



The Eyes of Man... Hands of Faith: The Heavenly Art of Illuminated Manuscripts

OVERVIEW

Step back in time into the Middle Ages. Examine the history of Medieval books and the passion for and artistry of illuminated manuscripts. Marvel at the skills of illuminators in the Middle Ages as learners create a humorous, modern day version of an illuminated manuscript utilizing rustic quills and brushes. This active, hands-on lesson offers an exciting combination of technology mediums, and promotes “brain-friendly” strategies for all learners.

TIME ALLOTMENT

Five 45 – 50 minute class periods

SUBJECT MATTER

English / Art / Social Studies / Foreign
Language / Humanities

LEARNING OBJECTIVES

Students will be able to:
Create a chart of major developments in the
history and development of Medieval books

and illuminated manuscripts, including
important examples of these documents.

Create a PowerPoint presentation on the
materials and procedures needed to create an
illuminated manuscript.

Create a modern example of an illuminated
manuscript utilizing many of the ancient
processes.

STANDARDS

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS
TEKS

(<http://www.tea.state.tx.us/teks/index.html>)

§117.54. Art, Level III

(c) (3) (A) Study a selected period, style, or movement in art.

§123.47. Computer Applications

(c) (6) (B) Identify, select, and sequence the proper computer resources to complete a project.

(c) (6) (D) Use a variety of computer resources to complete a project.

§110.55. Humanities

(b) (1) (B) Recognize the major historical and cultural movements as reflected in various art forms.

(b) (1) (G) Read widely to see connections (commonalties) that literature shares with fine arts.

(b) (2) (E) Identify and analyze how various art forms are a reflection of history such as political, social, and philosophical movements.

§113.33. World History Studies

(c) (1) (C) Apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.

(c) (20) (A) Identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures.

(c) (20) (C) Identify examples of art, music, and literature that transcend the cultures in which they were created and convey universal themes.

MEDIA COMPONENTS

BOOKS

Reynolds, Peter H. The Dot. Candlewick Press, 2003.

A children's book about a child who doesn't think she is good at art

COMPACT DISC

"La Prime Estampie Royal." Ensemble Alcatraz Danse Royale. Elektra Nonesuch, 1990.

"La Ultime Estampie Real." Ensemble Alcatraz Danse Royale. Elektra Nonesuch, 1990.

Two Medieval dance compositions illustrate period secular music

COMPUTER SOFTWARE

"PowerPoint." Microsoft Windows XP, 2002. Software for creating visual presentations

"Windows Media Player." Microsoft, 2003. Software for playing visual and audio media on your computer

DVD

"Medieval Manuscripts. Films for the Humanities and Sciences. Video recording on the process of creating an illuminated manuscript

VIDEOS

"Books and Kings." Discovery of Art. Kultur. Video recording showing priceless illuminated manuscripts belonging to French Royalty

WEBSITES

http://www.getty.edu/art/collections/presentation/p41_111642-1.html

Website has excellent video clips on Making Illuminated Manuscripts

<http://www.portaportal.com>

Excellent free website for creating categories and lists of website bookmarks under each category

MATERIALS

PER CLASS

- 100 pages of 8 ½ " X 11" parchment paper
- 60 feather quills
- 30 felt tip calligraphy pens - fine tip – black ink

2004 MASTER TEACHER
Jack Alton Strawn

- 30 felt tip calligraphy pens – medium tip – black ink
- 60 small artist brushes
- 10 small jars of metallic gold paint
- 10 sets of acrylic paint (assorted eight color sets)
- 60 sharpened pencils
- 30 rulers
- 20 small bowls of water
- 2 rolls of paper towels
- 10 poster boards – assorted colors
- 30 packages of assorted eight water color markers
- 10 glue sticks
- 1 ream of white 8 ½ “ X 11” paper

PER COOPERATIVE GROUP OF 2-3 STUDENTS

- 1 glue stick
- 10 sheets of white 8 ½ “ X 11” paper
- 1 poster board
- 3 calligraphy pens - fine tip – black ink
- 3 calligraphy pens – medium tip – black ink
- 6 small artist brushes
- 1 jar of metallic gold paint
- 1 set of acrylic paint (assorted eight colors sets)
- 6 sharpened pencils
- 3 rulers
- 2 bowls of water

PER STUDENT

- 1 feather quill
- 2 artist brushes
- 2 sheets of 8 ½” X 11” parchment paper
- 3 sheets of paper towels
- 1 package of water color markers (assorted eight colors)

PREP FOR TEACHERS

1. Duplicate Student Resources sheets (one set per student in class).

**THE EYES OF MAN...HANDS OF FAITH:
THE HEAVENLY ART OF ILLUMINATED MANUSCRIPTS**

2. Bookmark the Internet sites from the Media Components on www.portaportal.com.
3. Load Windows Media Player on your computer.
4. Preset and cue the first video clip on video tape, "Discovery of Art: Books and Kings," for the learning activities.
5. Preset and cue the DVD, "THE MEDIEVAL MANUSCRIPT – ART & FUNCTION," to Chapter One for the learning activities.
6. Preset your opening music, Track 12 - "La Prime Estampie Royal." [Ensemble Alcatraz Danse Royale on the CD player.](#)
7. Set out materials on a table for easy access by the students.

