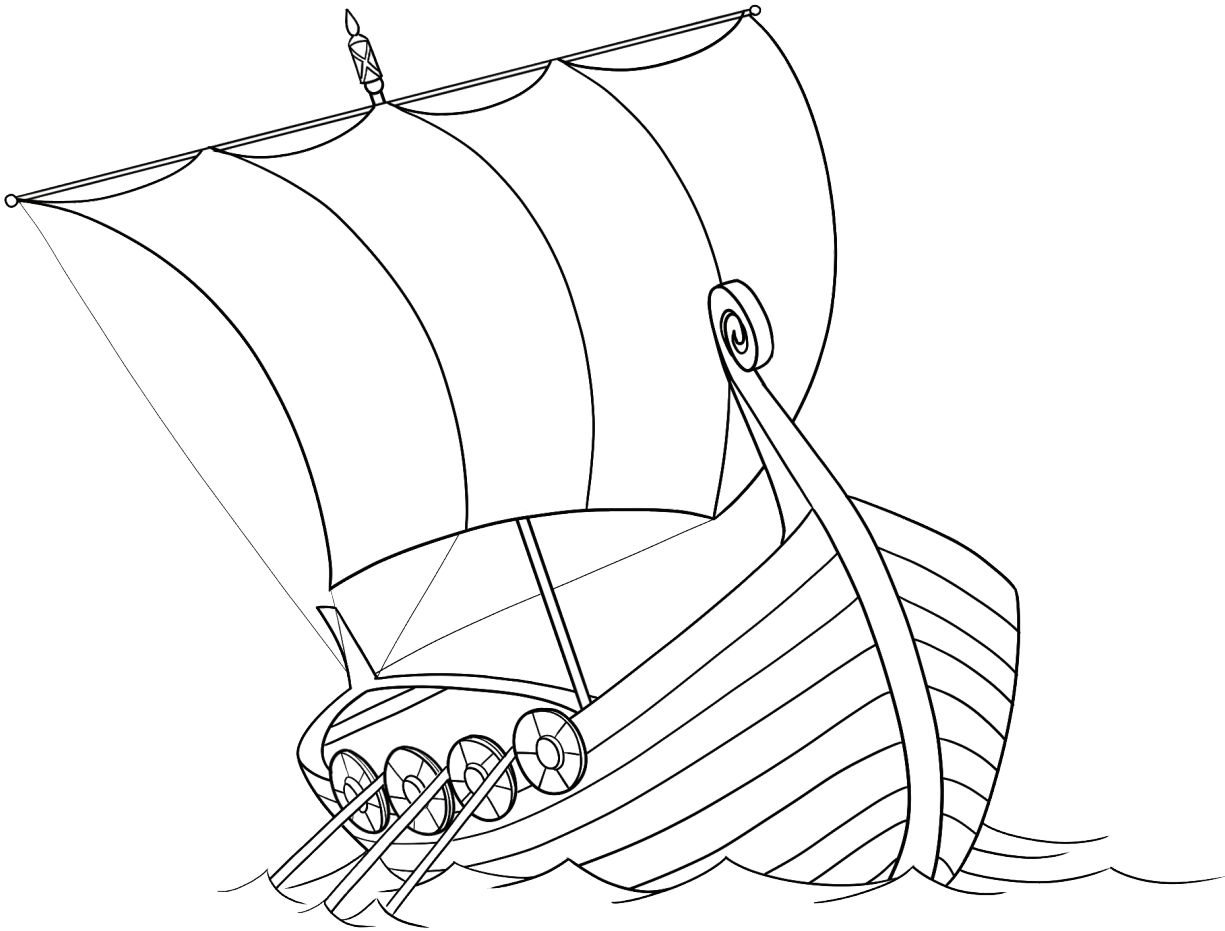


DUBLINIA

THE HEART OF VIKING AND MEDIEVAL DUBLIN



Contents

»→ BOOKINGS INFORMATION

»→ CURRICULUM LINKS

»→ PRE-VISIT WORKSHEET WITH ANSWERS

»→ POST-VISIT WORKSHEET WITH ANSWERS

»→ EXTRA IN-CLASS ACTIVITIES - MAKE AND DO

BOOKING AT DUBLINIA »→

We'd be delighted to welcome your class to visit Dublinia for a curriculum-based guided tour of Viking and Medieval Dublin.

This tour lasts approximately 1 hour and 15 minutes and takes you through our exhibitions on Viking and Medieval Dublin.

Students can use these resources before and after the guided tour to help with their learning.

In partnership with AsIAM, Ireland's National Autism Charity, we have developed the following resources: video walk-through, visual story guide, sensory map, and sensory kits. Please let our Bookings and Events Officer know if we can make any of these resources available for you.

To book, please email bookings@dublinia.ie or call 016794611 with the number of students and teachers/SNAs and your preferred date and time of visiting. We can't wait to hear from you!

ONLINE LEARNING »→

Also, be sure to check out our website for access to our online learning platform, which includes nine audio visual animations with interactive activities on nine historical sites in Dublin. This is an excellent primary school resource for the classroom environment working on interactive whiteboards.

With three sections on the Vikings, and five on the Anglo-Normans, there are plenty of quizzes and hotspots to keep students entertained while learning!

Check out our website to engage with this online learning resource.

CURRICULUM LINKS

This worksheet is intended to help students familiarize themselves with the topics and themes presented in Dublinia ahead of a visit to the heritage site. **This document follows the route of our exhibition displays – please do not feel bound by completing it in a particular order or in its entirety, depending on the needs or resources of your class.**

LEVEL 1: VIKING DUBLIN

Strand: Early people and ancient societies; life, society, work and culture in the past; continuity and change over time.

Strand Unit: Vikings; life in medieval towns and countryside in Ireland and Europe; homes and houses; transport; food and farming; clothes.

LEVEL 2: MEDIEVAL DUBLIN

Strand: Life, society, work and culture in the past; continuity and change over time.

Strand Unit: Life in Norman Ireland; life in medieval towns and countryside in Ireland and Europe; homes and houses; shops and fairs; food and farming; clothes.

LEVEL 3: THE PAST TODAY

Strand: Working as an historian.

Strand Units: Time and chronology; cause and effect; using evidence; empathy.

Suggested Integration: Science: Working scientifically and living things – observing; analysing; predicting; human life; plants and animals.

The key curriculum links for this activity worksheet are within the History curriculum, with some links to the Geography, Science, and Visual Arts curriculums.

Specific strand details are broken down by the three levels of Dublinia:

Suggested Integration: Visual Arts: Construction and Paint and Colour – making constructions; painting; looking and responding. Geography: Human Environments – people and other lands.

Suggested Integration: Visual Arts: Construction and Paint and Colour – making constructions; painting; looking and responding.

