The Vikings in Ireland

Part 3: Assessing the impact of the Vikings on Irish society utilising loanwords and Norse names

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CLAR TAIGHDE THUAIDH THEAS
NORTH SOUTH RESEARCH PROGRAMME

Connection to the Curriculum Republic of Ireland

Strand one: The nature of history (pg. 16):

Elements	Students should be able to:
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
	1.2 consider contentious or controversial issues in history from more than one perspective and discuss the historical roots of a contentious or controversial issue or theme in the contemporary world
	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*
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
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
	1.11 make connections and comparisons between people, issues and events in different places and historical eras

Strand two: The history of Ireland (pg. 17):

Elements	Students should be able to:
Recognising key change	2.1 recognise how a pattern of settlement and plantation influenced identity on the island of Ireland, referring to one example of a pattern of settlement, such as the growth of towns, and one plantation
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
Applying historical thinking	2.11 make connections between local, personal or family history and wider national and/or international personalities, issues and events
	2.12 debate the idea that the 1960s was an important decade on the island of Ireland, referring to relevant personalities, issues and events
	2.13 analyse the evolution and development of Ireland's links with Europe

Northern Ireland Guidelines

Guidance for History at Key Stage 3:

Thinking Skills and Personal Capabilities

Thinking Skills and Personal Capabilities strands	Managing Information	Thinking, Problem-Solving and Decision-Making	Being Creative	Working with Others	Self-Management
Purpose	To develop learners' abilities in an information intensive environment	To engage pupils in active learning so that they can go beyond mere recall of factual information and the routine application of procedures	To encourage personal response of the learner by promoting dispositions for curiosity, exploration, experimentation and invention	To enable learners to engage in collaborative activities and to make the most of their learning when working with others	To help learners to become more self-directed so that they can manage their learning in new situations and in the longer term
Examples of processes in which pupils are involved	Asking, accessing, selecting, recording, integrating, communicating	Searching for meaning, deepening understanding, coping with challenges	Imagining, generating, inventing, taking risks for learning	Being collaborative, being sensitive to others' feelings, being fair and responsible	Evaluating strengths and weaknesses, setting goals and targets, managing and regulating self
Examples of contexts in History	Locating and collecting relevant information to sort, classify, sequence, compare/contrast and to analyse whole/part relationships when using historical sources as part of an enquiry Interpreting historians' ideas on a particular event/issue and analyse why they differ Collecting information from a range of historical sources about a significant episode in different formats e.g.	Analysing and evaluating different types of historical sources and assessing what value they have to a particular enquiry Develop causal reasoning by explaining the outbreak of the First World War or the origins of a movement e.g. slavery/ women's suffrage Explaining the similarities and differences between Arabic and Western medicine in the Middle	Designing a museum shelf about the Norman legacy Suggest hypotheses and look for alternative outcomes e.g. the outcomes of the Act of Union 1801 Framing/generating historical questions to begin a new enquiry e.g. what characterised the quality of life for poor people in medieval times?	Entering into the mind or feelings of a historical character through personal stories/eye witness accounts/ poetry/music and art in collaborative situations e.g. role play Develop the criteria for judging the motivations/ actions of an individual in history as part of a group discussion Using a reflective journal/learning log to develop their own sense of empathy e.g.	Planning and setting goals for a piece of research on a historical topic Predicting the outcomes of their research Improving own performance through the use of history skills walls/graffiti boards Knowing the next steps pupils need to take to improve performance to make a historical account better for example giving one

The Influence of the Vikings on Irish Society

- The Vikings left their mark on Ireland, especially in the case of weapon and military styles, technological advancements, fishing methods, seamanship and the development of a common 'material culture', as mentioned by Éamonn Kelly in clip 3, *'The Irish & the Vikings', National Museum of Ireland website:*

https://www.museum.ie/en-IE/Museums/Archaeology/Engage-And-Learn/Schools-Educational-Visits/Viking-Videos

- Some 50-80 loanwords enter the Irish language from Old Norse, words that are mostly based on newly introduced Norse technologies / new styles of technology *(Greene, 1976, 80)*, words concerning:
- Agriculture
- Sea-fairing and fishing
- Economy and commerce
- Warfare and political organisation
  Clothing
- Construction

Agriculture

- Irish **beoir** ‘beer’ (OldN. *bjórr*), Irish **punnann** ‘a shief of corn’ (OldN. **bundan*), Irish **pónair** ‘bean’ (OldN. *baunir*) and Irish **garrdha [garraí]** ‘fenced-in garden for growing of vegetables’ (OldN. *garðr*)
  (Greene, 1976).

