

*A Route through the Past*

# **Archaeology**

## **Schools activity pack**

An educational resource for classroom use by students in association with *A Route through the Past* brochure

Produced by the Heritage Office of Wicklow County Council as an action of the County Wicklow Heritage Plan. For further information please contact:

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# *A Route through the Past*

## **INTRODUCTION**

Welcome to the Archaeology School Activities Pack produced by the Heritage Office of Wicklow County Council. The aim of this pack is to enhance student's appreciation for and understanding of, archaeology generally by using the N11, Newtownmountkennedy to Ballynabarney Road Improvement scheme, Co. Wicklow as a study area. This pack is designed for classroom use in conjunction with *A Route through the Past* brochure.

### **TARGET AGE GROUP**

Primary            Senior Classes  
Secondary        Junior Cert. History  
                         Transition Year

### **OBJECTIVES**

- To become familiar with the content of brochures *A Route Through The Past*
- To identify and understand some of the finds discovered along the N11
- To experience through guided visualisation, a sense of different ages in History
- To appreciate the importance of Archaeology, and gain an insight to current practice and issues.

### **USEFUL RESOURCE**

Junior Cert. Text Book sections on Archaeology, the Bronze Age and the Middle Ages.

### **SUGGESTED ACTIVITIES**

- ACTIVITY 1 –Stages of Archaeological Planning &Investigation
- ACTIVITY 2 – Guided Visualisation to the Bronze Age and Back
- ACTIVITY 3 - Guided Visualisation to the Middle Ages and Back
- ACTIVITY 4 - Student Quiz
- ACTIVITY 5 - Student Worksheet
- ACTIVITY 6 – Role-Play on Archaeological Finds

# *A Route through the Past*

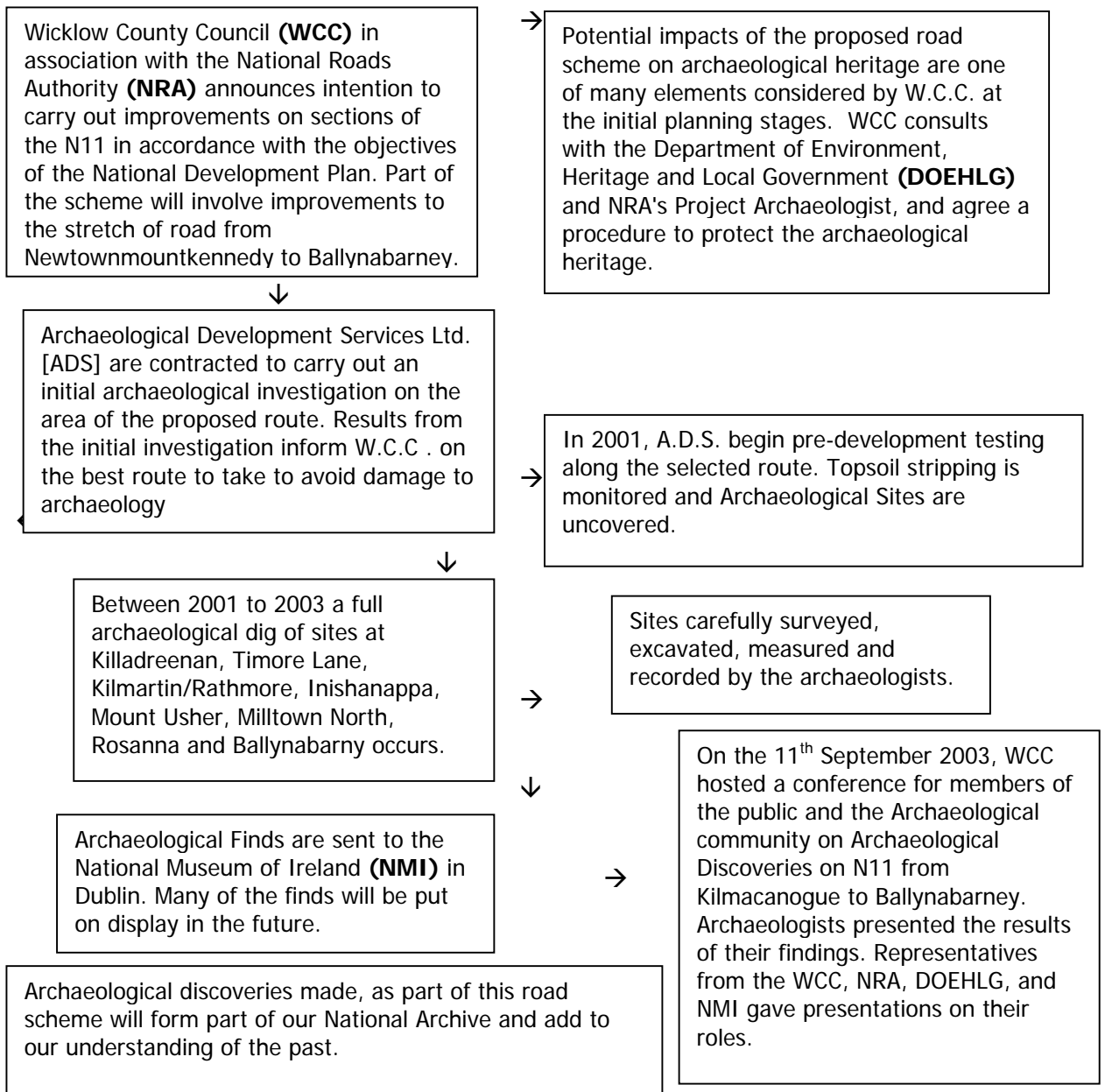
## **ACTIVITY 1 – Stages of Archaeological Planning & Investigation**

