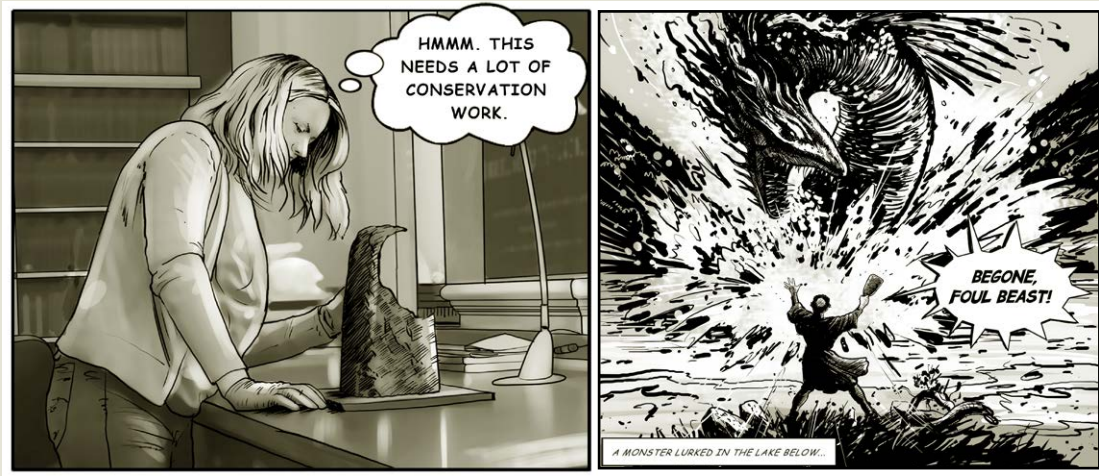


Teachers guide to the Glendalough Video Resources



museum

National Museum of Ireland
Ard-Mhúsaem na hÉireann

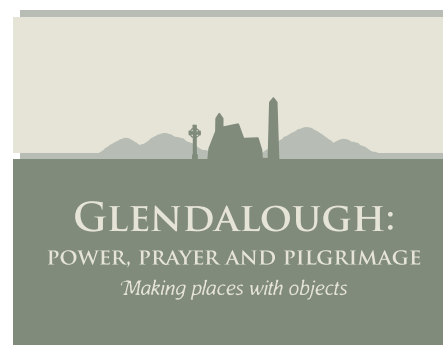


Teachers Guide to the Glendalough Video Resources

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Introduction for Teachers to the Glendalough Video Resources



There are two videos, **Video 1, Glendalough: Artefacts and Archaeology** and **Video 2, Glendalough: Artefacts and Early Christianity**. They were created for use for Junior Cert History teachers and students to use for learning about archaeology, museums and Early Christian Ireland. The videos, each with a duration of 30 minutes, explore the archaeology and objects that come from the valley of Glendalough, Co. Wicklow and that are on display in a new exhibition *Glendalough: Power, Prayer and Pilgrimage* at the National Museum of Ireland – Archaeology.

Glendalough: Power, Prayer and Pilgrimage, traces the history of this famous site using new evidence from museum objects, recently excavated finds and research by a range of partner organizations, which link together to illustrate the story of Glendalough during Early Christian times and it's historical evolution.

This exhibition, which opened in 2020, is the location of a significant amount of footage within the videos, but the videos also show views of other exhibitions, including of the iconic Ardagh Chalice and footage of behind the scenes views of the Museum laboratories, archives, and stores. Other segments within the videos were filmed on location at National Monument sites and the National Park at Glendalough, and at the UCD Centre for Experimental Archaeology and Material Culture at University College Dublin, and the Radio Carbon dating laboratory, 14CHRONO, at Queens University, Belfast.

There are contributions from a wide range of specialists, including museum staff, archaeologists from the School of Archaeology at UCD, The Discovery Programme, 14CHRONO, at Queens University, Belfast, and independent researchers. The videos contain segments and images of the latest scientific dating and survey techniques used to identify and examine archaeological sites and artefacts, as well as 3-d laser scans of key buildings provided by The Discovery Programme.

The concept to create the videos was instigated by the Education Department and developed with the exhibition curator Matthew Seaver, Irish Antiquities Division, of the National Museum of Ireland. They were developed with Matt Boyd, Director, and Pdraig Yates of Mahoo Productions to appeal to Junior Cert audiences. A set of illustrations by artist Steve Doogan were commissioned and developed for illustrating more complex historical themes, and scientific dating techniques. The drawings are in comic strip style, a design concept that should appeal to the intended teenage audience. It is intended that the two videos could be viewed in the classroom by the entire class, or as a task set by teachers for students.

