others around us? This is an excellent discussion to have with your student.



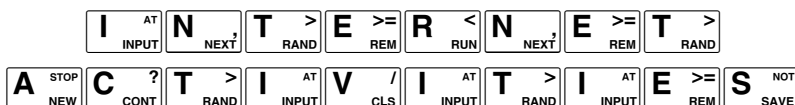
Edvard Grieg

Edvard Grieg was a complicated musician. The more he composed, the more he was committed to preserving the traditions and history of the Norwegian people.

Many people benefited from Grieg’s encouragement and support. Writers and musicians, especially, collaborated with Grieg to bring to the world a sense of beauty and wonder.

Discuss with your student the importance of “the arts” to our world. Consider what music in Heaven will be like. . .





Roald Amundsen

www.south-pole.com/p0000101.htm

www.infoplease.com/ce6/people/A0803830.html

[www.iol.ie/%7Ejomerps/HomePage/Projects/World Explorers/Roald Amundsen.html](http://www.iol.ie/%7Ejomerps/HomePage/Projects/World_Explorers/Roald_Amundsen.html)

www.pbs.org/wgbh/amex/ice/peopleevents/pandeAMEX87.html

www.mnc.net/norway/notbyrd.html

www.mnc.net/norway/Amundsen.htm

www.coolantarctica.com/Antarctica%20fact%20file/History/roald%20amundsen.htm

www.virtualmuseum.ca/Exhibitions/Traditions/English/inuit_games_02.html

<http://schools.monterey.k12.ca.us/~snloranzo/quests/antarctica3.html>
webquest

<http://www.nationalgeographic.com/xpeditions/lessons/01/g68/earth.html>
Lesson plan geared for grades 6-8.

Edvard Grieg

<http://www.teachwithmovies.org/guides/song-of-norway.html>

The TeachWithMovies.com Learning Guide to "Song of Norway" provides helpful background and discussion questions to help teachers and parents introduce Edvard Grieg and his music.

www.mnc.net/norway//EHG.htm

www.troldhaugen.com/default.asp?kat=514&sp=2

"Song of Norway"

This musical traces the life of Edvard Grieg, the great Norwegian classical music composer. It features his music. The film shows how Grieg and other Norwegians went to sophisticated and cosmopolitan Paris to learn their art. The film also describes the aid and encouragement given to Grieg by Franz Liszt.

http://www.lesstutor.com/bf_grieg.html



Thor Heyerdahl

<http://www.kon-tiki.no/VR/>

The VR Kon-Tiki virtual museum lets you have a taste of the Kon-Tiki Museum right on your own PC. The program is similar to a PC game, and lets you move around freely and explore part of the museum as a 3D-model. To see the rest of the museum, visit the real one in Oslo!

<http://www.kon-tiki.no/Museum/>

Norwegian Institute for Pacific Archaeology and Cultural History

<http://www.greatdreams.com/thor.htm>

<http://www.bradshawfoundation.com/thor/>

webquests

<http://schools.monterey.k12.ca.us/~snloranzo/quests/antarctica3.html>

Vikings

Ahoy, Vikings!

<http://library.thinkquest.org/C003446/a.php?b=12>

Invite students to imagine that they are Vikings! Have them first visit this site to learn all about the exciting voyages of the Vikings, then ask them to write a first-person account of a day aboard a Viking ship. Encourage students to incorporate all the facts they've learned from this site in a creative interpretation of a "day in the life."

Decoding Messages

<http://jedyt.tripod.com/ultima71runic.html>

Runic, the writing of the Vikings, comes from a Gothic word meaning "secret". Left mostly on wood or stone, there are many runic messages, found in Sweden. Invite students to visit this site, then write messages for other students to translate using the Runic alphabet.

Map the Viking Landings

www.pbs.org/wgbh/nova/vikings/diaspora.html

Have students click on the interactive map at this site to see all the locations where Vikings traveled, then ask them to each find at least three facts about an area that the Vikings visited or settled in. Have students write the information they learned on separate index cards. Then set up a huge map of the region on a bulletin board and invite students to label the areas with their cards.

Word "Route" Poems

<http://odin.bio.miami.edu/norse/words.html>

Many English words (such as Thursday, wrong, kid, berserk, and freckle) come from the Viking language of Old Norse. Using this site, have students choose to draw images of five



of the English words and include their word history, or write a poem using some of the words we have gotten from the Vikings.

Museum Road Tour

www.mnh.si.edu/vikings/exhibit1_1_3.html

Visit this site to take a tour of some Viking artifacts, then have students create their own "Museum Road Tour." Have students each draw an example of an artifact found at the site and write out facts about the artifact. To extend this activity, invite students to recreate Viking "artifacts" out of craft materials for a 3-dimensional experience. Host other classes for tours of your "museum."

The Viking Discoverers Web Page

<http://www.win.tue.nl/cs/fm/engels/discovery/viking.html>

Viking History and Mythology

http://www.luth.se/luth/present/sweden/history/viking_level.html

The Viking Home Page

<http://www.control.chalmers.se/vikings/indexframe.html>

Many useful links to a variety of materials and sources

Viking Longships

<http://www.sciam.com/1998/0298issue/0298hale.html>

Scientific American Article (Feb. 1998)

The Viking Times

<http://www.lp.se/gerrie-warner/times.htm>

Online magazine of Viking-related articles

The World of the Vikings

<http://www.pastforward.co.uk/vikings/>

The Vikings: Sea Raiders, Land Raiders

<http://school.discovery.com/lessonplans/programs/vikings/>

A lesson plan for grade 6-8 (two - three class periods)



Thor Heyerdahl - An Inspiration for All Explorers

January 7, 2003

Thor Heyerdahl, an explorer in every sense of the word, died in 2002 at the age of 87. Born in Norway in 1914, Thor lived his early life interested in every aspect of his world. His parents urged him to develop his interests in science - and he did with a passion. He even operated a small zoological museum in his home while he was still in elementary school. Imagine the critters he must have dragged home!

Thor's science-related activities continued into high school. He, a classmate, and his dog Kazan, went on expeditions together to remote areas of Norway. They built igloos to sleep in while studying the highest peaks and glaciers of the region. Thor then attended the University of Oslo where he specialized in zoology and geography. These two areas of study gave him the perfect background for his lifelong adventures in the field of anthropology.

When Thor was 23, he and his wife left Norway for Polynesia. They lived a simple life far away from the modern world of Europe. Thor took the opportunity to study the animals and plants found on the islands.

It was a puzzle to Thor, how all the forms of life reached Polynesia because of the isolated location of the islands in the South Pacific Ocean. In those days, it was thought that all of the animals and plants found there had arrived by boats of ancient travelers from Indonesia.

Thor also believed that the animals and plants arrived there by boats, but he thought the boats might have come from South America.

Thor wanted to test his theory, so he built a balsa raft called the Kon-Tiki. He and five other men set sail from South America in 1947. They reached Polynesia in 101 days. The trip proved that the prevailing winds and the technology of ancient Peruvians could have been, not necessarily was, the way the islands became populated with all the different forms of life that inhabit the islands today.

Thor had another theory about the settling of ancient lands that he wanted to explore. Maybe South America could have been visited by ancient travelers from Africa. Thor tried two times to sail from Africa to South America. The first craft, the Ra I, had to be abandoned and the voyage along with it. The second time was a success on a boat called the Ra II. The voyage proved ancient Phoenicians could have built vessels using the materials available to them and travelled across the Atlantic Ocean long before Columbus.



Bergens Tidende

The date is August 7, 1947. Thor Heyerdahl and his crew have at last reached Polynesia. Research their voyage on the balsa raft, Kon-Tiki. Create an issue for the Bergens Tidende newspaper which **could** have come out in Bergen, Norway on this date. Include other events which took place around the world on or around that date.

Use the internet links below and other resource materials to help you find information.

New York Times archives

<http://www.nytimes.com/ref/membercenter/nytarchive.html>

Time Magazine archives

<http://www.time.com/time/magazine/archives>

The Washington Post archives

http://pqasb.pqarchiver.com/washingtonpost_historical/search.html

Bergens Tidende (the actual site - for authenticity!)

<http://www.bt.no/>

<http://www.southerncenter.org/timeline.html>

SCIS has gathered a list of free web site links to help you supplement the educational materials. These sites are an excellent source for information about international affairs, geography, history, economics, and politics.



Bergens Tidendes Newspaper Project Rubric

Teacher Name: _____

Student Name: _____

Total Points Earned: _____/50

CATEGORY	10	7	5	3
Layout - Headlines & Captions	All articles have headlines that capture the reader's attention and accurately describe the content. All articles have a byline. All graphics have captions that adequately describe the people and action in the graphic.	All articles have headlines that accurately describe the content. All articles have a byline. All graphics have captions.	Most articles have headlines that accurately describe the content. All articles have a byline. Most graphics have captions.	Articles are missing bylines OR many articles do not have adequate headlines OR many graphics do not have captions.
Knowledge Gained	All students in the group can accurately answer all questions related to a) stories in the newspaper and b) technical	All students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical	Most students in the group can accurately answer most questions related to a) stories in the newspaper and b) technical	Several students in the group appear to have little knowledge about the facts and the technical processes used for the newspaper.
Articles - Purpose	90-100% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	85-89% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	75-84% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.	Less than 75% of the articles establish a clear purpose in the lead paragraph and demonstrate a clear understanding of the topic.
Articles - Supporting Details	The details in the articles are clear, effective, and vivid 80-100% of the time.	The details in the articles are clear and pertinent 90-100% of the time.	The details in the articles are clear and pertinent 75-89% of the time.	The details in more than 25% of the articles are neither clear nor pertinent.
Graphics	Graphics are in focus, are well-cropped and are clearly related to the articles they accompany.	Graphics are in focus and are clearly related to the articles they accompany.	80-100% of the graphics are clearly related to the articles they accompany.	More than 20% of the graphics are not clearly related to the articles OR no graphics were used.



Columbus or Eriksson - Who Really Discovered America?

In 986, Norwegian-born Eirik (also written Erick) Thorvaldsson, known as Eirik the Red, explored and colonized the southwestern part of Greenland. It was his son, Leiv Eiriksson (also written Leif Eriksson), who became the first European to set foot on the shores of North America, and the first explorer of Norwegian extraction now accorded worldwide recognition.

The date and place of Leiv Eiriksson's birth has not been definitely established, but it is believed that he grew up on Greenland. The Saga of Eric the Red relates that he set sail for Norway in 999, served King Olav Trygvasson for a term, and was sent back to Greenland one year later to bring Christianity to its people.

There are two schools of thought as to the subsequent course of events. One of these is that Eiriksson, en route for Greenland, came off course, and quite by chance came to the shores of northwestern America in the year 1000, thus preceding Columbus by nearly 500 years. However, according to the Greenland Saga, generally believed to be trustworthy, Eiriksson's discovery was no mere chance. The saga tells that he fitted out an expedition and sailed west, in an attempt to gather proof of the claims made by the Icelandic trader Bjarni Herjulfsson. In 986 Herjulfsson, driven far off course by a fierce storm between Iceland and Greenland, had reported sighting hilly, heavily forested land far to the west. Herjulfsson, though believably the first European to see the continent of North America, never set foot on its shores. Leiv Eiriksson, encouraged by the current talk of potential discoveries, and the constant need of land to farm, bought Bjarni's ship and set off on his quest of discovery.