### **MATERIALS NEEDED**

- "A guide to NRA Archaeology" (this can be downloaded on [www.nra.ie](http://www.nra.ie) )

### **PROCEDURE**

Read the flowchart below showing the stages in Archaeological Planning and Investigation carried out in the study area. Using "A guide to NRA Archaeology" identify where the four stages (Planning, Testing, Excavation and Post Excavation) took place on the N11 as part of Newtownmountkennedy to Ballynabarney Road Improvement Scheme.



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## **ACTIVITY 2 – Guided Visualisation to the Bronze Age and Back**

*N.B. Only one Guided Visualisation should be attempted in any one class period.*

### **MATERIALS NEEDED**

- A quiet room with chairs for each student
- Copy of the 'Route through the Past' Brochure. Brochures can be downloaded from: [www.wicklow.ie/heritage](http://www.wicklow.ie/heritage)

### **PROCEDURE IN SUMMARY**

- Settle the class
- Read through the visualisation sensitively
- Allow time for students to walk around and stretch afterwards
- Follow-up by examining the finds shown on the 'Route Through the Past' Brochures

### **PROCEDURE IN DETAIL**

- ***Settle the Class***

Tell students that they will be going on an internal Journey back in time to understand more about life in Bronze Age Ireland. We are all different and some will find this exercise easier than others. If you cannot follow the images follow the words and stay quiet respecting others experience.

Ask students to sit comfortably in their chairs with their feet flat on the ground (uncrossed) their back fully supported by the chair, head straight and hands on lap (uncrossed). When they are sitting comfortably, ask them to gently close their eyes.

- ***Sensitively Read through the following visualisation..***

*" Be very aware of your feet on the ground, your back supported by the chair, sounds in the room and outside. Now, focus on your breathing and notice it gently moving in and out. As you are sitting there imagine that the place you are sitting in is a Time Machine, which you can use to travel back in time. Notice the controls in front of you. There is a green button for GO and a red button for STOP. The further back you go through History the quicker the Time Machine Travels. Look around the Time Machine and notice a suit. When you wear this suit nobody can see you and you are fully protected. Put on the suit. Now, when you are ready, sit comfortably in your control seat, key in Bronze Age and press GO.*

*Feel the force of the Machine as it revs up for take off. Images flash in front of you through the screen ..... tar macadam roads, congested traffic, railway lines, ports, mile upon mile of buildings and people hurrying along. As you travel back to the 1940's the landscape is less cluttered, there are fewer buildings, roads, cars and more green. You see more people out walking or on bicycles. Further back into the 19<sup>th</sup> century and you see people riding in horse drawn carriages or on horseback and of course walking. Where there once were houses and small villages you see fields filled with crops.*

