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## Educator's Forum

CLASSROOMS: From the art of calligraphy, to the process of book design, to the theological concerns of the project, we find a variety of topics from which to build curriculum. As the project progresses we will continue to create classroom support material for teachers of all learning levels.

# *The Saint John's Bible* Curriculum for Catholic and Christian Grade Schools

## Introduction:

How can one describe the beauty of the written word of *The Saint John's Bible*? The wondrous formation of the letters on the pages of vellum and the shimmering illuminations glimmering on the page! The intricate details of the butterflies, the insects and the natural pictures are depicted as though the creatures are alive and have momentarily alighted to read the words. The sheer wonder of the number of hours invested in this work and the thought of a team of artists, scribes and graphic designers working on this project, but more than working; these mere mortals are re-creating an amazing book—the Bible! And in the beginning of this 21st century we are witnesses to this historical and inspirational event!

*The Saint John's Bible* was born out of a lifelong dream of one man, Donald Jackson, to hand-write the Word of God. In 1998, after many months of collaboration and prayer, St. John's University and Abbey commissioned Jackson to create this hand-written bible. This Bible, *The Saint John's Bible*, is a \$4 million dollar, 8-year project for a bible for the 21st century.

St. John's University is a Benedictine school in Collegeville, Minnesota. The Benedictine abbey, home to about 200 monks, is one of the largest abbeys in the world. The commissioning of this work is a monumental undertaking by the school. However, this project fits in with the university's long-standing commitment to Scripture and book arts. The Hill Monastic Manuscript Library is housed on the campus and has one of the most extensive microfilm collections of rare and ancient books and manuscripts in the world.

The text of the Bible is written in English. It is expected to be over 1,000 pages in seven volumes. An eighth book, the Book of Honor, will be the names of all the many people around the world who helped sponsor this Bible. The actual work of the Bible is taking place in a Scriptorium in Monmouth, Wales. This idyllic setting across the world from the university is a bevy of quiet activity: a team of calligraphers and illuminators, a natural history illustrator, a graphic designer, as well as a project coordinator, and assistants. Back at Saint John's is the CIT, the Committee on Illumination and Text. This committee is composed of theologians, medievalists, artists, biblical scholars and art historians to comment on each of the Bible's 160 illuminations. The CIT interacts with Donald Jackson and the Wales team to provide insight and clarity to the illuminations that will be a part of the Bible.

*The Saint John's Bible* is not a re-creation of an 'old' book; rather it is a new creation of the Bible for the third millennium of Christianity, using the finest and most historically accurate tools and techniques available. The translation used is the New Revised Standard Version, Catholic Edition (NRSV-CE). The NRSV is an ecumenical work of Christian scholars from major denominations. The NRSV uses inclusive language and is accepted in Catholic and Protestant denominations. *The Saint John's Bible* does include the Catholic deuterocanonical books.

The themes of this work will include the reality of a saving God, the goodness of creation and the bond of the covenant between God and humanity. The 1500 year-old tradition of St. Benedict and his Rule are also included. These include hospitality, transformation and justice for God's people. St. Benedict's value of hospitality means that all guests should be received as if one is receiving Christ. This hospitality is for the poor, the stranger, the seeker and the wanderer. Transformation speaks to the ongoing conversion of the heart to align one's life with that of the life of Christ. The Benedictine's rule of justice for God's

people reminds us that all people are equally worthy before God. This project for the third millennium of Christianity is to further remind the world of the glories of Christ's redemption and the depth of God's involvement in humanity.

## In Gratitude

This curriculum is designed for use in elementary schools, with drop-in units that work in sequence or independently from each other. Our hope is that you will find these lessons useful as a way to engage young students in an appreciation for the processes in which Donald Jackson and his Wales team are involved. This spiritual and artistic endeavor has resulted in the re-creation of the workshop tradition. Scribes, artists and theologians are collaborating to create a truly remarkable work in this 21st century.

This curriculum was introduced at the meeting of Chief Administrators of Catholic Education (CACE) in Washington, DC, in October, 2002.

A special thanks goes to Jean Knutson and Target Corporation for their support in bringing Deb Skinner, a teacher and curriculum developer, and *The Saint John's Bible* together.

We invite your comments and suggestions as we begin to share this project on line. Please send your comments to [tternes@csbsju.edu](mailto:tternes@csbsju.edu).

## Purpose:

- To educate children in Catholic and Christian schools throughout the country about *The Saint John's Bible* Project
- To provide an avenue for children to become involved in this historical project
- To connect learners in the classroom throughout the country with *The Saint John's Bible* project
- To provide teachers of religion with supplementary materials on *The Saint John's Bible* project

## Questions:

- How does the Bible help shape the beliefs and lives of the Christian people?
- How can humanity continue to understand the Bible?
- How does one discover one's life calling or ministry?
- How does art help us understand our lives?
- Why is it important to take care of the art works of a culture?

## Objectives:

- Learners will gain an understanding of *The Saint John's Bible* Project.
- Learners will demonstrate knowledge and understanding of the process of calligraphy and illumination.
- Learners will gain knowledge of the tradition and work of the Benedictine monks.
- Learners will demonstrate an appreciation for Book Arts.
- Learners will become aware of their own talents and abilities: how these talents can be used to further God's work on earth.
- Learners will begin to think about what having a ministry means and what it means to have a life's 'calling'.

# Lessons

## Lesson Plan Levels

Primary Level

Intermediate Level

Middle School Level

## How to Use These Lessons

The curriculum and activities are divided into grade levels: **primary**—grades 1-2, **intermediate**— grades 3-4-5, and **middle school**— grades 6-7-8. These materials are designed for use as ‘drop-in’ units to supplement the regular religion curriculum. They can be used by one class or can be incorporated into the entire school religion program at a particular time of the year as a school-wide theme or event.

There are five lessons for each grade level. Each lesson has activities for the teacher to choose from that will take about an hour each to complete. It is possible to complete the five lessons in two weeks, if the class chooses to work on the unit on a daily basis. The classroom teacher will need to determine the schedule for the individual class. The activities are designed to work within the classroom schedule and are very flexible. Each lesson may be completed in segments or as it works best within the classroom schedule.

This curriculum includes many meaningful classroom activities and is designed to engage all types of learners and learning styles. A desire of this curriculum is that all the learners will discover something inside themselves for the first time: a love of the artistry of calligraphy, a greater interest in the Scriptures, or a curiosity about the monastic lifestyle. In addition, another goal of this curriculum is that through gaining knowledge about *The Saint John's Bible* the learners will uncover the inspirational value of one's life's calling.



## PRIMARY LEVEL

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### Five Lessons—Learning About *The Saint John's Bible*

Teachers will need approximately one hour for each of these lessons. Lesson 4 requires about two hours. The lessons can be used sequentially or independently, as a two week mini-course, or as drop-in units.

We are interested in your feedback. Please let us know what works and what suggestions you have at: [tternes@csbsju.edu](mailto:tternes@csbsju.edu).

#### *Lesson One*

Introductory Activity: Building a Tree House,  
A Community Project

#### *Lesson Two*

What's in a Picture: The Work of Illumination

#### *Lesson Three*

How Books are Made

#### *Lesson Four*

Pick a Scripture Verse and Illuminate!

#### *Lesson Five*

Write a Letter! Write a Prayer, A Class Project

## LESSON ONE

### Introductory Activity: Building a Tree House, A Community Project

#### Objectives:

- Learners will demonstrate cooperation while working with others.
- Learners will understand the importance of working together to complete an activity.
- Learners will demonstrate understanding of community.

#### Materials Needed:

- A large Bible
- Large sheets of drawing paper
- Tape
- Markers, crayons

#### Room Arrangement:

- Table or desk space for the children
- A large floor space in the room for the students to tape together the tag board and present their stories

#### In this lesson the children will:

Work together in groups of 4-5 to draw a picture and talk about how they would do certain tasks for building a tree house.

#### Planning The Tree House (Allow 40-50 minutes)

##### Small Group Work

Place the children into groups of 6 at individual workstations or tables that are labeled with table numbers from 1-6. Have large paper, markers or crayons at each table for the students to use.

Say to the students, “Today we are going to talk about what it might be like to build a tree house. We are going to work together as a **community** to complete the jobs. Each group will have an important job for building this tree house. For the next 40 minutes please work together as a group, draw a picture showing a person doing the job you are assigned. Use a large sheet of drawing paper and markers to make the picture. Here is what each group draws about:

**Table One-** On the big piece of paper draw a picture of a tree house. Use your imagination. Create it large enough for four people. Show a ladder or steps to get into the tree house. Explain how supplies will be brought up to the tree house.

**Table Two-** Your job is to think of all the supplies you would need to build a tree house. Include all the tools you will need. Draw a picture of all the supplies you can think of that are needed to build a tree house.



**Table Three-** Your job is to draw a way for people to get into the tree house. Draw a picture of stairs, a ladder or another way for people to get up to the tree house.

**Table Four-** Draw a picture showing the actual building of the tree house. What will you have to do first, second, and so on? How many people will you need to get the job done? Your picture should show people working on the tree house.

**Table Five-** Draw a picture showing a person or persons building the roof. What color and shape will it be? What kind of material will be used to build the roof? How can the roof be built to be safe and keep the inside of the tree house dry?

**Table Six-** Draw a picture showing all the supplies that will be needed for the interior of the tree house. What sort of things such as food, eating utensils, blankets, pillows, sleeping bags, etc. will be needed inside the tree house?

Allow the children time to work in their groups on the picture. Monitor each group to make certain all children are participating.

### Large Group Sharing (Allow 15-20 minutes)

When the groups are finished with their pictures, the teacher will tape each picture to the wall for sharing.

Begin with table one and have the entire group of 'ones' go to their picture and explain their work. Allow time for each group to share their picture.

### Reflection (Allow 15-20 minutes)

Talk to the learners about the following:

- Working together on a large project—what does it take?
- Did everyone have equal amounts of work to do?
- Do you think building a tree house would be hard work? Why or Why not?
- Working together on a project is like working in a **community**.
- Discuss the word **community**. What is a community? What makes a community work well?
- What things do not work in a community?
- Did you see any problems in the individual groups?
- How did you solve the problems?

## Wrap up (Allow 5-10 minutes)

Have the children sit in a comfortable place: either on the floor or at their desks. Hold up the Bible. Talk to the children about how the first Bibles were created. In the Middle Ages, before the invention of printing press, it took an entire **community** to hand write the Bible. In the Benedictine monasteries of the Middle Ages monks worked together for many years to write out and illustrate one bible. Much like building a building or a building a tree house, everyone had assigned jobs to do. Some jobs were easier than others, but it took many monks working together to create the first handwritten bibles. Sometimes it took a community years and years to write the Bible. It was a big undertaking, but the monks considered it working and praying at the same time.

## Prayer

Have the children conclude with a short prayer about their classroom community:

Dear Lord Jesus,

**Help us live and work together in our classroom as a community: all of us united together in your love. May we offer our gifts and talents up to you and may our work that we do be pleasing to you. Thank you for loving us and taking care of us. We pray for *The Saint John's Bible* Project and we ask that your Holy Spirit continue to lead and guide all those who are involved in that very special work. Amen.**

## LESSON TWO

### What's in a Picture: The Work of Illumination

#### Objectives:

- Learners will demonstrate knowledge of illumination of the medieval manuscripts.
- Learners will understand the work of artists and illuminators.
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.

#### Materials Needed:

- A large Bible
- Picture examples of hand written pages from the Bible. These can be found on many websites such as the British Library site: <http://portico.bl.uk/> and the Philadelphia Museum site: <http://www.leavesofgold.org>
- Background information on *The Saint John's Bible* from the web site: <http://www.saintjohnsbible.org>
- Large chart paper
- Tape
- Markers, crayons
- Video of the project if available

#### Room Arrangement:

Floor space with enough room for all children to sit and listen to the presentation the teacher will give on *The Saint John's Bible*.

#### K-W-L Chart (Allow 10-15 minutes)

This K-W-L Chart is for use in the second lesson but is applicable for use when reviewing any lesson.

K-Knows	W-Wants to Know	L-Learned

## Large Group Sharing

Gather the children to sit in a group by the teacher. Using a large sheet of chart paper, draw a K-W-L chart, which stands for:

- Knows what the learner knows already
- Wants what the learner wants to learn
- Learned—what was learned today.

Say to the students, “The last class we worked together as a community to talk about all the jobs it would be necessary to do to build a tree house. What is a community?”

Allow for student answers. Target answers: people working together/ living together/ working on a project together, etc.

Continue with the students, “Remember we talked about how books were hand written by many people in the days before the printing press was invented. Let’s talk about some things you remember from our last class, particularly about how Benedictine monks handwrote books, especially the Bible. What do you already know?”

Allow time for student conversation on the topic.

Target answers:

It was called the Middle Ages/Benedictine Monasteries were communities/it took a very long time to hand write a book/it took many people working together to do the assignment/the monks worked and prayed together.

(Teacher writes down the ideas the children give underneath the K on the chart.)

The teacher continues, “What are some things you might want to learn about these Bibles? To help you think of some things, here’s what I want to know: I’d like to know what they used to make the ink and the different colors? I also want to learn about the beautiful lettering and pictures. Do you have anything you want to learn about?”

