Vikings and pirates led similar lives at sea. Yet, they are unique groups of people with their own stories to tell.

Both Vikings and pirates carried out their thievery at sea, taking goods from other ships by force. They led exciting and adventurous lives, but they also experienced danger and poverty.

Vikings came from Scandinavia, which includes the countries of Norway, Sweden, and Denmark. They mostly raided European ships between 800 and 1050 A.D. This is known as the “Viking Age.” Vikings were also craftsmen, poets, traders, and settlers. Many had families as well.

Unlike Vikings, pirates didn’t focus their robbery in one area. They raided ships in many parts of the world. The late 1600s to the early 1700s is known as the “Golden Age of Piracy,” but pirate ships have been around for as long as people have been sailing to trade goods. Vikings do not exist today, but pirates are still a problem.

Vikings and pirates are two similar groups with their own unique place in history.

Fill in the Venn diagram to compare and contrast Vikings and pirates.
Viking Ships

The Vikings are well known for their dragon-headed longships. Most of the time, these boats were used to carry soldiers on their raids. However, some longships were used as burial ships for the rich and powerful.

At first it was thought that these ships were made in the same way as modern ships—by nailing wood boards to a frame. However, when archaeologists found actual Viking burial ships and studied them, they discovered that the Viking ships were put together by a simple process of nailing one plank onto another plank. The boats had no frames. The ship builder would have had only his eyes to help him figure out the ship’s shape and size. This unique way of building was the secret of the Viking ships. The finished ships were light and flexible, which made them very seaworthy. The Vikings' method of ship making has been tested in the present day. The longships were easier to move in the water than modern sailboats.

The Vikings' ship-building skills led them to develop other ships, such as an ocean cargo vessel used for trading. Despite the success of later ships, it is the famous “dragon ship” that is most often connected with the Vikings.

Use a Venn diagram to compare and contrast Viking longships and modern-day boats. Then answer the questions.

1. What makes the construction of Viking ships different from the construction of modern-day ships?

2. Which words in the selection are signal words used to contrast modern-day ship building with Viking ship building?

3. Why do you think the Vikings are so well known for their ship building?
Word Origins

Many English words come from other languages. Read each hint below, and fill in the blank with the word that it describes from the box. Then write a sentence using each word. You may use a dictionary to help.

jurist  bachelor  brunette
labyrinth  addendum  al dente

1. This word comes from the Latin root that means to judge: _________

2. The French origin of this word means brown: _________

3. The Latin origin of this word means to add: _________

4. This word from Italian means slightly underdone: _________

5. In Old French this word referred to a young squire: _________

6. This word comes from the Greek for maze: _________
Suffixes: -ent, -ant

Basic

Write the Basic Words that best fit the spaces in each sentence pair.

1–2. Mom could sense my ____________ and hesitation before the art show. I was always ____________ to show my art to other people.

3–4. Mom always says that I need to build my _____________. I've never been that ____________ in my drawings.

5–6. My friend Steve is a ____________ artist. It's easy to be envious of his _____________.

7–8. I felt a little better when my classmates said that my art was _____________. Maybe they are just practicing common _____________.

9–10. Wow! I was awarded a first-place ribbon for ____________. This has turned out to be an ____________ day!

11–12. I didn't want my pride to be too _____________. so I kept my thoughts to myself, but my enormous smile was _____________. of how happy I was.

Challenge

Write a paragraph about a family outing on a lake. Use the four Challenge Words. Write on a separate sheet of paper.

Challenge Words:

- confident
- confidence
- fragrant
- fragrance
- excellent
- excellence
- decent
- decency
- truant
- truancy
- brilliant
- brilliance
- resident
- residence
- evident
- evidence
- occupant
- occupancy
- reluctant
- reluctance
- inconvenient
- inconvenience
- buoyant
- buoyancy
Spelling Word Sort

Write each Basic Word beside the correct heading.

<table>
<thead>
<tr>
<th>-ent</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-ant</td>
<td></td>
</tr>
<tr>
<td>-ence, -ency</td>
<td></td>
</tr>
<tr>
<td>-ance, -ancy</td>
<td></td>
</tr>
</tbody>
</table>

Challenge: Add the Challenge Words to your Word Sort.