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*The Time Machine speeds up and you flash back through the 18<sup>th</sup>, 17<sup>th</sup>, 16<sup>th</sup> centuries, Middle Ages, Early Christian Ireland, the Iron Age and the Celts until you arrive at your destination - the Bronze Age (2000 – 500BC). You press the red button STOP on your control pad. You get up from your seat, adjust your Time Suit so that it fits comfortably, press the door pad and disembark.*

*You are immediately aware of green trees everywhere. The grass is soft and springy underfoot and there is a dense texture to the atmosphere – the air smells sweet and is filled with the warbling of birdsong and the buzz of insects. Here and there flower colour catches your eye. In the distance you see smoke rising above the treetops and you make your way towards it. You follow a pathway through the trees that leads to the banks of a clear bubbling stream. As you walk along, the landscape opens up; you see cattle grazing and fields of ripening wheat and barley. In the distance you notice some people at the edge of the fields felling trees with axes made of stone.*

*You now hear the sounds of human voices close by and you walk towards them. Small children are running around laughing and playing. They are pretending to hunt deer and wild boar and are throwing sticks for spears. Older people are engaged in a number of tasks. You note that the smoke, which attracted you to this spot, is coming from a large fire located near the stream. Some women are using wooden sticks to push large hot rocks from the fire into a wood lined trough, which is filled with water collected from the stream nearby. The rock sizzles as it plunges into the water. The women now place a leg of deer wrapped in straw into the heated water. You recognise that what you are seeing is now known as a fulachta fiadh or burnt mound.*

*Further along the stream another heated trough is being filled with berries that turn the water, a bright orange. Women lower some woollen cloth into this and begin to push it around with sticks. They wear long loose dresses of wool and linen that are dyed in bright colours. They laugh and joke while they work. Their teeth are worn flat from the coarse grains that they eat. Their faces are lined and old looking and some have loud chesty coughs from bending over smoke fire.*

*A mound of disused stone hides yet another fulachta fiadh from view. An older man with long hair and a beard is lowering himself into the large trough of heated water to cleanse himself. This is preparation for a ritual that he will lead later.*

*You notice a large wooden fence on a ridge overlooking the stream. You climb up and find an entrance. Inside is a circular house 10.5m in diameter. It is built of wattle and daube and has a low entrance to the S.E. and a sloping roof. You bend down to go into the house and it takes your eyes a while to adjust to the darkness and the smoke that comes from a fire in the centre of the earthen floor. There are some reeds and rushes on the floor and to one side some animal skins and rough blankets of wool. You look up into the strange conical roof and notice that an inner circle of wooden poles supports it. Take some time to feel the damp mustiness and smells of the house.*

*You hear noise outside. Some men have returned with a red deer that they have killed with their spears. They had to track the injured deer for miles until its blood loss through injury had weakened it to the point of death. The women are delighted*

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*and quickly go to work skinning the deer so that its decaying body will not contaminate the skin and make it useless for clothing or footwear. They use flint scrapers designed for the job. The meat will be cooked later in the fulachta fiadh.*

*The men settle down to making more flint spears. First of all they take the sharp point of an antler and tap it firmly against a piece of flint at an angle. This creates a sharp edge. They continue to work on this to fashion arrowheads. These will be tied with leather strips to wooden sticks to form spears. One man works with cert rock to form a long spear that will be used to make a javelin. To save their wrists from injury as they chop sharply downwards the men wear wrist guards.*

*In another part of the courtyard outside the house two women are grinding wheat. To do this they place dried wheat grains on a piece of granite rock and then roll a ball of granite methodically over the grains to crush them. One of the women gathers the white powdered flour into a coarse pottery container. This will be used for cooking.*

*Also in the courtyard is a woman spinning thread from wool and another is weaving cloth on a wooden frame.*

