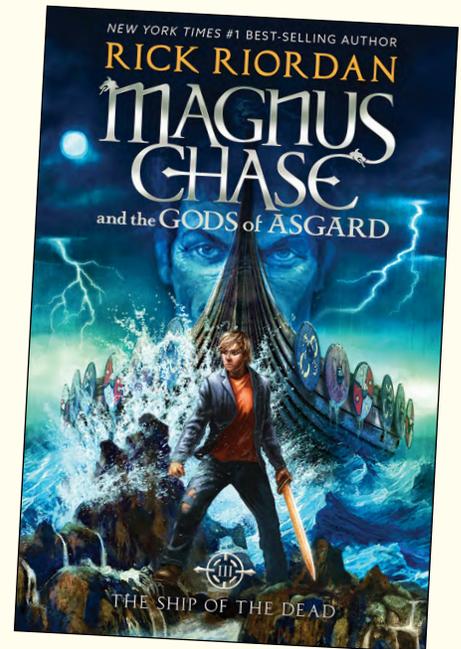
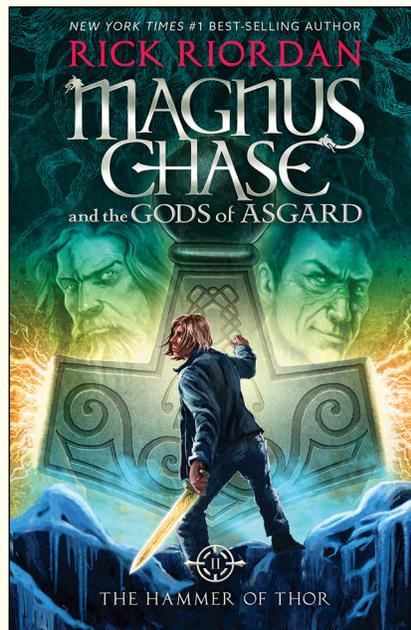
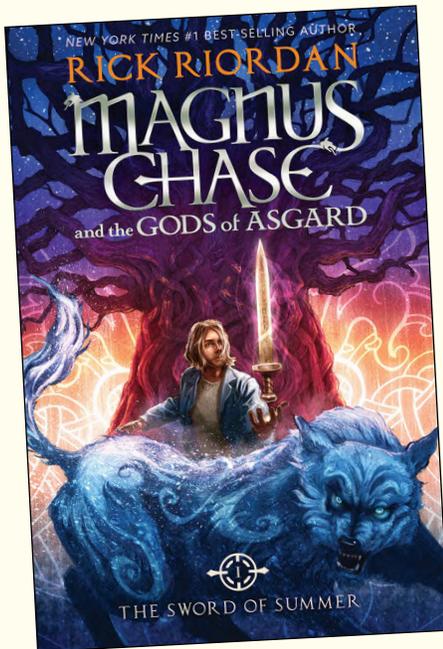


MAGNUS CHASE

and the GODS of ASGARD



This guide is aligned with the College and Career Readiness Anchor Standards (CCR) for Literature, Writing, Language, and Speaking and Listening. The broad CCR standards are the foundation for the grade level-specific Common Core State Standards.

EDUCATOR'S GUIDE

Disney • HYPERION BOOKS

ABOUT THE BOOKS



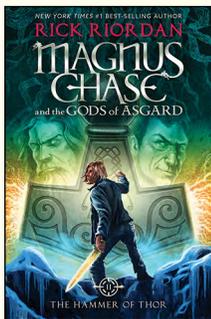
THE SWORD OF SUMMER

MAGNUS CHASE AND THE GODS OF ASGARD, BOOK 1

Magnus Chase has always been a troubled kid. Since his mother's mysterious death, he's lived alone on the streets of Boston, surviving by his wits, keeping one step ahead of the police and the truant officers. One day, he's tracked down by an uncle he barely knows—a man his mother claimed was dangerous. Uncle Randolph tells him an impossible secret: Magnus is the son of a Norse god.

The Viking myths are true. The gods of Asgard are preparing for war. Trolls, giants, and worse monsters are stirring for doomsday. To prevent Ragnarok, Magnus must search the Nine Worlds for a weapon that has been lost for thousands of years. When an attack by fire giants forces him to choose between his own safety and the lives of hundreds of innocents, Magnus makes a fatal decision.

Sometimes, the only way to start a new life is to die. . . .



THE HAMMER OF THOR

MAGNUS CHASE AND THE GODS OF ASGARD, BOOK 2

Thor's hammer is missing again. The thunder god has a disturbing habit of misplacing his weapon—the mightiest force in the Nine Worlds. But this time the hammer isn't just lost; it has fallen into enemy hands. If Magnus Chase and his friends can't retrieve the hammer quickly, the mortal worlds will be defenseless against an onslaught of giants. Ragnarok will begin. The Nine Worlds will burn. Unfortunately, the only person who can broker a deal for the hammer's return is the gods' worst enemy, Loki—and the price he wants is very high.



THE SHIP OF THE DEAD

MAGNUS CHASE AND THE GODS OF ASGARD, BOOK 3

Magnus Chase, a once-homeless teen, is a resident of the Hotel Valhalla and one of Odin's chosen warriors. As the son of Frey, the god of summer, fertility, and health, Magnus isn't naturally inclined to fighting. But he has strong and steadfast friends, including Hearthstone the elf, Blitzen the dwarf, and Samirah the Valkyrie, and together they have achieved brave deeds, such as defeating Fenris Wolf and battling giants for Thor's hammer, Mjolnir. Now Magnus faces his most dangerous trial yet. His cousin, Annabeth, recruits her boyfriend, Percy Jackson, to give Magnus some pointers, but will his training be enough?