He appears to have followed Bjarni's route in reverse, making three landfalls. The first of these he named Helluland, or Flat-Stone Land, now generally regarded as having been Labrador. The second was Markland, or Wood Land, possibly Newfoundland. The exact location of the third, which was named Vinland, is a matter of scholastic controversy, but it could have been as far north as northern Newfoundland or as far south as Cape Cod or even beyond this.

Eiriksson and his men spent the winter in Vinland, at a place they named Leifsbud-ir, returning to Greenland the following year, 1001.

It was left to Eiriksson's brother, Thorvald to make the next voyage to the new-found territory, for, strange as it may seem, Leiv Eiriksson never returned there. Subsequent attempts at settlement of Vinland were unsuccessful, due to strong friction between the Viking



settlers and the native North Americans.

Though many still regard Christopher Columbus as the discoverer of the New World, Eriksson's right to this title received the stamp of official approval in the USA when, in 1964, President Lyndon B. Johnson, backed by a unanimous Congress, proclaimed October 9th "Leif Eriksson Day" in commemoration of the first arrival of a European on North American soil.

[~http://www.mnc.net/norway/ericson.htm](http://www.mnc.net/norway/ericson.htm)

By Linn Ryne



Leif on the Web

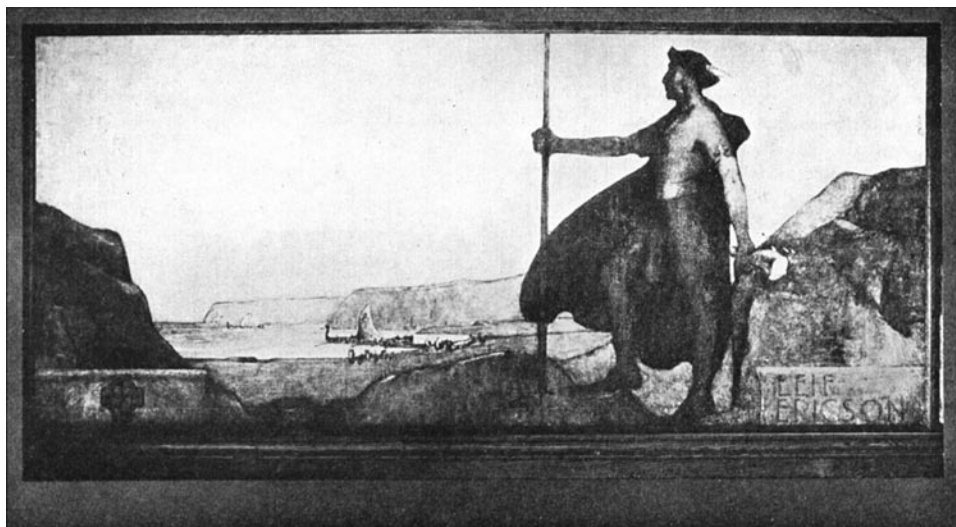
Software needed: Microsoft Publisher® or Dreamweaver®
(or other webauthorizing software)

Create your own web page! Become an expert on Leif the Lucky. Transfer your knowledge into a Web page to share with the world!

Design at least six pages. They could include:

- Home page
- Leif Eriksson
- Viking Ships
- Viking Children
- Puzzles and Games
- Resources

Your webpage will be graded according to the rubric your teacher gives you.



**Web Site Project
Evaluation Rubric**

Teacher Name: _____

Student Name: _____ Points Earned: _____/60

CATEGORY	10	7	5	3
Content	The site has a well-stated clear purpose and theme that is carried out throughout the site.	The site has a clearly stated purpose and theme, but may have one or two elements that do not seem to be related to it.	The purpose and theme of the site is somewhat muddy or vague.	The site lacks a purpose and theme.
Links (content)	All links point to high quality, up-to-date, credible sites.	Almost all links point to high quality, up-to-date, credible sites.	Most links point to high quality, up-to-date, credible sites.	Less than 3/4 of the links point to high quality, up-to-date, credible sites.
Spelling and Grammar	There are no errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 1-3 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are 4-5 errors in spelling, punctuation or grammar in the final draft of the Web site.	There are more than 5 errors in spelling, punctuation or grammar in the final draft of the Web site.
Learning of Material	The student has an exceptional understanding of the material included in the site and where to find additional information. Can easily answer questions about the content and procedures provided by the student on the Web site.	The student has a good understanding of the material included in the site. Can easily answer questions about the content and procedures used to make the web site.	The student has a fair understanding of the material included in the site. Can easily answer most questions about the content and procedures used to make the web site.	Student did not appear to learn much from this project. Cannot answer most questions about the content and the procedures used to make the web site.
Content Accuracy	All information provided by the student on the Web site is accurate and all the requirements of the assignment have been met.	Almost all the information provided by the student on the Web site is accurate and all requirements of the assignment have been met.	Almost all of the information provided by the student on the Web site is accurate and almost all of the requirements have been met.	There are several inaccuracies in the content provided by the students OR many of the requirements were not met.
Layout	The Web site has an exceptionally attractive and usable layout. It is easy to locate all important elements. White space, graphic elements and/or alignment are used effectively to organize material.	The Web pages have an attractive and usable layout. It is easy to locate all important elements.	The Web pages have a usable layout, but may appear busy or boring. It is easy to locate most of the important elements.	The Web pages are cluttered looking or confusing. It is often difficult to locate important elements.





LEIF THE LUCKY



Home



Leif Eriksson



Resource Links



Viking Ships



Viking Children



Puzzles and Games

Welcome to my web site about Leif Eriksson. My class is studying about early American explorers this year. Our first explorer is Leif Eriksson. I created this site to share what I am learning about him.

I used to think that Leif Eriksson and other Vikings discovered American. Now I am not so sure. Was it the Vikings? Was it Columbus? Or was it the Chinese? Maybe it wasn't any of these. I am glad, though, that there have been men and women willing to risk their lives to explore and expand the world as we know it.



Leif Eriksson
<http://www.iceland.org/graph/leifur5.gif>



Browning Elementary School
180 George Hill Road
S. Lancaster, MA 01561



Quiz Time

Name _____

Date _____

1. What are the Viking's ships called?

- Tallship
- Longship
- Broadship

2. Did the Vikings have horns on their helmets?

- No
- Yes

3. What is the name of the Viking's main God? He had one eye and an eight-legged horse.

- Odin
- Thor
- Mars

4. From which countries did the Vikings come ?

- Sweden, Germany and Norway
- Norway, Finland and Denmark
- Norway, Sweden and Denmark

5. What are the "taxes" called that the English kings were forced to pay to the Danes so they wouldn't attack them?

- Danageld
- Danesgold
- The danish fee

6. When was the Viking age?

- Approx. between 600 - 800 AD
- Approx. between 700 - 1100 AD
- Approx. between 800 - 1066 AD

7. Where on the American continent did the Vikings settle?

- Maine
- Newfoundland
- Hudson Bay

8. In what part of France was the Viking chief Rollo offered land by the King of France to help him protect his country from other Vikings?

- Bretagne
- Provance
- Normandie



9. On what Island is there more Viking age silver found, than in the rest of the world?
Gotland
Ireland
Iceland
10. Whose lifeguards were Vikings?
The King of France
The Pope
The Emperor of Byzantium
11. What is the name of the first known Christian missionary that came to Denmark and Sweden?
Saint Ansgar
Saint Olof
Saint Bridgit
12. Which two cities in Russia were ruled by Viking dynasties during the Viking age?
Moscow and St. Peterburg
Kiev and Novgorod
Jekatrineburg and Vladivostock
13. Which weekdays are named after Viking gods?
Monday, Friday and Tuesday
Saturday, Thursday and Sunday
Wednesday, Thursday and Friday
14. What are these Viking letters called?
Cyrillics
Rune
Viking alphabet
15. What was the symbol of the Viking god Thor?
Arrow
Hammer
Sword
16. What was the place called where the Viking warriors came after being killed in battle?
Yggdrasil
Valkyria
Valhalla
17. Who was the last Viking king in England? He lost the battle at Hastings in 1066 against William the Conqueror.
Harald Bluetooth
King Gorm
Harald Godwinson



18. What is the language called that the Vikings spoke?
Icelandic
Old Swedish
Old Norse
19. What were Birka, Hedeby and Kaupang?
Viking forts
Viking towns and trading places
Viking kings
20. What was the name of the Viking who was the first known European on the American continent?
Erick the Red
Leif Eriksson
Harald Bluebeard



Quiz Time

Name _____ Date _____

1. What was the older runic alphabet, consisting of 24 letters, called?
 - a. Havamal
 - b. Futhark
 - c. Heimskringla

2. Where was the center for the Æsir cult in Sweden?
 - a. Sigtuna
 - b. Old Uppsala
 - c. Birka

3. Who was Snorre Sturlasson?
 - a. An Icelandic poet who wrote sagas
 - b. The Norwegian king who conquered Iceland
 - c. A Viking king in Dublin

4. What was an Æsir "priest" called?
 - a. Norna
 - b. Druid
 - c. Godi

5. What was the name of the Viking prince who was called to restore order in Novgorod and who was also supposed to have founded the Russian state?
 - a. Rurik
 - b. Harald
 - c. Loki

6. Which were the two main trading routes for the Vikings to the Islamic world and the Byzantine empire?
 - a. The Vistula and Volga rivers
 - b. The Dnieper and Volga rivers
 - c. The Oder and Rhine rivers

7. What is the big fortification called that the Danes built to protect themselves against Charlemagne of France?
 - a. Holstein wall
 - b. Danavirke
 - c. Trelleborg



8. What was the Scandinavian body for the administration of justice called?
 - a. Hof
 - b. Thing
 - c. Codees

9. What was the Swedish organization called that the king used to mobilize the Viking navy?
 - a. Flottkallet
 - b. Nibelungen
 - c. Ledungen

10. What was Ragnarök in Nordic mythology?
 - a. The end of the world
 - b. The birth of the world
 - c. The place where the Giants lived

11. What is this Viking-age art style called?
 - a. Mammen
 - b. Urnes
 - c. Borre

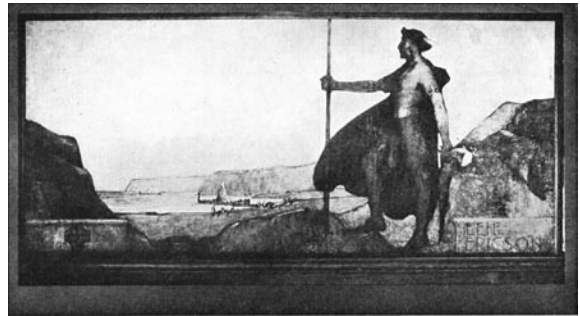
12. Wagner's opera "The Ring of Nibelungen" is based on The Germanic and Scandinavian Viking-age saga "Völsungarna". What is the hero that kills the dragon called?
 - a. Reidmar
 - b. Sigmund
 - c. Sigurd

13. Most of the Viking age rune stones are found in Sweden. Do the majority of them date from before or after the introduction of Christianity?
 - a. Before
 - b. After