*Suddenly a loud drumming sound vibrates through the air. Everybody stops what he or she is doing. The older people call the children from their play. Men and women go to the house and remove a flagstone on the floor to reveal gold ornaments. They put these in their hair, ears and nose and one or two have torcs to go around their necks. The group then sets off in sombre fashion towards a nearby enclosure on the ridge.*

*You follow them into the enclosure to see flames lick around an adult body lying prostrate on a wooden pyre. The people gather around and the older man you noticed bathing earlier steps forward and begins a chant which is taken up by the group. He wears a striking gold lunula around his neck. The drum fashioned from the bladder of a pig pulled tight over a wooden ring adds to the power of the humming. Eventually the body is burnt and the fire allowed to die down.*

*A young woman carries a large pottery urn to the site. It has patterns on the side and a wide mouth. With great care and dignity the ashes and burnt bone remains are put into the urn. This is handed to the older man who takes the urn with great ceremony to another part of the enclosure. In the ground a stone lined hollow is open to the sky.*

*The older man says something over the urn and then turns it upside down and places it in the cist grave. A stone is placed on top of the other stones to form an enclosed type of box. Earth is then placed over the grave. The young woman then sits on the site and begins to moan and wail. Other women join her and then encourage her to leave. Slowly people begin to drift away. You follow them back to the house where there seems to be eating and drinking underway.*

*It is time to return to your Time Machine. You follow the path back and find it where you left it. You press the control and enter. You take off the suit and put it back where you got it. You then sit comfortably at the controls, programme in today's date..... and press GO. You feel the power on the engine as the Time Machine revs into being and the centuries flash by as you return to the twenty first*

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*century. When you return to this moment at ..... On.....day in the month of ..... in the year 200.... You press the red button marked STOP. The Time Machine stops with a gentle thud. You get up and walk out. You come down the steps and press the pad to close the Time Machine completely.*

*Be very conscious of feeling your body sitting in your seat in this room, your feet on the ground, your hands on your lap. Once again become aware of your breathing and how refreshed you feel after your Time Travel journey. Become aware of what it feels like to be sitting there and when you are ready very gently open your eyes.*

- ***Allow the class to stand up and stretch. They may spend a short time walking around the room and sharing their experience of the visualisation.***
- ***Follow-up by looking at the finds on the Route through the Past Brochures. If you have time, use one of the suggested activities***

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## **ACTIVITY 3 - Guided Visualisation to the Middle Ages and Back**

*N.B. Only one Guided Visualisation should be attempted in any one-class period.*

### **MATERIALS NEEDED**

- A quiet room with chairs for each student
- Copies of the Route through the Past Brochure. Brochures may be photocopied or downloaded from [www.wicklow.ie/heritage](http://www.wicklow.ie/heritage)

Other Useful Resources: Junior Cert. Text Book sections on Archaeology, the Bronze Age and the Middle Ages.

### **PROCEDURE IN SUMMARY**

- Settle the class
- Read through the visualisation sensitively
- Allow time for students to walk around and stretch afterwards
- Follow-up by examining the finds shown on the *Route Through the Past*

### **PROCEDURE IN DETAIL**

- ***Settle the Class***

Tell students that they will be going on an internal Journey back in time to understand more about life in Medieval Times. We are all different and some will find this exercise easier than others. If you cannot follow the images follow the words and stay quiet respecting others experience.

Ask students to sit comfortably in their chairs with their feet flat on the ground (uncrossed) their back fully supported by the chair, head straight and hands on lap (uncrossed). When they are sitting comfortably, ask them to gently close their eyes.

- ***Sensitively Read through the following visualisation...***

*Be very aware of your feet on the ground, your back supported by the chair, sounds in the room and outside. Now focus on your breathing and notice it gently moving in and out. As you are sitting there imagine that the place you are sitting in is a Time Machine that you can use to travel back in time. Notice the controls in front of you. There is a green button for GO and a red button for STOP. The further back you go through History the quicker the Time Machine Travels. Look around the Time Machine and notice a suit. When you wear this suit nobody can see you and you are fully protected. Put on the suit. Now, when you are ready sit comfortably in your control seat, key in Middle Ages and press GO.*

