



NORTHMEAD CAPA HIGH SCHOOL

Viking Shipbuilding PBL Task: Year 8 History C, O, E, R

Due Date: Week 2 Term 2 (Monday 26th April)

Weighting: History: 40%, Mathematics: 10%

Driving question: Can we attribute our current ship building to the Vikings?

GOOGLE CLASSROOM CODE: [yyhag3d](#)

From 800 to around 1100 AD, the story of the Vikings in Britain is one of conquest, expulsion, extortion and reconquest. During this period many Vikings left their homelands in Scandinavia and travelled by longboat to other countries, like Britain and Ireland.

Vikings had a broad variety of ship types, including long, slender, shallow-draft warships and wider vessels designed for trade and transport. In general, the Vikings constructed robust ships which were capable of withstanding the strong winds and powerful waves of the North Sea, and even the North Atlantic. These ships would have carried settlers and their equipment west to the islands in the North Atlantic, as well as an even sturdier merchant ship for transporting cargo.

The Vikings also produced a variety of fishing boats, ferries and boats for sailing in inland rivers and lakes. Because Viking culture was often centered around creeks and streams that flowed into the sea the Vikings built these smaller boats intended to move cargo upstream to settlements and villages.

TASK

In groups of 4-5, students are to choose a digital medium (Google Slides, Prezi, Canva, Brochure, Booklet, Newspaper, Website or other) to create an informative and interesting online resource that incorporates both written and visual elements to present their research, data, graphs, solutions and informed judgement that compares current ship building to that of the Vikings.

The online resource should include multiple sections covering the following:

- **Research** the motives and actions of the Vikings
- **Identify** the location of the Viking conquests and exploration (include maps)
- **Describe** the cause and effect of shipbuilding on both the Vikings and the modern world
- **Create** a scaled 2D (or 3D) diagram of 3 Viking and 3 modern day ships
- **Present** ratios that compare the length of 3 Viking and 3 modern day ships
- **Identify** the key similarities and differences between Viking and modern day ship building designs and techniques
- **Present** information regarding how current ship building can be attributed to the Vikings
- **Make** an informed judgment (approx 500 words) using any choice of medium (paragraph, podcast, video, cartoon, newspaper article etc) on how Viking shipbuilding has impacted the modern world.
- **Bibliography** of resources used

FINAL PRODUCT- ONLINE DIGITAL RESOURCE

(Google Slides, Prezi, Canva, Brochure, Booklet, Newspaper, Website etc):

Team product

- Digital Resource (Google Slides, Prezi, Canva, Brochure, Booklet, Newspaper, Website etc)
- A scaled 2D (or 3D) hand drawn diagram of 3 Viking and 3 modern day ships
- Key similarities and differences between Viking and modern day shipbuilding designs and techniques
- Information on how current shipbuilding can be attributed to the Vikings
- Bibliography of resources used

Clearly labelled individual products (included in the digital resource)

- Ratio's comparing the length of 3 Viking and 3 modern day ships
- Your informed judgment (approx 500 words each)

FURTHER TASK GUIDANCE

Supporting Questions:

The way of life in Viking society (social, cultural, economic and political features) and the roles and relationships of different groups in society

- What were the key features of Viking society?
- Identify the different roles and relationships within Viking society.
- What are some of the locations of the Viking homelands
- What are some of the geographical features that helped shape Viking society and history?
- How was the everyday life of men, women and children in Viking society?
- What are some of the significant developments and/or cultural achievements that led to Viking expansion, including shipbuilding?
- What was the extent of Viking exploration and trade?
- How and why did shipbuilding technologies encourage Viking expansion?