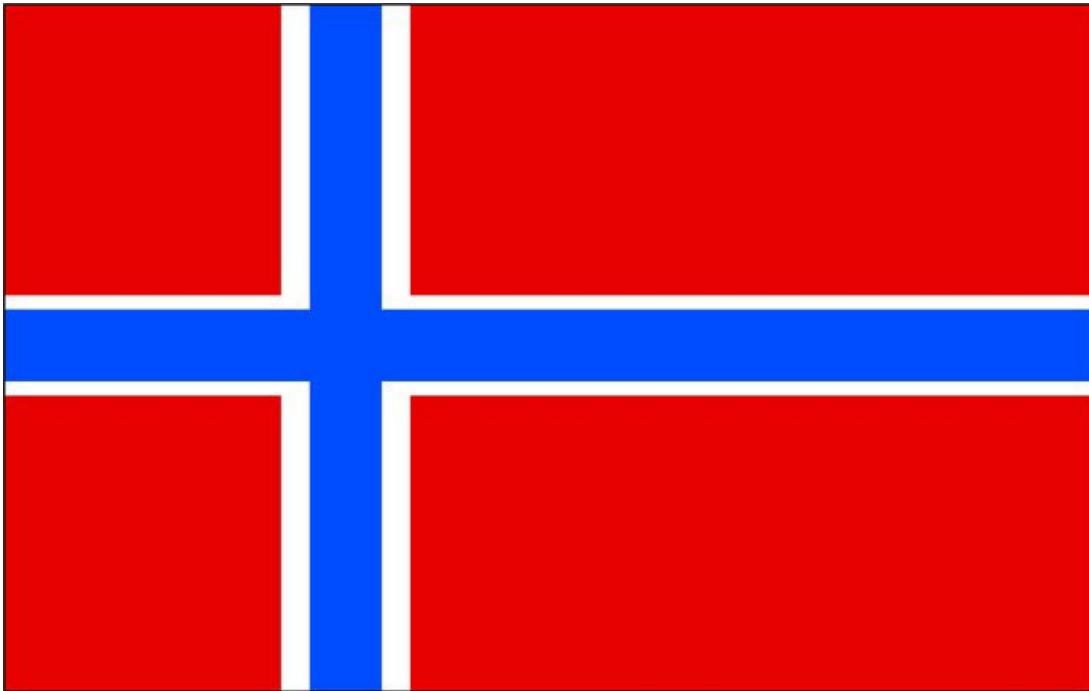
14. One of the few written sources about the Scandinavian Vikings trading in the east is from an Arabic author describing a Viking funeral in Russia. What was his name?
 - a. Salaman el Habib
 - b. Ibn Fadlan
 - c. Ali Farouk

15. What were the names of King Harold Bluetooth's parents? He raised a famous runic stone in their memory in Jellinge, Denmark
 - a. Åse & Canute
 - b. Gorm & Sigrid
 - c. Tyra & Gorm

16. In Ragnarök, the end of the world and the great battle between the evil forces and the gods, one of the gods is killed by the terrible wolf, Fenrisulven (Fenrir). Who?
 - a. Frej



- b. Thor
 - c. Odin
17. What was the name of the first two humans according to Nordic mythology?
- a. Åsa & Tor
 - b. Ask & Embla
 - c. Svein & Sigrid
18. In what year did Vikings, under leadership of the Viking chief Ragnar Lodbrok, attack and siege Paris, France? Paris had to pay a tribute of 7,000 pounds of silver to the Vikings for them to raise the siege.
- a. 978
 - b. 845
 - c. 1087
19. What did the Vikings call Constantinople?
- a. Holmgård
 - b. Miklagård
 - c. Jorsala



Quiz Time

Answer Key for Quiz Time - Easy and Quiz Time - Advanced

Quiz Time - Easy

1. longship
2. no
3. Odin
4. Norway, Sweden and Denmark
5. Danageld
6. Approx. between 800-1066 AD
7. Newfoundland
8. Normandie
9. Gotland
10. The Emperor of Byzantium
11. Saint Ansgar
12. Kiev and Novgorod
13. Wednesday, Thursday and Friday
14. Rune
15. Hammer
16. Valhalla
17. Harald Godwinson
18. Old Norse
19. Viking towns and trading places
20. Leif Eriksson

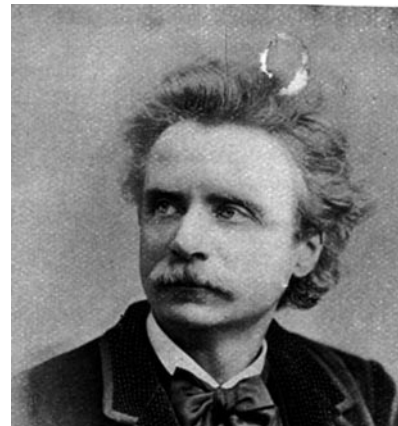
Quiz Time - Hard

1. Futhark
2. Old Uppsala
3. An Icelandic poet who wrote sagas
4. Godi
5. Rurik
6. The Dnieper and Volga rivers
7. Danavirke
8. Thing
9. Ledungen
10. The end of the world
11. Urnes
12. Sigurd
13. After
14. Ibn Fadlan
15. Tyra & Gorm
16. Odin
17. Ask & Embla
18. 845
19. Miklagård



Edvard Grieg

Edvard Grieg (1843-1907) is the greatest composer Norway has fostered. In looking back, one could wonder how a country with neither national freedom nor a long tradition of art/music could have produced a man of such genius. Up until 1814, Norway had been totally under the control of Denmark, with Copenhagen as its cultural center. From 1814 to 1905 it was forced into a union with Sweden. The first half of the eighteenth century was a time of poverty in Norway and it was some time before it could assert itself among its Scandinavian brothers. Except for the highly gifted, these are perhaps the ideal conditions for providing impetus and nurturing growth.



In the autumn of 1858, Edvard Grieg, only 15 years old, went to the Leipzig Conservatory to study music. His teachers were among the most outstanding in Europe. Four years later he left the Conservatory as a full-fledged musician and composer. In the years up to 1866, Grieg lived in Copenhagen, leaving it only to make brief study trips. There he sought the advice of the famous composer Niels W. Gade, who encouraged him to compose a symphony. The work was performed several times, but Grieg later refused to acknowledge it. "Never to be performed," were the words he wrote on the score. Nevertheless, a few years ago the symphony was again performed and it was later recorded. This fruit of Grieg's early years was certainly nothing to be ashamed of, and it provides today's listeners with a broader view of Grieg's artistic and musical development.

The symphony demonstrates that Grieg had acquired considerable technical skill. New works flowed easily from his pen. The Piano Sonata and the Sonata, op.8, for Violin and Piano, from 1865, are proof of his very high quality.

Grieg's style was based on the German romantic tradition of music, however, bit by bit national awareness developed within him. This awareness met with a growing need to create a typical Norwegian style of music. His friendships and discussions with other young Norwegians also furthered this development. In Copenhagen, Grieg had met Rikard Nordraak (1842-1866), whose patriotism reached its fullest expression in the choral setting of Norway's national anthem. As a composer he had not attained Grieg's level, but he had strong views on how to create music based on the old folk melodies.

When Edward Grieg settled in Christiania (now Oslo) in 1866, he was influenced by the composer Otto Winter-Hjelm (1837-1931). Winter Hjelm saw clearly how the elements of folk music could be used to create a national type of music along grander lines.

Another composer worthy of mention in this connection is Ludvig Mathias Lindeman (1812-1887), whose collection of Norwegian folk melodies formed an important basis for Grieg's

further development. Later, Grieg went in search of folk music in its native environment, the written notes of folk music could only imperfectly reproduce the special atmosphere and the almost magical rhythms and harmonies that the folk musicians could coax out of their instruments.

In the hope of making his living as a musician in Norway, Grieg initially had to concentrate on playing and teaching music in Oslo. Composing was largely relegated to the summer holidays, but, during these years, Grieg exhibited a considerable capacity for hard work. It was thanks to him that a concert society with both choir and orchestra was established in the capital. This society provided him with valuable experience in the art of instrumentation. In the fall of 1868, Grieg put the finishing touches to his first great masterpiece, the Piano Concerto in A minor. With the passing of time it has become almost synonymous with Norway. It is now a part of the international repertoire of piano music and is played constantly throughout the world. Every time it is performed, the concerto evokes in both performers and audience strong associations with Norway. Though patterned to some extent on European models, Grieg has succeeded in bringing these together with elements of Norwegian folk music and his own personal conceptions of Norwegian nature and the Norwegian character. His musical style has become identical to the Norwegian intonation.

Even in Grieg's lifetime those who heard his music gained the impression that it was strongly linked to the landscapes and way of life of the people around him. His first biographer, Aimer Gronvold, helped to strengthen this impression through a situation he once described. When Gronvold, one summer day in the 1880s, sailed past the little settlement of Ullensvang in Hardanger on the local steamer, he caught sight of the small figure of Edvard Grieg, striding along beside the fjord at Lofthus. Picking a path through rocks and scree, he made his way towards his destination, a small knoll with a wooden cabin specially built for him to compose in. It boasted but one tiny room, and was poised on the edge of the fjord, in the midst of the exquisite beauty of Ullensvang, with the dark, deep fjord below, and the glittering ridge of the Folgefonna glacier on the other side of the water. Grieg returned there every summer, and sometimes in the winter too, to seek the peace and tranquillity he needed for his work. In the heart of this matchless amphitheater of nature, surrounded by the most sublime and majestic scenery in Norway, Grieg placed his grand piano and his writing desk. Here he sat, like an Orpheus reborn, and played in his mountain fastness, among the wild animals and the rocks. His music came from the depths of rural Norway, where the quick and resonant tones of the Hardanger fiddle met his ear, and the Hardangerfjord's shifting moods enchanted his eye. Gronvold concluded that there was an intense and indissoluble relationship between the environment he lived in and the music that he created. It is almost impossible to listen to Grieg, be it in a concert hall or a drawing room, without sensing a light, fresh breeze from the blue waters, a glimpse of sparkling glaciers, a recollection of the steep mountains and of life in the fjordland of western Norway, where Grieg was born and dearly loved to roam.





But this romantic image of the composer, and of his art and environment, was only half the truth. Success did not come easily to Grieg. His life was a struggle where he encountered both success and adversity. In the 1860s he worked hard to support both himself and his family as a choir and orchestral conductor, as a music teacher and as a performer. In these fields he was successful, but it took time to win the recognition of other musicians and of the public. His harmonies seemed dissonant and unorthodox to a public still striving to understand Beethoven and Mozart. Grieg could not spend long periods in such an environment without being destroyed as an artist. The Norwegian school of painters, with Hans Gude at its head, had taken the obvious consequence of this several years before. Every summer they sketched and planned in the Norwegian mountains. But with the advent of the autumn, they packed their bags and went to Dusseldorf to complete and sell the paintings. At regular intervals Bjornson and Ibsen had to do the same, gathering new impulses and appreciation in Germany, Italy and France.

This was how Grieg chose to work too. He decided to compose in his own country, but he also needed the inspiration of the European centers of music. If he was ever to be able to live off the proceeds of his own production, he needed a broader musical market than Norway and Scandinavia could provide.

The 10 volumes of *Lyric Pieces*, printed at Peters publishing house in Leipzig, with their simple, intimate mood images, played a major part in making his name known and loved in every piano-playing home in Europe. Even in his own lifetime, his compositions for the piano earned him the name, "The Chopin of the North."

