

Cultural heritage from the viking age

Ideas for classrooms

(Useful sources: Landnáma, Flateyjarbók, the Icelandic sagas and more)

** Most important is remembering and emphasizing that what happened – or didn't happen – in the past has affected modern lives in so many ways. Teachers are persuaded to search for all possible connections between students, the school's environment, and students' cultural roots to be able to understand our own lives better. Some of the ideas can be done as theme projects in cooperation with other teachers or students.*

Art:

- ✕ Making runes from stone, clay or writing or burning them into wood. *How would people have asked them for guidance, use them to tell fortunes or give them mental energy to take on the day? There is an older version and a younger version of the runic alphabet from the viking age. On the internet one can find different information about making or using runes. Explanations on translating the meaning of the runes of the older FUPARK alphabet can be found on <http://sunnyway.com/runes/meanings.html> .*
- ✕ Make a model of the viking home, a longhouse of turf and stone. *Ideal pictures and information on www.hurstwic.org .*
- ✕ Paint, draw, color pictures of characters based on descriptions in the sagas. Or make pictures of homes, farms, landscape and other circumstances.
- ✕ Make models from clay or other materials of an area where some events occurred. *What was the land like at that time? Mountains, plants, rivers, fields, pathways, etc.*
- ✕ Work sheep's skin until it can be used for the cover of or pages in a book. *Pictures of how the skin was worked, dried and cut for usage on the Icelandic web-page http://handritinheima.is/handritid/handverkid/handverk/vvm_handverk.htm .*

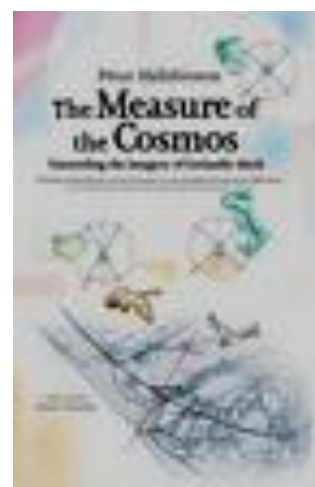
- ✧ Make a feather pen from goose, swan or crow feathers. *Did you know there are left-handed feather pens as well as right-handed, depending on whether they came from the left or right wing of the bird? They don't bend in the same direction, so they are not as comfortable for the hand if used improperly.*
- ✧ Make ink out of herbs, mushrooms or special rocks. <http://www.handritinheima.is>
- ✧ Try copying old patterns from the viking-age or use pieces and ideas from old patterns for something new.
- ✧ Take photographs of areas where events occurred or ruins from centuries ago. In Iceland they are many and almost every part of the country has been mentioned in a saga. Use the photographs for a special project or try taking panorama photos and giving people access to the area through "Virtual visits or tours" on the internet.

Music / dance:

- ✧ Rhymes (chanting), songs and dances that tell stories, vikivakar (ring dances with a particular beat, many verses), dróttkvæði (poetry common in the sagas) *Stafnbúi book and CD with Steindór Andersen and Hilmar Örn Hilmarsson. Íslenskir söngdansar í þúsund ár (Sigríður Þ. Valgeirsdóttir, 2010). Raddir Íslands (DVD from The Folk Music Center in Siglufjörður) Examples of rhymes with Steindór Andersen and Hilmar Örn or Sigurrós on youtube. For example:*
<http://www.youtube.com/watch?v=0O3MoikBV90>
<http://www.youtube.com/watch?v=bPjjeu49g5I> (also note the slates that are played as xylophones!)
<http://www.youtube.com/watch?v=aWadlEQBoyQ>
- ✧ Make instruments from simple materials, such as stones, bones, rhubarb, etc. *Stones to hit or shake, bone flutes, wires to make harmonicas, panflutes out of hard-plastic casing hoses, things to shake, flutes and xylophones of rhubarb, widdle slits in a piece of wood and scrape a stick across it. Of course the old Icelandic fiddle or langspil could also be interesting, but more of a challenge to make.*
- ✧ Play skits and movie-making with music, dialog and more.