Loki is free from his chains. He's readying *Naglfar*, the Ship of the Dead, complete with a host of giants and zombies, to sail against the Asgardian gods and begin the final battle of Ragnarok. It's up to Magnus and his friends to stop him, but to do so they will have to sail across the oceans of Midgard, Jotunheim, and Niflheim in a desperate race to reach *Naglfar* before it's ready to sail. Along the way, they will face angry sea gods, hostile giants, and an evil fire-breathing dragon. Magnus's biggest challenge will be facing his own inner demons. Does he have what it takes to outwit the wily trickster god?

WHO'S WHO

AEGIR: lord of the waves

AESIR: gods of war, close to humans

ALF SEIDR: elf magic

ANDSKOTI: the Adversary; the new, magic-infused rope binding Fenris the Wolf

BALDER: god of light; the second son of Odin and Frigg, and twin brother of Hod. Frigg made all earthly things swear to never harm her son, but she forgot about mistletoe. Loki tricked Hod into killing Balder with a dart made of mistletoe.

BIFROST: the rainbow bridge leading from Asgard to Midgard

DRAUGR: Norse zombies

EIKTHRYMIR: a stag in the Tree of Laeradr whose horns spray water nonstop that feeds every river in every world

EINHERJAR (EINHERJI, SING.): great heroes who have died with bravery on Earth; soldiers in Odin's eternal army. They train in Valhalla for Ragnarok, when the bravest of them will join Odin against Loki and the giants in the battle at the end of the world.

FENRIS WOLF: an invulnerable wolf born of Loki's affair with a giantess. His mighty strength strikes fear even in the gods, who keep him tied to a rock on an island. He is destined to break free on the day of Ragnarok.

FOLKVANGER: the Vanir afterlife for slain heroes, ruled by the goddess Freya

FREY: the god of spring and summer; the sun, the rain, and the harvest; abundance and fertility; growth and vitality. Frey is the twin brother of Freya and, like his sister, is associated with great beauty. He is lord of Alfheim.

FREYA: the goddess of love; twin sister of Frey; ruler of Folkvanger

FRIGG: goddess of marriage and motherhood; Odin's wife and the queen of Asgard; mother of Balder and Hod

GINNUNGAGAP: the primordial void; a mist that obscures appearances

GLEIPNIR: a rope made by dwarves to keep Fenris Wolf in bondage

HEIDRUN: the goat in the Tree of Laeradr whose milk is brewed for the magical mead of Valhalla

HEIMDALL: god of vigilance and the guardian of Bifrost, the gateway to Asgard



HEL: goddess of the dishonorable dead; born of Loki's affair with a giantess

HELHEIM: the underworld, ruled by Hel and inhabited by those who died in wickness, old age, or illness

HLIDSKJALF: the High Seat of Odin

HOD: Balder's blind brother

HONIR: an Aesir god who, along with Mimir, traded places with Vanir gods Frey and Njord at the end of the war between the Aesir and the Vanir



IDUN: a goddess who distributes the apples of immortality that keep the gods young and spry.

JORMUNGAND: the World Serpent, born of Loki's affair with a giantess, whose body is so long it wraps around the earth

JOTUN: giant

LOKI: god of mischief, magic, and artifice; the son of two giants; adept at magic and shape-shifting. He is alternately malicious and heroic to the Asgardian gods and to humankind. Because of his role in the death of Balder, Loki was chained by Odin to three giant boulders with a poisonous serpent coiled over his head. The venom of the snake occasionally irritates Loki's face, and his writhing is the cause of earthquakes.

LYNGVI: the Isle of Heather, where Fenris Wolf is bound. The island's location shifts every year as the branches of Yggdrasil sway in the winds of the void. It only surfaces during the first full moon of the year.

MAGNI AND MODI: Thor's favorite sons, fated to survive Ragnarok

MIMIR: an Aesir god who, along with Honir, traded places with Vanir gods Frey and Njord at the end of the war between the Aesir and the Vanir. When the Vanir didn't like his counsel, they cut off his head and sent it to Odin. Odin placed the head in a magical well, where the water brought it back to life, and Mimir soaked up all the knowledge of the World Tree.

MJOLNIR: Thor's hammer

MUSPELL: fire

NAGLFAR: the Ship of Nails

NARVI: one of Loki's sons, disemboweled by his brother Vali, who was turned into a wolf after Loki killed Balder

NIDHOGG: the dragon that lives at the bottom of the World Tree and chews on its roots

NJORD: god of ships, sailors, and fishermen; father of Frey and Freya

NORNS: three sisters who control the destinies of both gods and humans

NORUMBEGA: a lost Norse settlement in their farthest point of exploration

ODIN: the “All-Father” and king of the gods; the god of war and death, but also poetry and wisdom. By trading one eye for a drink from the Well of Wisdom, Odin gained unparalleled knowledge. He has the ability to observe all the Nine Worlds from his throne in Asgard; in addition to his great hall, he also resides in Valhalla with the bravest of those slain in battle.

RAGNAROK: the Day of Doom or Judgment, when the bravest of the einherjar will join Odin against Loki and the giants in the battle at the end of the world

RAN: goddess of the sea; wife of Aegir

RATATOSK: an invulnerable squirrel that constantly runs up and down the World Tree carrying insults between the eagle that lives at the top and Nidhogg, the dragon that lives at the roots

RED GOLD: the currency of Asgard and Valhalla

SAHRIMNIR: the magical beast of Valhalla. Every day it is killed and cooked for dinner, and every morning it is resurrected; it tastes like whatever the diner wants.