In 1869 Grieg, on a state stipend, left for Italy. His encounter with Franz Liszt and the artistic circles in Rome gave him fresh inspiration and self-confidence. Fired with new energy and enthusiasm he returned to Christiania in 1870. There he initiated a fruitful cooperation with Bjornstjerne Bjornson, who for many years had been waiting for a composer who could write Norwegian music that would expand and bring to life his poems and dramas. The poem "Before a Southern Convent" for soprano, contralto, ladies' choir and orchestra (1871) was the first fruit of this cooperation. Inspired by its success Bjornson, in the same year, started on the dramatic poem "Bergliot" which with its rugged realism inspired Grieg to attempt a far more daring musical language than previously. In the spring of 1872, Bjornson and Grieg presented the result of yet another cooperation, the scenic drama "Sigurd Jorsalfar." The conscious search for national roots and identity in Nordic antiquity was continued in "Olav Trygvason." The idea was to create a monumental musical drama, but Bjornson never completed more than the first three acts. The work remained a fragment, but Grieg's music gives us some idea of what a magnificent national opera, and perhaps a major opera composer too, were thus lost to Norway. The project was abandoned, but Grieg's dramatic talents were put to a new test when Henrik Ibsen asked him to write the incidental music to "Peer Gynt." This was no easy task for Grieg, but the music he wrote became one of the major works of

the 1870s. In Grieg's own lifetime the "Peer Gynt" music scored a resounding international success thanks, not least, to the two orchestral suites which made the music accessible in the concert hall.

Bergen and the Artists' Grant

In 1874 Grieg was awarded an annual artists' grant, and could support himself without needing to teach or to conduct. He returned to his hometown of Bergen. The framework now seemed ideal for a productive period in his life. Instead, it was a time of both personal and artistic crisis. A period of depression, and Grieg's struggle to overcome it led, nevertheless, to the creation of profound and gripping works of a high quality. The ambitious Ballad in G minor for piano and string quartet reflects the turmoil in his soul and his struggle to perfect both form and content.

As the years went by, Grieg composed more slowly, and each new work came to fruition only after a long and painstaking process. This was when he wrote "The Mountain Thrall" for baritone, two horns and strings, and most of the Vinje songs were composed at this time. Later came the Norwegian Dances for piano duet and the famous Holberg suite for strings.

From 1880 to 1882 he conducted the Harmonien orchestra of Bergen, but he later resigned all his official posts.

Nina and Edvard Grieg, 1886

In 1885 Grieg moved into his new home "Troidhaugen," outside Bergen. Here, he and his wife Nina lived for the rest of their lives. The last twenty years of Grieg's life were mainly spent on composing and on extensive concert tours in Europe. The latter were scarcely beneficial to Grieg's ailing health, though they added to his fame as a composer. Among the works created in this period were the Sonata for Violin and Piano in C Minor and the memorable Haugtussa songs, set to the words of Arne Garborg. Of singular interest were Norwegian peasant Dances and Tunes, op. 72, marked by a harmonic boldness which was in advance of its time. The same could be said of his last major, completed work, Four Psalms for mixed choir, freely arranged from old Norwegian Church Tunes (1906). The arrangements of folk tunes which he completed later in life demonstrated his almost unique ability to understand the very essence of the folk melody.



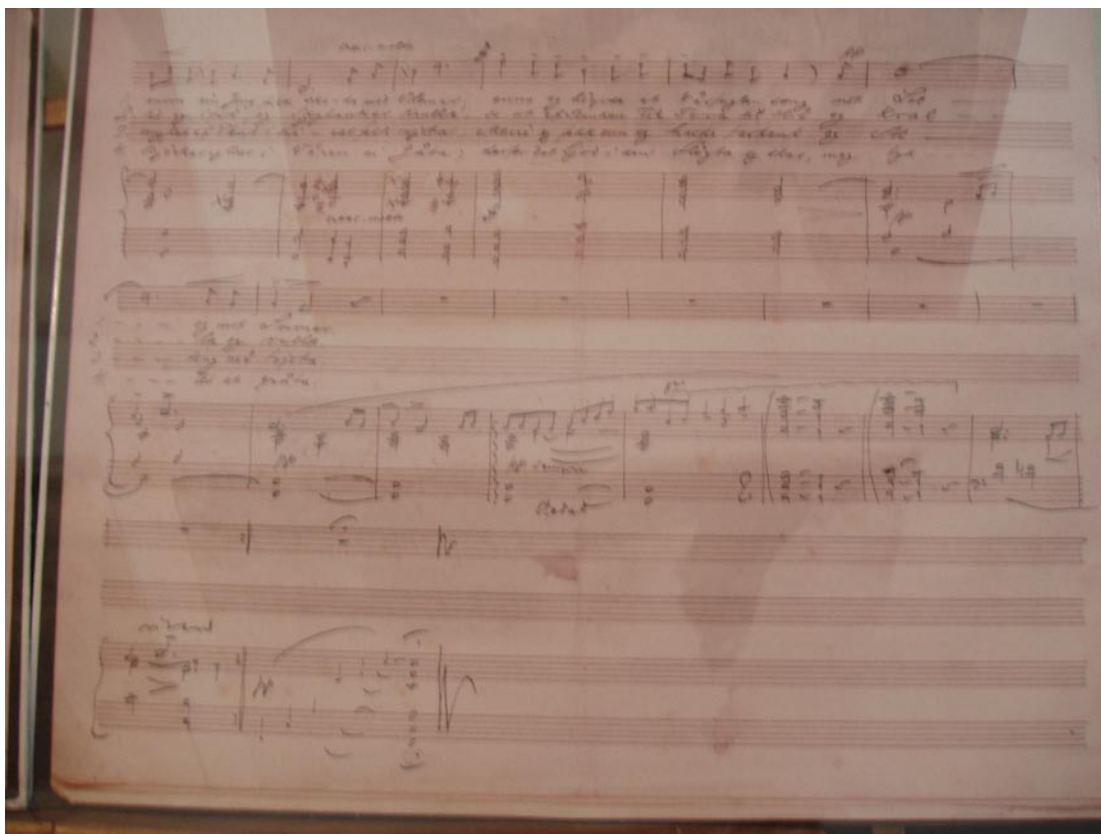
Grieg's music became immensely popular. Around the turn of the century, it was performed the world over, not only in the great concert halls, but in cafés and restaurants everywhere. Such overwhelming public success accorded badly with the traditional image of the struggling and impoverished artist, and the way in which the performers of light music took over

Grieg's many harmonic innovations was subsequently used against him. In connection with the 59th anniversary of Grieg's death, in 1957, critics asserted that his name had steadily lost its significance within the sphere of classical music. But since then, the pendulum of history has swung back again, and this time to Grieg's advantage. Many of the romantic musical works are now undergoing a renaissance, and Grieg's compositions are among them. His works are still performed in concert halls throughout the world, and the number of Grieg recordings is increasing noticeably. Works long considered to be relative insignificant have been rediscovered by a new generation of musicians.

A number of music researchers have pointed to the significance of Grieg's later works on the French impressionists' search for a new world of sound. When Maurice Ravel visited Oslo in February 1826 he said, " The generation of French composers to which I belong has been strongly attracted to his music. There is no composer to whom I feel a closer affinity -- besides Debussy -- than Grieg." Bela Bartok, who attempted to renew musical style in the twentieth century on the basis of folk music, also received important impulses from Grieg's piano adaptations of such melodies.

Edvard Grieg's goal was to create a national form of music which could give the Norwegian people an identity, and in this respect he was an inspiration to other composers. But the greatness of his works lies not just in this , but in the fact that he also succeeded in expressing thoughts and emotions which could be recognized everywhere; music which people could identify with. Grieg's music transcended national boundaries. Viewed in this perspective, it is evident that he was far more than just a national composer.

Courtesy of: <http://www.mnc.net/norway/GRIEG.HTM>



Edvard Grieg

adapted from: http://www.lesstutor.com/bf_grieg.html

Listening to Grieg's famous 'Piano Concerto in A minor' (link to sample #4: Con in a, op.16: 1. Allegro molto moderato) as I am now, I have to agree with those who say that it is deservedly recognized as one of the finest specimens of the piano concerto repertoire. And yet Grieg was never fully satisfied with this masterpiece, and continued to refine it over many years.

It was mainly written during one of the most stable and tranquil periods in the composer's life, the summer of 1868, a year after his marriage to Nina Hagerup, and two months after the birth of their child, Alexandra.

He had taken them for a holiday to Zealand in Denmark, and by the end of that vacation this Piano Concerto was fully sketched. His confident and relaxed frame of mind at that time is reflected in the Concerto's second movement.



It opens with a beautiful melody rising and falling on subdued strings. A solo horn calls before the piano enters, its utterly romantic theme cascading down the keyboard. The orchestra responds, and the music builds up to a resounding climax before returning to the original lyrical mood, the piano gently dissolving into trills at the end.

Edvard Grieg was descended from Alexander Grieg, a Scotsman who settled in Bergen in the mid 18th century. He prospered, acquired a fishing fleet, twice married Norwegian girls, became British Consul, and changed his name to Grieg to make it easier for Norwegians to pronounce.

By the time his great-grandson was born, the Griegs were respected and well-to-do citizens, and had become closely involved in the musical life of Bergen.

Like many leading composers, Edvard Grieg was first taught music by his mother, an accomplished pianist. The Norwegian violinist Ole Bull persuaded Edvard's parents to send him to Leipzig, where he contracted pleurisy, which permanently undermined his health. He also found the teaching at the Conservatoire pedantic and dull.

Leipzig was followed by three happy years in Copenhagen where he worked with the Danish romantic composer Niels Gade.

Rikard Nordraak, the composer of the Norwegian National Anthem, also became a close friend, and through him Grieg came to appreciate the peasant songs and dances of his native land. In their unusual harmonic structures and strong rhythms he found his own personal





idiom as a composer. Nordraak was a committed nationalist who steeped himself in Norway's heritage. His passionate nature inspired Grieg to produce a Norwegian musical style, and together with other compatriots, they founded a music society, "Euterpe," which was completely dedicated to promoting Norwegian musicians. For centuries, the Scandinavian countries of Sweden, Norway, Denmark and Finland enjoyed a complex relationship. At various times they have ruled over one another, and only in the 20th century

did they all become independent. During Grieg's lifetime, Norway was ruled by Sweden; but in middle-class Norwegian homes such as his, Danish was spoken, and Denmark's capital, Copenhagen, was the cultural hub of Scandinavia. However the Norwegian nationalist movement was growing and Grieg embraced his own country's cultural heritage with enthusiasm.. In 1905, two years before his death, Norway finally gained its freedom when the Swedish King, Oscar II, abdicated the Norwegian throne.

Sadly, Nordraak died very suddenly in Berlin, and Grieg was so grief stricken that there were fears for his life. But when at last he recovered he returned to Scandinavia to embark upon his life's mission.

He married his cousin, the soprano Nina Hagerup, whom he had also met during the idyllic years in Copenhagen, and theirs became a lifelong musical partnership. She was the inspirer and interpreter of many of his songs, and for nearly forty years they were to travel throughout Europe together giving innumerable concerts and recitals.

The death of his only child in 1869, at just eighteen months, and earlier his friend Nordraak, provided harrowing experiences for him to draw upon when composing 'Death of Ase' in 1875. Such personal sorrows probably tinged the music for his episode in *Peer Gynt* where the wandering hero finally returns home only to find his mother 'Ase' on her deathbed..