Mathematics:

- ✧ Compare roads, distances and the time it took to go between two places with modern transportation. *Many pathways are described in the sagas. At the Archives Museum in Egilsstaðir, East Iceland, one can research and compare old maps. Also, an experimental edition of the book, Fornir fjallvegir á Austurlandi has been printed, last reviewed in 1998. In it are very clear descriptions and maps of old pathways used in East Iceland for centuries, remarkably in completely different locations than the main road system that is used today. The final decision of whether the book will be printed again or made available on-line is still pending.*
- ✧ Make a sundial. *How did the vikings tell time? What did they depend on? How was their year different than ours? Months, the beginning of each season, etc.*
- ✧ Concepts like tylft, tólfmenningur, sjö tigu manna , etc. about the number of people in a group, sizes or bulk.
- ✧ Create picture graphs based on numbers. How many battles occurred in a particular saga or area? How many participated? How many relatives or allies does a character have according to a particular saga?
- ✧ Calculate the odds of winning / losing a battle taking more into consideration than the ratio of those fighting for each side.
- ✧ Calculate and compare value. *Some information on value can be found in the lawbook of Grágás. What was alin? How much were things worth in silver or gold? How many cows, sheep, kilograms of butter or dried fish or land were particular items worth? What was the value of certain items regarding survival or the value of gifts?*
- ✧ Sailing and astronomy. Calculate distance and location according to the sun or the stars. *How did the vikings calculate such if it was foggy or cloudy?*
- ✧ The size and calculations of the world. *Is location coincidental? Are certain places connected by angles, directions, and circles? Useful source: Stærð veraldar. 2007. Pétur Halldórsson. Reykjavík, Salka. (book) In English The measure of the Cosmos.*



- ✧ Make a map of events for the area according to Landnáma and the sagas. *How many years old are some of the farms that students live on? Who owned them first and have they been divided or changed? Who has lived there according to census and other sources through the years? How and where have they been mentioned during the past centuries?*
- ✧ Archeological digging. *Graphing, coordinates, drawings, measurements, calculating age, etc.*

Sports: *Descriptions of different experiments with sports on the Hurstwic homepage, www.hurstwic.org .*

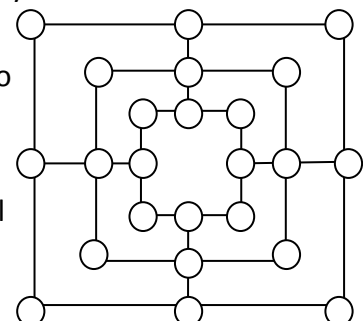
- ✧ Grappling (old Icelandic wrestling - glíma)
- ✧ Football (*forn knattleikur*) *both played on frozen ponds and in grassy areas.*
- ✧ Using a bow and arrows, sling-shots, catching fish, and other methods of hunting
- ✧ Obstacle courses where students have to climb up rocks or hills, run, jump over ditches, hop between stones, etc.
- ✧ Horse-back riding
- ✧ Tug-of-War. *Different types according to the sagas, Hurstwic and more.*
- ✧ Throwing logs. *Logs approx.3-7 feet long, depending on the age/size of the students, are thrown as far as possible by holding one end of the log. Different rules, some allow the log to hit the ground and leap, some count only where the log hits the ground. A game scouts also sometimes play.*

✂ Games such as



- *hornskinna*: (Imagine playing this game in the viking home with the long narrow fire pit in the middle of the room and benches on both sides for sleeping, sitting, eating, etc.) Students make four corners and one in the middle is the fire. A sheepskin is thrown randomly but quickly between corners, so that it does not end up in the fire. (viking blanket – A coat could also be used, a blanket or anything of that sort.) The fire may move, but not completely to the corners or out of the square. No pulling from someone who has already caught the skin. If the fire catches the skin, the corner who threw it trades places and becomes the fire. Teacher asks other students to take sides with the corners or the fire and persuade them with chants and cheers.
- *að sækja smjör úr strokknum*: (getting butter out of the churn) Two students stand facing each other with legs slightly apart, knees slightly bent, and their hands on each others shoulders. A bone (or other item – the butter) is placed between them and a third student must go down between their hands and retrieve the butter at the bottom of the churn without breaking the churn or falling in and drowning in the butter before he gets out again. (easier to get up again if the student fetching the butter hooks his legs slightly and carefully around the heads of the other two)
- *hnefatafl*: (viking chess) see [hurstwic homepage](#) or rules on the internet. Different styles (9, 11, 13 spaces in a row) and different rules. A two-person game and participants take turns being hnefinn (the king) and his protectors or his opponents. The object is to get hnefi to a corner to win the game or surround him with four opponents, one on each side, to make him lose.
- *mylla*: (tic-tac-toe viking style) 9 white stones and 9 gray or some other color.