SESRUMNIR: the Hall of Many Seats, Freya’s mansion in Folkvanger

SKIRNIR: a god; Frey’s servant and messenger

SLEIPNIR: Odin’s eight-legged steed; only Odin can summon him; one of Loki’s children

SUMARBRANDER: the Sword of Summer

SURT: lord of Muspellheim

SVARTALF: dark elf, a subset of dwarves

THANE: a lord of Valhalla

THOR: god of thunder; son of Odin. Thunderstorms are the earthly effects of Thor’s mighty chariot rides across the sky, and lightning is caused when he hurls his great hammer, Mjolnir.

TREE OF LAERADR: a tree in the center of the Feast Hall of the Slain in Valhalla containing immortal animals that have particular jobs

TYR: god of courage, law, and trial by combat. He lost a hand to Fenris’s bite when the Wolf was restrained by the gods.

ULLER: the god of snowshoes and archery

UTGARD-LOKI: the most powerful sorcerer of Jotunheim; king of the mountain giants

VALA: a seer

VALHALLA: paradise for warriors in the service of Odin

VALI: Loki’s son, who was turned into a wolf after Loki killed Balder. As a wolf he disemboweled his brother Narvi before he was gutted himself.

VALKYRIE: Odin’s handmaidens, who choose slain heroes to bring to Valhalla

VANIR: gods of nature; close to elves

YGGDRASIL: the World Tree

YMIR: the largest of the giants; father to both the giants and the gods. He was killed by Odin and his brothers, who used his flesh to create Midgard. This act was the genesis of the cosmic hatred between the gods and the giants.



THE NINE WORLDS

ASGARD: the home of the Aesir

NIDAVELLIR: the home of the dwarves

VANAHEIM: the home of the Vanir

NIFLHEIM: the world of ice, fog, and mist

ALFHEIM: the home of the light elves

MUSPELLHEIM: the home of the fire giants and demons

MIDGARD: the home of humans

HELHEIM: the home of Hel and the dishonorable dead

JOTUNHEIM: the home of the giants

PRE-READING ACTIVITY

Since the pantheon of Norse lore may not be as familiar to students as Greek, Roman, or Egyptian mythology, consider building background information for students using the following activity.

INSTRUCTIONS FOR STUDENTS

To build a foundation for understanding the Magnus Chase and the Gods of Asgard series, work independently or with a small group to contribute to a “Who’s Who of Norse Mythology” exhibit. Utilize the lists of Norse gods, monsters, and creatures provided in the books’ glossaries and select a research topic. Using the Internet and library resources, create a “biography” of your chosen mythological figure that includes the following:

- Physical description
- Relationship to other important Norse characters
- Explanation of any significant connections to other mythological figures
- Any other important information (such as special abilities or powers)

You or your team should prepare a digital exhibit with a poster or slide show designed to inform others about your mythological figure as a means of creating background knowledge for the reading of *The Sword of Summer* or *The Hammer of Thor*.



Samirah

EXPLORING THROUGH DISCUSSION AND WRITING

The following questions may be used throughout the study of the Magnus Chase and the Gods of Asgard series, as targeted questions for class discussion and reflection. Alternatively they can be used to as reflective writing prompts.

QUESTIONS FOR *THE SWORD OF SUMMER*

- 1 In the opening of *The Sword of Summer*, Magnus states, “Yeah, I know. You guys are going to read about how I died in agony, and you’re going to be like, ‘Wow! That sounds cool, Magnus! Can I die in agony too?’” How does learning that Magnus dies set the tone for the novel? In what ways is learning this fact about his fate unique?
- 2 Early in the novel, readers learn that Magnus has been homeless for the past couple of years. He shares, “I don’t need your sympathy. I’m used to being laughed at. I’m definitely used to being ignored.” What do you think an experience like this has done to Magnus’s relationships with others and to his general attitude? How does Magnus change throughout the course of the novel?
- 3 While thinking about his mother, Magnus shares, “After two years, my memories of her were still a minefield. I stumbled over one, and instantly my composure was blown to bits.” Why do his memories of his mother have such a profound effect on him? What can be inferred about his relationship with his mom?
- 4 Magnus shares, “Surt’s heat didn’t make me pass out. It just made me angry. I didn’t know who this fiery jack-hole was, but I knew a bully when I met one. First rule of the streets: Never let a bully take your stuff.” Why does Magnus not initially understand the magnitude of danger he faces?
- 5 The author uses some unusual titles and first lines to introduce the chapters. Which of them is your favorite? For what reason?
- 6 The last thing Magnus’s mother told him was, “Magnus, run. Hide. Don’t trust anyone. I’ll find you. Whatever you do, don’t go to Randolph for help.” Why do you think she was so adamant that he stay away from his uncle? What did she fear for Magnus?
- 7 What were your first impressions of Blitz and Hearth? Were you surprised to learn who and what they are? What makes this duo so important to Magnus? In what ways do they prove themselves to be heroic?
- 8 Why do you believe Magnus awakens in the Grove of Glasir? What about this space allows him to feel comfortable?
- 9 What is it about Hotel Valhalla that Magnus finds so unusual? In your opinion, what are the best parts? What are the worst? Do you believe Magnus is really worthy of a place there?
- 10 Describe the Valkyries Gunilla and Sam. What are three things that you find most (or least) appealing about each of them? Are there any similarities between the two? What roles do you expect the Valkyries will play in further volumes of Magnus Chase and the Gods of Asgard?