**INTRODUCTORY ACTIVITY:
SETTING THE STAGE**

1. **TEACHER NOTE:** As students enter the classroom, teacher will play tracks 12 & 13 on the [Ensemble Alcatraz Danse Royale](#) compact disc. (00:06:37 in length) to change learners' brain state for better focus on the lesson.
2. **FOCUS FOR MEDIA INTERACTION:** Music is used to alter learner states of mind. Students will just enter the room and listen to the period music.
3. **PRESET** music CD to Track 12 - "La Prime Estampie Royal" and Track 13 - "La Ultime Estampie Real." [Ensemble Alcatraz Danse Royale.](#) Elektra Nonesuch, 1990.
4. Press **PLAY** on the CD player.
5. Press **STOP** after Track 13 "La Ultime Estampie Real ends (00:06:37 minutes).

6. **TEACHER NOTE:** The teacher will say, “Welcome. Today I would like to begin with a tale of self- doubt, courage, and faith. This could be a story about anyone of us in this room. Listen to The Dot by Peter H. Reynolds.”

7. **TEACHER NOTE:** The teacher will read the story, “The Dot” by Peter H. Reynolds to the class. Following the reading, the teacher will ask the following questions to the class:

Have you ever felt the same way about creating an art project?

Answer: (No specific right or wrong answer. Students will share personal positive and/or negative experiences about creating art in classes.)

Raise your hand if you consider yourself to be artistic?

Answer: (Students will raise hands if they consider themselves to be artistic.)

Why do you think you are artistic?

Answer: (Student responses will vary depending upon personal experiences.)

Of those of you who did not raise your hands, did anyone ever make you feel like you are not artistic, and why?

Answer: (Student responses will vary depending upon past experiences.)

What does this story say about how we look at art?

Possible answer: (We either look at art through the eyes of the artist or through our own eyes (viewer of the art).

Possibly, one of these perspectives may illustrate a more educated view of the art.)

8. **HANDS-ON ACTIVITY: TEACHER NOTE:** The teacher will say, “Each person will need colored markers and

one sheet of 8 ½ “ X 11” white paper. Your assignment is to create your self-portrait using only dots on the paper. You may not use any lines in your creation, only dots. You may use any of the eight colors of water color markers. Your time limit is 20 minutes. When I call time, all markers must be placed back in the packages. You may begin your self-portraits.”

9. **TEACHER NOTE:** The teacher will say, “Stop” when time has expired. The teacher will say, “Does anyone wish to share their self-portrait in dots.” The teacher may ask the students the following questions:

Does your self-portrait reflect your self-image as an artist?

Possible Answers: Student responses will vary depending upon their feelings.

How did you feel being the artist?

Answer: Student responses will vary depending upon their feelings.

(The purpose of this activity is to give the students a common experience of being an artist who must produce a finished product under a time restraint. Some students may find this art project relaxing, while others may be quite stressed. It is important to honor the feelings of both types of students.)

9. **TEACHER NOTE:** The teacher will say, “I would like to thank those of you who shared your creation with the class. Now, take your self-portrait and place it in your notebook.”

10. **TEACHER NOTE:** The teacher will say, “We now begin a fascinating journey back in time to the Middle Ages as we explore the development of books. From the eyes of man and the hands of faith, books became priceless works of heavenly art, illuminated manuscripts.”

LEARNING ACTIVITIES

LEARNING ACTIVITY #1

1. **TEACHER NOTE:** The teacher will say, "Let us briefly explore the history of books in the Medieval period."
2. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the DVD, students will identify and record answers to the questions on the history of books from Chapter One on the DVD, The Medieval Manuscripts. The teacher will say, "Read questions 1 - 2 from Chapter One on the Student Resource pages. Look for the answers to these questions as you carefully view and listen to the information."
3. **PREPARE** to play DVD Chapter One. **CLICK** on "Chapter One" on the DVD menu screen to select Chapter One for viewing. (00:02:22 minutes).
4. **CLICK** on the **play button** (right arrow button) on Windows Media Player screen to begin viewing Chapter One.
5. **PREPARE** to click on the **stop button** (button with the square box) on Windows Media Player screen to stop viewing Chapter One after the big, thick illuminated book is unlatched and opened. **CLICK** on the **stop button** after the narrator says, "No wonder that manuscripts were handled with care. They were unique and priceless property."
6. **TEACHER NOTE:** Students will pair with a partner to answer the Chapter One questions 1 and 2. After a few minutes the teacher will ask the students for the correct answers. Teacher answers are found on the Teacher Resource pages.