Board looks like this:

Two players take turns putting one of their stones onto a space on the board. When one has 3 in a row of the same color, that player may take an opponent's stone off of the board, unless it is in a row of 3 alike. After all of the stones have been placed on the board, players take turns moving a stone one space, following a line (may not move diagonally between corners), trying to get 3 in row to remove another of the opponents' stones. When a player has removed all of his opponents' stones except two has wins the game.

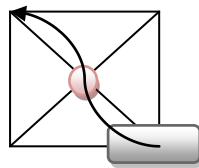


- *refskák*: A one or two player game where a fox tries to eat all of the sheep.

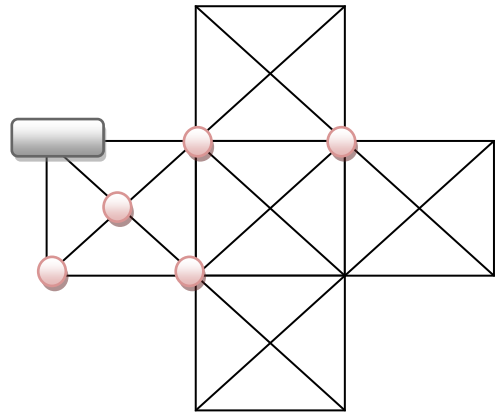
Bones were used for the fox and sheep, knuckle bones or the ends of leg bones, but stones or other materials can easily be used for the fox  and sheep .

All animals may only move one point at a time, following a line. The fox tries to eat the sheep (by jumping over one to an empty space on the other side of it), and the sheep try to surround the fox, so that it starves. Starting position is shown here.

Example of fox eating sheep:



Example of sheep surrounding fox:



- *Games from bones (legs, knuckles, hocks, etc.):* Many games were played with bones or horns. They were used for animals, also as we use the modern game jacks, as well as telling fortunes and answering questions.

✂ Skates from horse legs, skiing on home-made skis, walks or hikes through areas mentioned in the sagas.

✂ A drinking competition (which was a sport! ☺) Participants take turns bragging about themselves or citing poems, rhymes, or other such amazing stories of themselves then drink „ale“ from a horn after each turn. *The ale could be whey, malt, or water for example.)*

Nature and science:

- ✧ Learning to recognize, pick, dry, and use plants to dye yarn, for food or in tea. *It's amazing how many wild plants in Iceland that most people refer to as weeds are actually very healthy and strengthen the body's organs and functions. See for example the book Medicinal Plants of Iceland by Arnbjörg Linda Jóhannsdóttir.*
- ✧ Coal-making in a pit in the ground. Try different types of wood. Go see some pits used for coal-making. Use the coal for iron-making or a camp-fire. *There are for example many pits that had been used to make coal in Selskógur (by Egilsstaðir in East Iceland) and many other places in Iceland. Dig a hole, keeping the turf, saw tree limbs into 20-50 cm pieces of log, and put them in the hole. Light a fire and let the logs pieces burn for a while until they begin to turn black. Suffocate the fire by putting the dirt from the hole over the burning logs and the turf ontop. Wait for approximately 24 hours before opening the hole again. The coal is ready for use.*
- ✧ Carefully explore a certain area's landscape, on foot, use a map or Google earth. Or do all three and compare. Where would the best pathways lie if there were no roads today and you are walking or on horse-back? Where are the best hiding places for outlaws? Where are convenient circumstances for a viking battle?
- ✧ Research ruins, strata (sediments or layers of earth), and bog iron clay areas. What clues can we see in the environment? How can they help us? What else can we find by researching these?
- ✧ Do an archeological digging, a real one and see if anything turns up, or in ready-made settings where items are purposely planted. *The ready-made setting will of course not give a perfect picture of the strata of the area, but a sample can be taken close by instead. Try different methods of calculating the age of findings, perhaps at which depth they are found, etc.*
- ✧ The influence of volcanic eruptions and weather on daily life in the viking-age. What did people believe such forces of nature to be?
- ✧ Animals and farming during the viking-age. Where did they come from? Which were most common? How did they differ from similar animals abroad? How did this change through the years? What wild animals were or were not present?
- ✧ Full-usage of animals for food, clothing, tools, and toys. *Keep in mind that vikings didn't drive to the store and buy something. All items were made, cherished, and used until no longer possible, and even then they were usually recycled into something else, for example the calf skins used in books was often taken and used to make shoes*

or some other necessity. Bones, horns, hooves, skin, hair, wool, blood, fat, ruminants, intestines, muscles, and even acids were used.