Target answers:

How big were the Bibles/Can we see any of the Bibles today/How did people learn to do the work/ what is a monk/What is *The Saint John’s Bible*, etc.

The teacher continues,

We will fill in the L for Learned when we are finished with today’s lesson.

## Small Group Work: Examining Illuminations and pages of manuscript (30-40 minutes)

Arrange the class into small groups of 3-5 children. Each group should have one example of a manuscript with illumination either from a book or a picture from the Internet. Each table will also need a large sheet of paper and markers.

The procedure is for the students to describe what they see on their example of manuscript. Then they choose 1-2 things about the picture that are interesting or that they like and they are to draw it on the large sheet of paper. This can be a collaborative effort: each student may take a corner of the paper to work on or they can take turns. When they are finished, the papers are hung on display.

## Large Group Sharing (15-20 minutes)

The students take turn sharing about the picture they looked at and tell about the parts that they drew on the paper.

Comparing, Analyzing

On a large sheet of chart paper, teacher will write

Ideas, Themes found:

When all the students have finished sharing, summarize the activity by asking if they can find similar ideas on each other's papers. For example, how many pictures had animals? How many had people? Were there odd things on all of the pictures?

Discuss

Where did the artists get their ideas for the pictures?

Target answers: from familiar scenes/ animals the artist had seen/people/their imaginations.

Who did the pictures represent?

Target answer: people, places, animals that they were familiar with.

Next activity: Think first, then Pair up, and then Share with the group:

Now the teacher instructs the students to think about what sorts of pictures they would draw if they had to illustrate a book. Give the students a minute or so to silently think. Then, pair the students with another student. Have them share together their ideas for pictures. Give them a few minutes to dialogue with their partner. Bring all the students together and have each pair of students give some of their own ideas.

## Large group sharing:

Illuminating *The Saint John's Bible*

Have on hand examples of the illuminations from *The Saint John's Bible*. Show the class the pictures. Talk about where the artists and illuminators got their ideas for the pictures. Include the pictures from the Flora and Fauna, the pictures of nature. The insects and plants are common plants to the plains around Saint John's University, which are included in the Bible as a symbol of the countryside where the project originated. When examined carefully the illuminations contain many symbols and representation of the world of the 21st century.

## Reflection (Allow 15-20 minutes)

Teacher says: "Today we looked at pictures from some very old books. Some of the books were over 500 years old. What if you were an artist for *The Saint John's Bible*, think maybe in 500 years, children like you will be looking at the pictures in *The Saint John's Bible*. This Bible will be kept very safe to be enjoyed for many years to come!"

## Prayer

Have the children conclude with a short prayer about their classroom community:

**Dear Jesus, We pray for the future world and for the future children. No one knows what life will be like in 500 years. We know that your Word has been with us for thousands of years and it will continue to be for thousands more. Thank you for giving us the Bible, God's Holy Word. We ask You to help us live our lives dedicated to always doing Your will. We pray for the success of *The Saint John's Bible*. Please continue to watch over the people and all their work. In the name of the Father and the Son and the Holy Spirit, Amen.**

## LESSON THREE

### How Books Are Made

#### Objectives:

- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.
- Learners will demonstrate understanding of these terms:
  - Quill pen
  - Vellum
  - Script
  - Scriptorium
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.
- Learners will gain a hands-on experience with use of 'messy' art materials.

#### Materials Needed:

- A large Bible
- If possible, have sample pieces of authentic parchment or vellum. If this is too difficult to attain, parchment or vellum paper from a printer's shop will be fine to use.
- Large geese or similar feathers: enough for each child to have one
- (For very young children use fine point black felt tip pens instead of quills and ink)
- Pencils and erasers for each student
- Rulers for drawing straight lines on the paper
- Washable color markers
- A bottle of washable black ink
- A sharp penknife to trim the quills ahead of time
- White drawing paper 14" x 16" or similar
- Small stencils of butterflies, dogs, small animals, etc.
- Gold glitter
- Common white glue diluted slightly with water
- Small stiff paint brushes
- An apron for the teacher!
- Images of *The Saint John's Bible* Project found in the image galleries

## Room Arrangement:

(Please note: Allow about two hours for this lesson! It is going to be fun, but maybe a little messy!) Arrange the room to look like a scriptorium: have tables set up for the students to work as 'scribes' then have a station for the gold stenciling. Before the students enter, hang up a sign with the word, "Scriptorium" written on it. Again, plan for this lesson to take two class periods to finish, especially if the children are using ink and quills.

## Activity One: Hand Writing Names

(allow 30 minutes)

In this class, the learners will be writing their first initial or name in large capital letters on a sheet of paper using a goose feather and ink, and then decorating their paper with a gold stencil, colors or additional pictures.

The teacher will demonstrate the first activity: writing her initial or name with a large capital letter and then regular lower case letters on a sheet of large drawing paper with a pencil.

**Step One:** With a straight edge, draw a horizontal line in pencil on the large sheet of drawing paper. This is the line to be used to print the name on.

**Step Two:** Carefully print your first initial or name across the line, using a capital letter for the first letter then lower case letters. Decorate the letter(s) as desired still using pencil. As an example, here is just one letter:

A letter T becomes **T**

Allow 30 minutes or more for the children to create their names on paper. This can be quite a process for the little ones; they might want to do just their first initial. (Note: It might work better to use thin point black markers instead of the feathers and ink. 3rd graders should be able to handle the feathers.)

## Activity Two: Adding the Gold Stencil or Coloring and decorating the Letters

This activity is a combination of two activities because the teacher needs to closely supervise the glitter part! Set up a 'glitter station' and have all students begin the activity by coloring and decorating their names on the page. For example:

**Step Three:** Use a quill and black ink to carefully trace over the pencil to darken the letters. And add other decorations.





Have two or three children come up to the glitter station to make a stencil. This is not exactly an accurate type of gilding, however, the children experience the variety of textures that will be on their page.

Process for stenciling:

Place the stencil tightly against the paper and secure. The white glue should be poured into a small saucer or plastic container and slightly thinned—the consistency of cream. Dip the brush into the glue and sparingly spread or dab the glue on the area with the stencil. Be sure to cover the entire area. Lightly sprinkle glitter in the area. Shake the excess glitter away over a dishpan or similar container to avoid a mess.



Now the T has creative decorations and beautiful butterflies!

Continue until all children have a stencil on their paper. This will take an entire class period, but is fun for everyone. When the papers are completed and dry, display for all to see! This can be the end of the work for the day. The next day

### Activity Three: Tools of *The Saint John's Bible*

Have on hand examples of the illuminations [http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum\\_example\\_2.jpg](http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum_example_2.jpg) from *The Saint John's Bible*.

This activity is to help the students understand the actual writing and illuminating process of *The Saint John's Bible*.

## Large Group Sharing

Group the students together on the floor to talk with them about the tools and process of making the Bible.

Begin by talking about the letters they created for their names. Tell them that when they invent a new type of writing it becomes a special ‘script.’

Ask: “Did anyone really have a hard time thinking of a special way to write your name? Why or Why not?”

Target answers: Yes, because I don’t know how to make many different kinds of letters/I’ve never tried that before./ or—

No, because I usually practice writing my name in different funny ways/Sometimes I use my other hand to try to write my name/I like to practice many different writing styles/

Mr. Jackson had to invent a new special style of script, or writing, for *The Saint John’s Bible*. This script had to be taught to all the people who were working on the Bible. It is a special style invented just for *The Saint John’s Bible!* Just as some of you had a difficult time creating a special way to write your name, it was not easy for Mr. Jackson to create the script. But this was the first thing Mr. Jackson did. And then he taught the script to all the other scribes!”

The tools of the scribe are bird feathers called quills. The quills are taken from geese, ducks and swans. The scribes use a small penknife or sharp tool to cut a tip especially designed for forming letters. Each quill has a special function for the writing. It is a technique from the middle ages, but using quills is still a very reliable calligraphy pen.

(Pass around sample pieces of parchment or vellum.)

The teacher says: The real material used in Wales is vellum. Vellum is the skin of calves that are stretched and treated to make them thin and suitable to write on. Even though we have paper available today, vellum still is the best material to write on. It is extremely expensive and takes many hours of sanding to prepare the surface for the ink. Also, books made from vellum are very large and heavy. *The Saint John’s Bible* will be in seven separate very large books!

## Activity Four: Writing what we’ve learned so far

Have the following words written on the board:

- Quill pen
- Vellum
- Script
- Scriptorium
- *The Saint John’s Bible*



Have the students take out a piece of notebook paper and a pencil. Have all students copy the words from the board on their paper leaving room to write out the meaning of the word. They are to work silently by themselves to see if they can write about each of the terms and *The Saint John's Bible*. After a period of time, partner the students together and have them work out the definitions together. When the class is finished working, spend a few minutes sharing the answers. Have the students keep the papers out on their desk for the teacher to look at. For a quick assessment glance at the papers. Use a sticker or stamp to acknowledge exemplary papers. If several students have struggled with the answers, there may be a need to re-teach the terms at another time.

### Reflection

The teacher says, “Today we learned more about the work of the scribes, especially the work going on in Monmouth, Wales. Without raising your hands, think about the work of these people. Does it sound interesting? Do you think you would like to try more calligraphy as you get older? Donald Jackson knew he loved the art of writing even as a very young boy. He was only about 8 years old when he discovered how much he enjoyed calligraphy. Today, let’s pray for all of us in this class that God will continue to guide us to discover what our talents and gifts are. Let us ask God to help us to use our talents and interests for the work of God’s kingdom.

### Prayer

Let’s say a prayer together for all of us in this class:

**Dear Father God in Heaven, May we truly follow the words of the Our Father—that we believe that your will should be followed here on this earth as it is in heaven. Please help us all to discover our own gifts and talents. Please help us to always remember to be a force for good here on this earth, and here in this classroom. We pray for your Holy Spirit to continue to guide us as we grow up. Thank you for all your blessings you’ve given us in our lives, Amen.**

## LESSON FOUR

### Pick a Scripture Verse and Illuminate!

#### Objectives:

- Learners will gain understanding of illuminating a scripture That the learners will reflect on the scripture and strive to find a meaningful verse.
- Learners will gain a hands-on experience with printing out and illustrating a scripture verse.
- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.

#### Materials Needed:

- Classroom Bibles
- For very young children the teacher will choose a very simple verse for the entire class to use such as a verse from the Psalms
- Have sample verses printed out for examples
- A CD of Chant music
- White drawing paper
- Pencils and erasers for each student
- Straight edge or ruler for each student
- Markers, crayons, color pencils

(Please note: Allow about two hours for this lesson!)

#### Room Arrangement:

If desired, again arrange the room to look like a scriptorium: have tables set up for the students to work as 'scribes.' Before the students enter, hang up a sign with the word, "Scriptorium" written on it.

#### Activity One: Choose a Scripture Verse

In this class, the learners will be writing out a favorite scripture and then illuminating it on a sheet of paper. The students' first activity is to choose the scripture. This can be accomplished in several different ways. For the very young student, it is probably best to have the scripture chosen ahead of time and have all students work on the same verse. Or the teacher could choose a special scripture that has been studied in religion class or a scripture from the school liturgy.

If the class has a special theme for the month, such as honesty, or obedience, the teacher could suggest a scripture related to the theme.

## Activity Two: Prepare Writing Surface

**Guideline one:** Create your own special layout for the Bible verse.

This is accomplished by using a straight edge to mark off the lines and the spaces left for the illumination. There are many different layout designs to create. This activity will take patient work and it is important for the students to plan the layout of their scripture verse. If the verse is very short, use the large half page illumination, with marginalia (borders) and large decorated letters in more than one place.

**Guideline Two:** Print the verse in pencil before using markers or felt tip pens.

Take your time to carefully letter your scripture verse.

**Guideline Three:** Prepare the large illumination.

Draw the picture on the page first in pencil before coloring and decorating.

The illuminations may take several class periods to finish. The classroom teacher may adjust accordingly.

**Guideline Four:** Use crayons, colored pencils or markers to color the illustration.

**Guideline Five:** Design marginalia along the side or bottom of the page.

Use pencil first before coloring.

**Guideline Six:** Decorate the first letter and if desired, another one on the page.

Last step: This is the final touch to the manuscript.

Have a large area for display. Talk about the different terms used for this process. Review the meanings of the words:

- Illumination
- Scribe
- Decorated Letter
- Marginalia
- Scriptorium
- Vellum

## Large Group Sharing

The teacher asks these questions as a whole class discussion:

Does the scripture have more meaning to you as you spend time copying the letters? Why or why not?

What do you think is the most difficult part of this work?

What part is the most fun to do?

Imagine that you are a monk in the 14th century. What job would you have been happiest doing?

Has this experience with copying a scripture given you more of an interest in writing and illuminating?"

## Reflection

(Light a candle, play the music from the CD- 'Chant')

Let's take some time to look at all the scripture verses displayed on our wall. While you are looking at the work, please keep silent and listen to the music from a monastery. The monks have low voices. There are no women singing at this monastery. Notice the sound quality. Can you tell by listening that they are not in a recording studio, but are in a large stone church? Are there any other instruments? (no) Can you understand the language they are singing? (it's Latin) Take your time viewing the pictures while you are listening.

## Prayer

(If possible, ring a small bell to signify time for prayer.)

