



**MUSEUM OF
RUSSIAN ICONS**

The Icon Writer as Author and Mathematician

Grade 5

Ken Hoo

About the Museum

The Museum of Russian Icons was founded in 2006 as a non-profit educational institution by Massachusetts industrialist Gordon B. Lankton. The collection includes more than 400 Russian icons, the largest collection of its kind in North America, and one of the largest private collections outside Russia. The collection spans six centuries, and includes important historical paintings dating from the earliest periods of icon painting to the present.

The Museum is a fascinating place for teachers and students to explore. It offers discussion-based tours that engage students of all ages. The study of icons and Russian culture yields rich connections to a wide variety of curriculum areas, including history and social studies, art and art history, and English Language Arts. We can customize your classroom visit to meet your instructional goals and curriculum needs.

About This Lesson

This lesson is one of a series developed by graduate students in Tufts University's Museum Studies program as assignments for the course Curriculum Development for K-12/Museum Collaborations. Special thanks to the students who created them. These lessons are works in progress intended to show educators the scope of educational opportunities that the Museum can create for students.

Some lessons are designed to take place at the Museum, while others were created for teachers to use in the classroom. They can be printed out and used as is, or they can serve as a starting point for other lessons. The Museum looks forward to working with educators to tailor the experience for their students.

If you have written or developed a lesson plan about icons, the Byzantine Empire, Russian history or culture, or any other relevant subject and you'd like us to post it on this website as a community resource, please send it to the email address below and we will be in touch to follow up.

If you have questions or feedback about these lessons, or if you'd like to make arrangements for your students to visit the Museum, please contact Tara Young at tyoung@museumofrussianicons.org or call (978) 598-5000 x 13.

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I. Pre-Visit Lesson

Using Literary Concepts to Prepare for Writing an Icon

Age Group: 5th grade

Length of Lesson: 50 minutes

Subjects: Language Arts

Lesson Overview

In this lesson, students will learn that an icon serves as a text, portraying the story of a religious person or event. Each student will make icon-inspired artwork using the story of his/her life into an icon by identifying a theme and important events, then writing concise sentences to describe these events.

Learning Objectives

By the end of this lesson, students will be able to:

- Identify a theme (or themes) in their life.
- Select events from their life that illustrate this theme.
- Use concise sentences to describe these events.

Materials & Preparation

- Exhibit label of The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 3a, page 15)
- Using Literary Concepts to Plan Your Icon activity sheet (Appendix 1, page 13). NOTE: Retain these sheets for use in the post-visit lesson.
- Copy of the Using Literary Concepts to Plan Your Icon activity sheet, completed by the teacher
- Student Assessment sheet (Appendix 2, page 14)
- Photos of the Museum of Russian Icons
- Image of The Life of His Holiness Andrey Rublev Icon-Writer (this icon may be downloaded at <http://www.museumofrussianicons.org/forteachers.html>)

Introduction for the Educator

Students will learn that an icon serves as a text, portraying the story of a religious person or event. This lesson will begin the process of students “writing” an icon about themselves that includes important literary concepts. The class will discuss a picture of an icon that has scenes from the life of the icon’s subject set in a border. The accompanying label provides information to help viewers understand each scene and learn about important events in the subject’s life. Then each student will identify a theme and several significant events in his/her own life. Finally, the students will write concise sentences about these events, similar to the label used in the earlier icon discussion. This lesson will prepare them for their visit to the Museum, where they will learn how the makers of icons needed an understanding of both literary concepts and math skills in order to create these images.