*Feel the force of the Machine as it revs up for take off. Images flash in front of you through the screen ..... tar macadam roads, congested traffic, railway lines, ports, mile upon mile of buildings and people hurrying along. As you travel back to the 1940's the landscape is less cluttered, there are fewer buildings, roads, cars and more green. You see more people out walking or on bicycle. Further back into the 19<sup>th</sup> century and you see people riding in horse drawn carriages or on horseback and of course walking. Where there once were houses and small villages you see fields filled with crops.*



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*The Time Machine speeds up and you flash back through the 19<sup>th</sup>, 18<sup>th</sup>, 17<sup>th</sup> centuries and arrive at your destination the Middle Ages(1000-1500AD) and you press the red button STOP on your control pad. You get up from your seat, adjust your Time Suit so that it fits comfortably, press the door pad and disembark. You bring with you a dial that enables you to go forward or back in time for short periods.*

*You are in a small village. There are a number of crude houses with walls made of clay and straw roofs. Outside one of the houses you see a woman spinning thread. She suddenly gets up and goes into the house. She gets a section of bread, some cheese and a jug of milk and begins to walk to the outskirts of the village. You notice that the jug strap is decorated and made from red-bodied earthenware. She is making her way towards a rectangular enclosure (12m by 19m) with rounded corners surrounded by a ditch. The entrance is set low in the ground. She holds the bread farl and cheese in her apron and carries the jug with care.*

*There is a kiln in the enclosure with a flue out of which is belching thick black smoky air. There is a huge mound of chopped tree logs, a pile of sand and another of red clay on the ground. There are also hundreds of shards of broken pottery. A man, stripped to the waist, is stoking the fire. He turns to greet the woman with a warm smile as she approaches. It is time for a break. As the meal is set out on the ground the man delights the woman by handing her a set of blue beads styled in a circular fashion with a spiral pattern. They will make such a pretty necklace! He also shows her what he has been working on. It is a double-sided mould about 3cm wide. It has embossed button shapes on one side and a sun shaped star and arrowhead shape under it on the other side.*

*You are so interested in the scene that you unwittingly push the Time dial and find yourself vibrating as you move through time. The dial falls from your hand and you stop moving. When you have come to your senses you realise that you are still in medieval times or soon after. Immediately you are aware of the most fragrant of smells in the air and you find yourself in a beautiful landscaped garden. Take time to feel yourself here and notice the different sounds and smells ..... you hear the buzzing of the bees and feel the heat of the sun and the sweet aroma of herbs and flowers heavy in the warm air. There seem to be four different enclosures growing different types of plants.*

*First is the vegetable garden. It is grown on raised beds made from hazel wattle with hazel fences encasing the luxuriant growth. There is lettuce, lovage, marshmallow root, nettles, skirrets (onions to you), radish, sorrel, leeks, fennel, dandelion used for salads and tea, cucumber, cress and small white short growths that look like carrots. There are runner beans entwined in the hazel fencing at one end of the enclosure.*

*A second garden is filled with herbs. There is sage, basil, rosemary, mint, vervain, St Johns wort, hollyhock, marsh mallow, comfrey and many more. There is agrimony that heals cuts. Betony which protects one when asleep, borage for salads, cuckoo-pint for swelling, feverfew for stomach complaints and foxglove for heart complaints. There are herbs for healing and all manner of things. There is monkshood to use for rat poisoning soapwort for washing clothes, tansy for a face wash, saunders for a food dye and mandrake to be used in love medicines. You realise that this is the Pharmacy of its time.*

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*Another enclosure is filled with fruit trees. There are apple trees, pear trees and quince. Strawberries festoon the wattle surrounds and their red pulp shines in the sun. A number of beehives are at one end of this garden and the air is filled with the sound of their buzzing.*

*A final enclosure is divided by a walkway that runs through the middle. A wattle archway, entwined by a creeper rose, frames this. Smell its heady fragrance. Growing in the garden are iris, marigold, primrose, violets and huge swaths of purple lavender. There is the purple blue of columbine and the spicy clove like scent of pinks. At one end of this garden is a wooden bench. There is a thatched hut built from hemp and lime at one end of the garden. At another end is a wooden bench. You sit there for a while and enjoy the fragrant freshness.*