Gather the students back together for a prayer. Keep the classroom atmosphere quiet and reverent.

**Dear Lord: We are so thankful that you have given us the Bible. Your written word is our lamp to the path, the light for us to listen to and follow. Help us to stay faithful and not be forgetful that you are the one who takes good care of us. We continue to pray for *The Saint John's Bible Project*. Be with all those who are working on the project. Please keep them safe and help them get the work finished. Jesus, we love you! Amen.**

## LESSON FIVE

### Write a Letter! Write a Prayer, A Class Project

#### Objectives:

- Learners will gain understanding the importance of the work of writing scripture.
- Learners will reflect on *The Saint John's Bible* and will complete a letter to the team at St. John's in Collegeville and the Wales team.

This activity will take 30-45 minutes to complete. The purpose is to have all students write a special letter to the persons involved in *The Saint John's Bible* Project.

#### Materials Needed:

- A map or globe of where the Scriptorium in Wales and Collegeville, MN are located.
- Lined paper for writing letters that will be mailed to Saint John's University
- Pens, markers, crayons
- A large envelope and stamps for mailing the letters
- Table or desk space for each student

#### Letter Writing

As a culminating activity, the students will each write two letters: one to the team at Saint John's University in Collegeville and another to the team in Wales. They can be sent to:

*The Saint John's Bible*  
Emmaus 118  
Collegeville, MN 56321 USA

The teacher will display formats for the letters on the board or on an overhead. Have each student complete a 'rough draft' of the letters as a first activity.

After the students have had their rough draft letters corrected, they can write the final copies of their letters.

(It may help to write ideas, phrases, greeting headings on the board to help the students, especially the youngest.)

#### Concluding Activity

When all the letters are completed and in the envelopes, have the students gather around them to pray for the teams. Ask for volunteers to lead the class in prayer. After the prayer, invite anyone else who would like to say a prayer to do so.

**Dear Lord, Bless these letters as we send them to *The Saint John's Bible* Team. May the teams feel our love and care as we mail these letters. We pray for your continued help and care for this Bible. We ask that you be with them as they finish the work. Please help all Christians around the world unite in prayer for this Saint John's Bible Project. Amen.**

## INTERMEDIATE LEVEL

---

### Five Lessons—Learning About *The Saint John's Bible*

#### *Lesson One*

Introductory Activity: Building a Tree House,  
A Community Project

#### *Lesson Two*

What's in a Picture: The Work of Illumination

#### *Lesson Three*

How Books are Made

#### *Lesson Four*

Pick a Scripture Verse and Illuminate!

#### *Lesson Five*

Write a Letter! Write a Prayer, A Class Project

Teachers will need approximately one hour for each of these lessons. Lesson 4 requires about two hours. The lessons can be used sequentially or independently, as a two week mini-course, or as drop-in units.

We are interested in your feedback. Please let us know what works and what suggestions you have at: [tternes@csbsju.edu](mailto:tternes@csbsju.edu).

## LESSON ONE

### Introductory Activity: Building a Tree House, A Community Project

#### Objectives:

- Learners will demonstrate cooperation while working with others.
- Learners will understand the importance of working together to complete an activity.
- Learners will demonstrate understanding of community.

#### Materials Needed:

- A large Bible
- Large sheets of drawing paper
- Tape
- Markers, crayons

#### Room Arrangement:

- Table or desk space for the children
- A large floor space in the room for the students to tape together the tag board and present their stories

#### In this lesson the children will:

Work together in groups of 4-5 to draw a picture and talk about how they would do certain tasks for building a tree house.

#### Planning The Tree House (Allow 40-50 minutes)

##### Small Group Work

Place the children into groups of 6 at individual workstations or tables that are labeled with table numbers from 1-6. Have large paper, markers or crayons at each table for the students to use.

Say to the students, "Today we are going to talk about what it might be like to build a tree house. We are going to work together as a **community** to complete the jobs. Each group will have an important job for building this tree house. For the next 40 minutes please work together as a group, draw a picture showing a person doing the job you are assigned. Use a large sheet of drawing paper and markers to make the picture. Here is what each group draws about:

**Table One-** On the big piece of paper draw a picture of a tree house. Use your imagination. Create it large enough for four people. Show a ladder or steps to get into the tree house. Explain how supplies will be brought up to the tree house.



**Table Two-** Your job is to think of all the supplies you would need to build a tree house. Include all the tools you will need. Draw a picture of all the supplies you can think of that are needed to build a tree house.

**Table Three-** Your job is to draw a way for people to get into the tree house. Draw a picture of stairs, a ladder or another way for people to get up to the tree house.

**Table Four-** Draw a picture showing the actual building of the tree house. What will you have to do first, second, and so on? How many people will you need to get the job done? Your picture should show people working on the tree house.

**Table Five-** Draw a picture showing a person or persons building the roof. What color and shape will it be? What kind of material will be used to build the roof? How can the roof be built to be safe and keep the inside of the tree house dry?

**Table Six-** Draw a picture showing all the supplies that will be needed for the interior of the tree house. What sort of things such as food, eating utensils, blankets, pillows, sleeping bags, etc. will be needed inside the tree house?

Allow the children time to work in their groups on the picture. Monitor each group to make certain all children are participating.

### Large Group Sharing (Allow 15-20 minutes)

When the groups are finished with their pictures, the teacher will tape each picture to the wall for sharing.

Begin with table one and have the entire group of 'ones' go to their picture and explain their work. Allow time for each group to share their picture.

### Reflection (Allow 15-20 minutes)

Talk to the learners about the following:

- Working together on a large project—what does it take?
- Did everyone have equal amounts of work to do?
- Do you think building a tree house would be hard work? Why or Why not?
- Working together on a project is like working in a community.
- Discuss the word community. What is a community? What makes a community work well?
- What things do not work in a community?
- Did you see any problems in the individual groups?
- How did you solve the problems?
- Wrap up (Allow 5-10 minutes)



Have the children sit in a comfortable place: either on the floor or at their desks. Hold up the Bible. Talk to the children about how the first Bibles were created. In the Middle Ages, before the invention of printing press, it took an entire community to hand write the Bible. In the Benedictine monasteries of the Middle Ages monks worked together for many years to write out and illustrate one bible. Much like building a building or a building a tree house, everyone had assigned jobs to do. Some jobs were easier than others, but it took many monks working together to create the first handwritten bibles. Sometimes it took a community years and years to write the Bible. It was a big undertaking, but the monks considered it working and praying at the same time.

### Prayer

Have the children conclude with a short prayer about their classroom community:

**Dear Lord Jesus,**

**Help us live and work together in our classroom as a community: all of us united together in your love. May we offer our gifts and talents up to you and may our work that we do be pleasing to you. Thank you for loving us and taking care of us. We pray for *The Saint John's Bible* Project and we ask that your Holy Spirit continue to lead and guide all those who are involved in that very special work. Amen.**

## LESSON TWO

### What's in a Picture: The Work of Illumination

#### Objectives:

- Learners will demonstrate knowledge of illumination of the medieval manuscripts.
- Learners will understand the work of artists and illuminators.
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.

#### Materials Needed:

- A large Bible
- Picture examples of hand written pages from the Bible. These can be found on many websites such as the British Library site: <http://portico.bl.uk/> and the Philadelphia Museum site: <http://www.leavesofgold.org>
- Background information on *The Saint John's Bible* from the web site: <http://www.saintjohnsbible.org>
- Large chart paper
- Tape
- Markers, crayons
- \*Video of the project if available

#### Room Arrangement:

Floor space with enough room for all children to sit and listen to the presentation the teacher will give on *The Saint John's Bible*.

#### K-W-L Chart (Allow 10-15 minutes)

K-Knows	W-Wants to Know	L-Learned

## Large Group Sharing

Gather the children to sit in a group by the teacher. Using a large sheet of chart paper, draw a K-W-L chart, which stands for:

Knows what the learner knows already

Wants what the learner wants to learn

Learned—what was learned today.

Say to the students, “The last class we worked together as a community to talk about all the jobs it would be necessary to do to build a tree house. What is a community?”

Allow for student answers. Target answers: people working together/ living together/ working on a project together, etc.

Continue with the students, “Remember we talked about how books were hand written by many people in the days before the printing press was invented. Let’s talk about some things you remember from our last class, particularly about how Benedictine monks handwrote books, especially the Bible. What do you already know?”

Allow time for student conversation on the topic.

Target answers:

It was called the Middle Ages/Benedictine Monasteries were communities/it took a very long time to hand write a book/it took many people working together to do the assignment/the monks worked and prayed together.

(Teacher writes down the ideas the children give underneath the K on the chart.)

The teacher continues, “What are some things you might want to learn about these Bibles? To help you think of some things, here’s what I want to know: I’d like to know what they used to make the ink and the different colors? I also want to learn about the beautiful lettering and pictures. Do you have anything you want to learn about?”

Target answers:

How big were the Bibles? Can we see any of the Bibles today? How did people learn to do the work? What is a monk? What is *The Saint John’s Bible?*, etc.

The teacher continues,

We will fill in the L for Learned when we are finished with today’s lesson.

## Small Group Work: Examining Illuminations and pages of manuscript (30-40 minutes)

Arrange the class into small groups of 3-5 children. Each group should have one example of a manuscript with illumination either from a book or a picture from the Internet. Each table will also need a large sheet of paper and markers.

The procedure is for the students to describe what they see on their example of manuscript. Then they choose 1-2 things about the picture that are interesting or that they like and they are to draw it on the large sheet of paper. This can be a collaborative effort: each student may take a corner of the paper to work on or they can take turns. When they are finished, the papers are hung on display.

## Large Group Sharing (15-20 minutes)

The students take turns sharing about the picture they looked at and tell about the parts that they drew on the paper.

Comparing, Analyzing

On a large sheet of chart paper, teacher will write

Ideas, Themes found:

When all the students have finished sharing, summarize the activity by asking if they can find similar ideas on each other's papers. For example, how many pictures had animals? How many had people? Were there odd things on all of the pictures?

Discuss

Where did the artists get their ideas for the pictures?

Target answers: from familiar scenes/ animals the artist had seen/people/their imaginations.

Who did the pictures represent?

Target answer: people, places, animals that they were familiar with.

Next activity: Think first, then pair up, and then share with the group:

Now the teacher instructs the students to think about what sorts of pictures they would draw if they had to illustrate a book. Give the students a minute or so to silently think. Then, pair the students with another student. Have them share together their ideas for pictures. Give them a few minutes to dialogue with their partner.

Bring all the students together and have each pair of students give some of their own ideas.

## Large group sharing:

Illuminating *The Saint John's Bible*

Have on hand examples of the illuminations from *The Saint John's Bible*. Show the class the pictures. Talk about where the artists and illuminators got their ideas for the pictures. Include the pictures from the flora and fauna, the pictures of nature. The insects and plants are common plants to the plains around Saint John's University, which are included in the Bible as a symbol of the countryside where the project originated. When examined carefully the illuminations contain many symbols and representation of the world of the 21st century.

## Reflection (Allow 15-20 minutes)

Teacher says: Today we looked at pictures from some very old books. Some of the books were over 500 years old. What if you were an artist for *The Saint John's Bible*, think maybe in 500 years, children like you will be looking at the pictures in *The Saint John's Bible*. This Bible will be kept very safe to be enjoyed for many years to come!

## Prayer

Have the children conclude with a short prayer about their classroom community:

**Dear Jesus, We pray for the future world and for the future children. No one knows what life will be like in 500 years. But we know that your Word has been with us for thousands of years and it will continue to be there for thousands more. Thank you for giving us the Bible, God's Holy Word. We ask You to help us live our lives dedicated to always doing Your will. We pray for the success of *The Saint John's Bible*. Please continue to watch over the people and all their work. In the name of the Father and the Son and the Holy Spirit, Amen.**

## LESSON THREE

### How Books are Made

#### Objectives:

- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.
- Learners will demonstrate understanding of these terms:
  - Quill pen
  - Vellum
  - Script
  - Scriptorium
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.
- Learners will gain a hands-on experience with use of 'messy' art materials.

#### Materials Needed:

- A large Bible
- If possible, have sample pieces of authentic parchment or vellum. If this is too difficult to attain, parchment or vellum paper from a printer's shop will be fine to use.
- Large geese or similar feathers: enough for each child to have one
- (For very young children use fine point black felt tip pens instead of quills and ink)
- Pencils and erasers for each student
- Rulers for drawing straight lines on the paper
- Washable color markers
- A bottle of washable black ink
- A sharp penknife to trim the quills ahead of time
- White drawing paper 14" x 16" or similar
- Small stencils of butterflies, dogs, small animals, etc.
- Gold glitter
- Common white glue diluted slightly with water
- Small stiff paint brushes
- An apron for the teacher!
- Images of *The Saint John's Bible* Project found in the image galleries

## Room Arrangement:

(Please note: Allow about two hours for this lesson! It is going to be fun, but maybe a little messy!)

Arrange the room to look like a scriptorium: have tables set up for the students to work as ‘scribes’ then have a station for the gold stenciling. Before the students enter, hang up a sign with the word, “Scriptorium” written on it. Again, plan for this lesson to take two class periods to finish, especially if the children are using ink and quills.

## Activity One: Hand Writing Names

(allow 30 minutes)

In this class, the learners will be writing their first initial or name in large capital letters on a sheet of paper using a goose feather and ink, and then decorating their paper with a gold stencil, colors or additional pictures.