- ✧ Making iron from **bog-iron**. *Note that a few people in Iceland have tried this, some in Akranes. It is time-consuming and not easy, but very intriguing to try with students.*
- ✧ Disease and injuries. What diseases were the most common? From what diseases could a viking die? What injuries were most common and how do we know? *Find information from museums or the **Hurstwic homepage**. See information from Minjasafn Austurlands, Dauðir rísa úr gröfum Skriðuklausturs, about the graves that were found and researched at the closter in Fljótsdalur around 1500. Useful information though a bit later than the viking-age.*
- ✧ Look at samples from animals and plants that have been found at archaeological sites. What information do they tell us about climate, food, and more a century ago? *The Icelandic National Museum has information on research of this type.*

Icelandic / History/ Social Studies:

- ✧ Examine and read examples of the old Icelandic language, for example from Flateyjarbók. How were skin books made? Try imitating different styles of writing from hundreds of years ago with a feather pen and home-made ink. Compare writing styles through the ages. <http://www.handritinheima.is>
- ✧ It's amazing that Icelanders can still read 1000 year old texts. What changes have been made in spelling and pronunciation? *At the East Iceland Archives Museum in Egilsstaðir one can find printed editions of Flateyjarbók, Landnáma and the sagas with older text and more modern versions. Compare them, find similarities and differences, try reading or writing.*
- ✧ Viking-age poetry, such as rhymes, historical dances, dróttkvæði, etc. *Völuspá, Hávamál*
- ✧ Runic alphabets. *The newer and the older FUPARK. Translate runes, write with them and interpret them as more than letters of the alphabet. All kinds of information about the runes, creation and interpretation as well as examples, can be found on the internet.*

- ✧ Faith and religion. Influences of paganism and christianity on daily life. For example the influence on literacy and documenting. Upon what god was called for help? Who did the people trust and how did they endure hard times? What words or place names do we know that show some connection to religion?
- ✧ Destiny, omens and dreams. How do they appear in the sagas? How do they affect characters' lives? *Try holding a dream diary and see if you can interpret what you dream? Can you control some of what you dream? Do students know anyone who „knows“ or „sees“ things that not everybody has the ability to know and see?*
- ✧ Place names, ruins, assembly points, viking-age routes and places.
- ✧ Laws and both written and unwritten rules of society. Government and chieftains. *Grágásarbók lawbook has some amazing information and descriptions of crimes and the appropriate punishment.*
- ✧ Society's class system, responsibilities and duties of citizens.
- ✧ Character descriptions (physical and intellectual aspects, wealth, work methods or temperament), landscape and circumstances compared to descriptions in modern literature. If the morning newspaper would have advertised an opening for a job during the viking-age, what would the advertisement have looked like? What kind of job? What conditions would have been set? Try comparing to employment advertisements in modern society? What rules applied for those who had no employment?
- ✧ Chieftains – How is the word „rich or wealthy“ defined compared to then and today?
- ✧ Genealogy. How far back in time can students track their forefathers? Do they know where their forefathers lived, what they did, whether they had any known special talents? Do students live on farms or have close connections to places from the sagas?
- ✧ Trips to foreign countries in the sagas. What was the main reason or goal? When and how did the vikings travel? How long? With whom? How were these trips planned and carried out? If a modern travel agency would have existed during the viking age, what would an advertisement for a trip abroad look like? *A possibility for a class to work with a modern travel agency, offer information and ask what kind of trip they could set up for the vikings, help calculate the cost, who would have to be contacted, how and in what currency the trip could be paid, etc.*