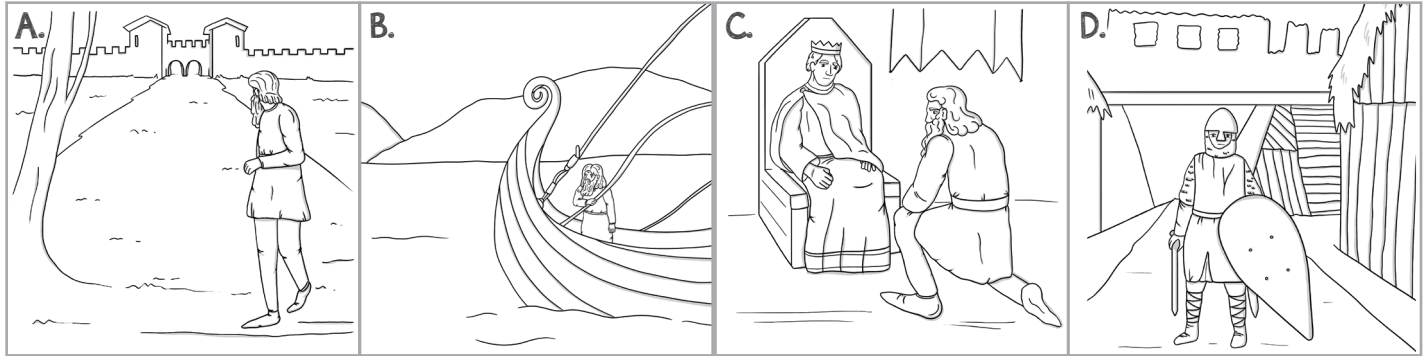
Geography: Maps, globes and graphical skills, geographical investigation skills. A sense of place and space – using pictures, maps, and globes; questioning; observing; recording and communicating, a sense of place, a sense of space.

5. THE NORMANS TAKE OVER DUBLIN

In about 1166 AD, Leinster was ruled by an Irish King named Diarmuid MacMurrough. When he was defeated in a battle by other Irish kings, they took all his land. Diarmuid needed a strong army to help him get his land back. He travelled to England to ask King Henry II for help.

The king sent Strongbow with his army to help him. Strongbow was a Norman knight. As a reward for his help, Diarmuid gave Strongbow land in Ireland. The Normans took over Dublin and it became an English town.

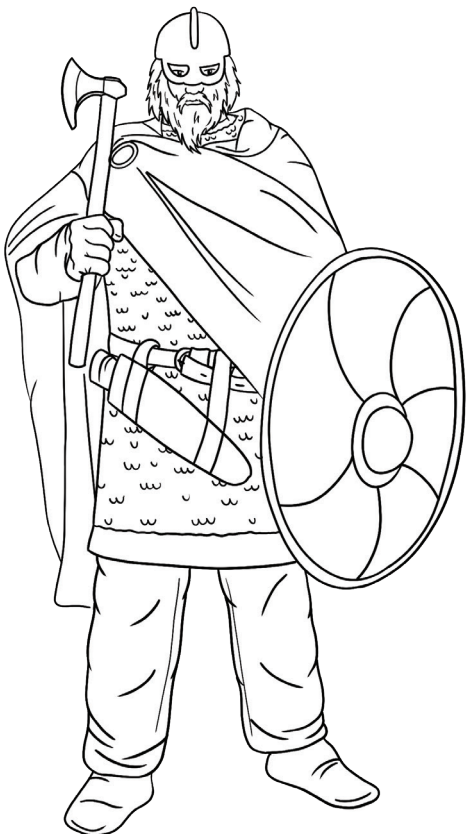
Using the text, match each illustration to the correct sentence.



1. **A** When Diarmuid MacMurrough was defeated in battle by other Irish kings, he lost his land.
2. **C** The king offered to help Diarmuid by sending Strongbow and his army.
3. **D** The Normans took over Dublin and it became an English town.
4. **B** Diarmuid travelled to England to get help from King Henry II.

6. VIKING WARRIORS

Colour in the Viking Warrior below and give his weapon a Viking name.



Traditionally, Viking boys were taught how to fight from a young age. They learned how to fight with spears, axes, and swords. They gave their swords names like 'Leg-biter' or 'Skull-splitter'. Vikings were taught to be fearless.

To die in battle was a great honour. Warriors were buried with their weapons.

Viking weapon name: _____

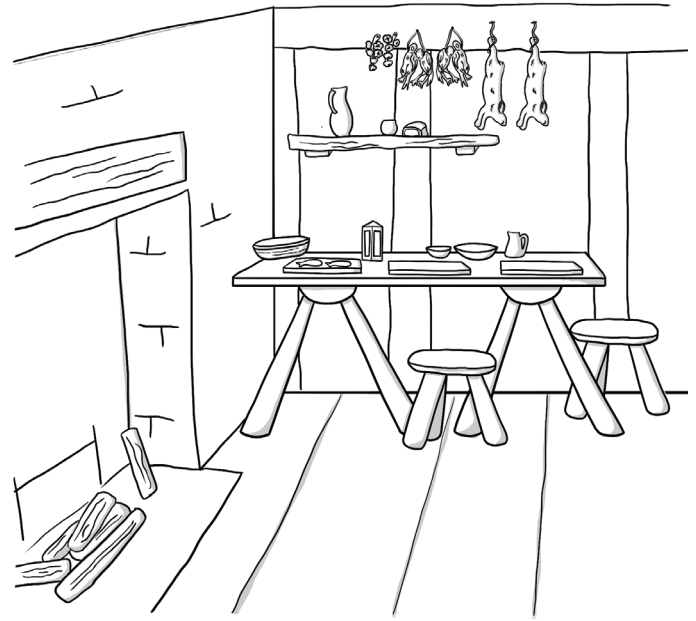
Level 2 - Medieval Dublin

1. MEDIEVAL HOUSES ➡➡➡

Poor people lived in small wooden houses. The family lived at one end of the house and their animals were kept at the other end. The animals helped keep the house warm!

Wealthy people had larger, two storey wooden houses built with timber beams and wattle and daub. There were no glass windows and people had wooden shutters.

Some people had servants to cook and clean. Meat was cooked on a spit over the fire. Many people could not afford meat, so they ate nuts, bread and vegetable stews.



List 3 more items you have in your kitchen at home that they did not have in Medieval times.

1. Microwave

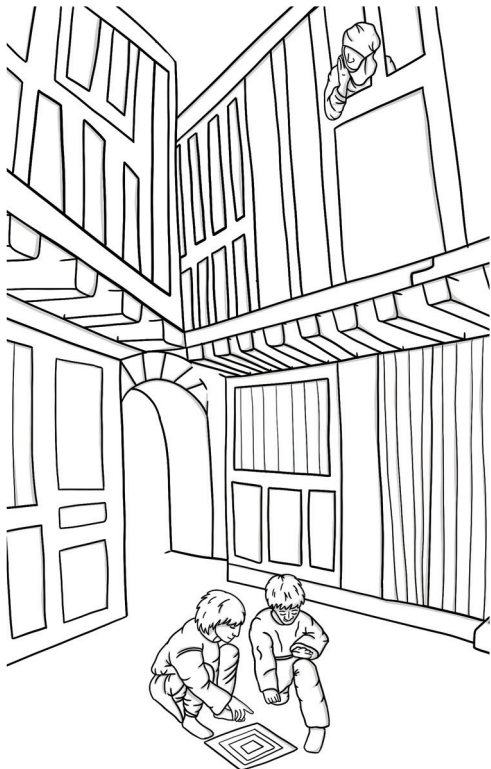
2. _____

3. _____

4. _____

2. MEDIEVAL DUBLIN ➡➡➡

Read the paragraph below. The sentences that follow are not complete. Finish them by unscrambling the words at the end.