Sea-Fairing and fishing

- The Vikings were famous for their seamanship, it is not surprising then that the majority of Norse loanwords are connected to sea-fairing, such as:

  Irish **bád** 'boat' (OldN. *bátr*), Irish **stiúir** 'rudder' (OldN. *styri*)

  With advancements in sea-fairing, and contact with the Vikings generally, the Irish were introduced to demersal fish (fish that live on the bottom of the sea / rivers):

  Irish **trosc** 'cod' (OldN. *þoRr*), Irish **langa** 'ling' (OldN. *langa*)

- Other loanwords reflect fishing technologies / techniques introduced by the Vikings, e.g.:

  Irish **dorgha [dorú]** 'fishing-line' (OldN. *dorg*)

(Greene, 1976)

Ling: https://www.seaangler.co.uk/fishing-tips/species/know-your-fish-ling/

Cod: https://www.britannica.com/animal/cod-fish-Gadus-species

Economy and Commerce

- Although Ireland has had a long history trading with Great Britain and the Continent, it was the Vikings who altered the nature and extent of Ireland's international commerce because of their access to trading networks all across Europe.

  The Vikings were also the first to mint coins in Ireland (as previously mentioned):

  Irish **margadh** 'market' (OldN. *marRaðar*), OldIr. **penning** 'penny' (OldN. *penningr*)

(Greene, 1976)

https://shorturl.at/fHILW

https://www.ribevikingecenter.dk/en/explore/ripa-market,-710-ad.aspx

Re-enactment of the Battle of Clontarf, 2014

Photograph by Gareth Chaney:
https://www.independent.ie/regionals/herald/brian-boru-sees-off-viking-armies-again/30203986.html

Warfare and political organisation

- Irish **suaitreach** [OldIr.**Suaittrech/ suairtlech**] ‘mercenary’ (OldN. *Svartleggja*, literally meaning‘black-handed axe’)
- OldIr. **targa/targe** ‘shield’ (OldN. *targa*)
- OldIr. **att** ‘hat, hood, helmet’ (OldN. *hattr*), Irish **iarla** ‘earl’ (OldN. *jarl*)

A Viking Brók:
http://www.vikingage.org/wiki/wiki/Trousers,_Hose_and_Brais#/media/File:Thorsberg_Trousers.JPG

Clothing

- Irish **cnap/cnaipe** 'button' (OldN. *Rnappr*)
- OldIr. **scuird** 'shirt, tunic, cloak' (OldN. *sRyrta*)
- Irish **bróg** 'hose, trousers' [later meaning 'shoe'] (OldN. *bróR*).

(Greene, 1976)

https://www.museum.ie/en-IE/Museums/Archaeology/Engage-And-Learn/Schools-Educational-Visits/Viking-Videos

Construction

- Irish **fuinneog** [OldIr. **fuindeog**] ‘window’(OldN. *vindauga*)
- Irish **sráid** ‘street’ (OldN. *straeti*) ‘cleared area around a house’
- and Irish **halla** ‘hall’ (OldN. *höll*).

(Greene, 1976)

Personal and Familial Names

- Norse personal names enter Irish also, e.g. :