Steps for the Educator

1. Introduction—Introduce students to basic information about icons (**3 minutes**)
 - An icon is an image of a religious person or event.
 - Icons serve as visual “texts” that teach through images.
 - An icon is not painted but “written,” and the artists who created icons are considered writers.
 - Discuss the Museum and what students should expect. Provide photos of the Museum or show the students the website, and answer any questions they may have.
2. Icon discussion (**15 minutes**) **Note:** During this part of the lesson, it will be very helpful to display a large image of The Life of His Holiness Andrey Rublev Icon-Writer (see <http://www.museumofrussianicons.org/forteachers.html>) so that students are able to see the details. An LCD digital projector is recommended. If not, the teacher can use a color

printout of the image or display the image on a computer monitor such that the whole class can see and discuss it. In this case, a large copy of the exhibit label (Appendix 3a, page 15) can be made or individual copies can be distributed.

Display the image of The Life of His Holiness Andrey Rublev Icon-Writer. Read its name and tell the students that this is an icon from the Museum of Russian Icons that they will see during their upcoming visit. Point out that this icon has a border containing scenes from the life of Andrey Rublev, who was a famous icon writer who lived about 600 years ago.

Examine the exhibit label for The Life of His Holiness Andrey Rublev Icon-Writer. Read the label text for scene one. Find the matching scene on the image of the icon to see how the sentence goes with the picture. Repeat for scenes two, three, and four only. As you read, talk about these important events as depicting the story/plot of Andrey Rublev's life.

Discuss how the sentences are short and to the point.

Talk about other literary concepts contained in the icon. Identify characters, including the main one. Since only two names are mentioned in the exhibit label, students can use more general terms in identifying the characters. Tell the class that there are themes in this icon, which the class will discuss at the Museum.

3. Modeling how to use literary concepts to plan your icon (**10 minutes**) Tell the class that today each student will begin the process of turning the story of his/her life into an icon by identifying a theme and important events, then writing concise sentences to describe these events.

Explain that the first step is to think about themes – central ideas or messages – in one's life. Use relevant examples from prior discussions about historical figures or characters in texts that the class has read. The teacher will tell the students the theme(s) that he/she has identified in his/her own life.

Brainstorm and list possible themes for the students' lives.

Next the teacher will model the process of identifying six important events in his/her life that illustrate these theme(s). [Note: A person's birth can be used as the first event, as is the case in The Life of His Holiness Andrey Rublev Icon-Writer, even though a theme may not apply.] The teacher will show students his/her copy of the "Using Literary Concepts to Plan Your Icon" activity sheet (Appendix 1, page 13) and read through it – emphasize the conciseness of the sentences, relating them to the exhibit labels from earlier.

4. Activity: Using literary concepts to plan your icon (**22 minutes**) Hand out copies of Appendix 1.

Students will complete the sheet by identifying theme(s) in their life, choosing six events that tell the story of their life and relate to their theme(s), and writing out concise sentences describing these events.

Assessment/Evaluation

The teacher will assess whether students have met the learning objects based on their completed "Using Literary Concepts to Plan Your Icon" activity sheet. See Student Assessment sheet (Appendix 2, page 14).

Massachusetts Curriculum Standards

Language Arts standards

Reading Standards for Literature

Key Ideas and Details

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Writing Standards

Production and Distribution of Writing

1. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Vocabulary

Character	A person who takes part in the action of a story, novel, or a play.
Plot	The action or sequence of events in a story.
Theme	A frequently repeated idea or a central meaning or message found in a text.

Citations

1. Massachusetts Department of Elementary and Secondary Education. "Massachusetts Curriculum Framework for English Language Arts and Literacy." Accessed March 10, 2011. <http://www.doe.mass.edu/frameworks/ela/01111.pdf>.

Supplemental Materials

- Exhibit label of The Life of His Holiness Andre Rublev Icon-Writer (Appendix 3a, page 15)
- "Using Literary Concepts to Plan Your Icon" activity sheet (Appendix 1, page 13)
- Student Assessment sheet (Appendix 2, page 14)
- The Life of His Holiness Andrey Rublev Icon-Writer may be downloaded at <http://www.museumofrussianicons.org/forteachers.html>



II. In-Gallery Lesson

The Icon Writer as Author and Mathematician

Age Group: Grade 5

Time Required: 50 minutes

Subjects: Language Arts, Math

Lesson Overview

In this lesson, students will learn that the creative process of making an icon required icon writers to understand and use both literary concepts and math skills. As a class and in small groups, students will explore icons with borders that contain scenes from the lives of their subjects. Students will analyze each icon as a text about its subject's life and collaborate to understand the mathematical problem solving required to create the icon.