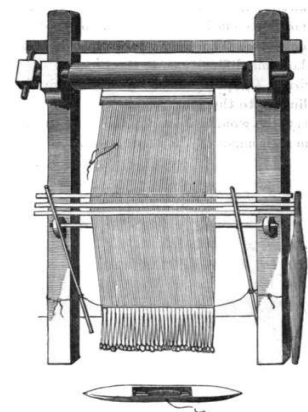
Home economics:

- ✘ Appliances and utensils for cooking and doing daily chores in the home. A butter churn, spindle, weaving loom, millstone, etc.
- ✘ Compare circumstances and how food was prepared or preserved before the days of refrigerators and stoves. Discuss how women could go blind and have bad coughs from the smoke in the kitchens. How was the smoke used? What were the pantries like and where were they?
- ✘ Nutritional health and calorie usage. *The vikings usually ate a variety of foods which they made themselves or traded with others here and abroad. Their need for energy was much higher than today, double or even triple, because of a completely different lifestyle.*
- ✘ Collect herbs and learn to dry them and keep for foods and tea. Creeping Thyme, Icelandic moss, Angelica, Lady's Bedstraw, Birch leaves, Yarrow, and Mountain Avens are examples of plants that are easy to pick and use in tea and other foods. *Though many Icelandic plants may be used internally, some can be poisonous or undesirable for pregnant women or children, so remember to use caution and find information on the plants to be used, especially mushrooms.*
- ✘ Icelandic moss in bread, oatmeal or with warm milk and brown sugar. Try eating them dry – bitter, but o.k.
- ✘ Angelica seeds used in bread
- ✘ Barley in porridge, pancakes, crackle-bread, etc.
- ✘ Berries with whipped cream, in juice or jelly with honey or other foods before the usage of sugar became common.
- ✘ Full-usage of animals for food, clothing, tools, and toys. *Keep in mind that vikings didn't drive to the store and buy something. All items were made, cherished, and used until no longer possible, and even then they were usually recycled into something else, for example the calf skins used in books was often taken and used to make shoes or some other necessity. Bones, horns, hooves, skin, hair, wool, blood, fat, ruminants, intestines, muscles, and even acids were used.*

- ✘ How and what foods, grains or vegetables were grown? What types of plants or foods were used for medicinal purposes? What diseases or injuries were the most common and how were they connected to food or lack thereof?
- ✘ Heating and lighting in homes. Try making a wick out of „fífa“ a cotton-like flower which grows in the bogs, putting it into cod-liver oil in a bowl-shaped stone or iron lamp (with a bit of the wick hanging out of the oil) and using it for a lamp. It's surprising how much light you will get, but be warned of the fishy smell! ☺ *Imagine those who had to knit, read, or do other such chores in the evening all had to sit around the light, because there were seldom many in the same room.*
- ✘ Invite someone to a viking get-together. Where should each person sit and why? Which foods will be offered and how will they be prepared? What entertainment will be offered? Will anything unexpected happen?

Textiles and sewing:

- ✘ Dye yarn or material with plants. *It's amazing how many dark and natural or bright and unusual colors can be made with plants.*
- ✘ Use a spindle to spin yarn and sew something with the yarn or use it to make a hat or mittens with needle-binding methods.
- ✘ Needle-binding. *A needle is used to sew the yarn in coils, fastening each with a few other coils in a way, that though the yarn may tear, the coils will not easily become undone, so unlike knitting, a hole does not form as easily. Used before knitting became common in Iceland and other countries. Many examples can be found on you-tube, and you can use almost any method you can think of.*
- ✘ Weaving using a standing warp-weighted loom. Rocks with holes in the middle were tied to bundles of warp to hold the yarn taut while weaving.



- ✧ Make a purse for runes or viking chess. The purse itself can be the board when it's open.
- ✧ Viking clothing and shoe-making
- ✧ Make accessories from natural materials, pearls, beads, stones, bones, wood, etc. or woven with wooden bobbins.
- ✧ Card-weaving
- ✧ Leather bags, belts, shoes, helmets, etc.
- ✧ Old Icelandic cross-stitching, refilssaumur, glitsaumur and other embroidery.
- ✧ Basket-making
- ✧ Runes from stones, clay, wood or other natural materials.



