

What makes a great Illuminated Text – Worksheet

You and your partner (if your partner is not here – sorry you are on your own) are to spend the rest of the period planning in a great detail as you can your Illuminated Text – you need to follow the directions here – and there is only one rule that must be followed: **Write down anything that you talk about.**

Have two separate sheets of paper out – on one of them you will answer the questions below, and you will turn that in at the end of the period – on the other sheet you will put down ideas that occur to you for your Illuminated Text on that sheet – Label it: Our Illuminated Text - do not turn that sheet in, but use it in the planning of your Illuminated Text. As you answer the questions below give yourself time to jot down ideas for your Illuminated Text on that sheet.

1. What do you and your partner believe makes for a truly great Illuminated Text in a general kind of way – what do they have in common – write down three specific things that you have found – for instance, you might say 1. All great Illuminated Texts time their music precisely to reflect what is happening in their presentation. Now jot down how you will do this in your own – if you have ideas for potential music – this is a good time to write it down as well.
2. Name three effects from Illuminated Texts that you have seen that stand out in your mind – effects that we so good they helped make that Illuminated Text great. For instance, you might say In Cat in the Rain, when Jenny Lee has the words “rain” first appear and then turn sideways, and then fall down like so many raindrops – this was a great effect that really helped show what was happening in the text come clear. Now on your own sheet, jot down ideas for effects that you could use in your Illuminated Text.

3a. Ok, here’s the big part – the part that should take up most of the period (and for which you will receive most of your grade on this assignment). Do you have an idea for your Illuminated Text? A central reaching theme that will pull all of it together – a theme which will not only govern the words you choose but your effects, fonts, colors, etc. Write down that theme (as 3a) if you have it – if not work backwards – go to 3b – find quotes that you and your partner like until you see a theme emerging – you may have to “throw” some of them out – but that’s ok – as soon as you have a theme, central idea, or thesis – write it down as your answer to 3a, then continue on with 3b.

3b. Now both of you must write – one will write on the sheet that you are turning in – the other will write on the sheet that you are keeping. Make column headings on your paper, as so:

Quote #	Page #	Quote	Quote(s) to link to	Note
1	247	“If they had come sixty years later,...election possibilities w/textmessaging	7, 4, 12	cool

Both partners write like the dickens, (remember your copy is even more important than the one that you are turning in) as you find more and more quotes – be sure to update your Quotes column. If you are doing a book that had group work that had you link chapters or ideas – be sure to use that past work on this part. If you didn’t do 3a – as soon as you can see a theme or central idea emerging – go back to that – and use that to define the rest of your quotes.

Also as you are writing down quotes – you may want to go back and add to what you wrote for the second part of questions 1 & 2 – let the ideas for your effects, movement, be governed by the connections and ideas that you are finding – on your own sheet leave room to jot down special effects that you might want to use on that line to have it connect to another or just to explicate that line by itself. Have fun – and find as many quotes as you can before the bell rings – BUT – continue your own sheet on your own – perhaps even dividing your text into 2

with your partner. Make a copy of what you and your partner came up with (preferably before you leave school).