7. **TEACHER NOTE:** Check to see that students have the correct answers to Chapter One questions 1 and 2 on their Student Resource page. Ask if anyone has a question regarding Chapter One on the brief history of books in the Medieval period.

LEARNING ACTIVITY #2

1. **TEACHER NOTE:** The teacher will say, "Let us next examine the process of creating vellum or parchment."
2. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the DVD, students will identify and record answers to the questions on parchment from Chapter Two on the DVD, The Medieval Manuscripts. The teacher will say, "Read questions 3 - 9 from Chapter Two on the Student Resource pages. Look for the answers to these questions as you carefully view and listen to the information."
3. **PREPARE** to play DVD Chapter Two. **CLICK** on "Chapter Two" on the DVD menu screen to select Chapter Two for viewing. (00:03:28 minutes).
4. **CLICK** on the **play button** (right arrow button) on Windows Media Player screen to begin viewing Chapter Two.
5. **PREPARE** to click on the **stop button** (button with the square box) on Windows Media Player screen to stop viewing Chapter Two after one sees folded vellum pages being stacked, and a printing press is running copies. The sounds of the printing press are heard. **CLICK** on the **stop button** as you see and hear a running, modern printing press.

6. **TEACHER NOTE:** Students will pair with a partner to answer the Chapter Two questions 3 and 9. After a few minutes the teacher will ask the students for the correct answers. Teacher answers are found on the Teacher Resource pages.
7. **TEACHER NOTE:** Check to see that students have the correct answers to Chapter Two questions 3 thru 9 on their Student Resource page. Ask if anyone has a question regarding Chapter Two on creating vellum or parchment.

LEARNING ACTIVITY #3

1. **TEACHER NOTE:** The teacher will say, "After making the parchment, it must be prepared before the scribes, copyists, and illuminators begin."
2. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the DVD, students will identify and record answers to the questions on preparing the parchment from Chapter Three on the DVD, The Medieval Manuscripts. The teacher will say, "Read questions 10 – 15 from Chapter Three on the Student Resource pages. Look for the answers to these questions as you carefully view and listen to the information."
3. **PREPARE** to play DVD Chapter Three. **CLICK** on "Chapter Three" on the DVD menu screen to select Chapter Three for viewing. (00:04:10 minutes).
4. **CLICK** on the **play button** (right arrow button) on Windows Media Player screen to begin viewing Chapter Three.
5. **PREPARE** to Click on the **stop button** (button with the square box) on Windows Media screen to stop viewing Chapter Three after the narrator will

say, "Copying a book with different copyists could take a month or even several years." The screen will show an illumination of a copyist with green and red within a square space. The words "Silos Beatus 12 Century" will appear on the screen. **CLICK** on the **stop button** as you see a man typing at a computer with office sounds in the background.

6. **TEACHER NOTE:** Students will pair with a partner to answer the Chapter Three questions 10 thru 15. After a few minutes the teacher will ask the students for the correct answers. Teacher answers are found on the Teacher Resource pages.
7. **TEACHER NOTE:** Check to see that students have the correct answers to Chapter Three questions 10 thru 15 on their Student Resource page. Ask if anyone has a question regarding Chapter Three on preparing the parchment for writing and illumination.

LEARNING ACTIVITY #4

1. **TEACHER NOTE:** The teacher will say, "Let us look at the writing process on these manuscripts."
2. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the DVD, students will identify and record answers to the questions on writing from Chapter Four on the DVD, The Medieval Manuscripts. The teacher will say, "Read questions 16 – 20 from Chapter Four on the Student Resource pages. Look for the answers to these questions as you carefully view and listen to the information."
3. **PREPARE** to play DVD Chapter Four. **CLICK** on "Chapter Four" on the DVD menu screen to select Chapter Four for viewing. (00:02:55 minutes).

4. **CLICK** on the **play button** (right arrow button) on Windows Media Player screen to begin viewing Chapter Four.
5. **PREPARE** to click on the **stop button** (button with the square box) on Windows Media Player screen to stop viewing Chapter Four after a gong is heard and the screen shows the title of "The Illumination." The narrator will say, "He painted initials, borders and small scenes. His work lent a rich and festive work to the codex." When the screen shows a man in a tie as he is reciting from an illuminated manuscript, **CLICK** on the **stop button**.
6. **TEACHER NOTE:** Students will pair with a partner to answer the Chapter Four questions 16 thru 20. After a few minutes the teacher will ask the students for the correct answers. Teacher answers are found on the Teacher Resource pages.
7. **TEACHER NOTE:** Check to see that students have the correct answers to Chapter Four questions 16 thru 20 on their Student Resource page. Ask if anyone has a question regarding Chapter Four on writing on the parchment.

LEARNING ACTIVITY #5

1. **TEACHER NOTE:** The teacher will say, "Illumination on the manuscripts had specific purposes. Let us explore the illuminators' beliefs which enriched the manuscript text."
2. **FOCUS ON MEDIA INTERACTION:** To give students a specific responsibility while viewing the DVD, students will identify and record answers to the questions on illumination from Chapter Five on the DVD, The Medieval Manuscripts. The teacher will say, "Read questions 20 – 24 from Chapter Three on the Student Resource pages. Look for the answers to these questions

as you carefully view and listen to the information."