It is time to return to your Time Machine. You press your dial and find yourself back inside the Time Machine. You take off the suit and put it back where you got it. You then sit comfortably at the controls, programme in today's date..... and press GO. You feel the power on the engine as the Time Machine revs into being and the centuries flash by as you return to the twenty first century. When you return to this moment at ..... On ..... day in the month of ..... in the year 200.... You press STOP. The red button and the Time Machine stops with a gentle thud. You get up and walk out. You come down the steps and press the pad to close the Time Machine completely. *Be very conscious of feeling your body sitting in your seat in this room, your feet on the ground, your hands on your lap. Once again become aware of your breathing and how refreshed you feel after your Time Travel journey. Become aware of what it feels like to be sitting there and when you are ready very gently open your eyes.*

*Now stand up and stretch and spend a short time walking around the room.*

- ***Allow the class to stand up and stretch. They may spend a short time walking around the room and sharing their experience of the visualisation.***

***Follow-up by looking at the finds on the Route through the Past Brochures. If you have time, use one of the suggested activities***

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### **ACTIVITY 4 - Student Quiz**

Use Brochures *A Route through the Past* to answer the following questions.

- (i) Which of the sites excavated had evidence of both prehistoric habitation and Iron Age industry?  
\_\_\_\_\_
- (ii) What ritual function is suggested by the finds in Kilmartin/Rathmore?  
\_\_\_\_\_
- (iii) What is another name for burnt mounds? Suggest three possible uses.  
\_\_\_\_\_
- (iv) How many burnt mounds were excavated at Rathmore between Kilmartin and Inchanappa?  
\_\_\_\_\_
- (v) What do the archaeologists think the stone lined kiln found at the industrial site at Inchanappa was used for? Suggest another use?  
\_\_\_\_\_
- (vi) Which townland do historical documents suggest as being one of the finest landscape gardens in Co. Wicklow?  
\_\_\_\_\_
- (vii) What was the shape of the remains of the prehistoric house discovered in Ballynabarney?  
\_\_\_\_\_
- (viii) What was the use of the pits found to the south of the house at Ballynabarney?  
\_\_\_\_\_
- (ix) A ring ditch found at Mount Usher contains an internal structure outlined by wooden postholes. What might it have been used for?  
\_\_\_\_\_
- (x) What artefact was found in a bowl furnace (An enclosed space for heating minerals or metals or for making glass) at Rosanna?  
\_\_\_\_\_

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Answers to Quiz on *A Route through the Past* content.

- (i) Inchanappa
- (ii) Cremation and burial
- (iii) Fulachta fiadh Cooking, bathing or working with textiles
- (iv) 24
- (v) Corn drying kiln Firing or baking of pottery
- (vi) Townland of Rosanna
- (vii) Circular with a conical roof
- (viii) Storage/rubbish
- (ix) Cremation pyre
- (x) A double sided stone mould

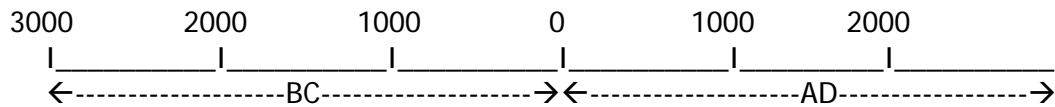
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## ACTIVITY 5 - Student Worksheet

Student Name: \_\_\_\_\_

Use Brochure *A Route through the Past* to answer the following questions.

- (1) The finds shown on brochure *A Route through the Past* are mainly from two periods in history. Mark in and name the periods on the Timeline below



- (2) Look at brochure *A Route through the Past - Archaeological Finds*. Identify three of the finds and for each one state its name, the period it was from and what it was used for.

<i>Name of Find</i>	<i>Period</i>	<i>Use of Find</i>

- (3) Of all of the finds shown on brochure which do you find most interesting and why?

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- (4) What is the purpose of Archaeology?

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- (5) Why do we need Archaeology?