When the Normans took over Dublin, they built stone walls around the town to keep their enemies out. Inside the walls there was a busy bustling town. The Normans built important stone buildings such as Dublin Castle. They made laws for the people to live by. If you didn't obey the rules, you might be locked in a pillory or even be beheaded!

A. The Normans built stone walls around the town to keep out their (meinssee).

Enemies

B. One of the important buildings the Normans built was (nIDuib tsaCle).

Dublin Castle

C. If you didn't obey the laws, you might be locked in a (liplyro).

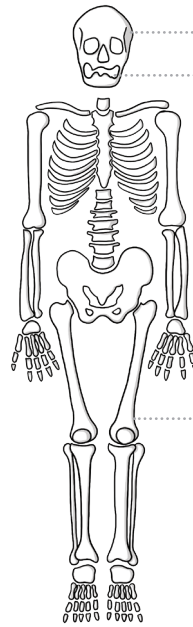
Pillory

3. MAGGIE ➡➡➡

Some archaeologists uncover skeletons. Special bone detectives can study the bones. They can find out things like:

1. What age the person was at death.
2. What kind of diet the person might have had.
3. If they have ever had broken bones.

In Dublinia there is a skeleton we call Maggie. She lived in Medieval Dublin around 800 years ago. We know a lot about her from studying her bones.



Teeth and skull
- can tell us a person's **age**.

Teeth - the condition of teeth can tell us about their **diet**.

Bones - can tell us the person's **height** and if they had a **disease, or broken bones**.

Look at the diagram above. Match the sentences below to find out what bone detectives learned about Maggie.

- A. They discovered Maggie was 40 to 60 years old by... **2.** ...looking at her teeth and skull.
- B. They think the food she ate was gritty and stony because... **4.** ...her teeth were very worn down from chewing.
- C. They know Maggie was about 5 foot 2 inches tall because... **1.** ...they measured the length of her bones
- D. She may have had sore hip and knee joints because.. **3.** ...the bones there were very decayed.

4. MEDIEVAL TIMES - THE FAIR ➡➡➡

There were many different stalls at the fair. People went there to buy goods like clothes, food and medicine. You could even get a sore tooth pulled out! In medieval times many people could not read or write.

If they needed a letter or important document written, they had to pay a 'scribe' to write it for them. You could buy the latest weapons here too!

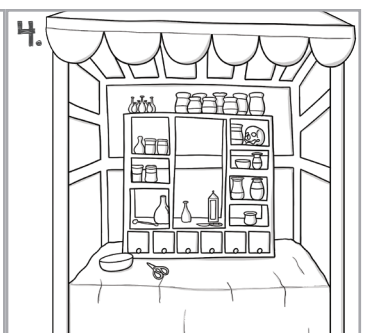
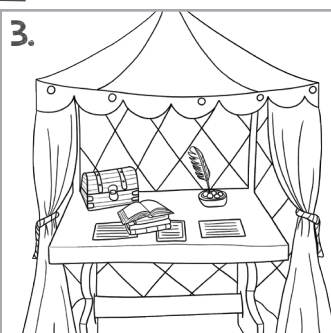
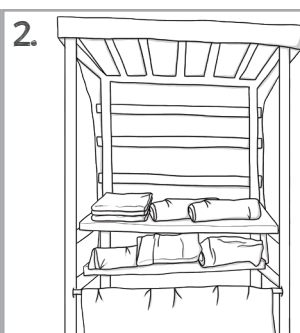
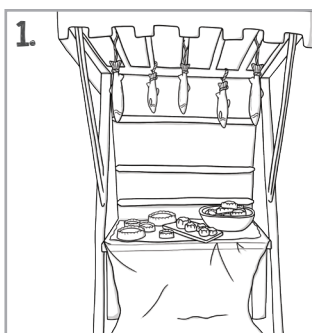
Match the stalls with the items or services you might be looking for in medieval times.

A. **Clothes**

B. **Tooth extraction**

C. **Pies**

D. **Letter writing**



Pies

Clothes

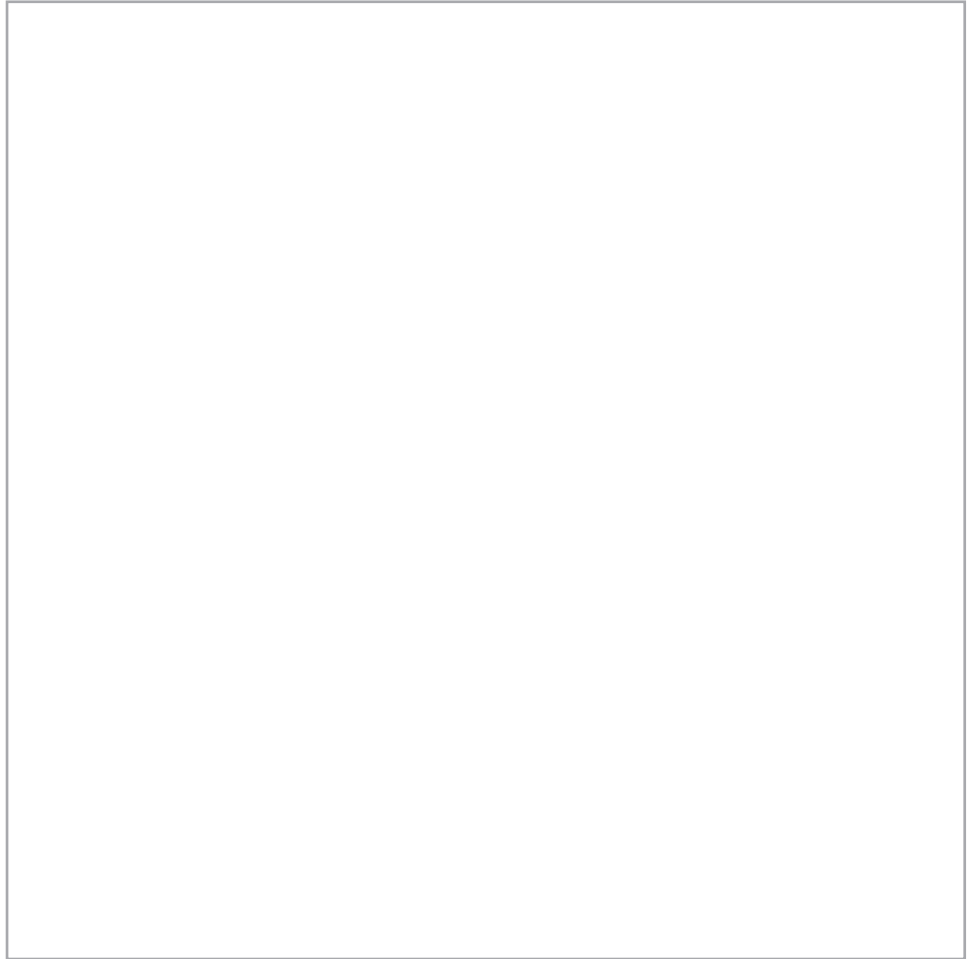
Letter writing

Tooth extraction

5. DUBLIN BECOMES A CITY »→

As Dublin turned into a city, many new buildings were designed, using artists and builders from Dublin. One artist created unique tiles for Christ Church Cathedral's floors. Imagine you are designing a building today. What design might you put on your tiles?