- 11 Consider the list of favorite fantasy and horror authors Magnus mentions: Stephen King, Darren Shan, Neal Shusterman, Michael Grant, and Joe Hill. Are you familiar with the work of any of these writers? If so, is there something written by them that you would recommend?
- 12 Why is Sam so distrusted by some of those in Valhalla? Do you believe they are right to feel that way? To what degree are we all really products of our families?
- 13 Magnus states, “In the old stories, Valhalla was for heroes who died in battle. I remembered that much. I definitely didn’t feel like a hero.” Why does Magnus feel himself unworthy of an afterlife in Valhalla? Do you think he’s right to think so? Why or why not?
- 14 In your opinion, do T.J., Mallory Keen, Halfborn Gunderson, and X prove themselves worthy friends to Magnus? If so, in what ways? What do you predict their roles will be in the further adventures of Magnus Chase?
- 15 Throughout the course of the novel, Magnus learns that the world as he knows it may never be the same. In what ways will it be better or worse for him? Have you had an experience that reshaped your life? In what ways have you changed due to this incident?
- 16 If you are familiar with Annabeth Chase from the Percy Jackson or Heroes of Olympus series, do you see any similarities between Magnus and his cousin? In what ways are they different? In what ways will having a closer relationship with Annabeth make life less challenging for Magnus?
- 17 In what ways does Magnus’s distress about wolves make his task of keeping Fenris Wolf bound so challenging? What are some things you believe he can do to overcome this fear?
- 18 *The Sword of Summer* features a number of characters who exhibit a variety of strengths. Who most impresses you with their skills or gifts? Explain your choice.
- 19 Consider the conclusion of *The Sword of Summer* and predict what adventures and obstacles will be in store for Magnus in the next installment of Magnus Chase and the Gods of Asgard.

QUESTIONS FOR *THE HAMMER OF THOR*

- 1 In the opening of *The Hammer of Thor*, Magnus considers how his life has changed, “Last March, I had been scrounging from Dumpsters. I’d been sleeping under a bridge in the Public Garden, hanging out with my buddies Hearth and Blitz, avoiding the cops and just trying to stay alive. . . . Now I had clean clothes. I took a shower every day. I slept in a comfortable bed every night. I could sit at this café table, eating food I’d actually paid for, and not worry about when the staff would force me to move along.” Besides these noted changes, what are the other significant ways in which Magnus’s life is different now?
- 2 Before his death, Magnus was homeless and regularly ignored or avoided. In what ways do those past experiences from his life make his time at Hotel Valhalla somewhat challenging? What are the biggest lessons he has to learn upon arrival, and how do those experiences shape the warrior he becomes?

- 3 In what ways does knowing that his cousin Annabeth has had her own adventures and challenges with gods make Magnus feel a kinship with her? From what you have observed so far, how would you describe their bond?
- 4 What makes Sam's relationship with her father particularly challenging? In what ways is being Loki's daughter so difficult for her?
- 5 Consider Hearthstone and Blitzen's need to find one of Mimir's safe houses to remain protected. Why does this pair remain so committed to protecting Magnus?
- 6 Magnus tells Sam, "Sam, you don't need to protect me. I'm already dead. I'm a freaking warrior of Odin who lives in Valhalla. Let me help." Do you agree with Magnus's attitude? Why does it seem he is willing to sacrifice himself no matter what the cost?
- 7 Given the losses the team sustains, in what ways is the quest for retrieving the Sword of Summer actually an easy one compared to retrieving Thor's hammer? In your opinion, what are the biggest challenges of this particular mission?
- 8 For Sam, what makes juggling her life as a teen with being a Valkyrie so challenging? What is it about each of these worlds she loves most? Least?
- 9 Magnus reflects that "I'd retrieved the Sword of Summer and defeated Fenris Wolf, but the majority of my fellow warriors just saw me as the kid who'd gotten three Valkyries killed and almost started Ragnarok . . . I wasn't cool enough to hang with the popular crowd—the children of war gods like Thor, Tyr, and Odin." In what ways does Valhalla feel like high school to Magnus? Which einherjar are most welcoming to him, and why?
- 10 Upon meeting Magnus, Mallory, Halfborn Gunderson, and Thomas Jefferson, Alex tells them, "Fine, I'll introduce myself. I'm Alex Fierro. Pleased to meet you all, I guess. Mr. Raven, you can go now. I promise not to kill them unless I have to." Describe Alex. Do you see her as the kind of person you'd want as a friend? Why or why not? From what you have learned about her so far, predict what role she'll play in events to come.
- 11 In what ways does the relationship between Loki and Magnus's Uncle Randolph complicate matters for Magnus and his friends? What does Loki's invitation to Magnus to attend a wedding indicate? What makes this possible ceremony such a disaster?
- 12 Explain the significance of learning that Alex Fierro is an argr. How does that knowledge change the perspectives of the other warriors with whom she will ultimately serve?

Magnus Chase



- 13 T.J. tells Magnus, “My point is, Loki can do many things. Don’t *ever* underestimate him.” Do you believe Magnus really understands the degree to which Loki can cause problems for him? Do you believe that Loki is a dangerous foe? Explain your position.
- 14 Utgard-Loki states, “I care nothing about Thor’s hammer one way or the other! The Aesir have always relied too much on the fear it inspires. It is a mighty weapon, yes, but when Ragnarok comes, Thor will be outnumbered.” Do you believe Utgard-Loki can be trusted? Why is the retrieval of Mjolnir so critical? What role does Thor’s hammer play in securing peace?
- 15 During an ax-throwing contest with giants, Sam offers, “This is Fear, which strikes quickly and always hits its mark. The only way to conquer Fear is to attack it head-on. That’s what I did.” How does Sam use her wits to recognize and defeat her enemies? Have you personally had an opportunity to defeat fear? Share what you did to to overcome it.
- 16 After being freed by Randolph and waiting for Magnus and his friends to attack, Loki tells them, “Come on, then, warriors of Odin. I’m unarmed and weak. You can do it!” Why does Loki encourage them to try to attack? What makes the reality of Loki being freed so dangerous for the warriors? Predict what kind of trouble Loki will create for the gods of Asgard in the future.

Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL.6.2; Speaking and Listening: Comprehension and Collaboration SL.6.1, 6.2, 6.3; Reading Literature: Key Ideas and Details RL.7.2; Speaking and Listening: Comprehension and Collaboration SL.7.1, 7.2., 7.3

QUESTIONS FOR *THE SHIP OF THE DEAD*

- 1 At the beginning of *The Ship of the Dead*, Magnus tells Percy Jackson that he doesn’t exactly know where his group is headed, or how long it’ll take to get there. Percy retorts with “Story of my life.” Why is not knowing exactly when and where he’s going so troublesome? Can you think of any benefits to this situation?
- 2 In what ways does his cousin Annabeth serve as a support system and mentor to Magnus? Though he hasn’t had much in the way of family for a long time, how does this shift make his challenging experiences easier?
- 3 While trying to prepare Magnus for his voyage at sea, Percy realizes that teaching Magnus about the ocean and sea may not be the best survival technique. Instead, Percy tells him, “I’ve been trying to teach you sea skills. But the most important thing is to use whatever you’ve got on hand—your team, your wits, the enemy’s own magical stuff.” In what ways are the challenges faced by Percy in the past similar to the ones being faced by Magnus and his friends? What type of sage advice can Percy offer Magnus that could ultimately help him persevere?
- 4 Given Blitzen’s attitude about the fashions at Forever 21, what makes this Boston entrance to the Nine Worlds so comical?
- 5 Throughout *The Ship of the Dead* and the rest of the books in Magnus Chase and the Gods of Asgard, the demigods learn that while their parents are gods, they are far from perfect. Consider your favorite einherjars and consider how his or her knowledge of his godly parent has changed his or her sense of self throughout the course of the novels. In what ways is this realization similar or different to what kids learn about their own parents?

- 6 After hearing Annabeth remark that after years of sneaking around, they would have been better off just being themselves, Alex tells her, “And you have to flaunt the weird, my friends.” In your opinion, why is this advice so important? How does Alex truly understand and embrace this philosophy?
- 7 Though Magnus’s magical and customized longship offers their crew a number of conveniences, why do his friends choose to give him such a hard time about it? In your opinion, what are the best nicknames they give the vessel?
- 8 What can be inferred about Alex’s reaction to the mention of family (wrinkled nose, slightly distasteful, slightly intrigued expression)? Given what you know about his family, does this seem appropriate?
- 9 What does learning that Uncle Randolph has left his home and clues about how to fight Loki to Magnus and Annabeth indicate?
- 10 For those of you familiar with the other mythologies shared by author Rick Riordan, in what ways are Magnus and his friends similar to the teams of friends from Camp Half-Blood and/or Camp Jupiter? If given a choice, which quest would you choose to join? What is it about this particular group of friends that you feel suits you best?
- 11 Magnus tells Alex, “Loki’s gonna Loki.” What do you believe he means by that statement? Use textual evidence to support your thoughts.
- 12 Throughout the course of the novels, Magnus, Alex, and the other einherjars learn that the world as they know it will never be the same. In what ways will it be better or worse for them? Have you had an experience that reshaped your life? In what ways have you changed due to this experience?
- 13 *The Ship of the Dead* and the rest of Magnus Chase and the Gods of Asgard series feature a number of characters that exhibit a variety of strengths. Who most impresses you with their strength? Explain your choice.
- 14 While Magnus and his team are eventually freed from Aegir’s lair with the help of Njord, how does Magnus’s promise to challenge Loki to a flyting add another level of difficulty to the group’s already problematic quest?
- 15 In many ways, Magnus Chase and the Gods of Asgard novels are stories about the complexities of family. Explain the significance of family to each of the major characters. In what ways have these characters been supported by their families? How have they been let down? Consider their chosen family—why is that so important?
- 16 Mallory tells Sam, “You got dragged under the river and came up *riding* a water horse. You mastered that beast. I’ve never heard of anyone who could do that.” Why is this feat so impressive? Do you think Sam is justified in being modest about this accomplishment? Why or why not?
- 17 The giantess Skadi tells the group, “So you have bravery. Or foolhardiness, at least.” Based on what you learned in *The Ship of the Dead*, which do you think is more accurate? Make a case for your position.
- 18 Why is stopping Loki from sailing *Naglfar* so important? What are the most critical dangers faced if Magnus and his friends fail at this quest?

- 19 Sam tells Magnus that “my dad may have power over me because he’s my dad. But he’s not the biggest power.” In what ways does Sam’s faith guide her and make her such a good Valkyrie and friend to Magnus?
- 20 Describe Magnus’s relationship with Alex. How has it changed throughout the course of the series and more specifically, in *The Ship of the Dead*?
- 21 Loki tells Magnus, “Little son of Frey. Walking into a battle he can’t win, with no clue, no planning—just a little mead in his stomach. Did you really think that would compensate for your complete lack of skill? I suppose it makes sense. You’re so used to relying on your friends to do all your fighting. . . Do you even know what you *are*, Magnus Chase?” Reflect upon Loki’s words; from your assessment, do you believe him to be correct? Why or why not? How does Magnus prove that Loki has no true understanding of the value of friends and family?
- 22 Consider the conclusion of *The Ship of the Dead*. What did you like best about the Magnus Chase and the Gods of Asgard series?

Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL.6.2; Speaking and Listening: Comprehension and Collaboration SL.6.1, 6.2, 6.3; Reading Literature: Key Ideas and Details RL.7.2; Speaking and Listening: Comprehension and Collaboration SL.7.1, 7.2, 7.3

CLASSROOM CONNECTIONS

READING, WRITING, AND RESEARCHING EXTENSION ACTIVITIES

- 1 The gods of Asgard and Norse mythology in general have become increasingly popular in film, TV, and books. Ask students to select up to three popular references to Norse mythology and offer a comparison of the treatment of these characters in different media types (books, movies, TV shows, games) and the Magnus Chase and the Gods of Asgard series. Explore ways in which these Norse gods are similar and different, depending on the format.
- 2 Thor’s hammer is incredibly important and valuable; besides being the inspiration for the title of the second book in the series, much of the action in that book involves Magnus and his friends searching for this irreplaceable armament. Ask students to start with what they’ve learned from *The Hammer of Thor* and then use library and Internet resources to enrich their knowledge of this weapon. They should begin by answering the following:
- Who made Thor’s hammer?
 - What is the hammer’s name, and why was it given that name?
 - What does the symbol of a hammer mean?
 - Why is Thor the one who can best wield it?
 - Why is it so sought after?

- 3 **Social Story:** Students regularly retell their own “stories” using social media tools. Have groups of students work together to select a favorite scene from one of the Magnus Chase novels and use a created social media tool (Snapchat, Twitter, or Facebook, for example), to retell the scene. Alternatively, have students set up a Fauxbook profile for a character and create a number of posts as that character.
- 4 In the Magnus Chase and the Gods of Asgard series, preparing for battle is an ongoing pastime of those residing in Valhalla, and a driving force for the characters. The Norse people are famous in history for being fierce warriors who terrified those who might fall to one of their raids. Have students use library and Internet resources to discover more about Norse warriors, being sure to investigate:
- Attire (what did these warriors wear?)
 - Symbols of power
 - Weapons
 - Modes of transportation
 - Additional facts you found fun or interesting
- 5 Investigate real longboats by taking your class on a virtual visit to the Viking Ship Museum in Norway: <http://www.khm.uio.no/english/visit-us/viking-ship-museum>. Students should pay special attention to the three longboats on display: Gokstad, Oseberg, and Tune. Upon conclusion, students can demonstrate their understanding by creating an informational article on one of the boats, including a description of the boat, where it was found, and what its discovery helps us understand about life in that time period.
- 6 Norse explorer Leif Erikson’s visit to the edge of North America is regarded as a hugely monumental event in history. Using library resources and the Internet, students can learn more about Erikson. Ask them to be sure to specifically answer the following:
- Who was Leif Erikson?
 - When and where did he live?
 - What were his greatest accomplishments?
 - What other interesting facts did you learn?
- After gathering their information, they should use a digital tool of their choice to share their findings.
- 7 In the opening of *The Sword of Summer*, readers learn about Leif Erikson’s statue in Boston and Uncle Randolph’s strong belief of a Norse presence and influence in the area. Have students go beyond Erikson, digging deeply to learn what they can about New England’s Viking connections. Ask them to consider:
- Did the Vikings come to North America?
 - What evidence (if any) is there?
 - What makes their presence in North America important?
 - What interesting or unusual things did you learn?

Students should then share their findings with their classmates.

- 8 The descendants of the Norse Gods have some of their ancestors' attributes. Make a chart of the main characters in the Magnus Chase and the Gods of Asgard series, listing their traits, and then compare and contrast each character with the ancestor he or she is descended from. In what ways are the characters the same as their ancestors? In what ways are they different? Encourage students to support their answers with text-based details.
- 9 On a basic level, the Magnus Chase and the Gods of Asgard books are about the battle between good and evil, with most characters clearly identified as either one or the other. Have each student create a chart that details and divides the novel's characters into these groups, offering textual evidence as support for each classification. Are there any characters that might fit in both categories? What do you believe is the greatest benefit of examining good versus evil? How does good ultimately triumph in the novel? After creating your list, pair up with a classmate and compare your lists.
- 10 Throughout the series, Magnus Chase is supported and saved by Sam, Blitz, and Hearth. Have students consider the motivations for their actions or those of another important secondary character, by completing a "Become a Character" project. Consider using ReadWriteThink's guidelines (found at http://www.readwritethink.org/lesson_images/lessonI68/9I2-becomecharac.pdf): After choosing which character you will "become," pick ten adjectives that best describe you (as that character). Next, select three other characters and describe them by listing ten adjectives for each one (making sure to keep the perspective of your chosen character). After checking to make sure your descriptions are appropriate and accurate, write a list for each character, but leave out the name of the character. Exchange papers with classmates and begin to identify the characters described and which character offered the description.
- 11 Readers see tremendous growth in Magnus's character from the events that transpire in the books. Have students write a journal entry about a single experience that made them stronger and wiser in some way. Perhaps they struggled through a difficult task or helped a friend with a problem. What did this experience teach them? Remind them to offer specific details about the experience.
- 12 Throughout *The Ship of the Dead*, a number of characters exhibit acts of bravery. Consider the individual actions of these characters. Who do you believe to be the most courageous? Craft a letter to that character explaining why you believe his/her actions are so brave.
- 13 Readers are offered great insight about the experiences of Magnus from the events of *The Ship of the Dead*. Assume the role of one of the secondary characters in *The Ship of the Dead* and draft a diary entry detailing what you experienced and witnessed. To prepare, create an outline using the five Ws (who, what, when, where, and why). Remember to write in first person and give special attention to sensory imagery (what you saw, smelled, heard, etc.)



LOOKING OUT FOR LOKI

Loki is the central villain throughout the Magnus Chase and the Gods of Asgard series; use the following fact or fiction statements to quiz your students about their knowledge of Loki.

- 1 Loki can cast illusions of himself anywhere he pleases, even as his body was imprisoned.

FACT or FICTION

- 2 Though he is powerful, Loki is unable to shape-shift.

FACT or FICTION

- 3 Loki has the ability to take control of his demigod children's bodies.

