

Norse Mythology II

Week One

Day

1	p.78	Sigurd the dragon-slayer
2	MLB	pp.82-83
3	p.89	The story of Trembling Hood
4	p.97	Fenrir the wolf is bound
5	MLB	pp.98-99

Day 1

Read/tell the story of "Sigurd the dragon-slayer" which begins on page 78.

Is it possible to take a trip to a smithy? That would really be spectacular.

Day 2

Today, have your child retell and write the story from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 82-83 of your anthology.

Also consider adding the poem "Forge me with Fire" from POD IV p.40.

Day 3

Read/tell the story of "The story of Trembling Hood", beginning on page 89.

Perhaps you can begin a dragon cross-stitch project (these are available as kits).

Day 4

Have your child restate what happened yesterday and then continue the story with "Fenrir the wolf is bound" on page 97.

Day 5

Today, have your child retell and write the entire story of two days, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 98-99 of your anthology.

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Week Two

Day

6	p.101	How Thor got his hammer
7	MLB	pp.102-103
8	p.107	Thor fights the giant Krungnir
9	p.112	Thor goes fishing
10	MLB	pp.114-115

Day 6

Today's story is "How Thor got his hammer", beginning on page 101.

Day 7

Today, have your child retell and write the story from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 102-103 of your anthology.

Day 8

Begin today's lesson with the poem "The Challenge of Thor" from POD IV p.39.

Read/tell the story "Thor fights the giant Krungnir" on page 107 of your anthology.

Day 9

Have your child restate what happened yesterday and then continue the story with "Thor goes fishing" on page 112.

Day 10

Today, have your child retell and write the story from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 114-115 of your anthology.

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Week Three

Day

11	p.116	Thor in the giants' stronghold
12	p.124	Thor's holiday
13	MLB	pp.126-127
14	p.131	The stealing of Thor's hammer
15	MLB	pp.130-131

Day 11

Begin this week with the story of "Thor in the giant's stronghold", page 116.

If your child doesn't already know this, go through the naming of each of the days of the week – Thursday is named after the god Thor (Thor's day).

Sun's day
Moon's day
Tiu's day (he is identified with the Norse god Tyr)
Woden's day (he is identified with the Norse god Odin)
Thor's day
Freya's day
Saturn's day

This can be added to the main lesson book if you wish – I know you studied already words of Norse origin in the NM I block.

Day 12

Have your child restate what happened yesterday and then continue the story with "Thor's holiday", beginning on page 124.

Day 13

Today, have your child retell and write the entire story of two days, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 126-127 of your anthology.

Day 14

Today's story is "The stealing of Thor's hammer", which begins on page 131.

Learning About the World through Modeling gives suggestions for making Thor and Loki out of modeling beeswax (see pages 75-76).

Day 15

Today, have your child retell and write the story from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 130-131 of your anthology.

Here is a poem for your child to learn which has the alliterative component and "will element" talked about in Eurythmy for the Elementary Grades. This poem was written by Roy Wilkinson and is found in his Miscellany. It really brings home the idea, too, that the Norse gods had to learn to work together – an important message for the fourth grade child.

You can choose whether you want your child to memorize, recite, reenact, or transcribe this poem into her main lesson book depending on what is most interesting to her and what composition skills you are currently working on.

Thor's Journey to Giantland by Roy Wilkinson

One morning the mighty Mjölfnir was missing.
Wild, on waking, was Thunderer Thor.
He bristled his beard, his breast was bursting
And his face a fierce frown wore.

"Loki," said he, "My hammer is gone.
Without my weapon my works are weak.
Find thou Freya and dress in her feathers,
That which is stolen, I beseech thee to seek."

The feather dress whirred and Loki flew fleetly,
Leaving Thor, the Thunderer to fume and fret.
To the realm of the Giants he rode and soon reached it.
There Trym, on a mound, the master he met.

Trym saw him and said, "I see thy deception.
What leads thee, Loki, alone to this land?
And Loki told of the trouble in Asgard,
Thor's howl when the hammer was gone from his hand.

Trym looked at Loki and loudly he laughed:
"Down deep in the depths of a dark mountainside
Thor's hammer is hidden. That hole is its home
Till beautiful Freya you bring for my bride."

Up Loki soared and to Asgard sped swiftly.
In a second Thor saw him and stood by his side.
"Thor, thy hammer is hidden, the Giant King keeps it,
Unless beautiful Freya we bring for his bride."

Quickly the gods all gathered together,
To talk of the tidings Loki had told.
And Freya grew fierce and scaldingly snorted:
"I will not travel north, I will never be sold."

Thus spake she, and suddenly silence descended.
No murmur nor mutter was made by the throng,
Till Heimdall, the hero, at last his voice lifted:
"Thor himself shall ride out and shall right us this wrong."

"The bridal veil let brave Thor bear,
And down to his knees let us drape a maid's dress.
On his breast precious stones and fine silver shall sparkle,
And a pretty pink cap on his head let us press."

Thor arose in a rage and wrathfully roared:
"Would you make me a maid, me, Thunderer Thor?"
But Loki was crafty and cunningly cried:
"Gainst the frost giants fearful, we can fight nevermore."

Thor gasped and gazed on the garden of Asgard.
"I must have my hammer to defend our home.
I bid you, my brothers, the bridal veil bind.
To the cold giant country let me quickly begone."