Three solemn notes form the basis of the music. Dark harmonies and even darker, heavier sounds from the strings perfectly evoke a scene of private grief and regret.

Grieg's work was admired by composers as widely different as Liszt, Brahms, and Tchaikovsky - who met the Norwegian and described him as a man 'of uncommon charm, blue eyes, not very large, but irresistibly fascinating.'

Apart from his famous 'Piano Concerto in A minor', and a symphony in his youth, Grieg wrote no large concert works. He was happiest writing in the smaller forms of music - piano pieces, chamber music and songs for his wife for example, rather than symphonies or concertos.

As a result he is often referred to as a 'miniaturist', although this is by no means a criticism, and does not make him any less a composer, for his work is always beautifully crafted and wonderfully tuneful, with many touches of harmony and rhythm.

Some of Grieg's finest and best loved work is the incidental music he composed for "Peer Gynt," written by Norway's greatest dramatist Henrik Ibsen. The play deals with serious social and political issues, and is a fantasy in which the hero of the title roams far and wide getting involved in one adventure after another. Eventually returning home an older and wiser man to Norway, and his sweetheart Solveig.

At a more profound level the play is about learning by experience, and is a comment on what Ibsen believed were mankind's strengths and weaknesses.

In 1938 the German composer Werner Egk used the story as the basis for an opera. But at that time the Nazis were maintaining tight control over all art, and the opera was banned, as Hitler's administration saw it as a political satire on their regime.

The first performance of "Peer Gynt" with Grieg's incidental music took place in February, 1876 in Christiania (now Oslo) and was a big success.

In one of the stories within the play Peer Gynt encounters a group of Arabian girls at an oasis who hail him as a prophet. One of them entertains Peer with an alluring dance, and they soon become lovers. But Peer comes to regret his encounter when the beguiling Anitra makes off with all his belongings.

The seductive charm of the music of "Anitra's Dance," which I have playing for me now, is conveyed by the unusual combination of stringed instruments and a triangle. Sensuous chords give the dance a more sinister atmosphere, and I can sense Peer yielding to the lady's charms.

The music for this act perfectly suggests Arabian nights and Anitra swaying, swirling, and seducing the hapless Peer. The dance ends as it began with a quietly ethereal chord on the violins as Anitra skips away inviting Peer to follow.

Grieg made up two Suites (groups of pieces) from his incidental music to Peer Gynt especially for concert performance, and among the other tunes in these Suites are the well known and popular pieces "In the Hall of the Mountain King," and the hauntingly beautiful "Solveig's Song."

Grieg was a musical patriot, and like many other nationalist composers, turned for inspiration to native folk song and dance, and this flavour flows steadily through nearly everything he wrote. He enjoyed the short but intense spring among the mountains of Norway, and his deep love of both the beautiful landscape and colorful folklore of his homeland is constantly reflected in his music.



Harold Saeverud also wrote music for "Peer Gynt." At the first performance of his music someone remarked "Grieg would turn in his grave. " To which comment he replied with some amusement, "Only if he were lying on his good ear," referring to the fact that Grieg was deaf in one ear.

In 1882 Grieg wrote "Wedding Day at Troldhaugen" for his wife Nina to celebrate their 25th wedding anniversary, which was spent at their mountain home, Troldhaugen, to which Grieg and his wife were so attached that they arranged to remain together, and close to it, after their deaths. Their ashes are sealed into a cliff face overlooking the house.

By the time of this celebration Grieg was a famous national figure in Norway and the couple received gifts from all over the country, including a Steinway grand piano. In the evening, Grieg sat down at the new piano and played the lovely tribute to his marriage.

The music begins as a jaunty march, is followed by a gentle swaying section, and then the march returns, resuming the jovial mood and proceeds merrily to its conclusion. It clearly expresses his most personal thoughts, and from it one can conclude that he was generally a very happy man.

It is also one of his "Lyric Pieces" which he later arranged as a piano duet, and gives me now a perfect note on which to end.



A Man of Inspiration

Edvard Grieg inspired many other great composers. Be a detective. Discover for yourself which composers were inspired and encouraged by Grieg. Make a mini-book to display your discoveries.

Use the following resources to help you.



<http://www.troldhaugen.com/default.asp?kat=19&sp=2>

<http://www.bergen-guide.com/343.htm>

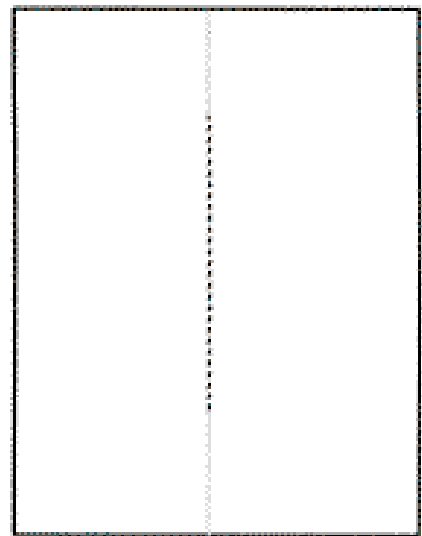
<http://www.american-music.org/publications/bullarchive/halver231.htm>

http://en.wikipedia.org/wiki/Edvard_Grieg

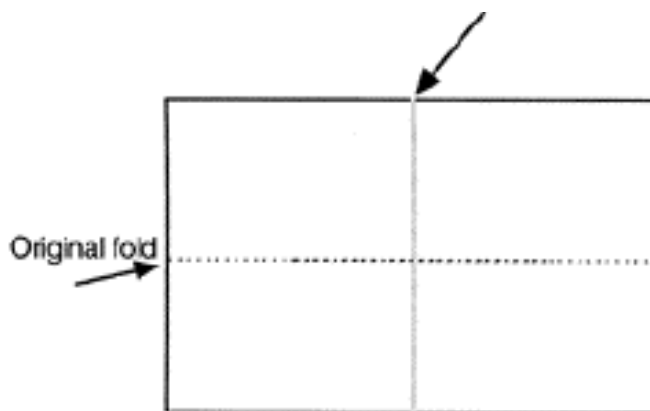
<http://www.cyberclip.com/Katrine/NorwayInfo/Articles/Grieg.html>

Folding a Mini Book

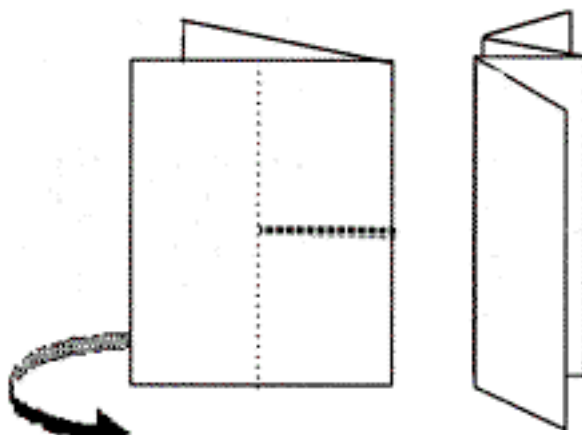
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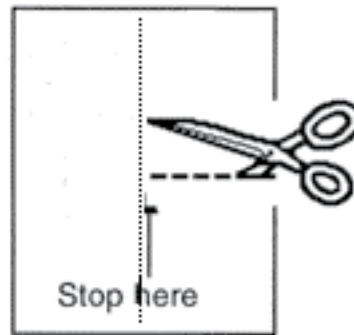
2. Hold the paper landscape view and fold it in half lengthwise. Fold each half backwards one more time to form four equal sections. unfold the paper up to where you have two halves.



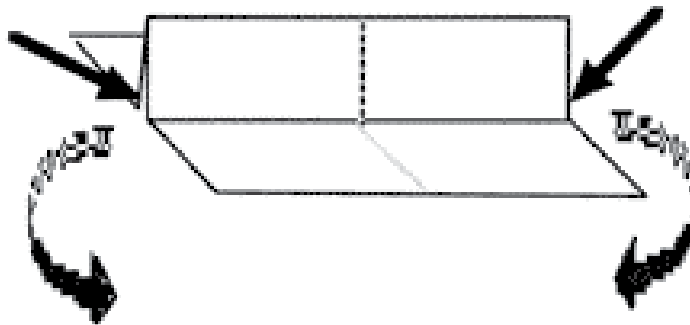
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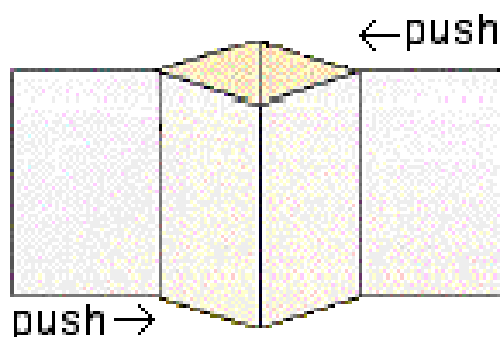
4. Cut the paper along the horizontal dotted line.



5. Grab with forefingers and pull down on each side,



Hold on to both ends and push in as shown in the picture below. When the folding is completed, make sure that all the pages are in the correct order.

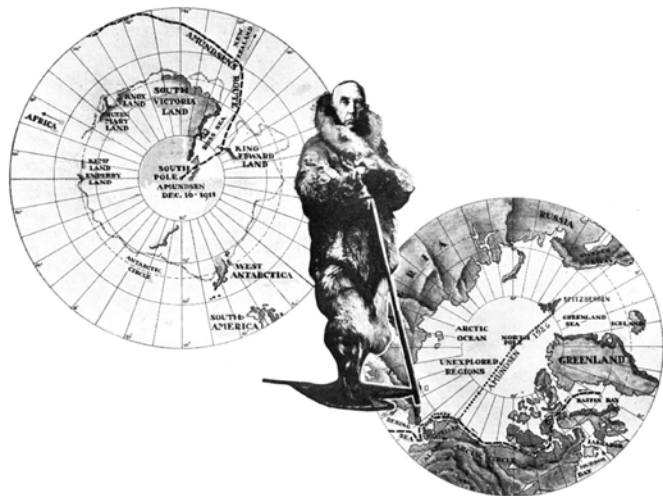


Courtesy of: <http://edtech.sandi.net/literacy/3.6/foldingmini.html>

Roald Amundsen

Explorer of the Poles

Roald Amundsen was one of the greatest Arctic and Antarctic explorers in history. Braving bitter cold and repeated danger, this stoic Norwegian explored the magnificence of the icy landscape of the Arctic and Antarctic regions. In this unit, in addition to reading about Amundsen, students will take a look at this fascinating part of the world and will explore the many earth changes affecting these regions today.



Roald Amundsen was born in 1872 near Oslo, Norway. By the time of his tragic death in 1928, he was one of the most successful polar explorers ever born. Among his most notable accomplishments as an explorer, he was the first to:

- ∞ sail the Northwest Passage
- ∞ travel to the South Pole
- ∞ make a transarctic flight over the North Pole from Europe to America.

Amundsen's father died when he was 14 years old, and his mother when he was 15. It was during this time Roald came across a book by the explorer Sir John Franklin that inspired in him the desire to discovery and adventure. From that time on, he began to prepare himself physically and mentally for what he felt he would meet in the future. He trained hard on his skis, and slept with the windows open in the cold Norwegian winter to harden himself. At age 15, Amundsen dropped out of the University and went to sea.