FACT or FICTION

- 4 Loki's true appearance is grotesque, as his face is a melted mask of scar tissue.

FACT or FICTION

- 5 Loki can be clever, funny, and quick to anger.

FACT or FICTION

- 6 Loki finds humor in Blitzen's injuries from being stabbed.

FACT or FICTION

- 7 Loki is always completely serious.

FACT or FICTION

- 8 Loki attempts to ruin Sam's relationship with Amir and her grandparents.

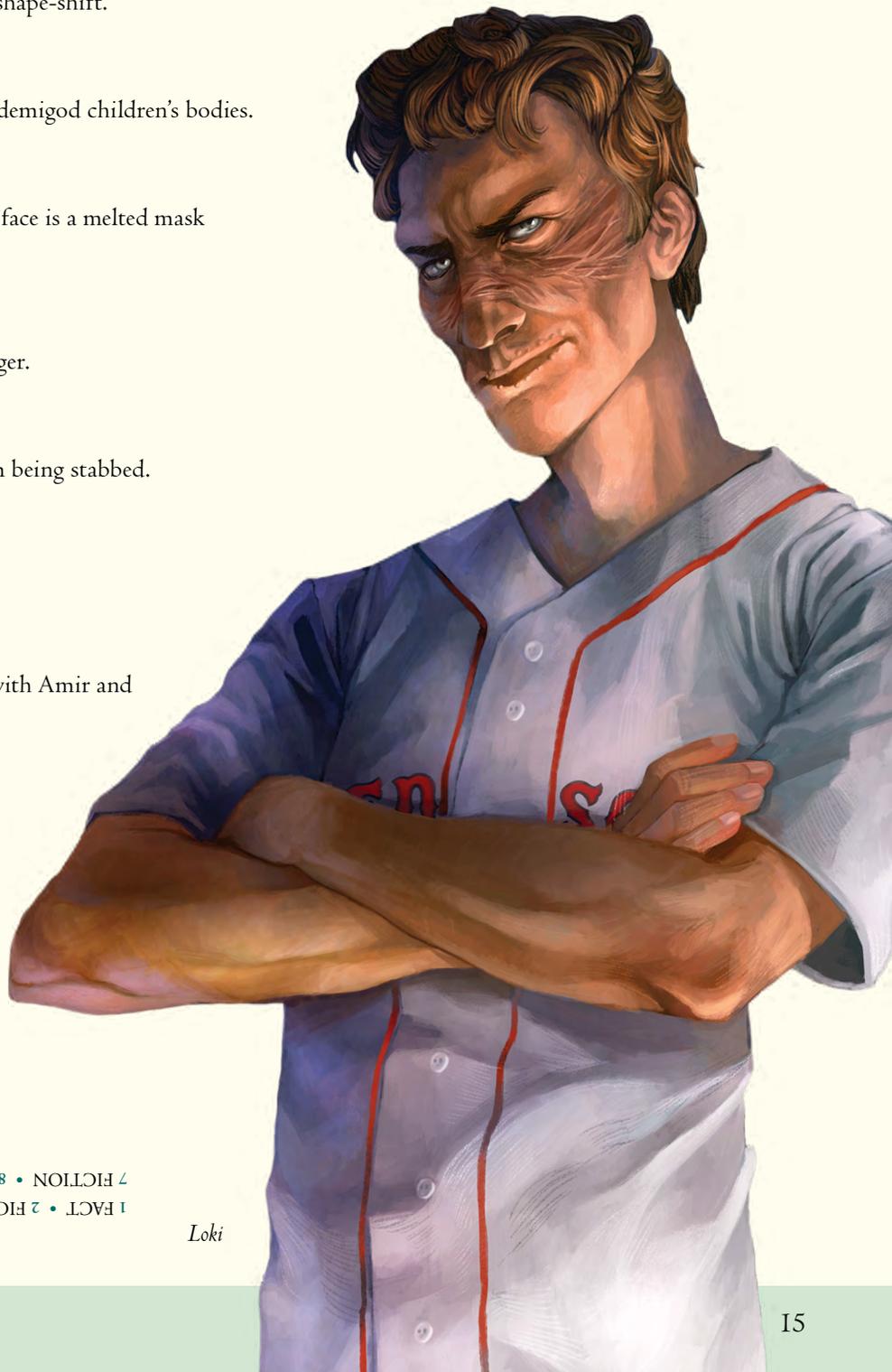
FACT or FICTION

- 9 Loki has the ability to create fire (known as pyrokinesis).

FACT or FICTION

- 10 During Ragnarok, Loki is destined to kill Heimdall.

FACT or FICTION



Loki

1 FACT • 2 FICTION • 3 FACT • 4 FACT • 5 FACT • 6 FACT • 7 FICTION • 8 FACT • 9 FACT • 10 FACT

WHO SAID THAT?

The Magnus Chase and the Gods of Asgard books are filled with great one-liners; see how well your students know the characters as they try to identify the character that spoke these lines.