3. **PREPARE** to play DVD Chapter Five. **CLICK** on "Chapter Five" on the DVD menu screen to select Chapter One for viewing. (00:02:40 minutes).
4. **CLICK** on the **play button** (right arrow button) on Windows Media Player screen to begin viewing Chapter Five.
5. **PREPARE** to click on the **stop button** (button with the square box) on Windows Media Player screen to stop viewing Chapter Five after hearing strange spirit voices singing as the screen zooms out on a red illumination. **CLICK** on the **stop button** as the screen shows a photograph on a light board being cut with a knife.
6. **TEACHER NOTE:** Students will pair with a partner to answer the Chapter Five questions 21 and 24. After a few minutes the teacher will ask the students for the correct answers. Teacher answers are found on the Teacher Resource pages.
7. **TEACHER NOTE:** Check to see that students have the correct answers to Chapter Five questions 21 and 24 on their Student Resource page. Ask if anyone has a question regarding Chapter Five on illumination. After questions have been answered, debrief and review all of the answers to the DVD questions.

LEARNING ACTIVITY #6

1. **TEACHER NOTE:** The teacher will say, "Let us look at a video clip from the J. Paul Getty Foundation on writing on parchment manuscripts."
2. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the website, students will identify the process of making quills

and ink. Students will focus on how mistakes were erased on the parchment on the website, "J. Paul Getty Trust: Making Manuscripts: Writing."

TEACHER NOTE: The teacher will say, "Look at the process of making the quills and ink. Check to see how scribes and illuminators were able to erase mistakes on the parchment."

3. **PRESET** <http://www.portaportal.com> on the computer.
4. **CLICK** on the hyperlink -- http://www.getty.edu/art/collections/presentation/p41_111642-1.html
Website of the J. Paul Getty Trust has excellent video clips on Making Illuminated Manuscripts
5. **CLICK** on the video clip entitled, "Making Manuscripts: Writing." The program will load and begin to play. (00:01:23 minutes)
6. The video will **STOP** automatically when it is completed.
7. **TEACHER NOTE:** The teacher will ask the class, "How did they make the quills?" Answer: Soaked feathers in water, dried in hot sand, cut quill tips, cut a slit in the quill for the ink, sharpened the tip.
8. **TEACHER NOTE:** The teacher will ask the class, "What materials did they use to create black ink?" Answer: gall nuts from oak trees, carbon (lamp black)
9. **TEACHER NOTE:** The teacher will ask the class, "How did scribes or illuminators erase mistakes on the parchment?" Answer: used a sharp knife to scrape the ink or paint off of the parchment
10. **TEACHER NOTE:** The teacher will say, "Let us look at a second video clip from the J. Paul Getty Foundation on illuminating manuscripts."
11. **FOCUS FOR MEDIA INTERACTION:** To give students a specific responsibility while viewing the website, students will identify the process of illuminating a manuscript. Students will focus on the steps the illuminator took to create his art on the manuscript as they watch the video clip on the website, "J. Paul Getty Trust: Making Manuscripts: Illuminating." **TEACHER NOTE:** The teacher will say, "Focus on the procedures the illuminator took to create the beautiful art on the manuscript."
12. **CLICK** on the red X to close the Real One Player window on the computer screen.
13. **CLICK** on the video clip entitled, "Making Manuscripts: Illuminating." The program will load and begin to play. (00:01:22 minutes)
14. The video will **STOP** automatically when it is completed.
15. **TEACHER NOTE:** The teacher will ask the class, "What mediums did illuminators use to decorate the manuscript pages?" Answer: paint and precious metals
16. **TEACHER NOTE:** The teacher will ask the class, "What procedures did the illuminator follow to create the beautiful decorations on the manuscript page?" Answer: drew basic design on page, added the gold or metal first, applied gum or plaster on the design to hold the gold, stuck the gold leaf down on the gum, brushed away excess gold leaf, illustrated the design with colors made from vegetable dyes, painted the paler shades first, then painted the darker tones later, added black outlines and delicate white highlights

17. **CLICK** on the red X to close the Real One Player window on the computer screen.
18. **CLICK** on the red X to close the J. Paul Getty Trust website.
19. **CLICK** on the red X to close the <http://www.portaportal.com> website.
20. **TEACHER NOTE:** The teacher will say, "Illuminators using this long and tedious process created some of the world's finest religious art."