Draw your design in the box and see how it compares to the Christ Church tiles during your visit to Dublinia!



6. THINK SPOT »→

In 1487, a 10-year-old boy called Lambert Simnel was crowned King of England by the enemies of Henry VII. These enemies suggested Lambert's claim to the throne was stronger than the king's.

If you were put into a leadership position today like Lambert, what would be your first action?



Level 3 - The Past Today

1. ARCHAEOLOGISTS ➡

Use the word boxes below to fill in the blanks in the text opposite.

Dublinia

Viking

Archaeologists

evidence

artefact



Archaeologists are people who dig in the ground looking for signs that people lived in the past. Each object they find is called an artefact. They can dig up buildings, toys, food, weapons and lots more. Sometimes, they even find skeletons. They carefully record, photograph and draw everything they find. When they are finished digging, they study all the evidence. Then they can tell us what happened in the past. In Dublin archaeologists uncovered a Viking settlement at Wood Quay. Some of the artefacts uncovered there can be seen in Dublinia.

2. PLACE NAMES ➡

As places are developed, they are named in a variety of ways. In medieval times, streets were named by the function they served. For example, Cook Street, which is down the hill from Dublinia, was called this because all the cooks worked here, just outside the city walls.

Next to Christ Church Cathedral is Fishamble Street, which was named because a fish market took place there daily. Think about some of the streets in your area. Do you know why they are named this way?

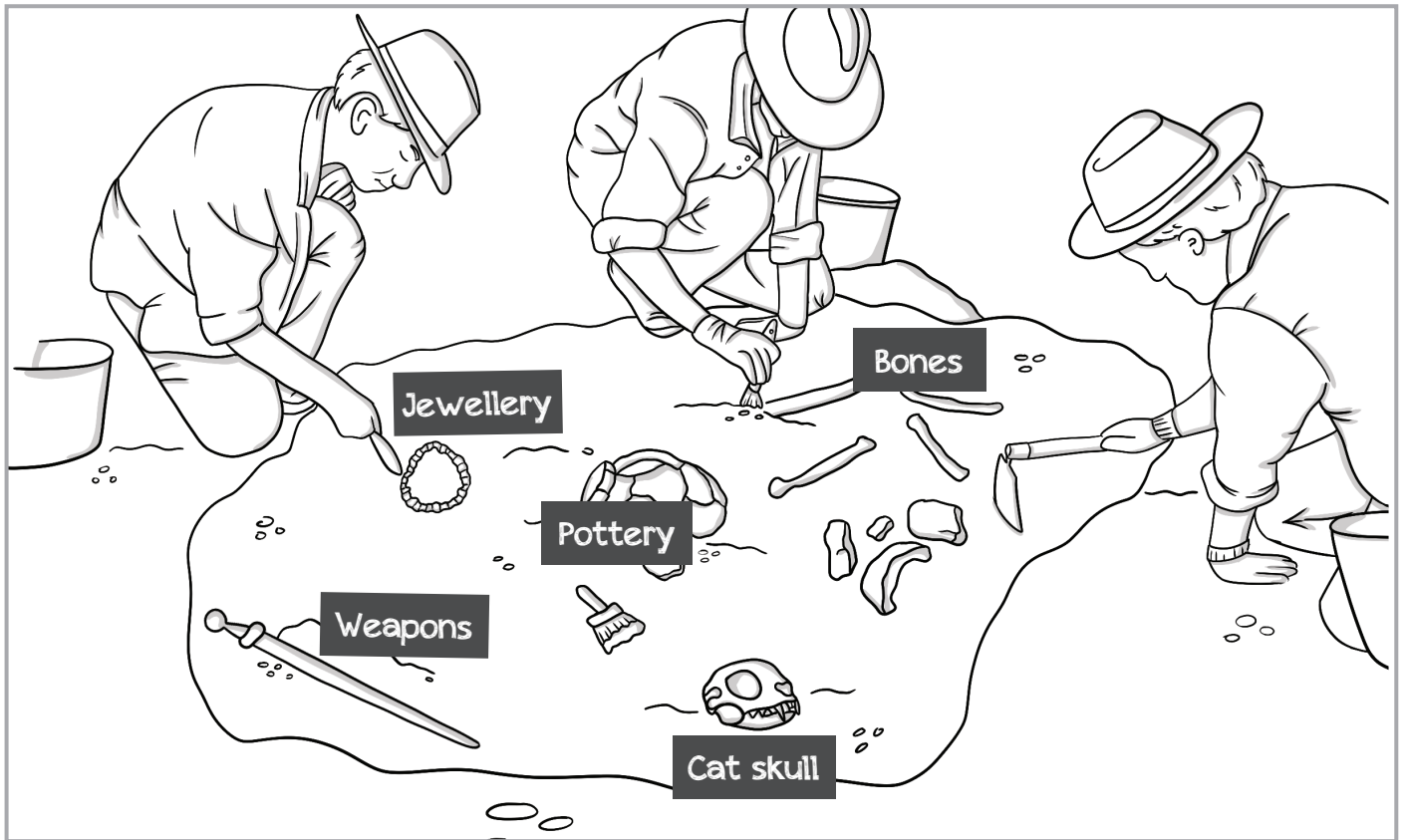
Make a list of 3 street names from your area. How might you rename them based on activities, buildings, or events that happen there today?

1. _____
2. _____
3. _____

3. WOOD QUAY »» →

In 1978, protests happened in Dublin against a new building that would dig through a Viking settlement.

In the picture below, can you find 5 items uncovered by archaeologists at this dig?



4. THINK SPOT »» →

Look at your history copybook and all the work you have done in this book. Now think of what happens when you are finished using this copybook. You might bring it home and leave it in a drawer.

In a few years when you are older, you might open the drawer and find your old copybook. This old copybook will be evidence! Think about what it will tell you.

Answer the questions below.

A. Look at what you have written on the front cover. What does it tell you?

B. Does it have any scribbles or drawings on it?

C. Can you find out any information about your school or teacher by looking through the copybook?

Post-Visit Activity Worksheet

Viking Dublin

1. A VIKING BURIAL »»→

At Dublinia you saw a Viking Warrior being buried in a grave. Two items were buried with him. Can you remember what they were?

A warrior was killed in battle and was buried by his friend. What was he buried with?

Sword

Shield



2. A VIKING WHARF »»→

Your tour guide at Dublinia showed you a Viking workshop and told you about the various crafts and skills that Vikings would have had.