1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance

Challenge: 
- inconvenient
- inconvenience
- buoyant
- buoyancy
Proofreading for Spelling

Find the misspelled words and circle them. Write them correctly on the lines below.

How did the Vikings come to dominate most shipping and trade? The evadent answer is the eksellence of their ships. Their longships made it possible for them to take up residence even in North America. Also, many a Viking became an ocupent of Iceland. They were able to trade for fragrent spices and take occupancy of other lands with ease. Never ones to be truent from a battle, the fierce crews of the warships sailed wherever they wished—and no residant of a coastal area was safe.

Yet much evidance shows that trade was as important to the Vikings as conquest. The key was their exsellent ships, made of split oak wood. Just imagine the fragrince of the shipyards! Imagine the noise and activity! Imagine, too, how these harsh warriors dealt with truancy among the workers.

1. ____________________ 7. ____________________
2. ____________________ 8. ____________________
3. ____________________ 9. ____________________
4. ____________________ 10. ____________________
5. ____________________ 11. ____________________
6. ____________________ 12. ____________________

Spelling Words
1. confident
2. confidence
3. fragrant
4. fragrance
5. excellent
6. excellence
7. decent
8. decency
9. truant
10. truancy
11. brilliant
12. brilliance
13. resident
14. residence
15. evident
16. evidence
17. occupant
18. occupancy
19. reluctant
20. reluctance
Principal Parts of Verbs

Verbs have four basic forms, or principal parts: present, past, present participle, and past participle. For regular verbs, the past tense is formed by adding -ed to the present tense. The past participle is formed by using the past tense verb with a helping verb.

**present tense**
I work hard every day.

**past tense**
I worked late last night.

**present participle**
I am working right now.

**past participle**
I have worked all my life.

Activity Write the correct form of the verb on the line. Then tell whether the verb tense is present, past, present participle, or past participle.

1. The archaeologist __________ all day. (dig) __________
2. We __________ new facts during last week’s trip. (discover) __________
3. I’m __________ a career in archaeology. (consider) __________
4. We __________ something new every day. (learn) __________
5. Jordan __________ every artifact that was found. (list) __________
6. Yesterday, the teacher __________ us where to look. (tell) __________
7. The archaeologists have __________ so many facts. (memorize) __________
8. The area was __________ during construction. (close) __________

Thinking Question
Which principal part of the verb fits the context of this sentence?
Principal Parts of Irregular Verbs

The past and past participle of irregular verbs are not formed by adding an -ed, as with regular verbs. The principal parts of these verbs must be memorized. Some common irregular verbs include eat, see, go, have, and be.

Irregular verb using past participle

I haven’t eaten since breakfast.

Activity Write the past or the past participle of the verb in parentheses to complete the sentence.

1. The Vikings ____________ to a variety of countries. (go)
2. We haven’t ____________ anything like it. (see)
3. Pirates ____________ many prisoners. (catch)
4. We have ____________ far to see the exhibit. (drive)
5. The Vikings ____________ many ships. (build)
6. They ____________ the last ones to leave the bus. (be)
7. We ____________ to listen to the lecture. (choose)
8. I ____________ an expert on pirates. (become)

Thinking Question How are the past and past participle of irregular verbs formed?
Using Consistent Tenses

When you write, it is important to use consistent tenses. Tense refers to time. In writing, all verbs in a sentence or paragraph should be in the same tense: past, present, or future.

Inconsistent tense
The cat ran outside and _____ the tree.

Consistent tense
The cat ran outside and climbed the tree.

Activity Write the correct form of the verb in parentheses on the line.

1. The Vikings stole from people and _______ what was not theirs. (take)
2. Tom will read about the Vikings, and then he _______ a summary. (write)
3. Yesterday, I learned about pirates and _______ my sister all about them. (tell)
4. Even today, people _______ and learn about the lives of pirates. (study)
5. The “Golden Age of Piracy” _______ in the early 1600s and ended in the 1700s. (start)
6. The Vikings _______ excellent ships and had many battles. (sail)
7. They _______ Old Norse and lived in Scandinavia. (speak)
8. Tomorrow, we _______ more about pirates, and Tara will give a presentation. (learn)

Thinking Question Are all the verbs in the sentence written in the same tense?
Kinds of Pronouns

<table>
<thead>
<tr>
<th>Kinds of Pronouns</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Pronouns</td>
<td>He was a famous warrior.</td>
</tr>
<tr>
<td>Object Pronouns</td>
<td>The crew’s stories amazed us.</td>
</tr>
<tr>
<td>Possessive Pronouns</td>
<td>Her poster has colorful pictures of famous ships.</td>
</tr>
<tr>
<td></td>
<td>The best poster was ours.</td>
</tr>
</tbody>
</table>

1–6. Circle the correct pronouns.