Steps to completion

1. Brainstorm your need to know questions

- Create a list of the questions that you need to know in order to complete the task

2. Research Viking shipbuilding and complete a 2D (or 3D) diagram

- Identify and calculate the length, height and width of the following Viking Ships.
 - Gokstad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/gokstad/>
 - Oseberg - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/exhibitions/oseberg/>
 - Gjeldestad - <https://www.khm.uio.no/english/visit-us/viking-ship-museum/gjeldestad-ship/>
- Create a 2D or 3D diagram of the side of each of the above ships
- Create a 2D or 3D diagram of the top of each of the above ships

3. Research modern day shipbuilding and 2D Diagram

- Identify and calculate the length, height and width of the following modern day ships.
 - Symphony of the Seas - <https://www.bbc.com/news/av/world-43838805>
 - HMM Algeciras <https://www.marineinsight.com/know-more/top-10-worlds-largest-container-ships-in-2019/#:~:text=MSC%20Diana-,1.,vessels%20eco-friendly%20co>
 - HMAS Adelaide - <https://www.navy.gov.au/hmas-adelaide-iii>
- Create a 2D or 3D diagram of the side of each of the above ships
- Create a 2D or 3D diagram of the top of each of the above ships

4. Comparing the similarities and differences

- Compare some of the key similarities and differences between the Viking and modern day ships

5. Continuity and Change

- Identify the way Viking ships have influenced modern shipbuilding using a key range of historical terms

6. Make a judgement

- Using the research you have conducted, make an informed judgment (500 words) on how Viking shipbuilding has impacted the modern world.

SUBMISSION

One student in each group must submit the link to their website in the PBL Google Classroom (Code: **yyhag3d**)

This is NOT your normal class Google Classroom. Please join this new PBL classroom to submit your assessment. **You must use your @education.nsw.gov.au account** to join this classroom and create your online digital resource.

LESSON ALLOCATION

Mathematics:

- 80 minutes to refresh content previously taught in class. This will be spread over weeks 8-10

HSIE:

- Content related lessons during regular timetabled classes weeks 7-10 to teach water use, water scarcity, access to facilities and services and water management
- 2 Specific Task related lessons

Outcomes:

HSIE- History

HT 4-3: describes and assesses the motives and actions of past individuals and groups in the context of past societies

HT 4-7: identifies and describes different contexts, perspectives and interpretations of the past

HT 4-8: locates, selects and organises information from sources to develop an historical inquiry

HT 4.9: uses a range of historical terms and concepts when communicating an understanding of the past

HT 4.10: selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Mathematics

MA4-1WM: Communicates and connects mathematical ideas using appropriate terminology, diagrams and symbols

MA4 -2WM: Applies appropriate mathematical techniques to solve problems

MA4-2WM: Recognises and explains mathematical relationships using reasoning

Marking rubric

Marking Criteria History

Mark	Criteria
18 - 20	<ul style="list-style-type: none">● Clearly describes and assesses the motives and actions of past individuals and groups in the context of past societies● Clearly identifies and explains different contexts, perspectives and interpretations of the past● Accurately locates, selects and organises information from sources to develop an historical inquiry● Integrates a wide range of accurate and relevant historical terms and concepts when communicating an understanding of the past● Clearly selects and accurately integrates a wide range of appropriate oral, written, visual and digital forms to support communication about the past
15-17	<ul style="list-style-type: none">● Clearly describes and explains the motives and actions of past individuals and groups in the context of past societies● Clearly identifies and describes different contexts, perspectives and interpretations of the past● Locates, selects and organises information from sources to develop an historical inquiry● Integrates a range of relevant historical terms and concepts when communicating an understanding of the past● Clearly selects and uses a range of appropriate oral, written, visual and digital forms to communicate about the past
10-14	<ul style="list-style-type: none">● Describes and explains the motives and/or actions of past individuals and groups in the context of past societies● Identifies and describes different contexts, perspectives and interpretations of the past● Locates, selects and organises information from some sources that may be used as part of an historical inquiry● Includes historical terms and concepts when communicating an understanding of the past● Selects and uses appropriate oral, written, visual and digital forms to communicate about the past
5-9	<ul style="list-style-type: none">● Describes the motives and/or actions of past individuals and groups in the context of past societies● Describes different contexts/perspectives/ interpretations of the past● Uses information from some sources that may be used as part of an historical inquiry● Includes some historical terms and concepts● Uses some oral, written, visual and digital forms to communicate about the past
0-4	<ul style="list-style-type: none">● Describes the motives or actions of the past● May use information from sources● Includes basic historical terms and concepts● May use some basic oral, written, visual and digital forms to communicate about the past