A. Name two crafts or skills that Vikings mastered.

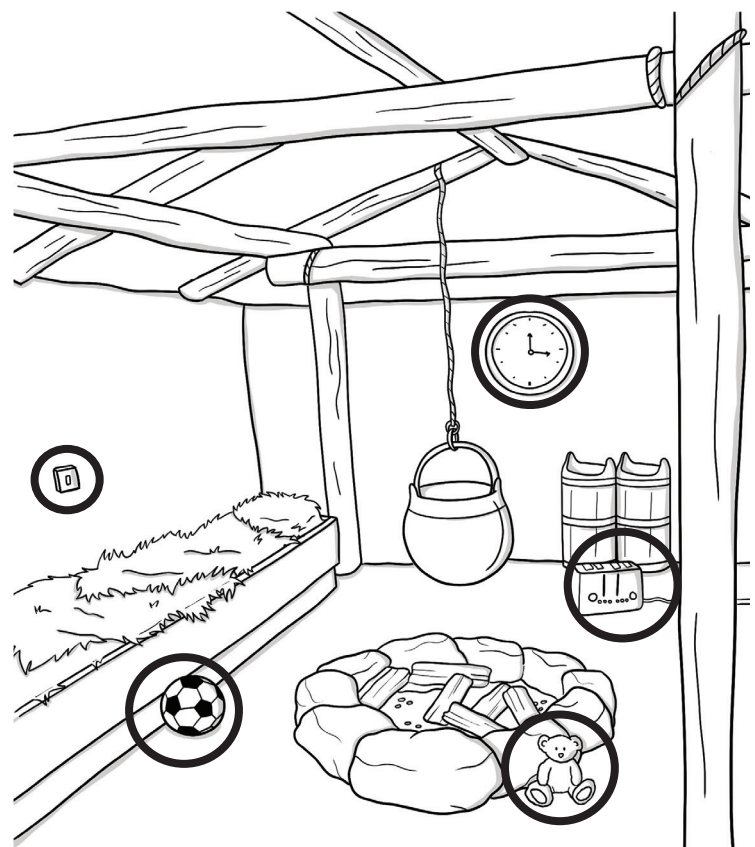
Coin minting, weaving, carving

B. What craft would you be most interested in learning to make?

3. A VIKING HOUSE »»→

In the Viking house, you learned how the Vikings built their houses. They built them from wooden posts and mud. This technique was called 'wattle and daub'. A line of wooden posts was stuck into the ground. Twigs and branches were woven between them to make it strong. The walls were covered with mud and even animal dung! This kept the house warm, but it probably smelled too.

Look at the picture of the Viking houses below. Circle the five objects that do not belong.

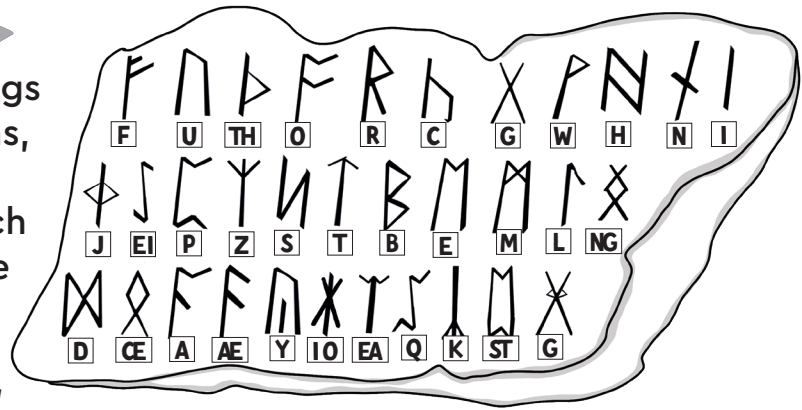


4. VIKING RUNE LETTERS ➡➡➡

In Dublinia, you learned that the Vikings lived in a time before people had pens, pencils or even paper. They had their own alphabet called the Futhark which was different to ours. The letters were called Runes.

Using the Futhark alphabet opposite, write 'The Norse are cool' in Rune letters.

Please note both versions are acceptable answers.



INN TERNM ERM BEEM

EM TERNM ERM BEEM

5. VIKING OBJECTS ➡➡➡

Your tour guide will have pointed out some strange looking objects the Vikings used.

Use the word boxes and hints to write down what you think these objects were used for in Viking times.

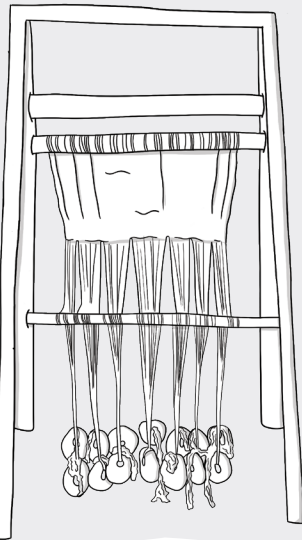
Bearing Dial

Shackles

Loom

Quern Stone

A.

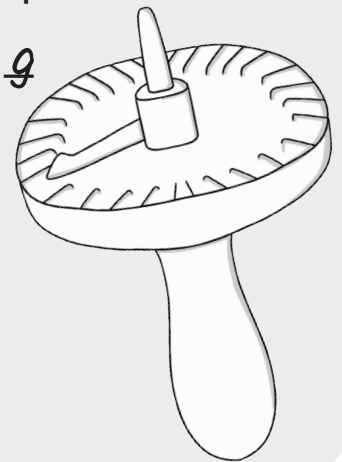


There was a lady making something with this.
Loom

B.

This was helpful to sailors on a ship.

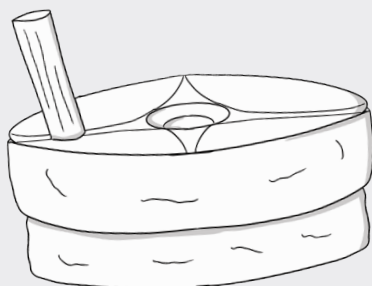
Bearing Dial



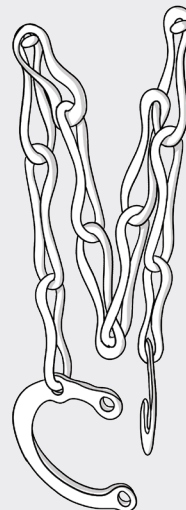
C.

You saw a girl using this in the Viking house.

Quern Stone



D.



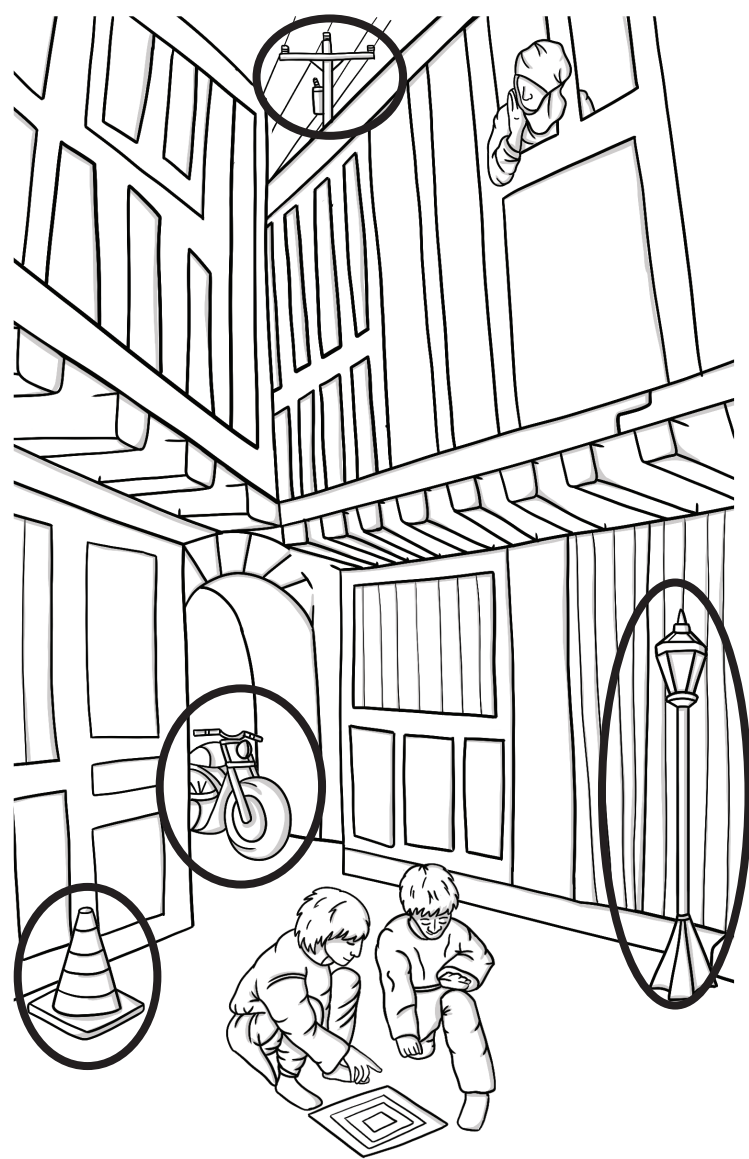
You wouldn't like to have these around your neck.
Shackles