Building / Carpentry / Widdling/ Work shop:

- ✧ Iron-making – make brooches, needles, belt buckles, pot hooks, forks and more over and open fire.
- ✧ Bowls, spoons or mugs from wood, bone, horn or stone
- ✧ Fasten rings together as was done to make protective mail.
- ✧ Make a weaving loom like the vikings used, standing with rocks with a hole through them used as weights.
- ✧ Needles for needle-binding, made out of bone, horn or wood

✧ Wood bobbins for making fancy trimmings for clothing

✧ Viking chess pieces

✧ Cards for card-weaving

✧ Making rope



✧ Carve a drinking horn

✧ Build a model, small or large, of a viking ship.

✧ Model of a viking home. Size, organization, how were the rocks and turf made sturdy and thick?

✧ Make coal to use for iron-making or a campfire.



Other possibilities:

- ✕ Compare examples of furniture or what may have been found in a home from the sagas to today's homes, chores for boys and girls, what was a necessity and what items were considered a luxury.
- ✕ How were communications between males and females, what kind of respect was shown to men and women, who could own and what, how were weddings decided and performed?
- ✕ Virtues such as honesty, trustworthiness, etc. How did one know his friends and allies from his enemies? How did the need and even lawful duty to revenge affect friendships?
- ✕ Record a viking-age news cast. *See Fréttaskot úr fortíðinni on you-tube about the vikings coming from Norway to the West Fjords and about magic.*
<http://www.youtube.com/watch?v=bzko8Yajdjo&list=PL7ZIVgTmkpFoama6cAAI49WEEI36b6yvy>
<http://www.youtube.com/watch?v=xCD868TrMKE&list=PL7ZIVgTmkpFoama6cAAI49WEEI36b6yvy>
- ✕ Offer parents, travellers, or other guests participation in a variety of viking workshops.
- ✕ Offer short hikes or guided tours for residents or tourists. Students guide or provide information for the tour perhaps as a way to collect money for their class travel fund.
- ✕ Use Skype, write letters or send e-mail to foreign associates or students, for example in Norway, Sweden or North America, emphasizing on historical trails, remains, sailing routes, and the sagas connecting the two places.
- ✕ Field trips to the historical trails, ruins or places mentioned in the sagas. *There are many places in Iceland (and very likely in other countries!) where historical points or trails can be found and visited. Not only castles or battlefields are historical points. They could be a stream where an important decision was made, a small hill where something happened or something was seen, an old farm where a particular historical character lived, a rock wall built for some particular purpose, etc.*

** When using the sagas to find interesting possibilities keep in mind: transportation, clothing, daily life, weapons, battles, currency, descriptions, crafts, tools and methods of work, food, disease and cures, land cultivation, animals, communication, and the laws of society.*

Possible projects in cooperation with The Hrafnkels Saga

Organization or other associates:

- ✧ Mapping events, homes of characters, etc. for particular areas.
- ✧ Information for booklets for tourists or signs drawing attention to historical places.
- ✧ A guided tour of particular historical trails from the sagas, 30-60 minutes, walking or driving. In Icelandic or translated to other languages. Check the possibility of „Virtual visits or tours“ or guided tours for I-Phones / Smart Phones.
- ✧ Write, practice, and offer Icelandic or foreign visitors a historical-based play. Write a script for teenage work groups during the summer months. Contact travel agencies or cruise ships and let them know of this possibilities when visitors stop for short periods of time.
- ✧ Make historical-based games and such which amuse and get others interested, either pocket-games or on a wider scale, such as treasure hunts.
- ✧ Making viking clothing or learning particular crafts from the life of the people of the sagas.
- ✧ Use Skype, write letters or send e-mail to foreign associates or students, for example in Norway, Sweden or North America, emphasizing on historical trails, remains, sailing routes, and the sagas connecting the two places.

Other useful information: websites, books, CD's, DVD's, etc.

CD

Gunnar á Hlíðarenda, Musical based on Njáls saga. The Saga Singers 2002. gho@binet.is
s.487-8772

Sagnadans. Anna Pálína og Draupner 2004. Dimma, Reykjavík www.dimma.is *Stories in song and dance about the trials of daily life. A number of verses with a chorus between each. Texts included.*

Skálmöld. *A heavy metal band who sings about gods and the world of the pagan religion. Texts are well written with very visual descriptions or experiences.*

Stafnbúi. Book and CD with Steindór Andersen og Hilmar Örn Hilmarsson. 2012. 12Tónar. *Steindór is well-known for his performance of old Icelandic rhymes. Hilmar adds background music, a mixture of traditional and modern.*