The teacher will demonstrate the first activity: writing her initial or name with a large capital letter and then regular lower case letters on a sheet of large drawing paper with a pencil.

**Step One:** With a straight edge, draw a horizontal line in pencil on the large sheet of drawing paper. This is the line to be used to print the name on.

**Step Two:** Carefully print your first initial or name across the line, using a capital letter for the first letter then lower case letters. Decorate the letter(s) as desired still using pencil. As an example, here is just one letter:

A letter T becomes



Allow 30 minutes or more for the children to create their names on paper. This can be quite a process for the little ones; they might want to do just their first initial. (Note: It might work better to use thin point black markers instead of the feathers and ink. 3rd graders should be able to handle the feathers.)

## Activity Two: Adding the Gold Stencil or Coloring and decorating the Letters

This activity is a combination of two activities because the teacher needs to closely supervise the glitter part! Set up a ‘glitter station’ and have all students begin the activity by coloring and decorating their names on the page. For example:

**Step Three:** Use a quill and black ink to carefully trace over the pencil to darken the letters. And add other decorations.





Have two or three children come up to the glitter station to make a stencil. This is not exactly an accurate type of gilding, however, the children experience the variety of textures that will be on their page.

Process for stenciling:

Place the stencil tightly against the paper and secure. The white glue should be poured into a small saucer or plastic container and slightly thinned—the consistency of cream. Dip the brush into the glue and sparingly spread or dab the glue on the area with the stencil. Be sure to cover the entire area. Lightly sprinkle glitter in the area. Shake the excess glitter away over a dishpan or similar container to avoid a mess.



Now the T has creative decorations and beautiful butterflies!

Continue until all children have a stencil on their paper. This will take an entire class period, but is fun for everyone. When the papers are completed and dry, display for all to see! This can be the end of the work for the day. The next day

### Activity Three: Tools of *The Saint John's Bible*

Have on hand examples of the illuminations [http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum\\_example\\_2.jpg](http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum_example_2.jpg) from *The Saint John's Bible*.

This activity is to help the students understand the actual writing and illuminating process of *The Saint John's Bible*.

## Large Group Sharing

Group the students together on the floor to talk with them about the tools and process of making the Bible.

Begin by talking about the letters they created for their names. Tell them that when they invent a new type of writing it becomes a special ‘script.’

Ask: “Did anyone really have a hard time thinking of a special way to write your name? Why or Why not?”

Target answers: Yes, because I don’t know how to make many different kinds of letters/I’ve never tried that before./ or—

No, because I usually practice writing my name in different funny ways/Sometimes I use my other hand to try to write my name/I like to practice many different writing styles/

Mr. Jackson had to invent a new special style of script, or writing, for *The Saint John’s Bible*. This script had to be taught to all the people who were working on the Bible. It is a special style invented just for *The Saint John’s Bible!* Just as some of you had a difficult time creating a special way to write your name, it was not easy for Mr. Jackson to create the script. But this was the first thing Mr. Jackson did. And then he taught the script to all the other scribes!”

The tools of the scribe are bird feathers called quills. The quills are taken from geese, ducks and swans. The scribes use a small penknife or sharp tool to cut a tip especially designed for forming letters. Each quill has a special function for the writing. It is a technique from the middle ages, but using quills is still a very reliable calligraphy pen.

(Pass around sample pieces of parchment or vellum.)

The teacher says: The real material used in Wales is vellum. Vellum is the skin of calves that are stretched and treated to make them thin and suitable to write on. Even though we have paper available today, vellum still is the best material to write on. It is extremely expensive and takes many hours of sanding to prepare the surface for the ink. Also, books made from vellum are very large and heavy. *The Saint John’s Bible* will be in seven separate very large books!

## Activity Four: Writing what we’ve learned so far

Have the following words written on the board:

- Quill pen
- Vellum
- Script
- Scriptorium
- *The Saint John’s Bible*

Have the students take out a piece of notebook paper and a pencil. Have all students copy the words from the board on their paper leaving room to write out the meaning of the word. They are to work silently by themselves to see if they can write about each of the terms and *The Saint John’s Bible*. After a period



of time, partner the students together and have them work out the definitions together. When the class is finished working, spend a few minutes sharing the answers. Have the students keep the papers out on their desk for the teacher to look at. For a quick assessment glance at the papers. Use a sticker or stamp to acknowledge exemplary papers. If several students have struggled with the answers, there may be a need to re-teach the terms at another time.

## Reflection

The teacher says, “Today we learned more about the work of the scribes, especially the work going on in Monmouth, Wales. Without raising your hands, think about the work of these people. Does it sound interesting? Do you think you would like to try more calligraphy as you get older? Donald Jackson knew he loved the art of writing even as a very young boy. He was only about 8 years old when he discovered how much he enjoyed calligraphy. Today, let’s pray for all of us in this class that God will continue to guide us to discover what our talents and gifts are. Let us ask God to help us to use our talents and interests for the work of God’s kingdom.

## Prayer

Let’s say a prayer together for all of us in this class:

**Dear Father God in Heaven, May we truly follow the words of the Our Father—that we believe that your will should be followed here on this earth as it is in heaven. Please help us all to discover our own gifts and talents. Please help us to always remember to be a force for good here on this earth, and here in this classroom. We pray for your Holy Spirit to continue to guide us as we grow up. Thank you for all your blessings you’ve given us in our lives, Amen.**

## LESSON FOUR

### Pick a Scripture Verse and Illuminate!

#### Objectives:

- Learners will gain understanding of illuminating a scripture That the learners will reflect on the scripture and strive to find a meaningful verse.
- Learners will gain a hands-on experience with printing out and illustrating a scripture verse.
- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.

#### Materials Needed:

- Classroom Bibles
- For very young children the teacher will choose a very simple verse for the entire class to use such as a verse from the Psalms
- Have sample verses printed out for examples
- A CD of Chant music
- White drawing paper
- Pencils and erasers for each student
- Straight edge or ruler for each student
- Markers, crayons, color pencils

(Please note: Allow about two hours for this lesson!)

#### Room Arrangement:

If desired, again arrange the room to look like a scriptorium: have tables set up for the students to work as 'scribes.' Before the students enter, hang up a sign with the word, "Scriptorium" written on it.

#### Activity One: Choose a Scripture Verse

In this class, the learners will be writing out a favorite scripture and then illuminating it on a sheet of paper. The students' first activity is to choose the scripture. This can be accomplished in several different ways. For the very young student, it is probably best to have the scripture chosen ahead of time and have all students work on the same verse. Or the teacher could choose a special scripture that has been studied in religion class or a scripture from the school liturgy.

If the class has a special theme for the month, such as honesty, or obedience, the teacher could suggest a scripture related to the theme.

## Activity Two: Prepare Writing Surface

**Guideline one:** Create your own special layout for the Bible verse.

This is accomplished by using a straight edge to mark off the lines and the spaces left for the illumination. There are many different layout designs to create. This activity will take patient work and it is important for the students to plan the layout of their scripture verse. If the verse is very short, use the large half page illumination, with marginalia (borders) and large decorated letters in more than one place.

**Guideline Two:** Print the verse in pencil before using markers or felt tip pens.

Take your time to carefully letter your scripture verse.

**Guideline Three:** Prepare the large illumination.

Draw the picture on the page first in pencil before coloring and decorating.

The illuminations may take several class periods to finish. The classroom teacher may adjust accordingly.

**Guideline Four:** Use crayons, colored pencils or markers to color the illustration.

**Guideline Five:** Design marginalia along the side or bottom of the page.

Use pencil first before coloring.

**Guideline Six:** Decorate the first letter and if desired, another one on the page.

Last step: This is the final touch to the manuscript.

Have a large area for display. Talk about the different terms used for this process. Review the meanings of the words:

- Illumination
- Scribe
- Decorated Letter
- Marginalia
- Scriptorium
- Vellum

## Large Group Sharing

The teacher asks these questions as a whole class discussion:

Does the scripture have more meaning to you as you spend time copying the letters? Why or why not?

What do you think is the most difficult part of this work?

What part is the most fun to do?

Imagine that you are a monk in the 14th century. What job would you have been happiest doing?

Has this experience with copying a scripture given you more of an interest in writing and illuminating?"

## Reflection

(Light a candle, play the music from the CD- 'Chant')

Let's take some time to look at all the scripture verses displayed on our wall. While you are looking at the work, please keep silent and listen to the music from a monastery. The monks have low voices. There are no women singing at this monastery. Notice the sound quality. Can you tell by listening that they are not in a recording studio, but are in a large stone church? Are there any other instruments? (no) Can you understand the language they are singing? (it's Latin) Take your time viewing the pictures while you are listening.

## Prayer

(If possible, ring a small bell to signify time for prayer.)

Gather the students back together for a prayer. Keep the classroom atmosphere quiet and reverent.

**Dear Lord: We are so thankful that you have given us the Bible. Your written word is our lamp to the path, the light for us to listen to and follow. Help us to stay faithful and not be forgetful that you are the one who takes good care of us. We continue to pray for *The Saint John's Bible Project*. Be with all those who are working on the project. Please keep them safe and help them get the work finished. Jesus, we love you! Amen.**

## LESSON FIVE

### Write a Letter! Write a Prayer, A Class Project

#### Objectives:

- Learners will gain understanding the importance of the work of writing scripture.
- Learners will reflect on *The Saint John's Bible* and will complete a letter to the team at St. John's in Collegeville and the Wales team.

This activity will take 30-45 minutes to complete. The purpose is to have all students write a special letter to the persons involved in *The Saint John's Bible* Project.

#### Materials Needed:

- A map or globe of where the Scriptorium in Wales and Collegeville, MN are located.
- Lined paper for writing letters that will be mailed to Saint John's University
- Pens, markers, crayons
- A large envelope and stamps for mailing the letters
- Table or desk space for each student

#### Letter Writing

As a culminating activity, the students will each write two letters: one to the team at Saint John's University in Collegeville and another to the team in Wales. They can be sent to:

*The Saint John's Bible*  
Emmaus 118  
Collegeville, MN 56321 USA

The teacher will display formats for the letters on the board or on an overhead. Have each student complete a 'rough draft' of the letters as a first activity.

After the students have had their rough draft letters corrected, they can write the final copies of their letters.

(It may help to write ideas, phrases, greeting headings on the board to help the students, especially the youngest.)

#### Concluding Activity

When all the letters are completed and in the envelopes, have the students gather around them to pray for the teams. Ask for volunteers to lead the class in prayer. After the prayer, invite anyone else who would like to say a prayer to do so.

**Dear Lord, Bless these letters as we send them to *The Saint John's Bible* Team. May the teams feel our love and care as we mail these letters. We pray for your continued help and care for this Bible. We ask that you be with them as they finish the work. Please help all Christians around the world unite in prayer for this Saint John's Bible Project. Amen.**

## MIDDLE SCHOOL LEVEL ---

### Five Lessons—Learning About *The Saint John's Bible*

#### *Lesson One*

Introductory Activity—Choose One:  
Chess for the 21st Century!  
Handwriting A Bible

#### *Lesson Two*

What's in a Picture: The Work of Illumination

#### *Lesson Three*

How Books are Made

#### *Lesson Four*

Pick a Scripture Verse and Illuminate!

#### *Lesson Five*

Write a Letter! Write a Prayer, A Class Project

Teachers will need approximately one hour for each of these lessons. Lesson 4 requires about two hours. The lessons can be used sequentially or independently, as a two week mini-course, or as drop-in units.

We are interested in your feedback. Please let us know what works and what suggestions you have at: [tternes@csbsju.edu](mailto:tternes@csbsju.edu).

## LESSON ONE

### Chess for the 21st Century

#### Objectives:

- Learners will demonstrate cooperation while working with others.
- Learners will understand the cultural influences play a role in many areas of history including the illuminations in the hand written Bible.
- Learners will think about the way traditions become a part of their lives.
- Learners will think about the society and culture of the beginning of the 21st century and how it will be reflected in the illuminations of *The Saint John's Bible*.

#### Materials needed:

- A working knowledge of the game of chess
- 4-5 Sets of chess pieces: enough for every group to have a full set
- White drawing paper
- Large pieces of white drawing paper enough for each group to have one sheet
- Markers, crayons, pencils, colored pencils
- Pictures of hand written manuscripts that shows details of the era in which they were written (can be found online at the British Library or Leaves of Gold sites listed in the internet resources section)

#### Room Arrangement

- Enough table or desk space for the children to work in groups of 4-5
- Chess set and chess board at each area
- Large paper, regular paper, markers, pencils, crayons should all be in place at each work area

#### In this lesson the children will:

- Work in groups of 4-5 students, the groups will design a 21st century chess game to reflect modern United States culture.
- Discuss together how society influences history and how the handwritten Bibles of the Middle Ages include many glimpses into the culture of the era including class separation, costume, even the natural setting and landscape.

## Designing a 21st Century Chess Game

**Explanation of this activity:** Ask the students if they have any knowledge of where the game of chess originated? Who are the pieces supposed to represent? Were there really kings and queens, rooks and bishops? Explain the rules of chess. Explain whom the pieces represent: the knight, the rook, the bishop, the king and queen. Have a discussion about the pieces/ pawns of chess.