Medieval Dublin

1. THE MEDIEVAL STREET

Remember the street you saw in Dublinia? The houses were two storeys high and were packed tightly together.

Circle the 4 things in the medieval street which do not belong there.



2. DEATH AND DISEASE

In the Death and Disease exhibition, you learned that some people died from The Black Death. This deadly plague was brought by fleas living on rats.

Answer the questions below:

A. What was the Black Death?

- A heavy metal band
- A deadly sickness
- A new movie

B. Can you guess how big a flea was?

- The size of a small car
- The size of a euro coin
- Almost too small to see



C. Can you remember how people who had the plague looked?

- They had boils on their bodies
- They looked pretty happy actually
- They had green hair and blue noses



3. THE MEDIEVAL FAIR

In the Medieval fair, you saw a scribe's stall, a pie stall, a stall selling armour and a clothes stall. You were also able to play games and maybe you saw the man locked in the pillory.

Write true or false beside the statements below.



- A. A fair was where people went to buy goods. true
- B. At a fair you would pay a 'Scribe' to make clothes. false
- C. You could buy pies at the fair made from the bones of stray dogs (yuck!). false
- D. You could visit a barber-surgeon to have a sore tooth pulled out (without anaesthetic). true

4. MEDIEVAL FUN

Look at the pictures below. You may remember seeing and playing some of these games in Dublinia.

Look at the list of 6 medieval games and match 3 of them to the correct image by writing the name in the space below.

Blind man's buff

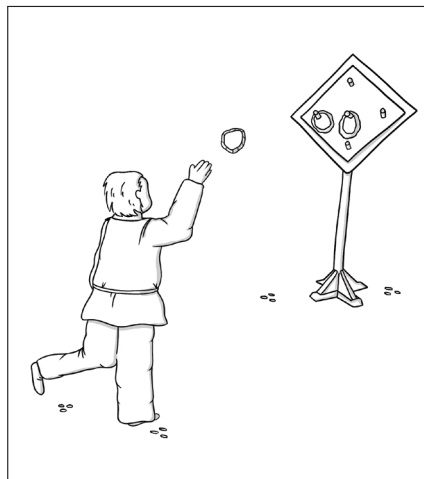
Flying a kite

Nine Man's Morris

Playing skittles

Throwing hoops

Hide and seek



Nine Man's
Morris

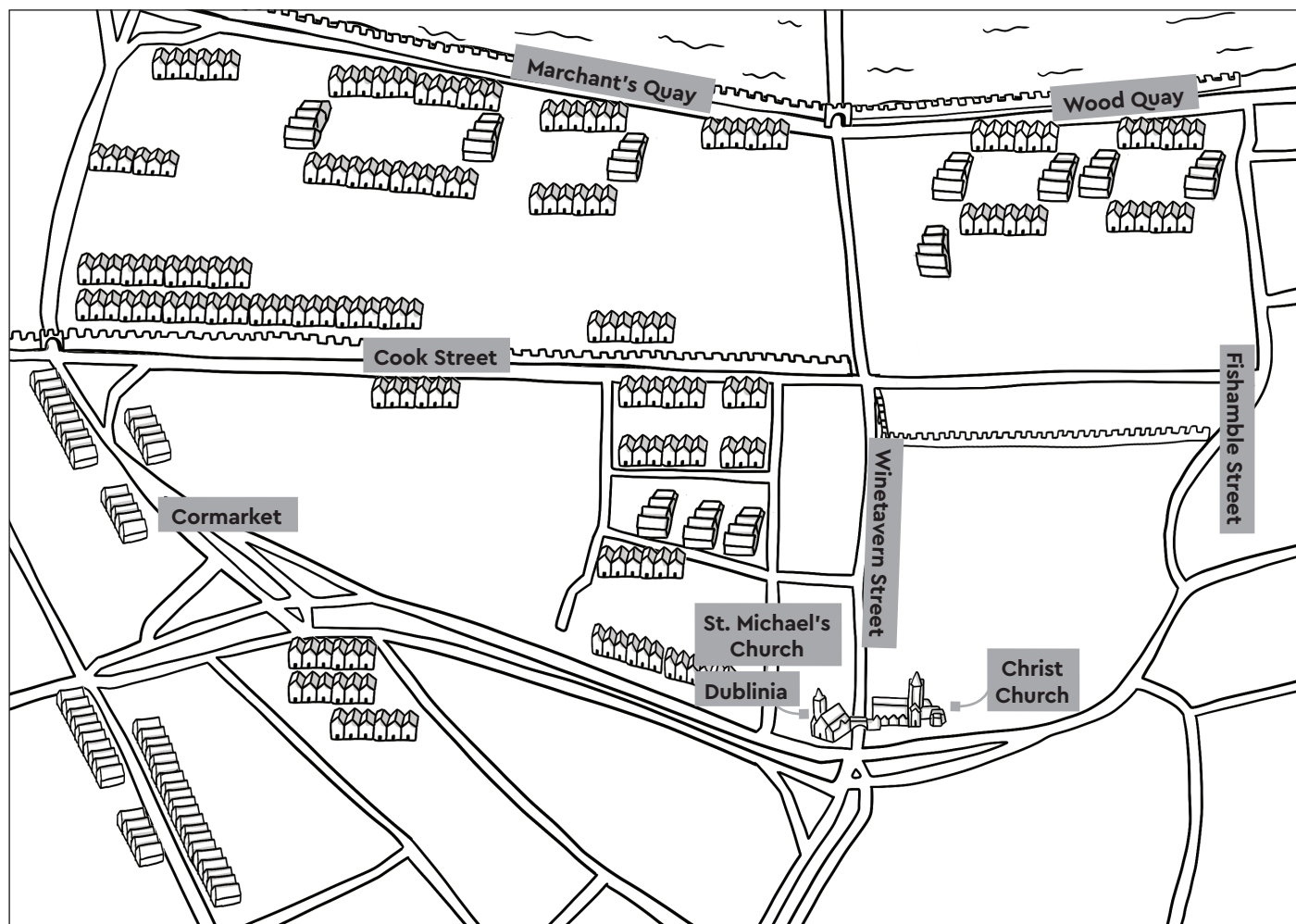
Throwing hoops

Playing skittles

5. SCALE MODEL OF DUBLIN

Look at the map, then read the sentences below. Each sentence describes activity which happened on a street.