At the age of 21, after serving a short time in the Norwegian Army, Amundsen became the first to cross over the plateau between Bergen and Oslo on skis. He and his brother became stranded in a blizzard and were thought to be lost. They later came out from the snow-covered mountains so thin and haggard that the farmer who first saw them ran away thinking they were ghosts. This was not the last time that Amundsen would be feared dead only to find his way out, sometimes years later, to surprise the world.

His first experience in the Antarctic was with Adrien de Gerlache's 1899 Belgica Expedition. (<http://www.framheim.com/Amundsen/Belgica/Belgica.html>) This expedition was stranded on the ice for over a year, but after a series of harrowing experiences managed to make it out to safety.

Three years later, after spending his inheritance on a 69-foot sloop named the *Gjøa* (<http://>

college.hmco.com/history/readerscomp/ships/html/sh_038400_gjoa.htm), Amundsen led his own expedition to conquer The Northwest Passage. This stormy, ice packed stretch of ocean along Canada's far north shore had stopped, crushed or killed many explorers before Amundsen. Most people thought that the relatively small craft that Amundsen had chosen would never make it. The expedition took three long years during which the world once again believed he had died, but Amundsen made it through and became a hero.

Next this courageous adventurer set his sights on being the first to reach the North Pole. He planned on sailing a ship into the ice on the Alaskan side of the Pole and letting it drift over with the ice flows. When the news came that Admiral Peary had already reached the North Pole by dog sled, Amundsen decided to make a little change of plans -- secretly. The easy way to get to Alaska from Norway at that time was to go around the tip of South America, passing very near to Antarctica and the South Pole -- which had yet to be reached. Amundsen decided to make a "detour" and drop by the South Pole for a visit. Due to political reasons, he kept his plan a secret. The situation: British Explorer Captain Robert Scott was planning an expedition to the South Pole at this time. Amundsen did not feel the Norwegian government or his financial supporters would be happy with him if he antagonized Britain, the most powerful government at the time.

The expedition was filled with danger. It also meant spending an entire year living on the ice in the frozen Antarctic wastes. It was here that Amundsen showed the kind of adventurer he was. Though he chose one of the most difficult and dangerous routes possible, he still managed to arrive at the South Pole a month ahead of Scott. The British explorer had not prepared nearly as well. On the way back from the Pole, he ran short of rations. Scott died with his four companions in a snowstorm just eleven miles short from their next supply depot.

Amundsen went on to build his own specially designed and equipped ship, the Maud (http://www.whoi.edu/beaufortgyre/history/history_maud.html), to try to reach the North Pole by drifting in the Arctic ice. This time he took the Northeast Passage around Siberia. The trip took five hard years. Finally reaching Alaska, they attempted to enter the arctic ice, but failed. Amundsen left the ship to try to reach the North Pole by air, but his plane's skis collapsed on the runway. To make matters worse, he was cheated out of all his savings while trying to get the plane repaired and had to start all over.



Luckily for Amundsen, he soon met Lincoln Ellsworth who offered him financial support in exchange for an opportunity to accompany the expedition. Their first flight ended when their two seaplanes made a forced landing in rough ice, disabling one of them. The intrepid party managed the superhuman feat of carving a runway out of a jumbled uneven ice flow that was changing shape daily. It took them three weeks to do it, but they managed it -- just as they ran out of rations.

(<http://www.century-of-flight.freeola.com/Aviation%20history/pathfinders/Arctic%20Aerial%20Exploration.htm>) from Spitsbergen, Norway to Teller, Alaska via the North Pole. This was the first trans-Arctic flight across the Pole, and the first non-stop flight from Europe to America.

Amundsen now tried to retire. Unfortunately, in 1928, the Norge's sister ship crashed in the Arctic with a crew who was not experienced in Arctic survival. Amundsen, wanting to help, took a seaplane and crew and went to help in the search for the dirigible's crew. His plane crashed. Knowing Amundsen's reputation for surviving against incredible odds, rescue workers prolonged the search for Amundsen. A few months later, debris from his plane was found floating in the sea, giving evidence that he had attempted make a raft. His body was never found.

Adapted from: http://www.homeschoollearning.com/units/unit_09-20-01.shtml



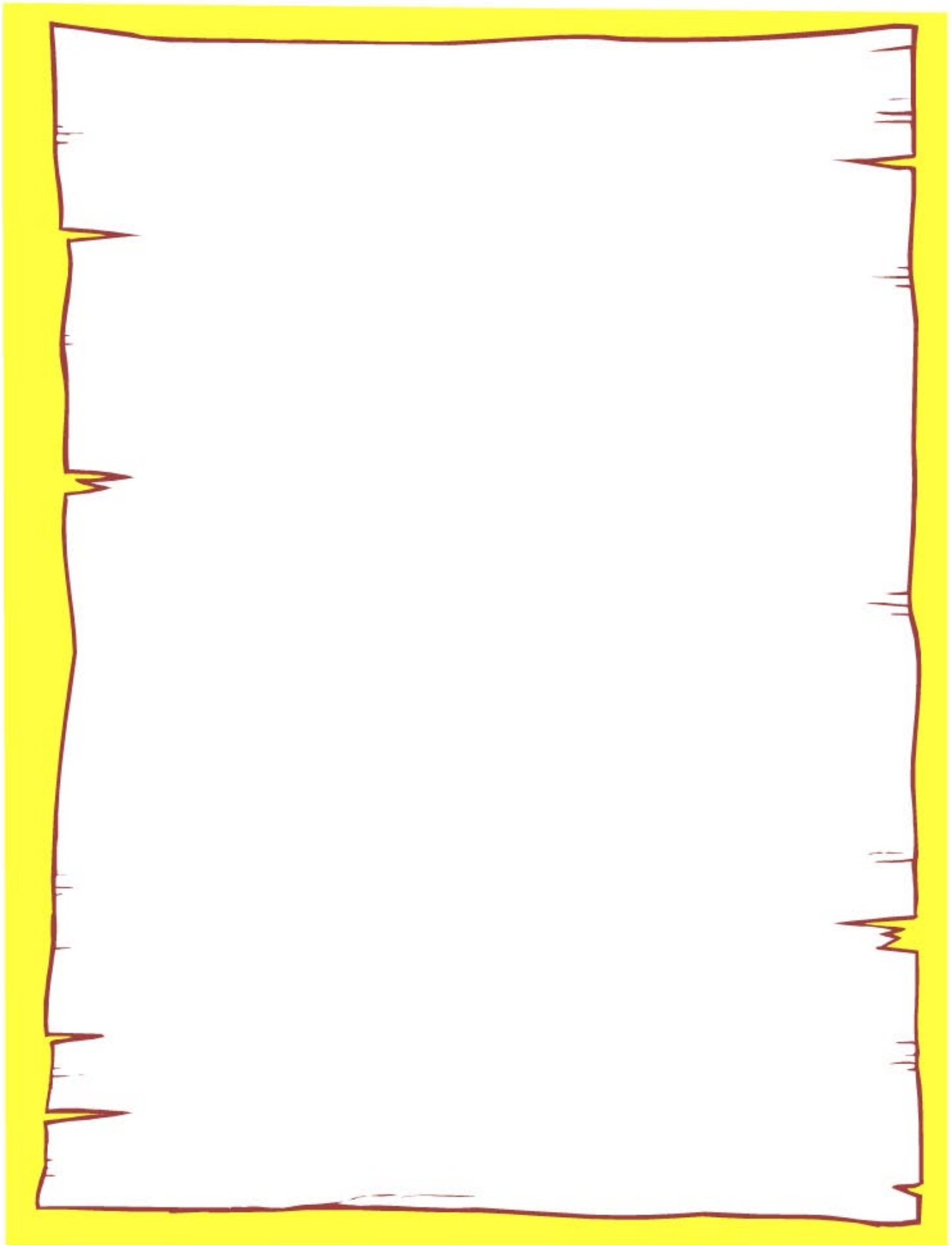
In His Words...

Name _____

Date _____

Directions: Read "The First Account" from Roald Amundsen's Book, "The South Pole: an account of the Norwegian Antarctic expedition in the 'Fram,' 1910-1912." Imagine YOU are Amundsen. Create five journal entries based on the reading. Use the journal template - or create your own.





The South Pole

An Account of the Norwegian Antarctic Expedition in the "Fram," 1910 - 1912
by Roald Amundsen

Translated from the Norwegian by A. G. Chater

The First Account

On February 10, 1911, we started for the South to establish depots, and continued our journey until April 11. We formed three depots and stored in them 3 tons of provisions, including 22 hundredweight of seal meat. As there were no landmarks, we had to indicate the position of our depots by flags, which were posted at a distance of about four miles to the east and west. The first barrier afforded the best going, and was specially adapted for dog-sledging. Thus, on February 15 we did sixty-two miles with sledges. Each sledge weighed 660 pounds, and we had six dogs for each. The upper barrier ("barrier surface") was smooth and even. There were a few crevasses here and there, but we only found them dangerous at one or two points. The barrier went in long, regular undulations. The weather was very favourable, with calms or light winds. The lowest temperature at this station was -49[degree] F., which was taken on March 4.

When we returned to winter quarters on February 5 from a first trip, we found that the Fram had already left us. With joy and pride we heard from those who had stayed behind that our gallant captain had succeeded in sailing her farther south than any former ship. So the good old Fram has shown the flag of Norway both farthest north and farthest south. The most southerly latitude reached by the Fram was 78[degree] 41'.

Before the winter set in we had 60 tons of seal meat in our winter quarters; this was enough for ourselves and our 110 dogs. We had built eight kennels and a number of connecting tents and snow huts. When we had provided for the dogs, we thought of ourselves. Our little hut was almost entirely covered with snow. Not till the middle of April did we decide to adopt artificial light in the hut. This we did with the help of a Lux lamp of 200 candle-power, which gave an excellent light and kept the indoor temperature at about 68[degree] F. throughout the winter. The ventilation was very satisfactory, and we got sufficient fresh air. The hut was directly connected with the house in which we had our workshop, larder, storeroom, and cellar, besides a single bathroom and observatory. Thus we had everything within doors and easily got at, in case the weather should be so cold and stormy that we could not venture out.

The sun left us on April 22, and we did not see it again for four months. We spent the winter in altering our whole equipment, which our depot journeys had shown to be too heavy and clumsy for the smooth barrier surface. At the same time we carried out all the scientific work for which there was opportunity. We made a number of surprising meteorological observations. There was very little snow, in spite of there being open water in the neighbourhood. We had expected to observe higher temperatures in the course of the winter, but the thermometer remained very low. During five months temperatures were observed varying between -58[degree] and -74[degree] F. We had the lowest (-74[degree] F.) on August 13; the weather was calm. On August 1 we had -72[degree] F. with a wind of thirteen miles an hour. The mean temperature for the year was -15[degree] F. We expected blizzard



after blizzard, but had only two moderate storms. We made many excellent observations of the aurora australis in all parts of the heavens. Our bill of health was the best possible throughout the whole winter. When the sun returned on August 24 it shone upon men who were healthy in mind and body, and ready to begin the task that lay before them.

On the 31st we reached the depot in lat. 81[degree]. We halted for a day and fed the dogs on pemmican. On November 5 we reached the depot in 82[degree], where for the last time the dogs got as much to eat as they could manage.