1. Ann wrote a poem about the warrior, but (her, she) did not read (him, it) in class.

2. (My, Mine) report on the Vikings is longer than (your, you’re) report.

3. (It’s, Its) an interesting report, but (it’s, its) introduction needs work.

4. As a result of the last raid, many villagers lost (their, they’re) homes.

5. The warriors had a bad reputation, but (they, them) were not all cruel.

6. Egil Skallagrimmson was a famous merchant, and (he, him) was also a poet.

7–8. Combine each pair of sentences by replacing one subject with a pronoun. Connect the sentences with the subordinating conjunction in parentheses.

7. The archaeologists dug up the artifacts. The archaeologists were able to form a truer picture of ancient life in Kenya. (after)

   The archaeologists dug up the artifacts. After they dug up the artifacts, they were able to form a truer picture of ancient life in Kenya.

8. Most homes had no windows. They were probably very dark inside. (because)

   Most homes had no windows. Because most homes had no windows, they were probably very dark inside.
Word Choice

Participles can be used to describe nouns. Good writers sometimes combine sentences by using participles as describing words.

<table>
<thead>
<tr>
<th>Two sentences</th>
<th>Combined sentence</th>
</tr>
</thead>
</table>
| The museum has been crowded since the doors opened. The museum is packed with groups of schoolchildren. | The crowded museum has been packed with groups of schoolchildren since the doors opened.

Combine the two sentences. Use the underlined participle to describe the noun in the new sentence.

1. The warehouse had been abandoned. The warehouse wasn't being used.

2. The news is encouraging. The news makes the class smile.

3. The water was rushing over the banks. The water flooded the park.

4. The boys have been sprinting across the field. The boys are catching up to the horses.

5. The fans were hushed. They had been cheering for their favorite players.
Focus Trait: Ideas
Important Details and Main Idea

<table>
<thead>
<tr>
<th>The author wrote this...</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homes in Hedeby were made of different materials, depending on the wealth of a homeowner. The homes of the rich were made from wood, while the homes of the poor were made from branches, mud, and cow dung. Behind each house, there was an outhouse and a well. The Viking homes also had fireplaces.</td>
<td>Viking homes: poor built with branches and mud wealthy built homes with wood all had outhouse and well outside all had fireplaces</td>
</tr>
</tbody>
</table>

Viking homes:
- poor built with branches and mud
- wealthy built homes with wood
- all had outhouse and well outside
- all had fireplaces

Main idea
- Viking homes were made from many different materials but were equipped with the same basic features.

Use important details from the paragraph to determine its main idea.

<table>
<thead>
<tr>
<th>The author wrote this...</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The people of Hedeby were skilled at many kinds of crafts, from which they made a living. Some were glassblowers, jewelry makers, or carvers who worked with bone. Others were experts at weaving and sewing.</td>
<td>Viking crafts included:</td>
</tr>
</tbody>
</table>

Viking crafts included:
- glassblowers
- jewelry makers
- carvers who worked with bone
- experts at weaving and sewing

Main idea
- Viking homes were made from many different materials but were equipped with the same basic features.

Pair/Share Work with a partner to list the important details from the paragraph. Then write the main idea.

<table>
<thead>
<tr>
<th>The author wrote this...</th>
<th>Important Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the tools used by Vikings to work with metal, the crucible and the mold were the most important. The crucible was a pot that allowed metal to be heated at very high temperatures, and was made out of clay. The mold, into which hot metal was poured, could create many objects of the same shape, such as statues and pots.</td>
<td>Crucible and mold:</td>
</tr>
</tbody>
</table>

Crucible and mold:
- made out of clay
- allowed metal to be heated at very high temperatures
- created many objects of the same shape
- could create statues and pots

Main idea
- Viking homes were made from many different materials but were equipped with the same basic features.