

## Raiders and Traders: The Vikings

### Adult and teacher notes

During this workshop, your class will be split into three groups. Each group will spend time working through three activities. An adult will be required at each group to assist with this, plus they will be supported by the museum's Learning Enabler who is leading the workshop.

Before the session, you may wish to familiarise yourself with these notes, which will be provided to each adult.

### Activity 1 A Viking Grave

[Read these instructions out to your group](#)

On the table there are photographs, maps and replica objects from a Viking grave that was found in Scotland. Archaeologists use the clues they find to learn more about the past. Your job is to look at the objects and the clues on the labels to learn more about the Viking who was buried in this grave.

What do the objects tell us about this Viking? We will look at the objects and use them to fill the blanks on the worksheet to tell the Viking's story.

(You might need to help less able readers to read some of the labels.)

The group will have 15 minutes to complete the activity. There will be a timer on the board so that you know how much time you have. You should aim to give the group the answers after 9 minutes.

#### 1. [The challenge – 14 minutes](#)

Each child should have their own worksheet.

Each question is numbered.

Work through them one at a time with your group.

Each object has a number that corresponds to the question that it answers on the back.

For each question ask the children if they can find the clue with the right number on it.

There may be more than one clue for each question.

Pass around the clue and look at it as a group.

Once the children have worked out the answer get them to fill it out on their worksheets.

#### 2. [Were you right? – 1 minute](#)

Once everyone has written in their answers, open the answers folder and find out if they were right to reveal the story of the Balnakeil boy. You pronounce the name *Bal-na-keel*.

[If your group finishes the worksheets before time is up encourage them to investigate the objects further.](#)

Try holding the shield and the sword at the same time, are they heavy?

The person who used these wasn't much older than you; would you like to train to be a Viking Warrior?

How do you think the game is played? (instructions in the answers folder)

What do we have today instead of cloak pins? (Zips, buttons, Velcro etc.)

## [Activity 2](#) [Trading](#)

At this table the children will be using replica objects to learn about how and what the Vikings traded. The children will investigate the objects then take turns to role play trading with the objects, before finishing with some questions to consider as a group.

There will be a timer for 15 minutes on the board. After 10 minutes your group should be finished the activity and will be shown an object that a rich Viking might have bought.

Split the children into 2 groups and give each group a tray of objects to explore, sitting on the floor.

[Read the instructions below out to the groups](#)

Vikings didn't use money to buy things the same way that we do. They would trade with different items and bargain to get the best deal. In your group's tray you have a variety of objects the Vikings would have traded with. As a group investigate the objects in your tray.

### [1. Investigating the Objects – 3 minutes](#)

What are the objects? Use the notes if you get stuck.

What differences do you notice between these items and the money we use today?

Can you think of anything that people use instead of money today?

### [2. Trading – 4 minutes](#)

Each person should choose an object from their group's tray that they would like to trade with.

Choose one group to stand behind the shop table with their objects.

The other group should then take turns to come up one at a time to trade their objects for something they would like from the other group.

Once everyone has traded, the groups should swap places and repeat the activity.

### 3. Questions as a full group – 2 minutes

Ask as little/many as you have time for from the question sheet in the folder.

### Answers – 1 minute

Look at the answers in the folder to find out if you were right.

### Mystery object - 5 minutes

Your group will now be shown an object that may have been bought by a Viking.

### At the end of the time slot

Please make sure all the objects are in the right trays for the next group and that the answers have been put back in the folder.

## Activity 3 Daily Life

At this table the children will work in three groups to explore three trays of replica objects. They will then match the trays to the Viking characters they think owned those objects.

The group will have 15 minutes to complete the activity. There will be a timer on the board so that you know how much time you have. Each group should have each tray for 3 minutes. After all the groups have seen all the trays hand out the character sheets and the pictures of the objects. Each group then has to match the character to the objects. Once all the groups have had a guess open the answers folder to see if they were right.

### Read these instructions out to your group

#### 1. Viking Objects - 9 minutes (3 minutes per tray)

Look at the objects in the trays.

These are all objects Vikings would have used.

What are they?

What do we use today to do the same job?

Don't know? Have a guess!

Once you have guessed, have a look at the information cards in the trays to see if you were right.

Swap trays after 3 minutes.

#### 2. Guess Who? – 3 minutes

Now you have seen all three trays you are going to have a go at guessing who these objects belonged to. I'm going to give you pictures of the trays and information about 3

Vikings. Your job is to figure out which tray of objects belonged to which Viking. Match the picture to the Viking and once everyone has had a guess we can look at the answers.

### Answers – 3 minutes

Open the answers folder to find out if you were right. Discuss with the children who the objects belonged to. Highlight to the children that there were real Vikings in Scotland that owned these types of things and that they can go to the gallery and see a lot of these objects. If you have time you can ask the children what kind of things they own and how they think they are different to what the Vikings owned? Which of these objects would they like to own and why?

### At the end of the time slot

Please make sure all the objects are in the right trays, that the Viking characters and pictures of the objects have been collected back in for the next group and that the answers have been put back in the folder.