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# *A Route through the Past*

## **ACTIVITY 6 – Role-Play on Archaeological Finds**

### **AIM**

- To increase awareness of N11 finds
- To raise issues related to rescue archaeology
- To debate the issues raised

### **TIME**

40-80 minutes [depending on student familiarity with topic]

### **MATERIALS NEEDED**

- Space for role-play
- Copy of *A Route Through the Past*
- Photocopied role-play cards
- Chalk or tape to outline grid

### **PROCEDURE**

- Explain to the class that they will be doing a Role-Play about Archaeological finds on the N11 and issues raised. The Role-Play takes place at one of the excavated sites. Charlene Bird, Chief News Reporter with RTE interviews the Archaeologists and others.
- Ask students to form groups of 2-4.
- Photocopy and cut out boxes (see next page) to use in Role-Play and assign to groups.
- Each group is to prepare the lines for their assigned character (see next page) and decide which member of the group will play that role. Groups will need access to brochures. Research assistant, 'Charlene Bird', Sound & Camera people need to be in the same group.
- While students are busy preparing the roles set the scene by drawing a grid shape on the ground or using sticky tape to form the outline of a grid.
- Cut out photocopied finds and place in a variety of locations on the grid. (Medieval finds may be above Bronze Age Finds).
- Perform the Role-Play
- Follow-up with a 'Studio Audience Discussion' on the role of Archaeology in society. Encourage students who have not spoken already to contribute. See 'Food for Thought' page for further ideas.

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✂ Cut out boxes below to use in Role-Play

<p><b>Charlene Bird, Chief News Reporter RTE</b>          - You need to explain the background to the excavation and know who you are going to interview and what you are going to ask them. You are in the preparation group with Research Assistant, Sound &amp; Camera Person</p>	<p><b>Research Assistant RTE</b>          - You need to know what the rescue archaeology digs were about, where they took place and who is important to interview to make a good story. You will need to be at hand to help Charlene Bird, and will be in her preparation group along with Sound and Camera Persons</p>
<p><b>Sound Person</b>          - You are in the preparation group with Charlene Bird, Research Assistant &amp; Camera Person</p>	<p><b>Camera Person</b>          - You are in the preparation group with Charlene Bird, Research Assistant and Sound Person</p>
<p><b>Chief Archaeologist from ADS</b>          - You need to give an overview of the work done</p>	<p><b>Archaeologist 1</b>          - You talk about a particular type of find made and how you went about the dig</p>
<p><b>Local Resident – ‘FOR’</b>          - You are very positive about the digs and how they enhance our knowledge of the past</p>	<p><b>Local Resident – ‘AGAINST’</b>          - You are very intolerant of the digs. They are delaying completion of the enlarged N11 and so extending your daily commute to work</p>
<p><b>Local Historian</b>          - You are very excited about the finds made and how they will increase our understanding of the archaeological heritage of the area. You believe that there should be a County Museum in order to display artefacts of Wicklow origin.</p>	<p><b>National Museum Curator</b>          - You talk about the importance of these finds in extending our understanding of this part of Ireland's past and in forming a valuable contribution to our national Archive.</p>
<p><b>Irate onlooker</b>          - You are furious that taxpayer's money is being spent on digging up the past when it could be better spent on health care or education for people who are alive now!</p>	<p><b>W.C.C. Heritage Officer</b>          -You talk of the importance of collecting information about all aspects of our heritage in order to make better informed decisions. You are enthusiastic about raising public awareness about archaeological finds, as this will lead to a greater appreciation and understanding.</p>
<p><b>Archaeologist 2</b>          - You talk about a particular type of find made and how you went about the dig</p>	<p><b>Archaeologist 3</b>          - You talk about a particular type of find made and how you went about the dig</p>

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## **"Food for thought "**

The following are a selection of different viewpoints that you may wish to refer to and/or consider in your discussion.