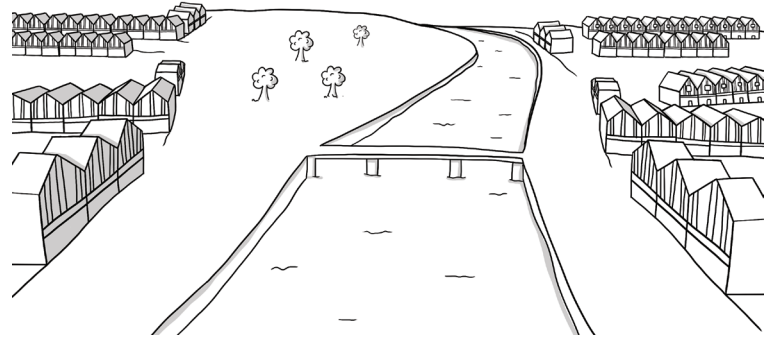
Using the map write the street name you think matches the description.



- A. Wine and beer were sold on this street Winetavern Street
- B. Fish sellers would bring their catch to sell on this street Fishamble Street
- C. Bakers and cooks had their ovens on this street Cook Street
- D. There was a market held here Cornmarket

6. THINK SPOT - LIVING IN THE MEDIEVAL TOWN

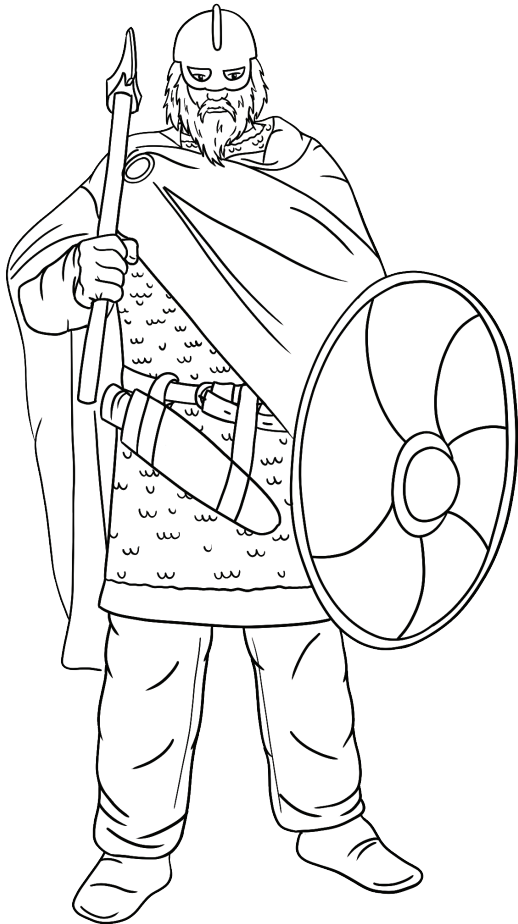
You walked through a medieval street, saw what medieval people ate and how they looked and even played some games at the fair. Think about the computer games, mobile phones and technology you use today. Medieval people did not have any of these.



Write 3 reasons why you would or would not have liked to live in Medieval Dublin.

- A. _____
- B. _____
- C. _____

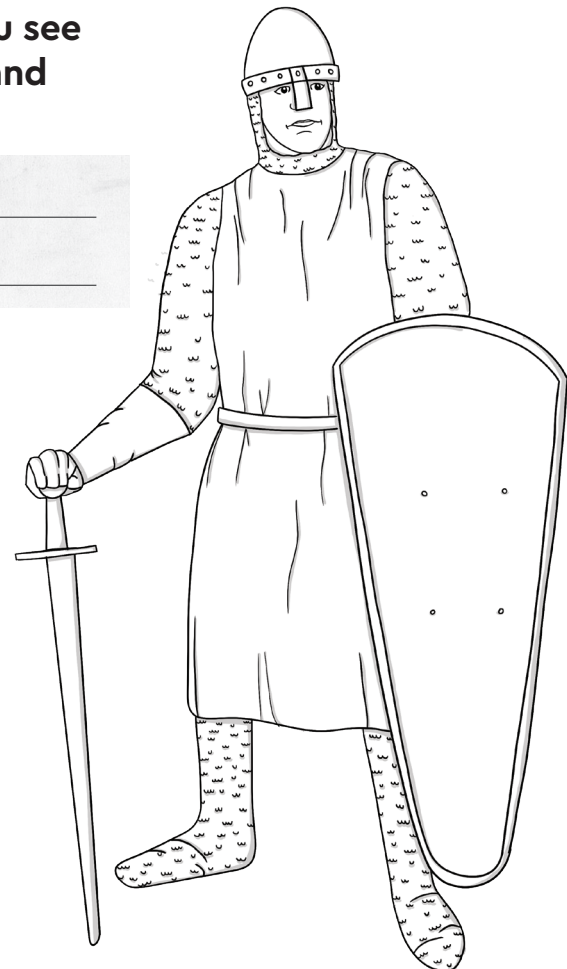
7. EXTRA CHALLENGE - THE VIKINGS vs THE ANGLO-NORMANS



Look at the two characters – one is a Viking warrior and the other is an Anglo-Norman soldier.

Write two differences you see between their weapons and armour.

- A. _____
- B. _____



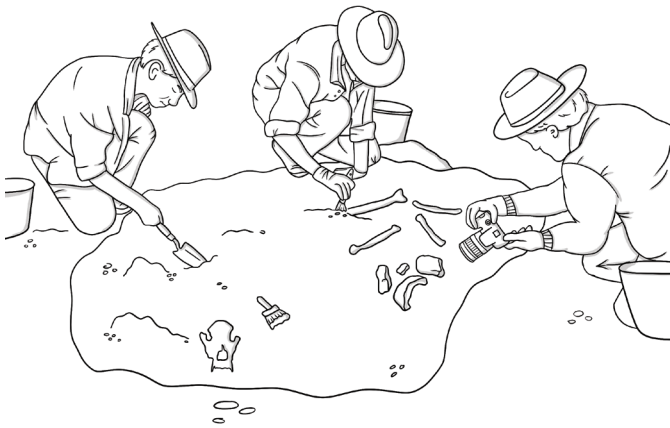
The Past Today

1. AN EXCAVATION SITE

You learned that archaeologists have a special job digging in the ground to uncover artefacts.