The game of chess is played on a regular black and white checkerboard. Each player has 16 ‘men’ that are broken into two categories: the pieces and the pawns. The pawns have the least moving capability. Each pawn may only move one square. The other eight men are pieces: the king, the queen, two rooks, two knights and two bishops. Each type of piece has certain moves allowed. The Queen has the most freedom and is able to move both straight and diagonally. The rook can move only in a straight line, the Knight has to move in an ‘L’ shape, and the bishop moves diagonally. The moves represent the different social class and responsibilities of the pieces. The King, Queen, Rooks and Knights represent Nobility. The Bishops represent the Church and the Pawns represent the peasant or working class.

Compare the structure of the United States society today. How might the game of chess look like if it was created in this era?

### Small Group Work (50+ minutes)

Arrange the students into groups of 4-5 each. Give each group a large sheet of newsprint or tag board to use to draw out the game.

Give the students instructions for making a new 21st century American chess game.

This game will have the same number of men—the 8 pieces and the 8 pawns and the game will still have the same game board with the same basic chess rules with two players.

The assignment is to create new names for each piece, renaming the king, queen, rook, knight and bishop to reflect the culture and society of the US in this 21st century. Then students are to draw a picture of what these pieces should look like. The 8 pawns also need to be renamed and drawn as well.

Each sheet of paper or tag board will need to show:

- Pictorial representation of the 8 major pieces and their titles. (Instead of king, queen, rook, knight and bishop—what are their new names?)
- Pictorial representation of the 8 pawns (What are they called instead of pawn?)
- Explanation of the moves of each piece/pawn.

Allow the students time to work on designing the 21st century chess game.

(It may be necessary to allow the students two class periods to finish the work.)

## Large Group Sharing (15-20 minutes)

When the groups are finished with their games, the teacher will ask them to tape their big picture of the chess game they've designed to a spot on the wall. Each group will take turns coming forward to explain to the class their new 21st century chess game.

## Reflection (Allow 15-20 minutes)

Talk to the learners about the following:

What was it like trying to think about the culture of the United States? Who are the influential groups today in modern society?

Did anyone list the church as an important 'piece' such as the bishop represented in chess?

What does the game of chess have to do with handwriting a Bible?

Pass around the pictures of the manuscript examples. Have the students notice the details in the pictures. What do the pictures or illuminations show about the society of the day?

Introduce *The Saint John's Bible* project. Explain how this Bible is the first hand written Bible in over 500 years. Talk about the process of illumination and how carefully the team of artists, scribes, theologians, and historians are working to make this a hand written but authentic 21st century Bible.

Just like the old game of chess would have to be redesigned to make it reflect today's culture and society, so too *The Saint John's Bible* is working to make this Bible reflect life in the beginning of the 21st century. It does not change the word of God or their meanings. The illuminations show the aspects of life today.

## Wrap up (Allow 5-10 minutes)

Have the children sit in a comfortable place: either on the floor or at their desks. Hold up the Bible. Talk to the children about how the first Bibles were created. In the Middle Ages, before the invention of printing press, it took an entire community to hand write the Bible. In the Benedictine monasteries of the Middle Ages monks worked together for many years to write out and illustrate one Bible. Sometimes it took a community years and years to write the Bible. It was a big undertaking, but the monks considered it working and praying at the same time.

Today there is a new hand written Bible being written for the new century. It is called *The Saint John's Bible* and is being written and illuminated in a scriptorium in Hendre, Wales. Although this Bible is taking a large group of people working together in community six or more years and \$4 million dollars to complete, this Bible will be kept for centuries to come. With care, the ink and vellum will last over 500 years. The illuminations and symbols placed on the pages will give people of future generations a glimpse at life in the world in 2000.

The team of people includes artists, scribes, theologians, a graphic designer, an illustrator of nature, western civilization historians, and Bible historians and scholars. Each member is bringing to this proj-



ect their unique gifts and talents to complete the first handwritten Bible in over 500 years. The project is being sponsored not by a single wealthy king, as might have been the case in medieval times, but by many Christians throughout the world who desire to participate in this very noble project. As in the days of old, the handwriting of the Bible takes considerable collaboration and teamwork. That feature has not changed. As we learn of the process of creating this Bible—details about the vellum, the ink, the gold leaf, etc., we will come to appreciate the enormous amount of teamwork this project needs.

## Prayer

Let us pray together as a class for this very special project:

**Dear Lord Jesus,**

**Help us live and work together in our classroom as a community: all of us united together in your love. May we offer our gifts and talents up to you and may our work that we do be pleasing to you. Thank you for loving us and taking care of us. We pray for The Saint John's Bible Project and we ask that your Holy Spirit continue to lead and guide all those who are involved in that very special work.**

## LESSON ONE ALTERNATIVE

### Hand Writing A Bible

#### Objectives:

- Learners will demonstrate cooperation while working with others.
- Learners will understand the cultural influences which play a role in many areas of history including the hand written Bible.
- Learners will think about the way traditions become a part of their lives.
- Learners will think about the society and culture of the monks of the middle ages and the task of handwriting a Bible.
- Learners will comprehend the complexity of the task of handwriting a Bible for the 21st century: the decisions of the text to use and the amount of collaboration necessary to complete the work of art.

#### Materials needed:

- Text of Psalm One from the Latin, German and French language bibles (included at the end of this section)
- The text of Psalm One in the New Revised Standard Version Large sheets of white drawing paper
- Felt tip Calligraphy pens or markers
- Markers, crayons, pencils, colored pencils
- Pictures of hand written manuscripts that shows details of the era in which they were written (can be found online at the British Library or Leaves of Gold sites listed in the internet resources section.)

#### Room Arrangement

- Enough table or desk space for the learners to work in groups of 4-5
- Copies of Psalm One in the Latin, German and French text – one translation at each table
- Large paper, regular paper, markers, pencils, crayons should all be in place at each work area.

#### In this lesson the children will:

At each table, the small groups of students have a copy of Psalm One in Latin, German or French. Their task is to handwrite the text on the large sheet of paper in the language given then to draw a picture to go with the text.

Problem: Drawing a picture of text that is in another language is difficult because there is no comprehension of the meaning of the text.

## Psalm One in Latin, French and German:

### (LATIN) Psalms 1.

- 1 beatus vir qui non abiit in consilio impiorum et in via peccatorum non stetit in cathedra derisorum non sedit
- 2 sed in lege Domini voluntas eius et in lege eius meditabitur die ac nocte
- 3 et erit tamquam lignum transplantatum iuxta rivulos aquarum quod fructum suum dabit in tempore suo et folium eius non defluet et omne quod fecerit prosperabitur
- 4 non sic impii sed tamquam pulvis quem proicit ventus
- 5 propterea non resurgent impii in iudicio neque peccatores in congregatione iustorum
- 6 quoniam novit Dominus viam iustorum et iter impiorum peribit

### (FRENCH) Psaumes 1

- 1 Heureux l'homme qui ne marche pas selon le conseil des méchants, Qui ne s'arrête pas sur la voie des pécheurs, Et qui ne s'assied pas en compagnie des moqueurs,
- 2 Mais qui trouve son plaisir dans la loi de l'Éternel, Et qui la médite jour et nuit!
- 3 Il est comme un arbre planté près d'un courant d'eau, Qui donne son fruit en sa saison, Et dont le feuillage ne se flétrit point: Tout ce qu'il fait lui réussit.
- 4 Il n'en est pas ainsi des méchants: Ils sont comme la paille que le vent dissipe.
- 5 C'est pourquoi les méchants ne résistent pas mid\_01A.htm au jour du jugement, Ni les pécheurs dans l'assemblée des justes;
- 6 Car l'Éternel connaît la voie des justes, Et la voie des pécheurs mène à la ruine.

### (GERMAN) 1. Kapitel

- 1 Wohl dem, der nicht wandelt im Rat der Gottlosen noch tritt auf den Weg der Sünder noch sitzt, wo die Spötter sitzen,
- 2 sondern hat Lust am Gesetz des HERRN und sinnt über seinem Gesetz Tag und Nacht!
- 3 Der ist wie ein Baum, gepflanzt an den Wasserbächen, der seine Frucht bringt zu seiner Zeit, und seine Blätter verwelken nicht. Und was er macht, das gerät wohl.
- 4 Aber so sind die Gottlosen nicht, sondern wie Spreu, die der Wind verstreut.
- 5 Darum bestehen die Gottlosen nicht im Gericht noch die Sünder in der Gemeinde der Gerechten.
- 6 Denn der HERR kennt den Weg der Gerechten, aber der Gottlosen Weg vergeht.

## Designing a 21st Century Bible

### Opening questions for this activity:

Ask the students if they have any knowledge of how the Bible originated? Who is responsible for preserving the text of the Bible? What role did the early monks play in preserving the texts of the Bible?

### Small Group Work (50+ minutes)

Arrange the students into groups of 4-5 each. Give each group a large sheet of drawing paper or tag board, markers, pencils, rulers and the verse of the first psalm written in Latin, French or German.

Tell the students that their task is to copy the text of the verse on the large sheet of paper using only half of the sheet. (The other part of the page is for drawing a picture.)

Give the students the instructions:

- With a ruler or straight edge, pencil lines on the paper for the six verses.
- Lightly pencil the text onto the paper before using a marker for the letters.
- Spelling counts! Make certain all words are spelled correctly.
- When finished with the text, try to work as a group to 'translate' the text.
- On a small sheet of paper have students write out what they think the text means.
- When finished 'guessing' what the text means, the group may ask the teacher who will give the meaning of Psalm One in English.

The group draws a picture to 'illuminate' the verse. Allow the students time to work on the pictures. (It may be necessary to allow the students two class periods to finish the work.)

### Large Group Sharing (15-20 minutes)

When the groups are finished with their verses and pictures, the teacher will ask them to tape their pictures to a spot on the wall.

Each group will take turns coming forward to explain to the class their verse and the way that they chose 'illuminate' it.

## Reflection (Allow 15-20 minutes)

Talk to the learners about the following:

- What was it like trying to print a verse in a language that you didn't understand?
- Imagine the way the monks felt copying the text of the bible. Do you think it would be easy to make a spelling or grammar error?

The monks did make errors at times, such as leaving out a line of text, skipping a word, misspelling words. The copyists had ways of correcting the text, inserting the lines, etc.

Think about how easy it is today to find a copy of the Bible. Compare that to finding a copy of the Bible around 1000 c.e. What about 1500? 1800?

How many people do you know in your area who are your age and cannot read? How different is that from the Middle Ages?

Pass around the pictures of the manuscript examples. Have the students notice the details in the pictures. What do the pictures or **illuminations** show about the society of the day? How do the pictures give meaning to the text? Reflect upon the number of people who must have been involved in handwriting a bible in the Middle Ages.

## Introduce *The Saint John's Bible*

Introduce *The Saint John's Bible* project. Explain how this Bible is the first hand written Bible in over 500 years. Talk about the process of illumination and how carefully the team of artists, scribes, theologians, and historians are working to make this a hand written but *authentic* 21st century Bible.

Explain how the illuminations and text of *The Saint John's Bible* will reflect today's culture and society of the beginning of the 21st century, just as the bibles of the Middle Ages reflected that day's culture and society. *It does not change the word of God or their meanings.* The text and illuminations show the aspects of life today.

*Details to note: The Saint John's Bible has pictures of DNA strands, the Twin Towers, buildings from New York City, the chapel of St. John's University, flora and fauna from the Minnesota prairie that surrounds the university.*

## Wrap up (Allow 5-10 minutes)

Have the children sit in a comfortable place: either on the floor or at their desks. Hold up the Bible. Talk to the children about how the first Bibles were created. In the Middle Ages, before the invention of printing press, it took an entire **community** to hand write the Bible. In the Benedictine monasteries of the Middle Ages monks worked together for many years to write out and illustrate one Bible. Sometimes it took a community years and years to write the Bible. It was a big undertaking, but the monks considered it *working and praying* at the same time.

Today there is a new hand written Bible being written for the new century. It is called *The Saint John's Bible* and is being written and illuminated in a scriptorium in Hendre, Wales. Although this Bible is taking a large group of people working together in community six or more years and \$4 million dollars to



complete, this Bible will be kept for centuries to come. With care, the ink and vellum will last over 500 years. The illuminations and symbols placed on the pages will give people of future generations a glimpse at life in the world in 2000.

The team of people includes artists, scribes, theologians, a graphic designer, an illustrator of nature, western civilization historians, and Bible historians and scholars. Each member is bringing to this project their unique gifts and talents to complete the first handwritten Bible in over 500 years. The project is being sponsored not by a single wealthy king, as might have been the case in medieval times, but by many Christians throughout the world who desire to participate in this very noble project. As in the days of old, the handwriting of the Bible takes considerable collaboration and teamwork. That feature has not changed. As we learn of the process of creating this Bible—details about the vellum, the ink, the gold leaf, etc., we will come to appreciate the enormous amount of teamwork this project needs.

### Prayer

Let us pray together as a class for this very special project:

**Dear Lord Jesus,**

**Help us live and work together in our classroom as a community: all of us united together in your love. May we offer our gifts and talents up to you and may our work that we do be pleasing to you. Thank you for loving us and taking care of us. We pray for The Saint John's Bible Project and we ask that your Holy Spirit continue to lead and guide all those who are involved in that very special work.**

## LESSON TWO

### What's in a Picture: The Work of Illumination

#### Objectives:

- Learners will demonstrate knowledge of illumination of the medieval manuscripts.
- Learners will understand the work of artists and illuminators.
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.