On the 8th we started southward again, and now made a daily march of about thirty miles. In order to relieve the heavily laden sledges, we formed a depot at every parallel we reached. The journey from lat. 82[degree] to 83[degree] was a pure pleasure trip, on account of the surface and the temperature, which were as favourable as one could wish. Everything went swimmingly until the 9th, when we sighted South Victoria Land and the continuation of the mountain chain, which Shackleton gives on his map, running southeast from Beardmore Glacier. On the same day we reached lat. 83[degree], and established here Depot No. 4.

On the 11th we made the interesting discovery that the Ross Barrier ended in an elevation on the south-east, formed between a chain of mountains running south-eastward from South Victoria Land and another chain on the opposite side, which runs south-westward in continuation of King Edward VII. Land.

On the 13th we reached lat. 84[degree], where we established a depot. On the 16th we got to 85[degree], where again we formed a depot. From our winter quarters at Framheim we had marched due south the whole time.

On November 17, in lat. 85[degree], we came to a spot where the land barrier intersected our route, though for the time being this did not cause us any difficulty. The barrier here rises in the form of a wave to a height of about 300 feet, and its limit is shown by a few large fissures. Here we established our main depot. We took supplies for sixty days on the sledges and left behind enough provisions for thirty days.

The land under which we now lay, and which we were to attack, looked perfectly impossible, with peaks along the barrier which rose to heights of from 2,000 to 10,000 feet. Farther south we saw more peaks, of 15,000 feet or higher.

Next day we began to climb. The first part of the work was easy, as the ground rose gradually with smooth snow-slopes below the mountain-side. Our dogs working well, it did not take us long to get over these slopes.

At the next point we met with some small, very steep glaciers, and here we had to harness twenty dogs to each sledge and take the four sledges in two journeys. Some places were so steep that it was difficult to use our ski. Several times we were compelled by deep crevasses to turn back.

On the first day we climbed 2,000 feet. The next day we crossed small glaciers, and camped at a height of 4,635 feet. On the third day we were obliged to descend the great Axel



Heiberg Glacier, which separates the mountains of the coast from those farther south. We had brought the sledges the day before to the starting-point of the southern journey. At the beginning of September the temperature rose, and it was decided to commence the journey. On September 8 a party of eight men set out, with seven sledges and ninety dogs, provisioned for ninety days. The surface was excellent, and the temperature not so bad as it might have been. But on the following day we saw that we had started too early. The temperature then fell, and remained for some days between -58[degree] and -75[degree] F. Personally we did not suffer at all, as we had good fur clothing, but with the dogs it was another matter. They grew lankier and lankier every day, and we soon saw that they would not be able to stand it in the long run. At our depot in lat. 80[degree] we agreed to turn back and await the arrival of spring. After having stored our provisions, we returned to the hut. Excepting the loss of a few dogs and one or two frostbitten heels, all was well. It was not till the middle of October that the spring began in earnest. Seals and birds were sighted. The temperature remained steady, between -5[degree] and -22[degree] F.

Meanwhile we had abandoned the original plan, by which all were to go to the south. Five men were to do this, while three others made a trip to the east, to visit King Edward VII Land. This trip did not form part of our programme, but as the English did not reach this land last summer, as had been their intention, we agreed that it would be best to undertake this journey in addition.

On October 20 the southern party left. It consisted of five men with four sledges and fifty-two dogs, and had provisions for four months. Everything was in excellent order, and we had made up our minds to take it easy during the first part of the journey, so that we and the dogs might not be too fatigued, and we therefore decided to make a little halt on the 22nd at the depot that lay in lat. 80[degree]. However, we missed the mark owing to thick fog, but after two or three miles' march we found the place again.

When we had rested here and given the dogs as much seal meat as they were able to eat, we started again on the 26th. The temperature remained steady, between -5[degree] and -22[degree] F.

At first we had made up our minds not to drive more than twelve to eighteen miles a day; but this proved to be too little, thanks to our strong and willing animals. At lat. 80[degree] we began to erect snow beacons, about the height of a man, to show us the way home.

On the following day the longest part of our climbing began. Many detours had to be made to avoid broad fissures and open crevasses. Most of them were filled up, as in all probability the glacier had long ago ceased to move; but we had to be very careful, nevertheless, as we could never know the depth of snow that covered them. Our camp that night was in very picturesque surroundings, at a height of about 5,000 feet.

The glacier was here imprisoned between two mountains of 15,000 feet, which we named after Fridtjof Nansen and Don Pedro Christophersen.

At the bottom of the glacier we saw Ole Engelstad's great snow-cone rising in the air to 19,000 feet. The glacier was much broken up in this narrow defile; enormous crevasses seemed



as if they would stop our going farther, but fortunately it was not so bad as it looked.

Our dogs, which during the last few days had covered a distance of nearly 440 miles, put in a very good piece of work that day, as they did twenty-two miles on ground rising to 5,770 feet. It was an almost incredible record. It only took us four days from the barrier to reach the immense inland plateau. We camped at a height of 7,600 feet. Here we had to kill twenty-four of our brave dogs, keeping eighteen -- six for each of our three sledges. We halted here for four days on account of bad weather. On November 25 we were tired of waiting, and started again. On the 26th we were overtaken by a raging blizzard. In the thick, driving snow we could see absolutely nothing; but we felt that, contrary to what we had expected -- namely, a further ascent -- we were going rapidly downhill. The hypsometer that day showed a descent of 600 feet. We continued our march next day in a strong wind and thick, driving snow. Our faces were badly frozen. There was no danger, but we simply could see nothing. Next day, according to our reckoning, we reached lat. 86[degree]. The hypsometer showed a fall of 800 feet. The following day passed in the same way. The weather cleared up about noon, and there appeared to our astonished eyes a mighty mountain range to the east of us, and not far away. But the vision only lasted a moment, and then disappeared again in the driving snow. On the 29th the weather became calmer and the sun shone -- a pleasant surprise. Our course lay over a great glacier, which ran in a southerly direction. On its eastern side was a chain of mountains running to the southeast. We had no view of its western part, as this was lost in a thick fog. At the foot of the Devil's Glacier we established a depot in lat. 86[degree] 21', calculated for six days. The hypsometer showed 8,000 feet above sea level. On November 30 we began to ascend the glacier. The lower part was much broken up and dangerous, and the thin bridges of snow over the crevasses often broke under us. From our camp that evening we had a splendid view of the mountains to the east. Mount Helmer Hansen was the most remarkable of them all; it was 12,000 feet high, and covered by a glacier so rugged that in all probability it would have been impossible to find foothold on it. Here were also Mounts Oskar Wisting, Sverre Hassel, and Olav Bjaaland, grandly lighted up by the rays of the sun. In the distance, and only visible from time to time through the driving mists, we saw Mount Thorvald Nilsen, with peaks rising to 15,000 feet. We could only see those parts of them that lay nearest to us. It took us three days to get over the Devil's Glacier, as the weather was unusually misty.

On December 1 we left the glacier in high spirits. It was cut up by innumerable crevasses and holes. We were now at a height of 9,370 feet. In the mist and driving snow it looked as if we had a frozen lake before us; but it proved to be a sloping plateau of ice, full of small blocks of ice. Our walk across this frozen lake was not pleasant. The ground under our feet was evidently hollow, and it sounded as if we were walking on empty barrels. First a man fell through, then a couple of dogs; but they got up again all right. We could not, of course, use our ski on this smooth-polished ice, but we got on fairly well with the sledges. We called this place the Devil's Ballroom. This part of our march was the most unpleasant of the whole trip. On December 2 we reached our greatest elevation. According to the hypsometer and our aneroid barometer we were at a height of 11,075 feet -- this was in lat. 87[degree] 51'. On December 8 the bad weather came to an end, the sun shone on us once more, and we were able to take our observations again. It proved that the observations and our reckoning of the distance covered gave exactly the same result -- namely, 88[degree] 16' S. lat. Before us lay an absolutely flat plateau, only broken by small crevices. In the afternoon we



passed 88[degree] 23', Shackleton's farthest south. We pitched our camp in 88[degree] 25', and established our last depot -- No. 10. From 88[degree] 25' the plateau began to descend evenly and very slowly. We reached 88[degree] 29' on December 9. On December 10, 88[degree] 56'; December 11, 89[degree] 15'; December 12, 89[degree] 30'; December 13, 89[degree] 45'.

Up to this moment the observations and our reckoning had shown a surprising agreement. We reckoned that we should be at the Pole on December 14. On the afternoon of that day we had brilliant weather -- a light wind from the south-east with a temperature of -10[degree] F. The sledges were going very well. The day passed without any occurrence worth mentioning, and at three o'clock in the afternoon we halted, as according to our reckoning we had reached our goal.

We all assembled about the Norwegian flag -- a handsome silken flag -- which we took and planted all together, and gave the immense plateau on which the Pole is situated the name of "King Haakon VII's Plateau."

It was a vast plain of the same character in every direction, mile after mile. During the afternoon we traversed the neighbourhood of the camp, and on the following day, as the weather was fine, we were occupied from six in the morning till seven in the evening in taking observations, which gave us 89[degree] 55' as the result. In order to take observations as near the Pole as possible, we went on, as near true south as we could, for the remaining 9 kilometres. On December 16 we pitched our camp in brilliant sunshine, with the best conditions for taking observations. Four of us took observations every hour of the day -- twenty-four in all. The results of these will be submitted to the examination of experts.

We have thus taken observations as near to the Pole as was humanly possible with the instruments at our disposal. We had a sextant and artificial horizon calculated for a radius of 8 kilometres.

On December 17 we were ready to go. We raised on the spot a little circular tent, and planted above it the Norwegian flag and the Fram's pennant. The Norwegian camp at the South Pole was given the name of "Polheim." The distance from our winter quarters to the Pole was about 870 English miles, so that we had covered on an average 15 1/2 miles a day.

We began the return journey on December 17. The weather was unusually favourable, and this made our return considerably easier than the march to the Pole. We arrived at "Framheim," our winter quarters, in January, 1912, with two sledges and eleven dogs, all well. On the homeward journey we covered an average of 22 1/2 miles a day. The lowest temperature we observed on this trip was -24[degree] F., and the highest +23[degree] F.

The principal result -- besides the attainment of the Pole -- is the determination of the extent and character of the Ross Barrier. Next to this, the discovery of a connection between South Victoria Land and, probably, King Edward VII Land through their continuation in huge mountain-ranges, which run to the south-east and were seen as far south as lat. 88[degree] 8', but which in all probability are continued right across the Antarctic Continent. We gave the name of "Queen Maud's Mountains" to the whole range of these newly discovered mountains, about 530 miles in length.



The expedition to King Edward VII Land, under Lieutenant Prestrud, has achieved excellent results. Scott's discovery was confirmed, and the examination of the Bay of Whales and the Ice Barrier, which the party carried out, is of great interest. Good geological collections have been obtained from King Edward VII Land and South Victoria Land.

The Fram arrived at the Bay of Whales on January 9, having been delayed in the "Roaring Forties" by easterly winds.

On January 16 the Japanese expedition arrived at the Bay of Whales, and landed on the Barrier near our winter quarters.

We left the Bay of Whales on January 30. We had a long voyage on account of contrary wind.

We are all in the best of health.
Roald Amundsen.
Hobart, March 8, 1912.