*"It is only through understanding of our past that we can really understand our present"*

*"Archaeological investigation causes delay and adds needless extra cost to infrastructural projects"*

*"What's the point in digging up objects that are only going to sit gathering dust in the basement of the National Museum in Dublin?"*

*" Archaeological excavation is by its nature destructive, in that it involves digging up sites and objects that have laid undisturbed for thousands of years. It is important therefore that where excavation does occur, it happens under licence and that everything is recorded using correct procedure"*

*"The impact of man upon the landscape can be found if you know where to look. History has left many clues behind. The study of Archaeology is all about fitting the jigsaw pieces together to get a glimpse of the big picture.*

*"We must improve our roads if we want to improve our economy"*

*"I can't afford to be late for work due to delays in road construction"*

*"Our heritage is a non- renewable resource, once a piece of history is destroyed it is gone forever"*



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## Some useful references

### Publications

- '*A Guide to NRA Archaeology*' produced by NRA National Roads Authority
- '*Archaeological Inventory of County Wicklow*' compiled by Eoin Grogan & Annaba Kilfeather, 1997.
- '*Guide to National and Historic Monuments of Ireland*', by Peter Harbison, 1992.
- '*The Liam Price Notebooks, Volumes 1 & 2*', Ed. by Christiaan Corlett and Mairead Weaver, 2002
- '*The Ordnance Survey Letters of Co. Wicklow*', Ed. by Christiaan Corlett and John Medlycott, 2000
- '*The Place-names of Co. Wicklow, Volumes 1-7*', by Liam Price. Pub. In 1980.
- '*Wicklow Archaeology and History, Volume 1 & 2*', Ed. by Christiaan Corlett & Aidan O' Sullivan
- '*Wicklow History and Society*', Ed. by Ken Hannigan & William Nolan, 1994.

### Web pages

- County Wicklow's Official Website- [www.wicklow.ie](http://www.wicklow.ie)
- The National Roads Authority- [www.nra.ie](http://www.nra.ie)
- The Dept. of Environment, Heritage and Local Government- [www.environ.ie](http://www.environ.ie)
- Archaeological Development Services Ltd. [www.adsireland.ie](http://www.adsireland.ie)
- National Museum of Ireland- [www.museum.ie](http://www.museum.ie)
- Heritage Council of Ireland- [www.heritagecouncil.ie](http://www.heritagecouncil.ie)
- Heritage Info.- [www.heritageireland.ie](http://www.heritageireland.ie)
- County Wicklow- [www.wicklowtoday.com](http://www.wicklowtoday.com)
- Environment- [www.enfo.ie](http://www.enfo.ie)
- National Development Plan- [www.ndp.ie](http://www.ndp.ie)
- East Coast & Midlands Tourism- [www.eastcoastmidlands.ie](http://www.eastcoastmidlands.ie)

### A selection of educational sites to visit in Co. Wicklow

- |                                      |   |
|--------------------------------------|---|
| Arklow Maritime Museum-              | Phone No.-0402 32866  |
| Avondale House and Forest Park       | Phone No. 0404 46111  |
| Bray Heritage Centre-                | Phone No. 01 2867128 <a href="http://www.bray.ie/heritagecentre.htm">www.bray.ie/heritagecentre.htm</a> |
| Glenroe Open Farm and Museum         | Phone No. 01 2872288 <a href="http://www.glenroefarm.com">www.glenroefarm.com</a>                       |
| Glendalough Monastic Visitor Centre- | Phone No. 0404 45325/45352  |
| Greenan Farm Museum and Maze-        | Phone No.(Day)-0404 46000 <a href="http://www.greenanmaze.ie">www.greenanmaze.ie</a>                    |
| Glencree Reconciliation Centre       | Phone No. 01 2829711  |
| Kilmacurragh Arboreteum, Rathdrum    | Phone No. 01 8377596  |
| Mount Usher Gardens                  | Phone No. 0404 40205/40116 <a href="http://www.mount-usher-gardens.com">www.mount-usher-gardens.com</a> |
| NEEC, Knocksink, Enniskerry          | Phone No. 01 2866609  |
| The Dwyer Macallister Cottage        | Phone No. 0404 45325  |
| Wicklow Mountains National Park      | Phone No.0404 45425/45338   |
| Wicklow's Historic Gaol              | Phone No. 0404 61599 <a href="http://www.wicklowshistoricgaol.com">www.wicklowshistoricgaol.com</a>     |