Sturlunga – Battle of Iceland. Voces Thules 2009. www.vocesthules.is

Vikingaseiður – KRAUKA. 2001. www.krauka.dk *A variety of instruments can be heard, clear beat. Rhymes and other musical poems.*

Völuspá. Swany Getchell og Bob Paolinelli. *Getchell reads Völuspá to the background music of Paolinelli. Booklet with texts and other information included. Can be ordered from Eymundsson book-stores in Reykjavík or directly at swanyiceland@comcast.net .*

DVD

Myths and Sagas of the North. Woka Film 2008? www.wokafilm.at *Foreign documentary shown in Austria and Germany. Residents of each area in Iceland helped with the re-enacting. Some information misleading, but gives a basic overview of some events from the sagas and how people of the viking-age thought, acted, and reacted. In Icelandic, English, and German.*

Raddir Íslands. DVD from the Folk Music Center in Siglufjörður. *Rhymes and other poetic examples, vikivaki dances, and more. Icelandic and English.*

Viking Fighting Moves from the Sagas. Hurstwic 2013. www.hurstwic.com *Third CD from the Hurstwic group where examples of how weapons were used in the sagas are shown and explained. These examples can also be found on you-tube under the same name. Included is information about where to find the examples (in what sagas), what characters participate and under what circumstances. In English.*

BOOKS

Blót í norrænum sið. 1997. Jón Hnefill Aðalsteinsson. Reykjavík, Háskólaútgáfan. *Examples from the sagas and explanations of how belief affected the lives of Icelanders during the viking-age. What traditions and daily chores or words were connected to the pagan religion?*

Fornir fjallvegir á Austurlandi . *An experimental edition which a group of enthusiasts published, last reviewed in 1998. A collection of descriptions of old and newer routes and pathways that were commonly used in East Iceland before roads were built.*

Hrafnkels saga Freysgoða. 2009. Reykjavík, Iðnú. *Published in cooperation with the Hrafnkels Saga Organization. Perfect-size travel version of the saga, other basic information, maps, and descriptions of hiking and riding trails from the saga.*

Icelanders in the Viking Age- The People of the Sagas. 2010. William R. Short. North Carolina and London, McFarland and co. *Full of information about the daily life of Icelanders in the*

viking-age with examples from the sagas. In English. Order on www.hurstwic.org . Also available at the public library in Egilsstaðir.

Íslenskar lækningajurtir. 1998. Arnbjörg L. Jóhannsdóttir. Reykjavík, Mál og menning.
Medicinal Icelandic herbs.

Íslenskir söngdansar í þúsund ár . 2010. Sigríður Þ. Valgeirsdóttir. Reykjavík, Háskólaútgáfan.
A collection of dance descriptions and note scores from the viking-age to the middle of the 20th century.

Landnáma and the Icelandic sagas, Flateyjarbók (older and modern printings) and Grágás Lawbook from the 13th century. For East Iceland specifically: Vopnfirðinga saga, Saga Þorsteins hvíta, Hrafnkels Saga Freysgoði, Droplaugar sona Saga, Fljótsdæla, Gunnars þáttur Þiðrandabana, Þiðranda þáttur and Þórhalls, Þorsteins saga Síðu-Hallssonar and Ölkofra þáttur. *The sagas can be found in libraries, many homes, archives museums and on the internet. <http://www.snerpa.is/net/isl/isl.htm> The Archives Museum in Egilsstaðir, East Iceland has a copy of Flateyjarbók as well as newer versions which can be compared to the original making it easier to read the old Icelandic language.*

Leifur Eiríksson. 2004. *Student school material.*

Medicinal Plants of Iceland. 2012. Arnbjörg L. Jóhannsdóttir. Reykjavík, Mál og menning.
Photos, descriptions, and explanations as well as important facts.

Stafnbúi. Bók og geisladiskur með Steindóri Andersen og Hilmarí Erni Hilmarssyni 2012, 12Tónar. *Steindór Andersen presents Icelandic rhymes with a more modern touch of background music by Hilmar Örn Hilmarsson.*

Stærð veraldar. 2007. Pétur Halldórsson. Reykjavík, Salka.