LEARNING ACTIVITY #7

1. **TEACHER NOTE:** The teacher will say, "Let us examine the design details on a beautiful example of an illuminated manuscript from around the year, 1400."
2. **FOCUS ON MEDIA INTERACTION:** To give students a specific responsibility while viewing the video clip the first time, students will examine the overall design of the illuminated leaf and the details of the border design. The teacher will say, "On the first viewing of this video clip, focus on the overall design of the illuminated leaf and the details of the border design. Afterward, we will list the design elements we discovered on this beautiful manuscript." The teacher will use the [Discovery of Art: Books and Kings](#) video.
3. **PRESET** video clip to begin after Book #1 where there is recorder music and a black ink drawing of a priest riding a horse with three other men. Press **STOP** after the drawing of a jester, a man, and a donkey. The opening screen of the video clip should start with an open book and the title, Catalina #2 de Salluste.
4. **PREPARE** to play video clip from [Discovery of Art: Books and Kings](#). (00:00:40 minutes)
5. Press **PLAY** to begin video clip on the Catalina #2 de Salluste illuminated manuscript.
6. **PREPARE** to **PAUSE** the video tape clip after the narrator says, "One can also find in their library in Paris..." and an illuminated oval is on the screen. Press **PAUSE**.
7. Press **REWIND** so the video clip is running backwards while viewing it.
8. Press **STOP** to **RESET** the video clip again at the opening screen for Catalina #2 de Salluste.
9. **TEACHER NOTE:** Students will debrief the design details they viewed. The teacher will ask the class, "What overall design elements were used on the illuminated leaf?" Answers: Miniature painting, borders – detailed and straight line calligraphy, reflects patterns in nature, subtle and dramatic contrasts of colors, geometric patterns, not centered on the page, colorful miniature scene. The teacher will ask, "What did you notice about the border details?" Answers: Highly detailed, straight borders, use of tints and shades of color, leaf pattern borders, fine line details
10. **FOCUS ON MEDIA INTERACTION:** To give students a specific responsibility while viewing the video clip for the second time, students will examine the leaves detail on the illuminated manuscript. The teacher will say, "On this viewing of this video clip, focus on the detail of the leaves in the design. Then, we will list our discoveries." The teacher will use the [Discovery of Art: Books and Kings](#) video.

11. **PREPARE** to replay video clip from Discovery of Art: Books and Kings. (00:00:40 minutes)
12. Press **PLAY** to begin video clip on the Catalina #2 de Salluste illuminated manuscript.
13. **PREPARE** to **STOP** the video tape clip after the narrator says, "One can also find in their library in Paris..." and an illuminated oval is on the screen. Press **STOP**.
14. **TEACHER NOTE:** The teacher will say, "Describe the details of the leaf border design." Answer: fine black outlines on each leaf, liquid gold leaves, use of scrolling vines, fine color lines
15. **TEACHER NOTE:** The teacher will say, "You have just examined the fine details of an exceptional illuminated manuscript from 1400. Imagine the difficulty of creating such a beautiful masterpiece with quill pens and fine hair brushes. These fine details are necessary to illustrate the belief that example and image move the heart more than words."

CULMINATING ACTIVITY

TEACHER NOTE: The teacher will say, "Before our journey ends, you will create an illuminated manuscript and apply the knowledge you have just gained in the lesson.

Here are your guidelines for the project:

- Create a modern illuminated manuscript using materials provided.
- Select a humorous Latin phrase from the list found in your Student Materials.
- Utilize the illuminated manuscript procedures explored in the lesson.
- Reflect on "The Dot" story before you begin the creative process."

TEACHER NOTE: When the projects have completely dried, create a gallery of students' illuminated manuscripts.

CROSS-CURRICULAR EXTENSIONS

ART

Visit local museums or online virtual tours of museums with illuminated manuscript collections.

Develop a catalog listing of these major illuminated manuscript examples.

Create an Art Department website on Illuminated Manuscripts linking to famous examples, museum collections, and new student produced illuminated manuscripts.

ENGLISH

Research and write the histories of major historical books from the Middle Ages to the Renaissance periods.

Post these histories on the English Department's webpage.

SOCIAL STUDIES

Research, develop, and produce multimedia presentations on the historical importance of Illuminated Manuscripts, the development and production of Illuminated Manuscripts, and quality examples from various countries.

MUSIC

Research famous composers of the Middle Ages and Renaissance periods.

Create and publish a book of short biographies of the major composers of the Middle Ages and the Renaissance periods.

COMMUNITY CONNECTIONS

SOCIAL STUDIES

2004 MASTER TEACHER
Jack Alton Strawn

Host a community-wide history fair on the historical aspects of illuminated manuscripts and books.

Present the best multimedia presentations on the history of illuminated manuscripts.

MUSIC

Have instrumental ensembles from band perform period music from the Middle Ages and Renaissance at the history fair.

Have small choir ensembles perform vocal music from the Middle Ages and Renaissance at the history fair.

LATIN

Have students from the Latin classes write and recite original poetry in Latin at the history fair.

ENGLISH

Research the availability of illuminated manuscripts leaves and documents for sale. Create pamphlets to assist new collectors of manuscript leaves in locating reliable dealers and best prices. Hand out these pamphlets at the history fair.