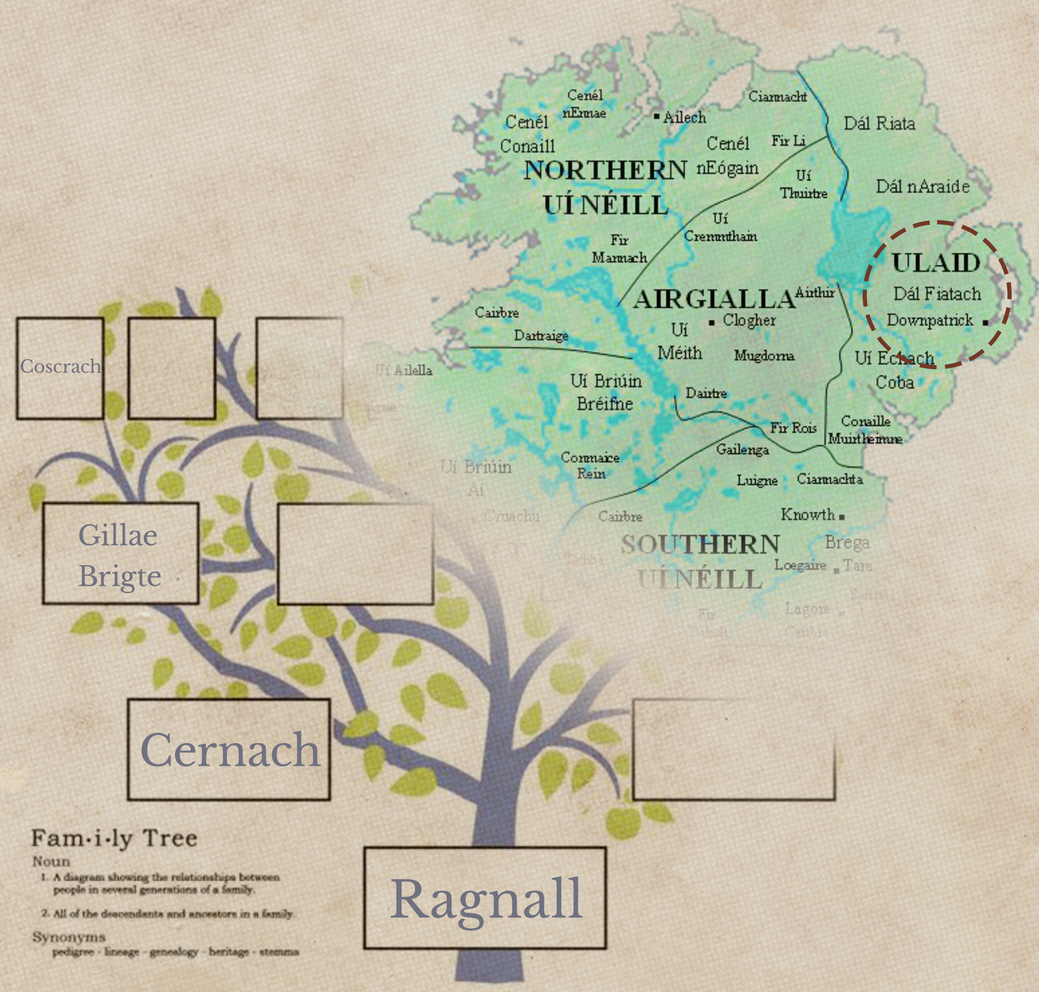
  Irish **Amhlaoibh** *(*OldN. *Olaf)*, **Mághnas** (OldN. *Magnus* < via Latin *magnus*, meaning 'great'), **Raghnall** (OldN. *Røgnvaldr*)

The Irish adopted these names as the Vikings and Irish integrated through marriage and adoption. For instance, a member of a branch of the Manaigh, living near the Ulaid in Co. Down, is named Ragnall in a 10th century genealogy. Manaigh are the same people after whom Fermanagh is named:

Genelach Manach 7 Monach la hUltu.
Ragnall mac Cernaich m. Gillae Brigte m. Coscraich m. Cenndubáin m. Duiligén (O'Brien, 1962, 327)

- These given names develop into surnames from the 11th century onwards, when the use of surnames develops as a practice:

  MacAmhlaoibh > MacAuliffe / MacAuley / **MacCauliffe** / **M**acCauley / MacCawley / **M**acCowley. MacLochlainn > McLoughlin. Mac Mághnais (/ **M**ánais) > McManus / Manus.



https://ga.delachieve.com/conas-a-chruthu-crann-teaghlaigh-an-clar-do-thogail-an-chrainn-ginealais/

Placenames

- Some Norse placenames have come down to us, surviving especially in English-language versions of names, e.g.:

  A number of placenames ending in **–ford** (OldN. *fjord 'inlet'*), such as: **Waterford, Wexford, Carlingford**.

  Placenames ending in **–low** (OldN. *low 'low-lying land / meadow'*), e.g.: **Wicklow, Arklow.**

- The English-language version of the Provinces **Munster, Leinster and Ulster**, have come about due to the influence of Old Norse also.

Snorri Sturluson, an Icelandic Norse scholar (1179–1241), mentions **Ulster**, using the form *Ulaðztir*. The basis of the word is essentially two Irish words, **Ulaidh, and tír**, 'land', but they are put together using Norse syntax (Sommerfelt, 1975, 75): i.e. word order and the Norse genitive-s (z in this case)—which still survives in English, e.g.. 'John's house':

Ulaðztir > Uladh + 's (z) + tír.

https://sites.rootsweb.com/~irlkik/ihm/ire900.htm

Task: the Work of an Historian

- **Pair Work:**
  What do the Irish loanwords tell us about the influence of the Vikings on Irish Society?

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