#### Materials Needed:

- A large Bible
- Picture examples of hand written pages from the Bible. These can be found on many websites such as the British Library site: <http://portico.bl.uk/> and the Philadelphia Museum site: <http://www.leavesofgold.org>
- Background information on *The Saint John's Bible* from the web site: <http://saintjohnsbible.org>
- Large chart paper
- Tape
- Markers, crayons
- \*Video of the project if available

#### Room Arrangement:

Floor space with enough room for all children to sit and listen to the presentation the teacher will give on *The Saint John's Bible*.

#### K-W-L Chart (Allow 10-15 minutes)

K-Knows	W-Wants to Know	L-Learned

## Large Group Sharing

Gather the children to sit in a group by the teacher. Using a large sheet of chart paper, draw a K-W-L chart, which stands for:

Knows what the learner knows already  
Wants what the learner wants to learn

Learned—what was learned today.

Say to the students, “The last class we worked together as a community to talk about all the jobs it would be necessary to do to build a tree house. What is a community?”

Allow for student answers. Target answers: people working together/ living together/ working on a project together, etc.

Continue with the students, “Remember we talked about how books were hand written by many people in the days before the printing press was invented. Let’s talk about some things you remember from our last class, particularly about how Benedictine monks handwrote books, especially the Bible. What do you already know?”

Allow time for student conversation on the topic.

Target answers:

It was called the Middle Ages/Benedictine Monasteries were communities/it took a very long time to hand write a book/it took many people working together to do the assignment/the monks worked and prayed together.

(Teacher writes down the ideas the children give underneath the K on the chart.)

The teacher continues, “What are some things you might want to learn about these Bibles? To help you think of some things, here’s what I want to know: I’d like to know what they used to make the ink and the different colors? I also want to learn about the beautiful lettering and pictures. Do you have anything you want to learn about?”

Target answers:

How big were the Bibles? Can we see any of the Bibles today? How did people learn to do the work? What is a monk? What is *The Saint John’s Bible?*, etc.

The teacher continues,

We will fill in the L for Learned when we are finished with today’s lesson.

## Small Group Work: Examining Illuminations and pages of manuscript (30-40 minutes)

Arrange the class into small groups of 3-5 children. Each group should have one example of a manuscript with illumination either from a book or a picture from the Internet. Each table will also need a large sheet of paper and markers.

The procedure is for the students to describe what they see on their example of manuscript. Then they choose 1-2 things about the picture that are interesting or that they like and they are to draw it on the large sheet of paper. This can be a collaborative effort: each student may take a corner of the paper to work on or they can take turns. When they are finished, the papers are hung on display.

## Large Group Sharing (15-20 minutes)

The students take turns sharing about the picture they looked at and tell about the parts that they drew on the paper.

Comparing, Analyzing

On a large sheet of chart paper, teacher will write

Ideas, Themes found:

When all the students have finished sharing, summarize the activity by asking if they can find similar ideas on each other's papers. For example, how many pictures had animals? How many had people? Were there odd things on all of the pictures?

Discuss

Where did the artists get their ideas for the pictures?

Target answers: from familiar scenes/ animals the artist had seen/people/their imaginations.

Who did the pictures represent?

Target answer: people, places, animals that they were familiar with.

Next activity: Think first, then pair up, and then share with the group:

Now the teacher instructs the students to think about what sorts of pictures they would draw if they had to illustrate a book. Give the students a minute or so to silently think. Then, pair the students with another student. Have them share together their ideas for pictures. Give them a few minutes to dialogue with their partner.

Bring all the students together and have each pair of students give some of their own ideas.

## Large group sharing:

Illuminating *The Saint John's Bible*

Have on hand examples of the illuminations from *The Saint John's Bible*. Show the class the pictures. Talk about where the artists and illuminators got their ideas for the pictures. Include the pictures from the flora and fauna, the pictures of nature. The insects and plants are common plants to the plains around Saint John's University, which are included in the Bible as a symbol of the countryside where the project originated. When examined carefully the illuminations contain many symbols and representation of the world of the 21st century.

## Reflection (Allow 15-20 minutes)

Teacher says: Today we looked at pictures from some very old books. Some of the books were over 500 years old. What if you were an artist for *The Saint John's Bible*, think maybe in 500 years, children like you will be looking at the pictures in *The Saint John's Bible*. This Bible will be kept very safe to be enjoyed for many years to come!

## Prayer

Have the children conclude with a short prayer about their classroom community:

**Dear Jesus, We pray for the future world and for the future children. No one knows what life will be like in 500 years. But we know that your Word has been with us for thousands of years and it will continue to be there for thousands more. Thank you for giving us the Bible, God's Holy Word. We ask You to help us live our lives dedicated to always doing Your will. We pray for the success of *The Saint John's Bible*. Please continue to watch over the people and all their work. In the name of the Father and the Son and the Holy Spirit, Amen.**

## LESSON THREE

### How Books are Made

#### Objectives:

- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.
- Learners will demonstrate understanding of these terms:
  - Quill pen
  - Vellum
  - Script
  - Scriptorium
- Learners will demonstrate understanding of *The Saint John's Bible* project team approach to all the illuminations.
- Learners will gain a hands-on experience with use of 'messy' art materials.

#### Materials Needed:

- A large Bible
- If possible, have sample pieces of authentic parchment or vellum. If this is too difficult to attain, parchment or vellum paper from a printer's shop will be fine to use.
- Large geese or similar feathers: enough for each child to have one
- (For very young children use fine point black felt tip pens instead of quills and ink)
- Pencils and erasers for each student
- Rulers for drawing straight lines on the paper
- Washable color markers
- A bottle of washable black ink
- A sharp penknife to trim the quills ahead of time
- White drawing paper 14" x 16" or similar
- Small stencils of butterflies, dogs, small animals, etc.
- Gold glitter
- Common white glue diluted slightly with water
- Small stiff paint brushes
- An apron for the teacher!
- Images of *The Saint John's Bible* Project found in the image galleries

#### Room Arrangement:

(Please note: Allow about two hours for this lesson! It is going to be fun, but maybe a little messy!)

Arrange the room to look like a scriptorium: have tables set up for the students to work as 'scribes' then

have a station for the gold stenciling. Before the students enter, hang up a sign with the word, “Scriptorium” written on it. Again, plan for this lesson to take two class periods to finish, especially if the children are using ink and quills.

### Activity One: Hand Writing Names

(allow 30 minutes)

In this class, the learners will be writing their first initial or name in large capital letters on a sheet of paper using a goose feather and ink, and then decorating their paper with a gold stencil, colors or additional pictures.

The teacher will demonstrate the first activity: writing her initial or name with a large capital letter and then regular lower case letters on a sheet of large drawing paper with a pencil.

**Step One:** With a straight edge, draw a horizontal line in pencil on the large sheet of drawing paper. This is the line to be used to print the name on.

**Step Two:** Carefully print your first initial or name across the line, using a capital letter for the first letter then lower case letters. Decorate the letter(s) as desired still using pencil. As an example, here is just one letter:

A letter T becomes



Allow 30 minutes or more for the children to create their names on paper. This can be quite a process for the little ones; they might want to do just their first initial. (Note: It might work better to use thin point black markers instead of the feathers and ink. 3rd graders should be able to handle the feathers.)

### Activity Two: Adding the Gold Stencil or Coloring and decorating the Letters

This activity is a combination of two activities because the teacher needs to closely supervise the glitter part! Set up a ‘glitter station’ and have all students begin the activity by coloring and decorating their names on the page. For example:

**Step Three:** Use a quill and black ink to carefully trace over the pencil to darken the letters. And add other decorations.





Have two or three children come up to the glitter station to make a stencil. This is not exactly an accurate type of gilding, however, the children experience the variety of textures that will be on their page.

Process for stenciling:

Place the stencil tightly against the paper and secure. The white glue should be poured into a small saucer or plastic container and slightly thinned—the consistency of cream. Dip the brush into the glue and sparingly spread or dab the glue on the area with the stencil. Be sure to cover the entire area. Lightly sprinkle glitter in the area. Shake the excess glitter away over a dishpan or similar container to avoid a mess.



Now the T has creative decorations and beautiful butterflies!

Continue until all children have a stencil on their paper. This will take an entire class period, but is fun for everyone. When the papers are completed and dry, display for all to see! This can be the end of the work for the day. The next day

### Activity Three: Tools of *The Saint John's Bible*

Have on hand examples of the illuminations [http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum\\_example\\_2.jpg](http://www.saintjohnsbible.org/curriculum/lessons/primary/curriculum_example_2.jpg) from *The Saint John's Bible*.

This activity is to help the students understand the actual writing and illuminating process of *The Saint John's Bible*.

## Large Group Sharing

Group the students together on the floor to talk with them about the tools and process of making the Bible.

Begin by talking about the letters they created for their names. Tell them that when they invent a new type of writing it becomes a special ‘script.’

Ask: “Did anyone really have a hard time thinking of a special way to write your name? Why or Why not?”

Target answers: Yes, because I don’t know how to make many different kinds of letters/I’ve never tried that before./ or—

No, because I usually practice writing my name in different funny ways/Sometimes I use my other hand to try to write my name/I like to practice many different writing styles/

Mr. Jackson had to invent a new special style of script, or writing, for *The Saint John’s Bible*. This script had to be taught to all the people who were working on the Bible. It is a special style invented just for *The Saint John’s Bible*! Just as some of you had a difficult time creating a special way to write your name, it was not easy for Mr. Jackson to create the script. But this was the first thing Mr. Jackson did. And then he taught the script to all the other scribes!”

The tools of the scribe are bird feathers called quills. The quills are taken from geese, ducks and swans. The scribes use a small penknife or sharp tool to cut a tip especially designed for forming letters. Each quill has a special function for the writing. It is a technique from the middle ages, but using quills is still a very reliable calligraphy pen.

(Pass around sample pieces of parchment or vellum.)

The teacher says: The real material used in Wales is vellum. Vellum is the skin of calves that are stretched and treated to make them thin and suitable to write on. Even though we have paper available today, vellum still is the best material to write on. It is extremely expensive and takes many hours of sanding to prepare the surface for the ink. Also, books made from vellum are very large and heavy. *The Saint John’s Bible* will be in seven separate very large books!

## Activity Four: Writing what we’ve learned so far

Have the following words written on the board:

- Quill pen
- Vellum
- Script
- Scriptorium
- *The Saint John’s Bible*

Have the students take out a piece of notebook paper and a pencil. Have all students copy the words from the board on their paper leaving room to write out the meaning of the word. They are to work silently by themselves to see if they can write about each of the terms and *The Saint John’s Bible*. After a period of time, partner the students together and have them work out the definitions together. When the class is finished working, spend a few minutes sharing the answers. Have the students keep the papers out on



their desk for the teacher to look at. For a quick assessment glance at the papers. Use a sticker or stamp to acknowledge exemplary papers. If several students have struggled with the answers, there may be a need to re-teach the terms at another time.

## Reflection

The teacher says, “Today we learned more about the work of the scribes, especially the work going on in Monmouth, Wales. Without raising your hands, think about the work of these people. Does it sound interesting? Do you think you would like to try more calligraphy as you get older? Donald Jackson knew he loved the art of writing even as a very young boy. He was only about 8 years old when he discovered how much he enjoyed calligraphy. Today, let’s pray for all of us in this class that God will continue to guide us to discover what our talents and gifts are. Let us ask God to help us to use our talents and interests for the work of God’s kingdom.

## Prayer

Let’s say a prayer together for all of us in this class:

**Dear Father God in Heaven, May we truly follow the words of the Our Father—that we believe that your will should be followed here on this earth as it is in heaven. Please help us all to discover our own gifts and talents. Please help us to always remember to be a force for good here on this earth, and here in this classroom. We pray for your Holy Spirit to continue to guide us as we grow up. Thank you for all your blessings you’ve given us in our lives, Amen.**

## LESSON FOUR

### Pick a Scripture Verse and Illuminate!

#### Objectives:

- Learners will gain understanding of illuminating a scripture That the learners will reflect on the scripture and strive to find a meaningful verse.
- Learners will gain a hands-on experience with printing out and illustrating a scripture verse.
- Learners will demonstrate knowledge of materials used to hand write *The Saint John's Bible*.

#### Materials Needed:

- Classroom Bibles
- For very young children the teacher will choose a very simple verse for the entire class to use such as a verse from the Psalms
- Have sample verses printed out for examples
- A CD of Chant music
- White drawing paper
- Pencils and erasers for each student
- Straight edge or ruler for each student
- Markers, crayons, color pencils

(Please note: Allow about two hours for this lesson!)

#### Room Arrangement:

If desired, again arrange the room to look like a scriptorium: have tables set up for the students to work as 'scribes.' Before the students enter, hang up a sign with the word, "Scriptorium" written on it.

#### Activity One: Choose a Scripture Verse

In this class, the learners will be writing out a favorite scripture and then illuminating it on a sheet of paper. The students' first activity is to choose the scripture. This can be accomplished in several different ways. For the very young student, it is probably best to have the scripture chosen ahead of time and have all students work on the same verse. Or the teacher could choose a special scripture that has been studied in religion class or a scripture from the school liturgy.