THEATRE ARTS

Dressed in period costume, students will become street performers in the Middle Ages or Renaissance periods.

ART

Research current cases of art fraud or forged illuminated manuscripts being sold in the United States.

Email dealers of illuminated manuscripts with questions about the business of selling illuminated manuscript leaves.

LIBRARY

Create a display in the library of books on the history of books, illuminated manuscripts, and The Book of Kells.

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Contact your local public library to have them also do a display of materials on illuminated manuscripts.

HOME ECONOMICS

Prepare food from the Middle Ages and Renaissance periods to serve at the community history fair.

GOVERNMENT

Develop a Service Learning project partnering with you local public library. Create goals, objectives, and a long-range plan for the joint project to develop an illuminated manuscript collection for the library. Assist with fundraising to help the public library purchase authentic Medieval leaves or complete books of illuminated manuscripts. Work in partnership with the public library staff to create a new permanent display of the new manuscripts or books. As part of the project, students should learn the history of each leaf or book. Service Learning students will serve as tour guides for school groups visiting the newly created illuminated manuscript collection at the library.

STUDENT MATERIALS

- “The Medieval Manuscript - Art & Function”
- Humorous Latin Phrases

TEACHER MATERIALS

- Answer Key

**ADDITIONAL TEACHER AND
STUDENT RESOURCES**

BOOKS

2004 MASTER TEACHER
Jack Alton Strawn

De Hamel, Christopher. A History of Illuminated Manuscripts. Phaidon Press Limited, 1994.

A book on the history of illuminated manuscripts

Gullick, Michael. The Treasury of Decorative Arts: Calligraphy. Moyer Bell, 1996.
A book of calligraphy techniques and styles

Masterpieces of the J. Paul Getty Museum: Illuminated Manuscripts. The J. Paul Getty Museum, 1997.
A companion book on illuminated manuscripts to the J. Paul Getty Trust website

Meehan, Bernard. The Book of Kells: An Illustrated Introduction to the Manuscript in Trinity College Dublin. Thames and Hudson, 1994.
A historic illuminated manuscript from Trinity College in Dublin

Mutherich, Florentine and Joachim E. Gaehde. Carolingian Painting. George Braziller, Inc., 1976.
A book on the history of Carolingian painting

Reynolds, Peter H. The Dot. Candlewick Press, 2003.
A children's book about a child who doesn't think she is good at art CD-ROM

"Horae Beatae Mariae Ad Usum Romanum." The Lessing J. Rosenwald Collection, Library of Congress. Octavo.Com. France, 1524.
A rare illuminated manuscript from 1524 on CD-ROM

COMPACT DISC

"La Prime Estampie Royal." Ensemble Alcatraz Danse Royale. Elektra Nonesuch, 1990.

"La Ultime Estampie Real." Ensemble Alcatraz Danse Royale. Elektra Nonesuch, 1990.
Two Medieval dance compositions illustrate period secular music

COMPUTER SOFTWARE

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"PowerPoint." Microsoft Windows XP, 2002.
Software for creating visual presentations

"Windows Media Player." Microsoft, 2003.
Software for playing visual and audio media on your computer

DVDS

"The Lindisfarne Gospels: A Masterpiece of Anglo-Saxon Book Painting." Films for the Humanities and Sciences.
Video recording of a historic Anglo-Saxon illuminated manuscript

"Medieval Manuscripts. Films for the Humanities and Sciences.
Video recording on the process of creating an illuminated manuscript

VIDEO

"Books and Kings." Discovery of Art. Kultur.
Video recording showing priceless illuminated manuscripts belonging to French Royalty

WEBSITES

ART OF THE MIDDLE AGES

"Art of the Middle Ages"
<http://witcombe.sbc.edu/ARTHmedieval.html>
An outstanding website of Art of the Middle Ages

CREATING ILLUMINATED MANUSCRIPTS

"Calligraphy and Illumination Links"
<http://moas.atlantia.sca.org/topics/call.htm>
Excellent source of Internet Links on Calligraphy and Illumination

"Getty: The Collections"

http://www.getty.edu/art/collections/presentation/p41_111642-1.html
Website has excellent video clips on Making Illuminated Manuscripts

"Medieval Manuscript Manual"

<http://www.ceu.hu/medstud/manual/MMM/index.html>

Medieval Manuscript Manual Website

“Octavo and Index of terms and processes”
<http://www.octavo.com/collections/marginalia/>

Index of manuscript terms and processes

DESIGN ELEMENTS AND TECHNIQUES
“How to Lay Down Colours for Illumination”
<http://www.antir.com/scribes/basic-painting-meth.html>

Basic painting and laying color techniques for creating Illuminated Manuscripts

FILMS FOR THE HUMANITIES AND SCIENCES

“Films for the Humanities and Sciences @ Films.Com”

<http://www.films.com>

Source for the DVD, The Illuminated Manuscripts

GALLERIES OF ILLUMINATED MANUSCRIPTS

“The Age of King Charles V”

<http://www.bnf.fr/enluminures/aaccueil.shtml>

Incredible website of 1,000 illuminations from the French National Library

“Early Manuscripts at Oxford University”

<http://image.ox.ac.uk/>

Wonderful website of Early Manuscripts at Oxford University

“Illuminated Manuscripts”

<http://www.providence.edu/dwc/medmanu.htm>

Excellent links to Illuminated Manuscript Collections on the Internet “Illuminated Manuscripts on the Web”

<http://www.libsci.sc.edu/bob/class/clis710/StudentWebGuides/illume.htm>

Wonderful links to Illuminated Manuscripts on the Internet

“Illumination”

<http://www.medievalarthistory.com/manuscripts.html>

Great links to Medieval Illumination Web Sites.