- 1 _____ “It was just like . . . Poof! I tried retracing my steps. I tried the Find My Hammer app, but it doesn’t work!”
- 2 _____ “I don’t expend my energy trying to fight the change of seasons. I focus on making sure the days I have, and the season I oversee, are as joyful, rich, and plentiful as possible.”
- 3 _____ “That way if we fall, we’ll fall together.”
- 4 _____ “Somebody once told me that a hero’s bravery has to be unplanned—a genuine response to a crisis. It has to come from the heart, without any thought of reward.”
- 5 _____ “The thing about fate, Magnus: even if we can’t change the big picture, our choices can alter the details. That’s how we rebel against destiny, how we make our mark. What will you choose to do?”
- 6 _____ “This has always been true. I hung from the World Tree for nine days and nights, racked with pain, in order to discover the secret of runes. I stood in line in a blizzard for six days to discover the sorcery of the smartphone.”
- 7 _____ “Blades before babes, you know what I’m saying?”
- 8 _____ “Knowing your fate is one thing. Accepting it is another.”
- 9 _____ “Etiquette tip: If you’re looking for the right time to leave a party, when the host yells, ‘No one leaves here alive,’ that’s your cue.”
- 10 _____ “I don’t know the ocean very well, but my boyfriend does. I think it’s time you met Percy.”
- 11 _____ “You know, Magnus . . . sometimes it’s best not to look as far as you’re able to look, or to listen to everything you’re able to hear.”
- 12 _____ “I don’t want to use the same pronouns all the time, because that’s not me. I change a lot. That’s sort of the point.”
- 13 _____ “Sounds like the beginning of a joke, doesn’t it? An atheist and a Muslim walk into a pagan afterlife.”
- 14 _____ “The elf is overreacting as usual. He got me all terrified and hustled me out of town.”
- 15 _____ “Can you believe all this treasure? Amazing, isn’t it?”

Correlates to Common Core Standards Reading Literature: Key Ideas and Details RL.4.1, 4.2, 4.3; RL.5.1, 5.2, 5.3; RL.6.1, 6.2, 6.3; Reading Literature: Integration of Knowledge and Ideas RL.4.7, 4.9; RL.5.7, 5.9; Speaking and Listening: Comprehension and Collaboration SL.4.1, 4.3; SL.5.1, 5.3; SL. 6.1, 6.2, 6.3; Writing: Production and Distribution of Writing W.4.4; W.5.4; W.6.4

1. THOR 2. FREY 3. SAM 4. MAGNUS 5. LOKI 6. ODIN 7. JACK 8. FREY 9. MAGNUS 10. ANNABETH 11. HEIMDALL 12. ALEX 13. SAM 14. BLITZEN 15. ALDERMAN

SOUND LEARNING

EDUCATIONAL BENEFITS OF LISTENING TO LEARN

Enhance student learning with these audiobook activities for the Magnus Chase and the Gods of Asgard series.

If you haven't tried incorporating audiobooks into your direct instruction, now is the time! Research indicates that the educational benefits of audiobooks are many; for listeners, audiobooks build and enhance vital literacy skills such as fluency, vocabulary, language acquisition, pronunciation, phonemic awareness, and comprehension—skills that often boost reading scores. Also, using audiobooks is sound instructional practice, as listening together offers opportunities for shared literary experiences and a springboard for conversation.

LISTENING LESSON: SKETCHNOTING: VISUAL NOTE-TAKING

Sketchnoting is a form of visual notetaking that is crafted while reading a text or listening to a speaker. As you play a Magnus Chase and the Gods of Asgard audiobook for students, have them listen for key details and illustrate the symbols, sayings, or favorite details that stick out in their minds. Periodically pause the audio to allow students to share their notes.

LISTENING LESSON: WHERE IN THE WORLD IS MAGNUS CHASE?

In the opening chapters of both *The Sword of Summer* and *The Hammer of Thor*, Magnus offers readers an opportunity to be introduced to some of the important characters in the story as well as the landscapes in which the story takes place. In this activity, readers will consider the story's initial setting by listening to a section of one of the novels. As they listen, have them focus on capturing setting details. After listening, lead a discussion about the significance of these places (or objects) to the story. Offer listeners the opportunity to predict other places around the world that may come into play as Magnus's adventures continue.

LISTENING LESSON: CREATE A CHARACTER SKETCH

Throughout both books, Magnus not only introduces us to a number of important characters, but also offers specific details about them that are invaluable to readers. Using the audiobooks from the Magnus Chase and the Gods of Asgard series to analyze character development, readers will listen to the audiobook as a means to discover and identify character qualities and details. Play the audiobook, and as they listen, have students make lists of the qualities that are offered about the each character. After listening, have students select a specific character and create a character sketch for that person. After all participants have completed their sketch, allow time for them to share what they discovered about their selected character by listening to the selection.

Correlates to Common Core Standards Reading Literature:
Key Ideas and Details RL.6.2; Speaking and Listening:
Comprehension and Collaboration SL.6.1, 6.2, 6.3;
Writing: Research to Build and Present Knowledge
W.6.4; W.7.4

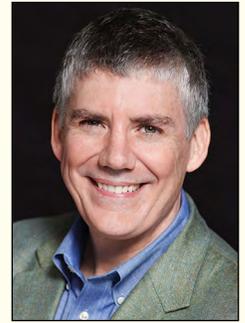


This guide was created by **Dr. Rose Brock**, an assistant professor in the Library Science Department in the College of Education at Sam Houston State University. Dr. Brock holds a PhD in Library Science, specializing in children's and young adult literature.

Many more guides can be found on the Disney • Hyperion website at www.disneybooks.com.

ABOUT THE AUTHOR

Rick Riordan (www.rickriordan.com) is the author of four #1 *New York Times* best-selling series with millions of copies sold throughout the world: Percy Jackson and the Olympians, the Kane Chronicles, the Heroes of Olympus, and Magnus Chase and the Gods of Asgard. His collections of Greek myths, *Percy Jackson's Greek Gods* and *Percy Jackson's Greek Heroes*, were #1 *New York Times* best sellers as well. His novels for adults include the hugely popular Tres Navarre series, winner of the top three awards in the mystery genre. He lives in Boston, Massachusetts, with his wife and two sons.

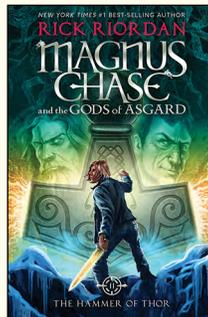


Michael Frost

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