Write two sentences on what is happening here. In this picture archaeologists are:

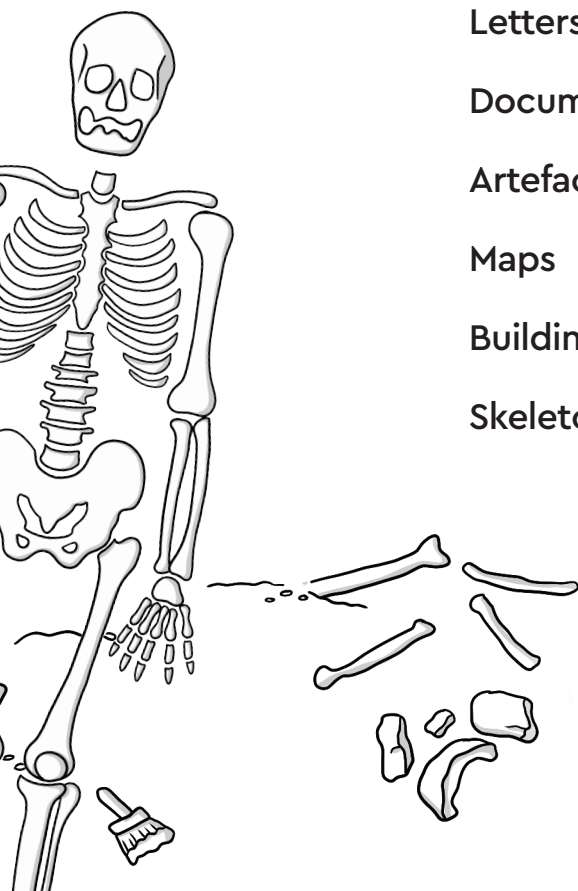
One of the archaeologists is taking photographs of the dig. Another one has uncovered a skeleton and is examining the bones. A third one is sifting through dirt with a trowel.



2. EVIDENCE

During your visit to Dublinia you saw that there are lots of different types of evidence.

Complete the word search and find all the different types of evidence there is.



Letters

Documents

Artefacts

Maps

Buildings

Skeletons

S	J	R	A	I	L	Y	R	A	M
T	K	A	J	M	B	U	F	R	I
F	L	E	T	T	E	R	S	T	K
Y	M	F	L	X	R	T	Y	E	L
M	A	B	N	E	A	X	B	F	A
A	P	V	T	J	T	V	S	A	I
X	S	S	G	K	E	O	Q	C	K
S	D	O	C	U	M	E	N	T	S
N	V	C	T	D	X	S	H	S	C
B	U	I	L	D	I	N	G	S	T

3. YOUR TURN

In Dublinia we also saw a Viking axe. Now it's your turn to think like an archaeologist. Pick an object in your

classroom, or in your school bag. Swap your object with the person sitting next to you, but don't let them see what it is!

What can you discover about the object without looking at it? Does the feel of the object reveal what it is? Fill out this archaeologist's report card about your object.

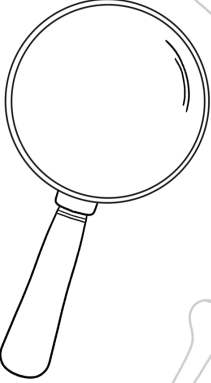
Archaeologist's Report Card

How does it feel when you touch it? Rough, smooth?

What is the object made of?

What could it be used for?

Do you think a person made it or was it made in a factory?



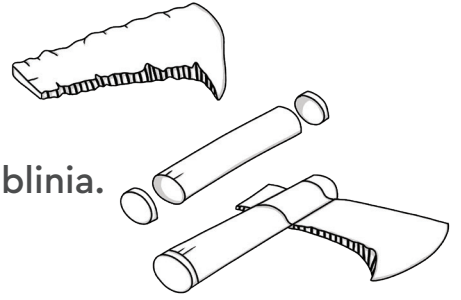
Finally, archaeologists record their artefacts by drawing them. Draw your object here and stick it to the back of your history copybook.



Extra Activities - Make and Do

MAKE A VIKING AXE AND SHIELD

You can bring your axe or shield with you on your trip to Dublinia.

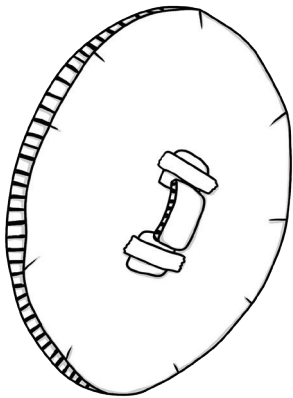


What you need:

Corrugated Card
Cardboard tube or a tube made from a cereal box
Paint and brush/crayons
Jam jar lid
Sticky tape/glue
Scissors
Pencil

How to make the axe:

1. Cut out the shape of an axe head with the corrugated card as shown in the picture. Make sure it is long enough to wrap around the handle later.
2. With your paint or crayons, colour it in grey and add your own Viking designs.
3. Paint the cardboard tube brown. Make cardboard circles to put over the ends.
4. Bend the axehead around the cardboard tube and use heavy sellotape or glue to stick it.



How to make the shield:

1. Cut a large circle of corrugated card and paint it any colour you like. The brighter the better.
2. Glue the jam jar lid into the middle and paint it grey.
3. Cut out a strip of card for the handle.
4. Use lots of Sellotape to stick it on the back as the handle.

MAKE A VIKING BROOCH

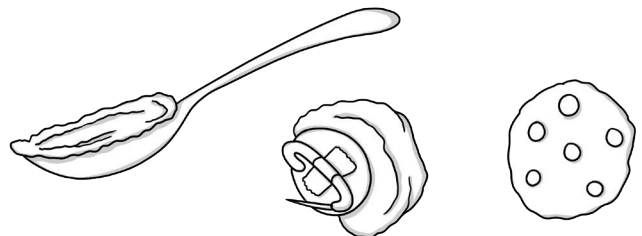
Make a Viking brooch. Wear it on your trip to Dublinia.

What you need:

A dessert spoon
Kitchen foil
Safety pin
Sellotape
Beads or glitter paint

How to make the brooch:

1. Crumple up some kitchen foil. Press it firmly into the spoon to make a rounded shape.
2. Glue a circle of cardboard to the back.
3. Glue on some beads or other decorations to the kitchen foil.
4. Sellotape a safety pin to the cardboard on the back.



MAKE AND PLAY A MEDIEVAL GAME »»»→

How to make Nine Man's Morris.

What you need:

Cereal box

Black marker pen

Scissors

Blue and red coloured marker pens

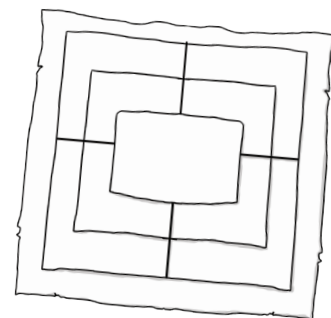
Another player!

To make the board:

Cut out a square from one side of a cereal box. This is the game board. Draw lines on the board like the picture. First draw a small square in the middle, then a bigger square outside it, then a bigger one outside that. Lastly, draw a line down the centre and across the middle of the board, but leave the centre square blank.

Make your game pieces:

Cut out 18 circles from the rest of the cardboard. Make them about the size of a five-cent coin. Colour 9 circles in blue and 9 circles in red.



How to play!

There are two players. Both have 9 game pieces each, either blue or red. Take it in turns to put a piece on the board.

This picture shows you where you can place your pieces. They must go where the lines meet, or on a corner.

Try to make a row of three pieces side by side.

Take it in turns to put a piece down. Your opponent can block you making a line, by putting their piece next to yours. Every time you make a row it is called a 'mill'.

You can take one of your opponent's pieces. When your opponent has only two pieces left (or they get stuck) you win!

Rules.

You can only move along the lines and move a single space at a time.