Junior Cert Links for Glendalough: Power, Prayer and Pilgrimage

LINKS TO JUNIOR CERT STATEMENTS OF LEARNING

The statement	Relevant learning from viewing the videos and completing the tasks
SOL 6: The student appreciates and respects how diverse values, beliefs and traditions have contributed to the communities and culture in which he/she lives.	Students will learn about the variety of cultural impacts new religions can have, and the impact Early Christianity had on Ireland, and on the landscape and monuments.
SOL 7: The student values what it means to be an active citizen, with rights and responsibilities to local and wider contexts.	Students will gain an insight into the role of the National Museum of Ireland, the National Monuments Service and their own duties as responsible citizens, in safe-guarding artefacts and monuments for the future.
SOL 8: The student values local, national and international heritage, understands the importance of the relationship between past and current events and the forces that drive change.	Students will gain an understanding of the importance of archaeological monuments and artefacts as sources of evidence indicating cultural changes. Students will also develop their knowledge about what other types of non-written evidence for culture exists, from Christian monuments such as Churches, Grave-slabs, High Crosses, Round Towers, to inscribed stones, and the soil and environs of archaeological sites. Specifically they will see the impact of Christianity in early Medieval Ireland as reflected in our heritage, and the long-term impact on Irish society.

JUNIOR CERT KEY SKILL DEVELOPMENTS

Being numerate	Students should develop their skills when analyzing and answers questions about the graph depicting the relationship between the age of an object and the amount of radio carbon that it contains.
Being literate	Students will see an example of how archaeologists gather evidence from a wide variety of sources using a variety of methods, and extract information to construct a narrative from that evidence. In the activities section students will be asked to to complete tasks that will demonstrate their understanding of the videos and the process.
Being creative	Students will see how an artist working with the museum staff created images of what people's lives might have been like and the possible stories behind the objects found at the site. In the activities section students will be asked to reflect upon the illustrations, and see how they were informed by the objects and information from the site, and use these as inspiration for writing and art.
Communicating	Students should develop empathy and understanding of people in the past from seeing the videos, and will be encouraged in the tasks to discuss the different views people living at the same time might have had about the world around them. Students will also be encouraged to think about how objectivity and fairness might be impacted upon when information about the past is being discussed.
Managing Information & thinking	Students should understand how archaeologists gather, record, organise and evaluate data, or evidence about the past. Students should become more curious about the monuments in their local areas.

Links to Junior Cert History Specification

Element: DEVELOPING HISTORICAL CONSCIOUSNESS

The videos will assist the students in developing their historical consciousness by demonstrating the reasons for and impact of cultural changes and providing insight into the motivations of people who lived in the past. They should gain an understanding of the impacts, both short and long term, that Christianity had, the Vikings made, and the effects of the power struggles within the church and amongst regional kingships, on this particular area. The videos explain the impacts these political and religious developments, had on the culture in the area, on the monuments built in the valley and the objects made or brought there.

The students should also gain an understanding of influences on the lives of the people at that time in the past, an insight into their motivations and develop empathy. The information and illustrations included should for the students humanise the people of the past and make them less remote and abstract. For example in relation to the medieval leather shoe, the information about the shoe- size, evidence of wear and repair, imprint of the wearer, and where it was lost and how, should help establish an emotional connection with the person who wore it.

Element: WORKING WITH EVIDENCE

The videos explain how the archaeologists developed their understanding about the history of Glendalough from analysing objects, monuments and the environment. They will see the evidence for the changes that occurred during Early Christian Ireland in the daily lives, religious customs, writing, learning, and diets of people who lived there, and their connections and relationship with other areas in Ireland, and the wider world. The videos demonstrate how the museum curator uses historical research, science and a variety of information sources to create an exhibition. They show that a variety of historical research, and scientific techniques can be used for the same site and object to get a fuller understanding of it's past. The videos also show how recent archaeological excavations and new scientific techniques can uncover information. By viewing the videos then, the students should understand how new information about the people who lived at that site is being extracted all the time

from objects and archaeological excavations. They should also understand how the narrative of the past that is being communicated in the exhibition and videos was created from finding and interpreting sources of evidence. They should gain an awareness of how our understanding of the past is changing and see the role of the museum and state in protecting these objects and monuments is critical for us to be able in the future to use new and different techniques to understand the past. The tasks in this pack concentrate on demonstrating how objects are sources of information, the ways to gain that information and the types of information that can be extracted, and how this leads to the deductions of the archaeologists and the creation of the story of the site by museum curators, historians and archaeologists. The tasks will also get the students to reflect and communicate their understanding of the role of the museum in protecting and interpreting objects as evidence.