Um jurtalitun. 1999. Matthildur Halldórsdóttir. Akureyri. *One of many books available about using plants to dye yarn and materials.*

Viking Weapons and Combat Techniques. 2009. William R. Short. Pennsylvania, Westholme.
Detailed descriptions of weapons, iron-making, iron mail and combat techniques of the vikings with examples from the sagas. In English. Order on www.hurstwic.org . Also available at the public library in Egilsstaðir.

WEBSITES

www.hrafnkelssaga.is *Homepage of the Hrafnkels Saga Organization. Information about the group's work, the saga itself, tour guides for I-Phone, annual celebrations and other projects.*

www.soguslodir.is *The Icelandic Sagatrail Association.*

www.hurstwic.com *A group of enthusiasts who have researched the sagas, seeking knowledge of what daily life was like for the characters, what tools and weapons they used and how.*

www.asatru.is *Information on the pagan gods (Óðinn, Freyr, Frigg, Njörður, Týr, Iðunn and more), Hávamál, Snorra-Edda, and Völuspá as well as information on the religion today.*

www.handritinheima.is *A collection of information about old scripts, how they were written, under what circumstances, etc. Different types of hand-writing through the centuries, ink-making, pen-making, how to work the skin for books or paper and much more.*

<http://www.arnastofnun.is/page/handritasafn> *Information about scripts which have been preserved.*

<http://www.youtube.com/watch?v=dYP0eIJrI0&list=PL7ZIVgTmkpFoama6cAAI49WEEI36b6vvy&index=8> *When Christianity became Iceland's main religion. (Kristni lögtekin). Fréttaskot úr fortíðinni. You-tube.*

<http://www.youtube.com/watch?v=bzko8Yajdjo&list=PL7ZIVgTmkpFoama6cAAI49WEEI36b6vvy> *Moving to a new country. (Í nýju landi). Fréttaskot úr fortíðinni. You-tube.*

www.youtube.com *Try searching for Viking Fighting Moves from the Sagas 1-9. Included information about the sagas where the examples that are shown originate.*

http://skemman.is/stream/get/1946/4660/11895/2/vikingafot_kennsluleidbeiningar.pdf *Marsibil Lillý Guðlaugsdóttir author of this document about how to sew viking clothing.*

<http://www.fva.is/harpa/sagnavefur/klaednadur/heimildaskra.html> *A list of sources about viking clothing.*

<http://www.thule-italia.net/sitoinglese/Viking%20Women.pdf> *Viking Costume Women by Barbara Atte Dragon, information and instructions for sewing women's' viking clothing.*

http://thorsonandsvava.sccspirit.com/pdf_files/Viking_handout_men.pdf *Information and instructions for sewing men's viking clothing.*

<http://sca.claypool.me/weaving/basictabletweaving.html> *A short and clear description of the basics in card-weaving.*

<http://www.cs.vassar.edu/~capriest/vikembroid.html> *Patterns, etc.*

<http://www.norsegirl.com/articles.html> og <http://www.norsegirl.com/tablet.html> *Patterns, descriptions, etc. for card-weaving. In English.*

<http://www.scribd.com/doc/58743381/Tablet-Weaving-Patterns-2> *Patterns and instructions for card-weaving. In English.*

<http://www.theloomybin.com/cw/> *Patterns and instructions for card-weaving. In English.*

<https://itunes.apple.com/us/app/smartguide-north-atlantic/id486217945?mt=8> og

<https://play.google.com/store/search?q=smartguide+North+Atlantic&c=apps> *Tour guide information of the sagatrails of Hrafnkels Saga and Fljótsdalshérað for I-phone, smart phones, Android and I-Pad.*

Ferðalok. Television documentary broadcast on RÚV (channel 1) in the beginning of 2013. No longer available directly on the internet, but perhaps possible to contact RÚV and get permission to show in the classroom. Examples of how archeological digs prove or disprove some events in the sagas, and show how many things in our daily life today are connected to the sagas or where events occurred.

A variety of videos on you-tube show needle-binding, weaving, and other handicrafts from the viking-age. ☺

©2013 Michelle Lynn Mielnik

Rev 0.0

30-October-2013

The most recent version of this document can be found at:

http://www.hurstwic.com/library/resources/sagas_in_classroom.pdf

For more information, please visit the Hrafnkels Saga Organization:

<http://www.hrafnkelssaga.is>