If the class has a special theme for the month, such as honesty, or obedience, the teacher could suggest a scripture related to the theme.

## Activity Two: Prepare Writing Surface

**Guideline one:** Create your own special layout for the Bible verse.

This is accomplished by using a straight edge to mark off the lines and the spaces left for the illumination. There are many different layout designs to create. This activity will take patient work and it is important for the students to plan the layout of their scripture verse. If the verse is very short, use the large half page illumination, with marginalia (borders) and large decorated letters in more than one place.

**Guideline Two:** Print the verse in pencil before using markers or felt tip pens.

Take your time to carefully letter your scripture verse.

**Guideline Three:** Prepare the large illumination.

Draw the picture on the page first in pencil before coloring and decorating.

The illuminations may take several class periods to finish. The classroom teacher may adjust accordingly.

**Guideline Four:** Use crayons, colored pencils or markers to color the illustration.

**Guideline Five:** Design marginalia along the side or bottom of the page.

Use pencil first before coloring.

**Guideline Six:** Decorate the first letter and if desired, another one on the page.

Last step: This is the final touch to the manuscript.

Have a large area for display. Talk about the different terms used for this process. Review the meanings of the words:

- Illumination
- Scribe
- Decorated Letter
- Marginalia
- Scriptorium
- Vellum

## Large Group Sharing

The teacher asks these questions as a whole class discussion:

Does the scripture have more meaning to you as you spend time copying the letters? Why or why not?

What do you think is the most difficult part of this work?

What part is the most fun to do?

Imagine that you are a monk in the 14th century. What job would you have been happiest doing?

Has this experience with copying a scripture given you more of an interest in writing and illuminating?"

## Reflection

(Light a candle, play the music from the CD- 'Chant')

Let's take some time to look at all the scripture verses displayed on our wall. While you are looking at the work, please keep silent and listen to the music from a monastery. The monks have low voices. There are no women singing at this monastery. Notice the sound quality. Can you tell by listening that they are not in a recording studio, but are in a large stone church? Are there any other instruments? (no) Can you understand the language they are singing? (it's Latin) Take your time viewing the pictures while you are listening.

## Prayer

(If possible, ring a small bell to signify time for prayer.)

Gather the students back together for a prayer. Keep the classroom atmosphere quiet and reverent.

**Dear Lord: We are so thankful that you have given us the Bible. Your written word is our lamp to the path, the light for us to listen to and follow. Help us to stay faithful and not be forgetful that you are the one who takes good care of us. We continue to pray for *The Saint John's Bible Project*. Be with all those who are working on the project. Please keep them safe and help them get the work finished. Jesus, we love you! Amen.**

## LESSON FIVE

### Write a Letter! Write a Prayer, A Class Project

#### Objectives:

- Learners will gain understanding the importance of the work of writing scripture.
- Learners will reflect on *The Saint John's Bible* and will complete a letter to the team at St. John's in Collegeville and the Wales team.

This activity will take 30-45 minutes to complete. The purpose is to have all students write a special letter to the persons involved in *The Saint John's Bible* Project.

#### Materials Needed:

- A map or globe of where the Scriptorium in Wales and Collegeville, MN are located.
- Lined paper for writing letters that will be mailed to Saint John's University
- Pens, markers, crayons
- A large envelope and stamps for mailing the letters
- Table or desk space for each student

#### Letter Writing

As a culminating activity, the students will each write two letters: one to the team at Saint John's University in Collegeville and another to the team in Wales. They can be sent to:

*The Saint John's Bible*  
Emmaus 118  
Collegeville, MN 56321 USA

The teacher will display formats for the letters on the board or on an overhead. Have each student complete a 'rough draft' of the letters as a first activity.

After the students have had their rough draft letters corrected, they can write the final copies of their letters.

(It may help to write ideas, phrases, greeting headings on the board to help the students, especially the youngest.)

#### Concluding Activity

When all the letters are completed and in the envelopes, have the students gather around them to pray for the teams. Ask for volunteers to lead the class in prayer. After the prayer, invite anyone else who would like to say a prayer to do so.

Read this final prayer at the end of class:

**Dear Lord, Bless these letters as we send them to *The Saint John's Bible* Team. May the teams feel our love and care as we mail these letters. We pray for your continued help and care for this Bible. We ask that you be with them as they finish the work. Please help all Christians around the world unite in prayer for this Saint John's Bible Project. Amen.**

## All School Activity

Create a School Bible!

Create A Page

Word Search

The **Create a School Bible** is an activity which the entire school can use to build community. We invite you to share your projects and stories at [tternes@csbsju.edu](mailto:tternes@csbsju.edu)

### CREATE A SCHOOL BIBLE!

The school will create its very own Bible using every student in every classroom in the school. Each grade and classroom illuminates one scripture verse from one book in the Bible on a large sheet of paper. When the classrooms finish the pages, the Bible is sewn together, dedicated at a special ceremony, then put on display in a prominent location!

#### How to choose a scripture for each classroom

As a faculty, decide what books of the Bible you wish to use for the school Bible. Distribute the books across the grade levels according to what works best for your school. Each classroom is to choose only ONE verse. Every classroom then uses the chosen verse for lettering and illumination on their page to be included in the school Bible.

#### An example of how the books of the Bible could be assigned:

Kindergarten—Genesis or Exodus

First grade—Psalms

Second grade—Proverbs

Third Grade—Isaiah or Jeremiah

Fourth grade—Matthew

Fifth grade—Luke or Mark

Sixth grade—John

Seventh grade—Acts of the Apostles

Eighth grade—Revelations

It will be the decision of the faculty the procedure for determining book assignments.

## Materials needed:

- Bibles
- 5-8 felt tip calligraphy pens per classroom
- 8 ½" x 11" white paper for every classroom
- Pencils
- Markers, colored pencils
- Large sheets of white paper, 14" x 17" or larger
- Large needle and yarn or string to bind pages together
- Heavy card stock paper to serve as the Bible's front and back covers—same size as the large paper
- Display area for the finished school Bible

## Preparations by Faculty

1. Faculty meets beforehand to determine
  - How the books of the Bible will be assigned
  - Timeline for doing the project
  - The dedication ceremony
  - Where and how the Bible will be displayed
2. Designated faculty members gather all the necessary materials (see instructions on preparing the paper and supplies).
3. The classroom teachers are given a time frame for starting and completing the project.
4. The individual classroom teachers are responsible for determining the verse for the class.

## Classroom Activity

### **Choose the Verse of the Bible**

The individual classrooms begin by finding the verse to illuminate. This process may be varied according to individual classroom. The younger children will be more dependent on the teacher's suggestions and ideas. Each classroom teacher should determine the best way to choose the verse. The classroom teacher can suggest a theme or a virtue that the classroom wants to emphasize.

## Preliminary sketches

Once the verse is determined, the learners are assigned to write the verse and illuminate it on a regular sized paper to start sketching out ideas. All students should be creating their very own work. Include the following on each sketch:

- The first letter of the verse is illuminated.
- There is a drawing about nature on the page such as a flower or a bird.
- There is a border or decorations along the edges of the page.
- There is one larger illumination about one-eighth to one-quarter the size of the page.

## Determining the design and actual layout of the verse

This will be accomplished more easily if the classroom teacher has some guidelines in place for how to proceed. The classroom teacher will need to divide the work up amongst the students. It may be up to one small group of students to put together the actual layout of the verse on the page. Once the layout and design is determined, the class can proceed to do the individual jobs assigned.

There can be a list of jobs for the students to choose or the teacher may decide. The different jobs include:

- Layout persons who lightly sketch in the verse on the large sheet of paper for the school Bible
- Scribes (about 3-4, depending on the length of the verse) who do the actual lettering

## Illuminators—divided in some ways such as:

- One person to decorate the first letter on the page. The first letter is large and ornate.
- A few individuals to decorate the borders or edges of the page
- Someone to draw the large illumination—should be an eighth of a page no bigger than one fourth of the page
- Several individuals to add in the natural decorations such as birds, flowers, plants on the page.

**NOTE:** *With 20–25 children working on one page, it might take a considerable amount of time to finish this project. A suggestion is to allow one or two children at a time to work on the page while the other classmates are doing another classroom activity or during a recess time throughout the school day.*

## When Completed — Have a ‘Bible Dedication’ Ceremony

The school should have a ‘Bible Dedication.’ On a special day, the children can gather in a large gathering area to dedicate the Bible. This ceremony can include prayers, the reading of the scriptures, and songs. An added touch would be to have all children ‘dress-up’ for the occasion and to invite their family and friends to join the celebration.

## Further Use of the School Bible

This school Bible can serve as a special 'traveling' that goes from classroom to classroom. Perhaps this could become a special honor to have the Bible in a classroom on a monthly basis.

If the school is participating in a service project, the Bible could be a treat for an exemplary classroom. If a classroom has a special event coming up, such as First Holy Communion, that classroom would keep the Bible for that occasion. These are just a few ideas for use of the Bible.

Another idea is to communicate with other Catholic schools who are making their own school Bible. If the schools are nearby, a Bible exchange could be arranged.

Another special use is in the school liturgies and prayer services. It is possible to incorporate the special scriptures into these services. The idea of the school Bible is to use it and open it often! Let it become an annual project.

**Take Pictures! Send them to us!** We want to hear about your stories and projects. Please send us your pictures and comments on line to [www.saintjohnsbible.org](http://www.saintjohnsbible.org)

## Instructions for Preparing Materials for this Project

Your faculty can determine the final Bible size and type of paper used. Here is one way to make your own manuscript:

Here are some sample page layouts for the classroom pages. For further examples, look at a Bible that is illuminated. It might be helpful to copy these layouts to give each classroom teacher. There are numerous ways to make a page. Design your own depending upon the scripture chosen. These layouts are only suggestions.

14" x 17" paper or another size that works for your school.

14" wide, 17" high Each Classroom completes one sheet. Attach pages together, add a front and back cover. Add a colorful ribbon.

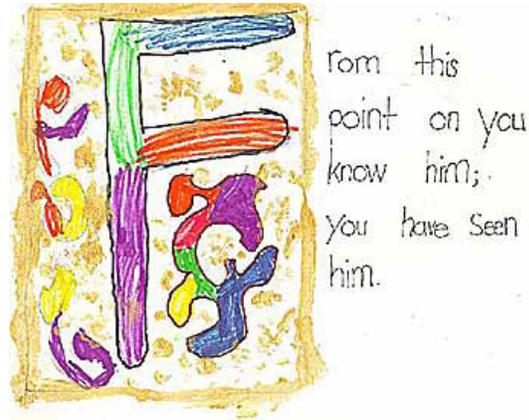
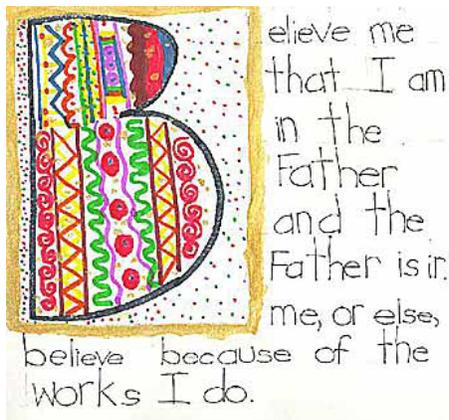
## CREATE A PAGE

When asked on *The Today Show* how people can participate in *The Saint John's Bible*, calligrapher Donald Jackson replied: "I encourage everyone to select their favorite Biblical passage, take out a piece of paper and a pen or pencil or crayon, and write it out by hand. You will be amazed at how meaningful it will become for you. And then send your pages to Saint John's."

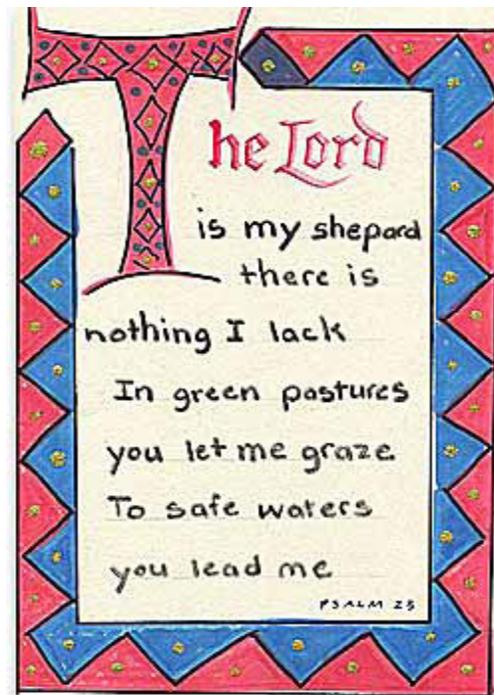
Not surprisingly, a number of people have taken Donald Jackson up on this offer, including the First Grade Class at St. John's Grade School in Rochester, MN, and the Sixth Grade class at the Genesis in Brooklyn, NY.