Element: ACQUIRING THE 'BIG PICTURE'

The videos demonstrate the impact of the arrival of Christianity on Iron Age pagan Ireland, and how these effects are reflected even in the culture of Ireland today, from the Sam Maguire cup, to the predominant religions in Ireland and how people are buried. The objects and topics discussed demonstrate the connections that were present in medieval times between Ireland and the wider world, the relationship

of the site and the people who lived there to Dublin, Rome, York and other places within Europe, and how these developed with the arrival of the Vikings. The objects and monuments discussed also are those most identified with Medieval Culture, and life and death, from clothing, work, and art-work, to monuments and buildings.

Links to Strands in Junior Cert History

Strand 1: THE NATURE OF HISTORY

- The videos explain how we know what we know about Glendalough, how objects can be sources of evidence, the types of information we can deduce from studying archaeology and objects, and how our understanding of the objects can change over time.
- Video 1 concentrates on the role of the Archaeologists, the role of museums, and the modern methods used by archaeologists to uncover and investigate the past including; excavations, pollen analysis, 3D scanning, laser scanning and techniques used in the conservation of artefacts. It shows examples of the different types of information we can learn from using the various analytical and research techniques.
- Video 2 discusses some of the most iconic buildings and artworks created in Ireland which were made during this time, such as the Ardagh Chalice, and Round Towers. It explains the wider cultural impact of Christianity and life and death in early Medieval Ireland.

Strand 2: THE HISTORY OF IRELAND

- Video 2 explains the key changes that occur when Christianity arrives in Ireland, the impact St Kevin, St Berach and later St Laurence O'Toole had. It shows the impacts of this new religion as reflected in the objects, art work, burial practices, writing and building and monuments of the time.
- Video 2 also follows the longer historical narrative of the site, and traces the history of the site over hundreds of years.
- Video 2 explores the external influences on Glendalough, the impact of the changes throughout Ireland on the site with the arrival of Christianity, Vikings, and regional power struggles and the connections between the site and the wider hinterland, England, Scandinavia and Europe.

Classroom Based Assessment 1: 'THE PAST IN MY PLACE'

- The two videos concentrate on what one site, albeit a well-studied and excavated one, can provide as evidence of major historical and cultural developments and tell about the local history of an area - its place in the wider world and its developments. It is hoped by concentrating on both monuments, and objects that students will be inspired to look at their own environs and become curious about the past there.
- The videos also illustrate the functions a museum has and hopefully will inspire the students to visit a local museum and prepare them for what they might see and experience if they visit.

Links to Learning Outcomes for Junior Cert History

The videos are designed to encourage the development of the following learning outcomes.

Strand 1: THE NATURE OF HISTORY

- | | | |
|---|------|--|
| 1. Developing historical consciousness | 1.1 | develop a sense of historical empathy by viewing people, issues and events encountered in their study of the past in their historical context |
| | 1.3 | appreciate their cultural inheritance through recognising historically significant places and buildings and discussing why historical personalities, events and issues are commemorated |
| | 1.4 | demonstrate awareness of historical concepts, such as source and evidence; fact and opinion; viewpoint and objectivity; cause and consequence; change and continuity; time and space |
| 2. Working with evidence | 1.5 | investigate the job of the historian, including how s/he finds and uses evidence to form historical judgements which may be revised and reinterpreted in the light of new evidence |
| | 1.6 | debate the usefulness and limitations of different types of primary and secondary sources of historical evidence, such as written, visual, aural, oral and tactile evidence; and appreciate the contribution of archaeology and new technology to historical enquiry |
| | 1.7 | develop historical judgements based on evidence about personalities, issues and events in the past, showing awareness of historical significance |
| | 1.8 | investigate a repository of historical evidence such as a museum, library, heritage centre, digital or other archive or exhibition |
| 3. Acquiring 'the big picture' | 1.9 | Demonstrate awareness of the significance of the history of Ireland and of Europe and the wider world across various dimensions, including political, social, economic, religious, cultural and scientific dimensions |
| | 1.10 | demonstrate chronological awareness by creating and maintaining timelines to locate personalities, issues and events in their appropriate historical eras |

Strand 2: THE HISTORY OF IRELAND

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|---|------|--|
| 2. Exploring people, culture and ideas | 2.6 | consider the historical significance of Christianity on the island of Ireland, including its contribution to culture and society in the Early Christian period |
| 3. Applying historical thinking | 2.11 | make connections between local, personal or family history and wider national and/ or international personalities, issues and events |

Strand 3: THE HISTORY OF EUROPE AND THE WIDER WORLD

- | | | |
|---|-----|--|
| 1. Recognising key change | 3.1 | investigate the lives of people in one ancient or medieval civilisation of their choosing, explaining how the actions and/or achievements of that civilisation contributed to the history of Europe and/or the wider world |
| 2. Exploring people, culture and ideas | 3.6 | explore life and death in medieval times |

Resources Overview & Contents of Student Activities & Notes

Video 1 GLENDALOUGH: Artefacts and Archaeology

This page shows the topics of the four sections of activities for students contained on the PDF document for students to use whilst analyzing Video 1. It is intended students complete the tasks after viewing the video, by either converting the PDF to an iBook and completing on a tablet, or printing out the document. They can use the PDFs of the Comic Strip illustrations for assistance, and print or view online. For reference purposes there also is a transcript of the video in PDF form.