“Leaves of Gold”

<http://www.leavesofgold.org/>

Treasures of Manuscript Illumination from the Philadelphia Collections

“Medieval Illuminated Manuscripts – National Library of the Netherlands”

<http://www.kb.nl/kb/manuscripts/>

Outstanding website of Medieval Illuminated Manuscripts in the Netherlands

GRAPHIC ELEMENTS

“Free Illuminated Manuscript Web Graphics”

http://www.alfredom.com/free_web_graphics.htm

Free downloadable design elements for Illuminated Manuscripts

HISTORY OF ILLUMINATED MANUSCRIPTS

“A Brief History of Illuminated Manuscripts”

<http://www.historicpages.com/texts/mshist.htm>

Excellent website on the history of Illuminated Manuscripts with links to conservation links and images of illumination.

“Catholic Encyclopedia -- Illuminated Manuscripts”

<http://newadvent.org/cathen/09620a.htm>

Great website on the History of Illuminated Manuscripts

“Writing Materials and The History of Books and Printing: Some Related Links”

http://members.tripod.com/~Dante_6/paleo.htm

Excellent links on the History of Books, Illuminated Manuscripts, and Printing.

KLRN TELEVISION

“KLRN: The Learning Place”

<http://www.klrn.org>

Informative website on San Antonio’s Public Broadcasting Station

KURTUR

“Kurtur: Keeping the Arts Alive!”

<http://www.kulturvideo.com>

Source for video, “Discovery of Art: Books and Kings.”

2004 MASTER TEACHER
Jack Alton Strawn

**THE EYES OF MAN...HANDS OF FAITH:
THE HEAVENLY ART OF ILLUMINATED MANUSCRIPTS**

**REPUTABLE ILLUMINATED MANUSCRIPT
DEALERS**

Guide to world languages writing systems and alphabets

“Griffon’s Medieval Manuscripts”

<http://www.griffons.com/>

Excellent source for authentic manuscripts
leafs

“Mackus Company”

<http://www.mackusco.com/companyinfo.htm>

Outstanding source for authentic manuscript
leafs

“Charles Edwin Puckett”

<http://www.cepuckett.com/>

Excellent source for authentic manuscript leafs

RARE BOOKS ON CD-ROM

“OCTAVO: The Future of the Past”

<http://www.octavo.com>

Outstanding source for rare books on CD-ROM

PBS

“Be More Connected – PBS”

<http://www.pbs.org>

Great resources on PBS television, video, and
teacher materials

PORTAPORTAL.COM

“Portaportal.com”

<http://www.portaportal.com>

Excellent free website for creating categories
and lists of website bookmarks under each
category

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

“The Texas Education Agency”

<http://www.tea.state.tx.us/teks/index.html>

Site of the Texas Essential Knowledge and Skills
lists for all grade levels

**WORLD LANGUAGES ALPHABETS AND
WRITING SYSTEMS**

“Omniglot: A Guide to Writing Systems”

<http://www.omniglot.com/writing/atoz.htm>

APPENDIX A: STUDENT RESOURCE – “THE MEDIEVAL MANUSCRIPT – ART & FUNCTION” DVD

“THE MEDIEVAL MANUSCRIPT – ART & FUNCTION” ~ DVD

Chapter 1 – History of Books

1. Until the 15th Century, the recording of events or spreading ideas was only by _____, oral traditions, or pictorial representations.
2. Manuscripts were unique and _____.

Chapter 2 - The Parchment

3. Animal skins were soaked in _____ for a consistent amount of time.
4. The fur was _____ off the skins.
5. The _____ were stretched on a frame.
6. _____ or _____ was cut away with a flat knife.
7. Rubbing lime and _____ on the skin smoothed and polished the surface of the stretched skin.
8. The _____ was cut into sheets with a sharp knife.
9. The sheets are _____ and gathered into sections for binding.