<http://www.gutenberg.org/etext/3414>



Global Warming and the Northwest Passage

Teacher Directions

Print out the resource information on the internet for students to use for the following questions.

Students will use the resource information to answer the questions on their handout. After completing the questions, they will use the information to write a one-page summary.

<http://www.ecoearth.info/articles/reader.asp?linkid=42853>

<http://www.epa.gov/globalwarming/impacts/polarregions/index.html>

http://www.glacier.rice.edu/land/5_antarcticicesheetintro.html

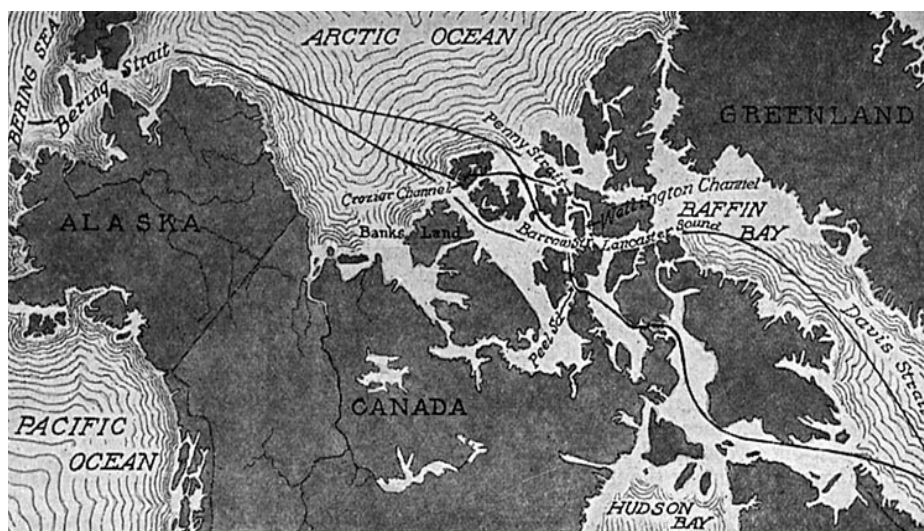
<http://abcnews.go.com/sections/scitech/DyeHard/dyehard010118.html>

<http://www.epa.gov/globalwarming/climate/index.html>

<http://www4.nationalacademies.org/news.nsf/fc340309c47a1e43852567460067595e/854f0f191bb3912385256a6300697720?OpenDocument>

<http://www2.ec.gc.ca/climate/whatyou/index.html>

<http://iisd1.iisd.ca/casl/projects/inuitobs.htm>



Global Warming and the Northwest Passage

When Roald Amundsen sailed through the Northwest Passage, the pack ice was so thick and vast that no one had ever found a way through it. Amundsen tried a new more southerly route and made it through, but he had to spend the winter locked in the ice three winters in a row. This was also true for other boats attempting the Northwest Passage after Amundsen.

In the year 2000, however, a Canadian boat sailed through the Northwest Passage in a month-- barely encountering any ice at all! Read the account, "Through Northwest Passage in a Month, Ice-Free."

Use resource information to answer the following questions about global warming and the Poles. When you have finished with the questions, create a one page report to summarize your finding.

Arctic Questions

EPA: Climate Change and the Polar Regions

1. Since the 1950s, how much of the sea ice has disappeared?
2. What are the potential problems the Arctic environment might have as the sea ice disappears?

Antarctic Questions

Glacier: Ice

3. What is the difference between an ice sheet and an ice shelf?
4. What is an ice tongue?
5. When an ice tongue breaks off, what is it called?
6. The Antarctic ice sheet holds how much of the total fresh water in the world?

ABC News Report: Cracking Up Fast

7. The amount of ice that has melted along the Larsen ice shelf is comparable to what state in size?
8. How much warmer has the summertime temperature been at the Larsen ice shelf?



9. Scientists estimate that if all the landlocked ice in the Western Hemisphere of Antarctica were to be released into the ocean, the seas would rise approximately how many feet around the world?

EPA Global Warming

10. There is a theory that global warming is caused by certain atmospheric gases reflecting some of the outgoing energy of the sun back to the surface and trapping it. What is the name of this theory?
11. Approximately how many inches has the sea level risen in the last century?
12. How many degrees do scientists predict the average global temperature will rise in the next fifty years? In the next one hundred years?
13. The National Academy of Science: Leading Climate Scientists Advise White House on Global Warming¹³. Carbon Dioxide, a naturally occurring gas in the atmosphere, is considered to be the most important greenhouse gas to monitor and reduce. How many years can it remain in the atmosphere once it's released? Days, weeks, years or centuries?
14. What are the other main greenhouse gases?

Inuit Observations on Climate Change

15. What is causing the building foundations in Sachs Harbor to shift?

Environment Canada's Global Warming Page: What You Can Do?

16. A well-insulated hot water heater can save how much energy?
17. How much energy can be saved by using recycled products?



THE NORTHWEST PASSAGE

During their journey through the Northwest Passage, Amundsen and the crew of the *Gjøa* spent two winters on the south side of King William Island sheltered in a tiny cove. They named their camp *Gjøa Haven*. During their long stay, the crew of the *Gjøa* made friends with a local Inuit village and learned many of their ways. Some said that Amundsen and his crew had "gone native" because they adopted the dress, ice igloo houses, and dog sledging methods of the Inuit people. Amundsen used Inuit methods in many of his future expeditions, and this contributed greatly to his renowned success as a Polar explorer.



The Owl Hop

The Owl Hop is connected to traditional way of life, imitating another of the animals of the traditional home lands. It is a distance competition testing the strength and power of the leg muscles. Complete as many one-foot hops as possible without moving the other foot. To win a round, you must hop the greatest distance. When played as a distance competition, the competitor can jump by himself. Space permitting, the game can also be played as a race. In this case, several competitors line up beside each other. On a signal, they begin hopping, attempting to outrace each other. The competitor who reaches the finish line first, wins the round. At the starting line, balance your body on the foot of the hopping leg only. Hook the other foot firmly behind the knee of the hopping leg, and bend the knee of the hopping leg to about 45 degrees. Raise and extend the arms sideways so that they are parallel to the floor. The hands are clenched into fists, the thumbs point up. Now begin hopping forward on one leg. Hop as far and as often as possible, but do not skip between hops (only one foot contact with the floor between hops is allowed). The player hopping the greatest distance wins the round. You must not switch hopping legs during the attempt.

The Kneel Jump

The Kneel Jump can be compared to the standing long jump, but it is a more difficult jump. You must jump off from a kneeling position, and you can only push off with the top of the feet. This requires great power in all the muscles that straighten the lower body: the ankle, knee and hip extensor muscles. Kneel on the floor. Your feet are tucked in under your buttocks. Swing your arms back and forth, but do not break contact between the buttocks and heels. Straighten the lower body (hips, knees, ankles) and push off. While in the air, move the feet forward while moving the arms down. Land with feet close together, demonstrating balance and control.

The Shoe Game

Have participants partner with a member of the the opposite gender, if possible (this game is described for a mixed-gender group. You will have to modify for an all-female group). Have participants form large circle in a male-female-male-female order. Have all male participants remove right shoe and place in the middle of the circle. Once the music starts, participants weave in and out like in a square dance until the music stops. Once the music stops, female participants rush to the center and grab one shoe each. Once they have a shoe they must then find the owner of the shoe, place it back onto the owner's foot and sit on the floor. The last group to sit down is out.

To continue, the males put their right shoes randomly back in the middle and start again. The last pair in the game are declared the winners once all other groups have been eliminated. People should get a different shoe every time to ensure that no one is cheating by getting the same shoe each round.

Variations: This game can be adapted in many different ways. Participants could switch roles. Different articles of clothing can be used like mittens, jackets, toques, etc.

The Leg Wrestling Game

The Leg Wrestling competition belongs to the popular group of pushing contests. It differs from the other pushing games, which mostly test the athlete's strength, endurance and maximal strength. Depending on how quickly and forcefully the athlete is able to push down after the opponents hook legs, it can also be a test of her power (speed and strength). You and your partner lie on the floor, hip to shoulder and facing in opposite directions. Hook elbows of the inside arm of your partner. Now you and your partner swing the inside leg up and overhead three times, and at the same time. On the third swing, you hook legs with your partner and try to flip her over backward with one quick, powerful push of the leg. To win, you have to "flip" her out of position. A best of three format is used.



ROALD AMUNDSEN THE QUIZ

Name _____

1. Amundsen was inspired to become an explorer when he was a teenager after reading about which other explorer?

2. On an early voyage, Amundsen helped a crew avoid a disease caused by the lack of vitamin C. What is this disease called?

3. Amundsen discovered something about the North Magnetic Pole. What did he discover about it?

4. What type of vehicle did Amundsen and his crew use to reach the South Pole?

5. On what date did Amundsen and his crew reach the South Pole?

6. While Amundsen reached the South Pole, another explorer was also trying to reach it. He and his entire crew died. What was the name of that explorer?

7. What type of craft did Amundsen use to fly to the North Pole?

8. On his trip to the North Pole, who flew and designed the vehicle?

9. When did they land on the North Pole?

10. Amundsen died while he was attempting to do something. What was he trying to do?



Four Norwegians Who Expanded the World

A Culminating Project

Why are you here on Earth? What is your purpose in life? Have you ever wondered about those questions?

In the last several days, you have learned a lot about four different Norwegian men - Edvard Grieg, Roald Amundsen, Thor Heyerdahl, and Leif Eriksson. You have learned about their purpose in life - their dreams and accomplishments. Take some time, now, and consider these questions.

What are the major contributions of Grieg, Amundsen, Heyerdahl, and Eriksson?

Was Heyerdahl able to prove his theory regarding the settling of the Polynesian islands?

Who were contemporaries of Grieg?

Did the Vikings really discover America?

What was the importance of Amundsen's reaching/discovering the South Pole?

Why was Grieg so discouraged and depressed towards the end of his life?

Has the world been a better place because of each of these four men?

What contributions do YOU see each of the individuals having made to the world?

Will the world be a better place because YOU have lived here? Be sure to substantiate your answer.

Your culminating project for this unit is to create a PowerPoint® presentation incorporating the answers to the questions listed above. Be sure to include some personal connections, as well.

Things to remember.

1. Use planning pages to help you get organized/focused.
2. Remember to cite your sources - graphics, print material, web pages
3. Ask for permission to use copyrighted information. (www.citationmachine.net)
4. Don't plagiarize!
5. Be original and creative.
6. Your work will be graded using the PowerPoint® rubric.
7. Have fun!



Four Norwegians Who Expanded the World

Power Point Project

Teacher Name: _____

Student Name: _____

CATEGORY	20	15	10	5
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.
Organization	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.
Mechanics	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.
Design and Layout	The graphics, sound/and or animation visually depict material and assist the audience in understanding the flow of information or	Some of the graphics, sounds, and/or animations seem unrelated to the topic/theme and do not enhance the overall	The graphics, sound and/or animation assist in presenting an overall theme and make visual connections that	The graphics, sounds, and/or animations are unrelated to the content.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.
Sources	Source information collected for all graphics, facts and quotes. All documented in desired format.	Source information collected for all graphics, facts and quotes. Most documented in desired format.	Source information collected for graphics, facts and quotes, but not documented in desired format.	Very little or no source information was collected.