Then forth Loki stood and now sweetly he spoke:
"As thy maidservant, Thor, go I thither with thee.
I will dress as a girl and together we'll go.
What a beautiful maid for the bride I shall be."

In the palace of Trym a proud feast was prepared
To welcome the wanderers and wish them well.
For the maidens a dish of fine dainties was set,
But Thor ate an ox, his craving to quell.

Then he seized and he swallowed eight fat salmon,
And he drank to the bottom three barrels of beer.
Trym waited and watched and in wonder he murmured:
"This maiden bites hard and heftily here."

Close by there sat the serving maid still,
And the words of the giant well answered she:
"From food has Freya eight nights fasted,
So lively her longing to look at thee."

Trym crossed to kiss his beautiful bride,
For his heart was in haste, so hot his desire,
But on lifting the veil a length back he leapt:
"This maid gives a glance like a furnace on fire."

Close by there sat the serving maid still,
And the words of the giant well answered she:
"No sleep has Freya for eight nights found
So lively her longing to look at thee."

Then laughing and loud spake the giant's leader:
"Bring here now the hammer to hallow the bride.
On the knees of the maiden lay Mjölner, the mighty,
And myself then softly will sit by her side."

Thor seized his hammer and swung it swiftly
Above his body, around in a ring.

With a rushing of air and a roar of rage
He cracked the crown of the giant king.

He stood and swung it a second time
And down the giants dropped all dead.
A third time the Thunderer heaved his hammer.
A castle crumbled. Ruins stood there instead.

At last stood Loki and Thor alone;
And so his hammer saved Odin's son.

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Week Four

Day

16	p.134, p.141	The death of Balder, the gods' revenge
17	MLB	pp.143
18	p.144	The Ragnarok, doom of the gods
19	MLB	pp.146-147
20	p.149, p.151	The gods return, King Gylfi is tricked again

Day 16

The Norse myths are coming to an end. Begin this week with the two stories "The death of Balder" (page 134) and "the god's revenge" (page 141).

Day 17

Today, have your child retell and write the stories from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on page 143 of your anthology.

Day 18

Read/tell "The Ragnarok, doom of the gods", beginning on page 144. At this point, I feel it would be interesting for your child to dye some wool yarn (or roving, if she knows how to spin it afterwards) in the colors of Ragnarok and then do a knitting project with those yarns. It would be very strong colors, I'm sure, and a very personal exploration of the story. You might enjoy doing this as well!

Day 19

Today, have your child retell and write the story from yesterday, and add a corresponding illustration, to her main lesson book. A possible main lesson book illustration for this day is found on pages 146-147 of your anthology.

Day 20

Today the story concludes with the two final chapters: "The gods return" (page 149) and "King Gylfi is tricked again" (page 151).

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More Resources

Learning About the World through Modeling also gives suggestions for colors to use in modeling Thor (choleric) and His Hammer (page 75) as well as Loki and the Midgard Serpent (pp.75-76).

Path of Discovery IV poetic selections pp.39-40

If you continue with studying grammar during this block, check out the Class 4 goals for English Language and Literature in The Educational Tasks and Content of the Steiner Waldorf Curriculum.

A foray into knot-tying

Eugene Schwartz has a play called *Thor Triumphant* on his Elements of Grade 4 CD-ROM.

Lief Erikson being the first to discover the New World?
(parent background reading for this – 1421: The Year China Discovered America)

Originally I was going to suggest a history lesson in how the Vikings died out and the Little Ice Age, with a letter writing component to political leaders about the current global warming epidemic (if you haven't seen *An Inconvenient Truth* you should) but Marsha Johnson says that this topic is too overwhelming and scary for children of this age. But I'll include it in case you want to save that for another time.

Little Ice Age: Big Chill program from the History Channel is available on DVD
<http://store.aetv.com/html/product/index.jhtml?id=74653>

The accompanying classroom study guide in pdf form may be found here:
http://a614.g.akamai.net/7/614/2201/v001/aetn.download.akamai.com/2201/thc/classroom/guides/ice_age_study_guide.pdf#search=%22history%20channel%20the%20little%20ice%20age%22

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Handwork/Cumulative Project Suggestions

Originally I was thinking shadow puppetry for this but you may have done so much drama lately that another puppetry component seems unnecessary. There is also the dry felted tapestry (or wet felted tapestry) idea which, again, you may have just done.

Personally, in this situation I think the recitation of Roy Wilkinson's poem would be the perfect cumulative project and that alone would be a wonderful performance.

I think it would be marvelous to dye wools and have your child knit a sweater with a color palette inspired by a Nordic myth, especially fighting the dragon... Dyeing to Knit is a good book for this, also Yarnplay. I have both if you want to borrow them. You could spin off from here to planting a dye garden if you have room on your property. Spring is the time to plan these things! See A Dyer's Garden by Rita Buchanan.

Perhaps a large weaving project... cross-stitch design (especially if it's an intricate knot).

If you've never built a loom, this might be a good time. And your child weaving in the afternoons gives her time to occupy her hands and let her mind wander, contemplating the stories she's been told. I recommend Kids Weaving by Sarah Swett for good loom-building directions (made of regular plumbing parts).

If you study knots, a knot board display, with examples and labels of the different types of knots you have studied would be a good cumulative project. Also, if you do a branch-off to nautical study, inspired by the Vikings, you could consider building a boat! This could be a simple dinghy, or a model (of course), or any other project that takes your fancy. Free boat design resources: <http://home.clara.net/gmatkin/design.htm>