PDF Video 1 GLENDALOUGH: Artefacts and Archaeology Student Activities & Notes

ACTIVITIES

Section A – What happens at the Museum & Role of the National Museum of Ireland	Page 1
Section B – The Role of the Archaeologist	Page 3
Section C - Radiocarbon Dating	Page 5
Section D - Experimental Archaeology	Page 6
Video 1 Crossword	Page 7
Glossary	Pages 8-11
List of Contributors & Object mentioned	Page 12

Resources Overview & Contents of Student Activities & Notes

Video 2 GLENDALOUGH: Artefacts and Early Christianity

This page shows the topics of the four sections of activities for students contained on the PDF document for Students to use whilst analyzing video 2. It is intended students complete the tasks after viewing the video, by either converting the PDF to an iBook and completing on a tablet, or printing out the document. They can use the PDFs of the Comic Strip illustrations for assistance, and print or view online. For reference purposes there also is a transcript of the video in PDF form.

PDF Video 2 GLENDALOUGH: Artefacts and Early Christianity Student Activities & Notes

ACTIVITIES

Section A) Arrival of Christianity	Page 1
Section B) Early Christian Objects & People	Page 3
Section C) Christian Buildings & Burials	Page 4
Section D) The Vikings and Kings and Glendalough	Page 6
Video 2 Wordsearch	Page 7
Glossary	Pages 9-11
List of Object & Locations & Dates	Pages 12-13

There are two PDFs of the Comic Strip illustrations created by artist Steve Doogan. This is to give the option of viewing landscape and printing as a A3, or for using in A4 format.

Comic Strips Documents for use for Student Activities

- Comic Strips in A3 Landscape Style for Video 1 GLENDALOUGH: Artefacts and Archaeology and Video 2 GLENDALOUGH: Artefacts and Early Christianity
- Comic Strips in A4 Portrait Style for Video 1 GLENDALOUGH: Artefacts and Archaeology and Video 2 GLENDALOUGH: Artefacts and Early Christianity

Resources Overview & Contents of Student Activities & Notes

Video 1 GLENDALOUGH: Artefacts and Archaeology

Student Crossword Answer

Down

1 Radiocarbon, 2 Replica, 3 Artefact, 4 Monument, 5 Geophysical, 6 Dig

Across

1 Exhibition, 2 Archaeology, 3 Aerial

Video 2 GLENDALOUGH: Artefacts and Early Christianity

Student Wordsearch Answers

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

Other Suggested Activities using the websites of the NMI and contributing organizations

- ▶ Use the exhibition website pages and ask each student to explore the pages and select draw and describe one object from the Glendalough exhibition or another exhibition that tells the story of Early Christian Ireland.
<https://www.museum.ie/en-IE/Museums/Archaeology/Exhibitions/Glendalough-Power,-Prayer-and-Pilgrimage>
- ▶ Ask the student to explore the information about the museum's Conservation Departments' work at the Museum by looking at:
<https://www.museum.ie/en-IE/Collections-Research/Conservation/Investigative-Conservation>
- ▶ Get the students to describe one of the Early Christian archaeological buildings at Glendalough or another locations in Ireland by using the website pages of partner organization The Discovery Programme to explore the 3d models of buildings, monuments and much more.
<https://sketchfab.com/discoveryprogramme>
- ▶ Get the students to write a paragraph about Radio Carbon dating and Dendrochronology by using the information on the website pages of partner organization Chrono 14
<http://14chrono.org/radiocarbon-dating/radiocarbon-dating-background/>
<http://14chrono.org/research/dendrochronology/>
- ▶ Discover more about the archaeological excavations at Glendalough by visiting the UCD School of Archaeology web pages about current projects:
https://www.ucd.ie/archaeology/research/current_projects/
- ▶ Learn more about Dr Meriel McClatchie and the UCD Archaeobotany Laboratory by visiting;
<https://ucdancientfoods.wordpress.com/about/ucd-archaeobotany-laboratory/>
- ▶ For ideas about local heritage projects inspired by the valley, investigate the local history of the valley of Glendalough with
<https://glendalough.wicklowheritage.org/>
- ▶ To see more information about local heritage groups check out the museums' ICAN hub of local heritage group projects:
<https://www.ouririshheritage.org>
- ▶ If you are planning to visit the museum and wish to keep up to date on resources for students check out the Education Department's pages on the museum website:
<https://www.museum.ie/en-ie/museum-at-home/museum-in-the-classroom-schools-and-teachers>

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