Entries from classrooms:

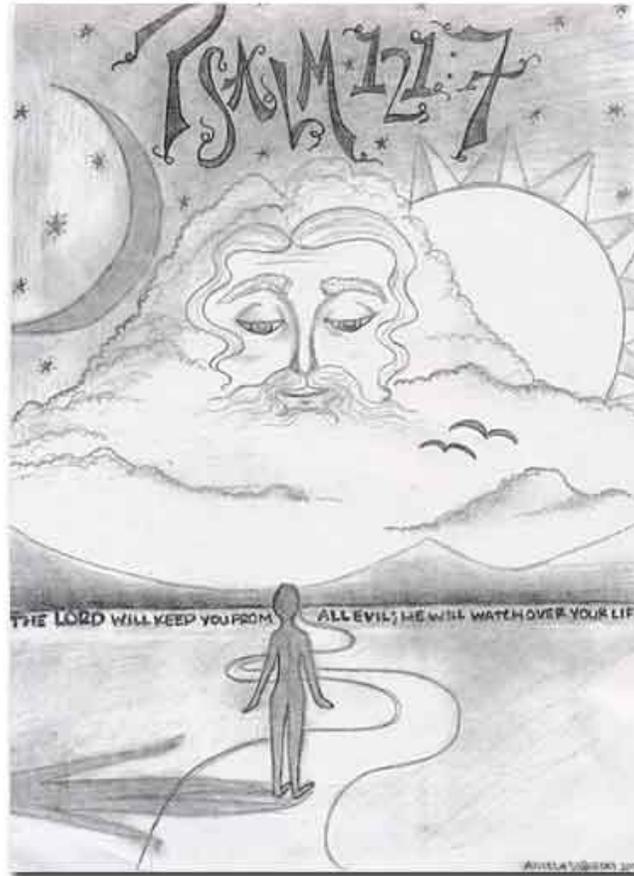
### St. John's Grade School, Rochester, MN



### School of Genesis, Brooklyn, NY



### Convent of the Visitation School



### Holy Spirit Catholic Regional School

Students in my 8th grade classes at Holy Spirit Catholic Regional School in Tuscaloosa, Alabama study Church history as part of the curriculum. An important part of learning about Church history is learning about the contribution monks made to the preservation and spreading of Christianity during the Dark and Middle Ages. Students learned about illuminated manuscripts and looked at examples of medieval manuscripts. Finally I showed students the work of Donald Jackson and they discussed what it means to “illuminate” the Bible for our times. I asked students to select a favorite Bible verse or prayer to illuminate on their own and to make comments on their work about anything they used that was symbolic. I want to thank Saint John’s for putting so much material on line thus providing me with a rich source of information to share with my students. We have all grown in our understanding of and appreciation for the Word of God.

Mary Burke  
Middle School Coordinator  
Holy Spirit Catholic Regional School  
Tuscaloosa, Alabama

## Word Search

S C R I P T O R I U M Z  
 A X E B I R S C L L C N  
 I V S Y I N K B L G A E  
 N E A E N L V I U O L T  
 T L E E D L U N M L L T  
 J L G S C Q K D I D I I  
 O U G Y E E A I N L G R  
 H M Y S L L M N A E R W  
 N R O L W X A G T A A D  
 S O L K K I O W I F P N  
 G P K B I B L E O S H A  
 D T J A C K S O N N Y H

Find the following word by looking across, down, forward, backward, and diagonally:

Bible  
Handwritten

Scriptorium  
Calligraphy

Goosequill  
Wales

Illumination  
Goldleaf

Jackson  
Vellum

Saint John's  
Egg yolk

Ink  
Binding

## RESOURCES

### Glossary of Terms

**Bible** The word, Bible, comes from the Greek word *biblia*, meaning "books." Many times the earliest sacred scriptures were written on separate scrolls or vellum. When these separate documents were bound together they became known as 'Bibles'.

**Book of Hours** A medieval European prayer book. It was to be prayed at designated times throughout the day. It contained psalms and prayers for everyday as well as for departed loved ones and other needs.

**Calendar** This is the one of the examples of illumination that is not in a scriptural or prayer form. The calendar recognized all the church feast days throughout the year and had popular themes for each specific month to show the various signs of the times. There were illuminations of the signs of the zodiac.

**Codex** Simply defined: a book of folded pages. The large pages were folded in half, inserted to form a book and then sewn together. This originated early on in the first century.

**Decorated Letter** This is the very large letter decorated to introduce the important section of text. Often the letter was very ornate and the work of individual artists.

**Divine Office** These are the daily prayers of the clergy written in a cyclical fashion. The Divine Office is still prayed today and with the Mass is the basis in Catholic Liturgy.

**Exemplar** The exemplar is the book that serves as the guide to copy a new book. This book was used in the monasteries as the master from which to copy new books.

**Gallnut** This is a swelling found on the bark of oak trees. The tree bark broken by an insect laying its eggs causes this swelling. The *gallic* acid found in the gallnuts is the basis of iron gall ink.

**Gilding** The process of applying gold leaf to the illumination. The process of gilding a manuscript requires the skill of an artist or a gilding specialist. Often it is the first thing artists do in the painting process because it is messy.

**Glair** This is egg white. It is the binding medium used for gilding. The glair is applied to an area then the gold leaf is applied.

**Historiated Initial** This is a popular feature of medieval illumination. Inside the illuminated letter the artist depicts a scene that the people of that time recognize. The figures or scene may or may not be related to the text. Borders or marginalia were also often historiated. The scenes could depict a recognizable person or scene with which the people would identify.

**Illumination** Illumination is the act of enlightening. This is the process of adding bright and beautiful colors as well as gold leaf to manuscript. The root word is *illuminare*, from Latin.

**Illuminator** An illuminator is an artist who illuminates a manuscript. An illuminator may also be a scribe. In the beginning of the middle ages most illuminators were members of the clergy. Later on the majority of these artists were laity.

## RESOURCES

**Inhabited Initial** This is different from the historiated initial. The inhabited initial contains humans or animals, but not a recognizable scene. There are also inhabited borders.

**Iron Gall Ink** This special ink is composed of a solution of tannic and gallic acids. Both acids come from gallnuts.

**Liturgy** This is the basic core of Catholic public worship. There are two liturgies within the Catholic Mass: the Liturgy of the Word and the Liturgy of the Eucharist.

**Marginalia/Border** The borders or marginalia are the decorations surrounding the text. The borders are varied but became very popular to include by the 13th century. The borders take many forms including the inhabited or historiated.

**Miniature** This is an illustration that is not related to a specific text. The root of the word is *miniare*, Latin meaning: “to color with red.”

**Missal** A book used in the Catholic Mass containing all prayers of the Mass as well as the psalms.

**Parchment** Parchment is animal skin from sheep or goats that, through a special process, is prepared for use as a writing material.

**Psalter** The book that contains all 150 psalms from the Bible. The root word of psalm is *psalmos* meaning “song” in Greek.

**Rubric** Rubrics are the instructions that form chapter headings or titles that are not a part of the text. The word rubric is derived from the Latin word, *rubrica*, which means “red” because the color of the ink used to write rubrics was red.

**Scriptorium** The scriptorium is the room where books are made. Literally, it means the writing place. Originally, scriptoria (plural for scriptorium) were found in churches and monasteries.

**Stylus** This is a sharp, pointed implement used for preparing a manuscript. It is made of metal or bone and helps rule the area where the text will be laid down.

**Vellum** This is parchment but it is made from the skin of calves. It is considered to be of higher quality than sheep or goat parchment. It can also be made of lambs or kids. It is very expensive to purchase. The preparation of the skin for use as a writing material is very labor intensive. The finest books still use vellum instead of paper.

## RESOURCES

### Reading List for Children and Educators

#### Children's Reading List

- Brookfield, Karen. *Books*. (Dorling Kindersley, 1993)
- Langley, Andrew. *Medieval Life*. (Dorling Kindersley, 1996).
- Robertson, Bruce. *Marguerite Makes a Book*. Illustrated by Kathryn Hewitt (The J. Paul Getty Museum, 1999)
- Wilson, Elizabeth B. *Bibles and Bestiaries: A Guide to Illuminated Manuscripts*. Straus and Giroux, 1994).

#### Educator's Reading List

- Alexander, Jonathan J.G. *Medieval Illuminators and Their Methods of Work*. (Yale University Press, 1994).
- Backhouse, Janet. *The Lindisfarne Gospels*. (Phaidon Press, Inc. 1990).
- Backhouse, Janet. *Sherborne Missal*. (University of Toronto Press, 1999).
- Brooke, C., *The Monastic World*, 1974.
- Brown, Michelle B. *Understanding Illuminated Manuscripts: A Guide to Technical Terms*. (Getty Museum, 1994).
- Carter, Patricia. *Illuminated Calligraphy*.
- Child, Heather. *The Calligrapher's Handbook* (Taplinger, 1985)
- DeHamel, Christopher. *The Book: A History of The Bible* (Phaidon 2001)
- DeHamel, Christopher. *A History of Illuminated Manuscripts*. (Phaidon Press, 1997).
- De Hamel, Christopher. *Medieval Craftsmen: Scribes and Illuminators*. (British Museum, 1992).
- Dyer, C. *Standards of Living in the Later Middle Ages*, 1989.
- Fox, Gabrielle. *Essential Guide to Making Handmade Books*. (F & W Publishing, Inc., 2000).
- Holmes, G., ed., *The Oxford History of Medieval Europe*, 1992.
- Holtman, Mollie, ed. *Masterpieces of the J. Paul Getty Museum: Illuminated Manuscripts*. (Getty Publications, 1997).
- Hufton, Susan. *Step-By-Step Calligraphy: A Complete Guide with Creative Projects* (Sterling Publishing, 1995)

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- Jackson, Donald. *The Story of Writing*. (Taplinger, 1980)
- Jean, Georges. *Writing: The Story of Alphabets and Scripts*. (Abrams, 1992).
- Knowles, David, *Christian Monasticism*, 1969.
- McManners, J., ed., *The Oxford Illustrated History of Christianity*, 1990.
- Mehigan, Janet. *Illumination for Calligraphy*. (Search Press, 2002).
- Oliver, Stefan. *Paint Your Own Illuminated Letters*. (Quantum Books, 1999).
- Parker, Murial M. *Illuminated Letter Designs in the Historiated Style of the Middle Ages*. (Stemmer House, 1986).
- Swanson, R.N., *Church and Society in Late Medieval England*. 1989
- Tanis, James R. et al. *Leaves of Gold: Manuscript Illumination from Philadelphia Collections*. (Philadelphia Museum of Art, 2001).
- Walther, Ingo F., Wolf, Norbert, *The World's Most Famous Manuscripts*. (Taschen America LLC, 2001).
- Wilson, Elizabeth B., *Pierpont Morgan Library. Bibles and Bestiaries: A Guide to Illuminated Manuscripts*. (Farrar, Straus and Giroux, 1994).

## RESOURCES

### Journals and Articles on *The Saint John's Bible*

"A Medieval Bible for Modern Times." *US News and World Report*. (March 29, 1999).

"A Scribe Apart." *Civilization Magazine*. (October 1, 1999).

"America's Book of Kells". *Newsweek*. (March 6, 2000).

"Books as Art." *Art a GoGo*. (July 2000).

"Donald Jackson Tackles the Bible." *Catholic Digest*. (July 1, 1999).

"Holy Writ." *People Magazine*. (June 14, 1999).

"Inscribing the Word." *Smithsonian Magazine*. (December, 2000).

"New Bible Written by Hand." *National Examiner*. (May 5, 1999).

*The Bible Review*. (June, 2000).

"The Saint John's Bible: A daring Bible project gives fresh focus to our need for the Sacred." *Celebration*. (September, 2001).

"The Saint John's Bible." *Move: Perspectives on Communications*. Volume 2. (2001).

"The Lutheran." (December, 1999).

The Scribe, The Journal of the Society of Scribes and Illuminators, Saint John's Bible Edition, #75, (Summer, 2002) London.

"Treasures in the Tomes." *Diversion*. (December 1, 1999).

## RESOURCES

### Internet Resources

#### *The Saint John's Bible Project web site:*

[www.saintjohnsbible.org](http://www.saintjohnsbible.org) This site has a wealth of information on all the aspects of *The Saint John's Bible*. Please utilize this site when using the curriculum.

#### Websites with historic illumination/calligraphy and Medieval Times:

<http://www.leavesofgold.org/learn/index.html> Leaves of Gold, an excellent resource with great educational information from the Philadelphia Museum of Art

<http://www.ibiblio.org/expo/vatican.exhibit/Vatican.exhibit.html> The Vatican Exhibit

<http://humanities.uchicago.edu/images/heures/heures.html> Les Tres Riche Heures: The Medieval Book of Hours with additional historic information on Book Arts.

<http://www.hmml.org/> The Hill Museum & Manuscript Library housed at Saint John's University, Collegeville, Minnesota

<http://portico.bl.uk/> The British Library is a good web site. There is a virtual tour that is engaging. It is possible to turn pages of some of the ancient books from the library.

<http://centerforbookarts.org/> Center for Book Arts

<http://history.boisestate.edu/westciv> Great information on the history of western civilization in the Medieval and Renaissance eras.

#### Website for resources about the art of calligraphy and instruction:

<http://www.paperinkarts.com>

<http://www.studioarts.net/calligring/>

<http://www.sacsrepackaging.com/parchment.html> William Cowley, a source of vellum

<http://talasonline.com> source of vellum

<http://www.societyofscribes.org/> Good educational ideas on calligraphy and illumination