Facilitation Guide

Illuminated Manuscript

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Activity Summary:

Students will be creating an Illuminated Manuscript as a cover to their EOM narrative writing task.

OPTIONAL EXTENSION: Have students follow this same process to create an illuminated manuscript using themselves as the protagonist to represent their identity.

Why the Arts:

This will serve as a meaningful, exciting, and creative experience for students to be able to apply all that they have learned about the Middle Ages, social status, and identity through art. Students will have the opportunity to create Illuminated Manuscripts that represent the individuals they wrote about in their EOM tasks, creating beautiful artwork from all of the experiences they've had with the Middle Ages, identity, and social class during this module.

Assessment:

Reflection Questions:

- How does my Illuminated Manuscript show my protagonist's identity?
- What details can I use to describe my illuminated manuscript?
  - ***THINK****: descriptive language*
- What details in my Illuminated Manuscript show that it is set in the Middle Ages?
- How does my art work show the style of an Illuminated Manuscript?

Peer Review Checklist:

- Do my illustrations show my protagonist's identity?
- Does my work have details that show it is placed in the Middle Ages?
- Does my illuminated manuscript have a complete border?
- Does my work utilize the style of an Illuminated Manuscript?
- Does my letter utilize the style of illuminating letters from the slides?
- Is my entire page covered with paint, illustrations or drawings that represent the identity of my protagonist? NO BLANK SPACE!

Lesson Connections:

Grade 7, Module 1, EOM

Standards Alignment:

ELA:

RL.7.3 - Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

Connection to Module Goals/EOM Task:

The illuminated manuscript is the cover to the EOM student narrative. Students will use ideas and information from their narratives to create their illuminated manuscript to show their protagonists identity and social class.

Arts:

VA:Cr3.1.7A - Reflect on and explain important information about personal artwork in an artist statement or another format.

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Wit & Wisdom Instructional Routines:

Notice and Wonder

Recommended Student Materials:

Paper or cardstock paper
Pencil
Paint or colored pencils
Paint brushes
Sharpie or black marker/pen
Cups for water
Access to water

Brain Targeted Teaching Considerations:

BT1 – Emotional Climate:

Give students background information and visual examples.

Remind students that we are all artists and anything we create is art.

OPTIONAL: Teachers have rough drafts to show students that drawings do not have to be perfect.

BT2 – Physical Environment:

Remind students that we are all artists and we shouldn't be judging artwork/illustrations.

Teachers may want to put desks in a group for students to share water cups or paint.

Teacher makes sure all materials are in the room for the activity.

The teacher makes sure to designate a drying area for artwork to dry.

The teacher should remind students not to mix paint colors and to thoroughly clean the brushes after each use.

Other Considerations:

This activity gives students an opportunity to take all that they have learned about social hierarchy in the Middle Ages and how it can either limit or support one's identity. It allows students to develop ideas and create illustrations that will represent their protagonist's identity through their illuminated manuscripts.

Teacher Background:

- What an illuminated manuscript is
- What an illuminated manuscript looks like
- How an illuminated manuscript was used in the Middle Ages
- How illuminated manuscripts were made during the Middle Ages
- Steps to create illuminated manuscript
- Criteria for success

Student Prerequisites:

- Middle Ages Social Hierarchy
- Attributes and items that represent social classes in the Middle Ages

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Steps for Implementation:

1. Building Background Knowledge

Teacher presents slideshow to students to give background information about Illuminated Manuscripts. Teacher has the steps visible to all students at all times.

2. Criteria for Success

Teacher reminds students that their Illuminated Manuscript should mirror the protagonist from their EOM narrative.

Teachers remind students of criteria for success. Students should have a checklist for the criteria for success to check as they go. **Slide #12**

3. Creating the Illuminated Manuscript

Teacher or student helpers pass out all materials.

Students use pencils to draw their borders and illustrations that represent their character on their paper.

Students use paint or markers/colored pencils to color or paint their borders, illuminated letters and illustrations.

4. Finalizing

Students trace around the edges of the illustrations with a permanent marker/ black marker or pen to add details and bring illustrations to life.

Remind students that they will have to let their artwork dry in order for paint colors to set in before proceeding to the use of Sharpie or black marker/pen.

Students go through the checklist to ensure they include everything necessary.

OPTIONAL: Students may use these same instructions to complete another illuminated manuscript to represent their identity once finished the artwork that represents their protagonist identity from their EOM narrative task.