Chapter 3 - Preparing the Parchment

10. Writing _____ were traced quickly on the parchment to give the book a uniform look.
11. In order to work more quickly, _____ were pricked through an entire section of parchment and gave a uniform look to the manuscript.
12. All of this was not done randomly, but by predetermined _____ and depended upon the nature of the text: a bible, a book of hours, law documents, or liturgical manuscripts.
13. The _____ could now start their work.
14. The manuscript had meaning to the copyist and shown a higher _____.
15. Copying a book often copied by several copyist could take

_____ or even several _____ to complete.

Chapter 4 – Writing

16. To prevent misunderstandings about the order of the sections, they were marked with _____ or _____ words.
17. Signatures and catch words served to facilitate the correct _____ of the book.
18. When the writing was done, the rubricator would accent words or letters in _____ ink.
19. During the early Middle Ages, almost all of the scribe work was done in _____.
20. This changed around the year _____.

Chapter 5 – The Illumination

21. _____ and _____ marked the beginning of the parts of the text.
22. The _____ skillfully painted scenes which related to the writing and explained it.
23. In _____ manuscripts, illuminations encouraged meditation.
24. In the Medieval period, it was the belief that _____ and _____ moved the heart more than words.

APPENDIX B: HUMOROUS LATIN PHRASES

HUMOROUS LATIN PHRASES

Te audire non possum. Musa sapientum gixa est in aure.
(I can't hear you. I have a banana in my ear.)

Vacca Foeda!
(Stupid cow!)

Sentio aliquos togatos contra me conspirare.
(I think some people in togas are plotting against me.)

Quantum materiae materietur marmota monax si marmota monax materiam posit materiarum?
(How much wood would a woodchuck chuck if a woodchuck could chuck wood?)

Tuis pugis pignore!
(You bet your bippy!)

Feles mala!
(Bad kitty!)

Quomodo cogis comas tuas sic videri?
(How do you get your hair to do that?)

Cave canum
(Beware of dog)

Me transmittite sursum, caledoni
(Beam me up, Scotty.)

Fac ut gaudeam
(Make my day.)

Ne auderis delere orbem rigidum meum!
(Don't you dare erase my hard disk!)

Noli me vocare, ego te vocabo.
(Don't call me, I'll call you.)

Canis meus id comedit.
(My dog ate it.)

Vidistine nuper imagines moventes bonas?
(Seen any good movies lately?)

Radix lecti
(Couch potato)

Viri sunt Viri.
(Men are slime.)

Es debilem vinculum, vale!
(You're the weakest link, goodbye!)

2004 MASTER TEACHER
Jack Alton Strawn

THE EYES OF MAN...HANDS OF FAITH:
THE HEAVENLY ART OF ILLUMINATED MANUSCRIPTS

Braccae tuae aperiuntur
(Your fly is open.)

In dentibus anticis frustum magnum spiniciae habes
(You have a big piece of spinach in your front teeth.)

APPENDIX C: TEACHER RESOURCE – “THE MEDIEVAL MANUSCRIPT – ART & FUNCTION” DVD ANSWER KEY

ANSWER KEY
“THE MEDIEVAL MANUSCRIPT – ART & FUNCTION” - DVD

Chapter 1 – History of Books

1. Until the 15th Century, the recording of events or spreading ideas was only by _____manuscripts_____, oral traditions, or pictorial representations.
2. Manuscripts were unique and _____priceless_____ property_____.

Chapter 2 - The Parchment

3. Animal skins were soaked in _____lime_____ for a consistent amount of time.
4. The fur was _____shaved_____ off the skins.
5. The _____skins_____ were stretched on a frame.
6. _____Meat_____ or _____fat_____ was cut away with a flat knife.
7. Rubbing lime and _____pumis_____ on the skin smoothed and polished the surface of the stretched skin.
8. The _____skin_____ was cut into sheets with a sharp knife.
9. The sheets are _____folded_____ and gathered into sections for binding.

Chapter 3 - Preparing the Parchment

10. Writing _____guide_____ _____lines_____ were traced quickly on the parchment to give the book a uniform look.
11. In order to work more quickly, _____pinpoints_____ were pricked through an entire section of parchment and gave a uniform look to the manuscript.
12. All of this was not done randomly, but by predetermined _____proportions_____ and depended upon the nature of the text: a bible, a book of hours, law documents, or liturgical manuscripts.
13. The _____copyist_____ could now start their work.
14. The manuscript had meaning to the copyist and shown a higher _____reality_____.

15. Copying a book often copied by several copyist could take ____months____ or even several ____years____ to complete.

Chapter 4 – Writing

16. To prevent misunderstandings about the order of the sections, they were marked with ____signatures____ or ____catch____ words.

17. Signatures and catch words served to facilitate the correct ____binding____ of the book.

18. When the writing was done, the rubricator would accent words or letters in ____red____ ink.

19. During the early Middle Ages, almost all of the scribe work was done in ____monasteries____.

20. This changed around the year ____1200____.

Chapter 5 – The Illumination

21. ____Initials____ and ____borders____ marked the beginning of the parts of the text.

22. The ____illuminators____ skillfully painted scenes which related to the writing and explained it.

23. In ____religious____ manuscripts, illuminations encouraged meditation.

24. In the Medieval period, it was the belief that ____example____ and ____image____ moved the heart more than words.