

illuminating American History

Subject: American History

Grade Level: 8th

Rationale or Purpose:

Students will evaluate the effectiveness of adding visuals to printed documents by exploring **The Invention** pages of the **Gutenberg Education Module** in order to discover the purpose of illumination and rubrication in the Gutenberg Bibles. Students will use the techniques of illumination and rubrication to manipulate document excerpts from American History to make them more readable, navigable, and beautiful.

Materials:

- colored pencils or markers
- teacher-generated copies of documents prepared for illumination (included)
- copy of the document in a traditional form that will not be illuminated should also be available (example included)
- Internet access

Lesson Duration: One class period if computers are available in the classroom, two days if students must move to a computer lab.

Objectives: Social Studies - 113.24

(22 A) identify different points of view

(29 A) compare the effects of scientific discoveries and technological innovations

(30 A) differentiate between, locate, and use primary and secondary sources

(30 C) organize and interpret information

(31 C) transfer information from one medium to another

(31 D) create written, oral, and visual presentations of social studies information

Activity:

Step 1: Teacher preparation

- teacher selects primary source documents relevant to the unit being taught
- excerpts from Abraham Lincoln's Inaugural Address and Jefferson Davis' Inaugural Address (available at numerous sites online) are included in this lesson
- teacher copies, pastes, and cites Lincoln's Inaugural Address to a word processing document
- teacher formats the copied document(s) to be "justified" to look more like the printed texts of the Gutenberg Bible
- teacher tabs to create oversized indentions at the beginning of paragraphs to create the space needed for illumination
- teacher illuminates and rubricates Lincoln's Inaugural Address as an example
- print hard copies of both Inaugural Addresses that have been prepared for illumination and copies of the teacher-created illuminated example

- print a hard copy of Lincoln's Inaugural Address in a traditional text format

Step 2:

Students are given a copy of Lincoln's Inaugural Address in a traditional text format and a copy of the teacher created illuminated version. Students are asked to read the excerpt from the version of their choice.

- After 5-6 minutes the teacher leads a discussion on which version students chose with leading questions that inquire about ease of reading (navigability) or visual appeal

Step 3: Students go to the **Gutenberg Education Module** (either from classroom or lab)

<http://www.hrc.utexas.edu/exhibitions/education/modules/gutenberg>

- students will explore the **Invention** topic pages (let them navigate the 8 subsections on their own)
- student objective is to determine the reasons for the addition of illumination and rubrication to the Gutenberg Bible (30 minutes)
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Step 4: Students illuminate and rubricate the Jefferson Davis Inaugural Address using colored pencils or markers (12 minutes).

Student Product:

Students will create illuminations and rubrications for documents from U.S. History (inaugural addresses in particular for this lesson sample).

Closure:

Teacher asks students how they (the students) are similar to the fifteenth century purchasers of the Gutenberg Bibles. The intent here is for the students to identify with people from a different historical place and time, thus enhancing the value of studying history (5 mins).

Extension:

Other TEKS-related documents or literature (excerpts) that could be illuminated:

Mayflower Compact
Fundamental Orders of Connecticut
Washington's Farewell Address
The Midnight Ride of Paul Revere
Declaration of Independence
The Constitution
The Bill of Rights
Declaration of Sentiments
The Autobiography of Fredrick Douglas
Emancipation Proclamation
The Gettysburg Address

Activity by:

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Lincoln's Inaugural Address (Ready for Illumination)

One section of our country believes slavery is *right* and ought to be extended, while the other believes it is *wrong* and ought not to be extended. This is the only substantial dispute. The fugitive-slave clause of the Constitution and the law for the suppression of the foreign slave trade are each as well enforced, perhaps, as any law can ever be in a community where the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, can not be perfectly cured, and it would be worse in both cases *after* the separation of the sections than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction in one section, while fugitive slaves, now only partially surrendered, would not be surrendered at all by the other.

Physically speaking, we can not separate. We can not remove our respective sections from each other nor build an impassable wall between them. A husband and wife may be divorced and go out of the presence and beyond the reach of each other, but the different parts of our country can not do this. They can not but remain face to face, and intercourse, either amicable or hostile, must continue between them. Is it possible, then, to make that intercourse more advantageous or more satisfactory *after* separation than *before*? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens than laws can among friends? Suppose you go to war, you can not fight always; and when, after much loss on both sides and no gain on either, you cease fighting, the identical old questions, as to terms of intercourse, are again upon you.

<http://www.bartleby.com/124/pres31.html>

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Jefferson Davis' Inaugural Address
(Ready for Illumination)

Looking forward to the speedy establishment of a permanent government to take the place of this, and which, by its greater moral and physical power, will be better able to combat with the many difficulties which arise from the conflicting interests of separate nations, I enter upon the duties of the office to which I have been chosen with the hope that the beginning of our career, as a Confederacy, may not be obstructed by hostile opposition to our enjoyment of the separate existence and independence which we have asserted, and, with the blessing of Providence, intend to maintain. Our present condition, achieved in a manner unprecedented in the history of nations, illustrates the American idea that governments rest upon the consent of the governed, and that it is the right of the people to alter or abolish governments whenever they become destructive of the ends for which they were established....

...Through many years of controversy with our late associates, the Northern States, we have vainly endeavored to secure tranquillity and to obtain respect for the rights to which we are entitled. As a necessity, not a choice, we have resorted to the remedy of separation; and henceforth our energies must be directed to the conduct of our own affairs and the perpetuity of the Confederacy which we have formed. If a just perception of mutual interest shall permit us peaceably to pursue our separate political career, my most earnest desire will have been fulfilled; but if this be denied to us, and the integrity of our territory and jurisdiction be assailed, it will but remain for us, with firm resolve, to appeal to arms and invoke the blessings of Providence on a just cause.

http://douglassarchives.org/davi_b16.htm