Learning Objectives

By the end of this lesson, students will be able to:

- Demonstrate their understanding of an icon as a text by using an icon's labels and images to discuss the literary concepts incorporated by the icon writer, particularly the themes as they relate to the subject's life.
- Use addition, multiplication, and division skills involving whole numbers and fractions to determine the height, width, perimeter, and area of the blocks that contain scenes from the life of the icon's subject.

Skills

Communication and Collaboration

- Communicate clearly (articulate thoughts and ideas effectively in a variety of forms and contexts; listen effectively; use communication for a range of purposes and in diverse environments; utilize multiple media and technologies)
- Collaborate with others (work effectively and respectfully with diverse teams; make necessary compromises; assume shared responsibility for collaborative work and value individual contributions)

Visual Literacy

- Demonstrate ability to interpret, recognize, appreciate, and understand information presented

Scientific and Numerical Literacy

- Demonstrate ability to reason with numbers and other math concepts

Materials & Preparation

- Large poster or chart paper reproduction of accompanying exhibit label for The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 3a, page 15)
- Educator information sheet and discussion guide for The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 3b, page 16)
- 4 clipboards (1 per small group)
- Pencils
- Icon Discussion guide – four copies (Appendix 4, page 17)
- Math worksheets – different one for each icon (Appendices 5a-5d, pages 18-21)
- Math activity answer sheet (Appendix 6, page 22)
- Student Assessment sheet (Appendix 7, page 23)

Introduction for the Educator

In this lesson, students will view icons as texts that require an understanding of both literary concepts and math skills in order to create them. This lesson focuses on five icons that include scenes from the life of their subject. These scenes are set in a border that surrounds a central image of the subject. The accompanying labels provide information to help viewers

understand each scene and learn about important events in the subject's life. The initial whole group discussion, which examines the icon *The Life of His Holiness Andrey Rublev Icon-Writer*, will model what the students will later do in small groups with an assigned icon. These discussions initially will involve looking at each scene and reading its corresponding label. Next students will work together to identify themes in an assigned icon. Finally, each group of students will collaborate to determine the dimensions of the blocks that contain scenes from the icon subject's life and calculate the perimeter and area of the blocks.

Note: The numbers used in this assignment for the dimensions of the blocks do not exactly match the actual dimensions. For the purposes of this exercise, these figures were adjusted to match what 5th graders are expected to know about computation with fractions.

Steps for the Educator

1. Introduction (**3 minutes**) Welcome students to the Museum and lead them to the icon *The Life of His Holiness Andrey Rublev Icon-Writer*.

Introduce them to basic information about icons:

- An icon is an image of a religious person or event.
- Icons have been made for over 1500 years.
- An icon is not painted but "written," and the artists who created icons are considered writers.
- Historically, icon writers were always men (although that is not the case today).
- Not only are icons central to worship, but they serve as visual "texts" that educate about God, the saints, and the teachings of the Church through visual images. This was particularly important in the early days of the Church, when many worshippers could not read.

Tell the students that today they will learn how the creative process of making an icon required icon writers to understand and use both literary concepts and math skills.

Preview the in-gallery lesson: examining and discussing this icon; breaking up into small group to conduct similar discussions about an assigned icon; and using their computation skills to determine the measurements of the small scenes that make up the border of their icon.

2. Icon writers as authors – exploring literary concepts (**10 minutes**) Display a large poster or chart paper reproduction of accompanying exhibit label for *The Life of His Holiness Andrey Rublev Icon-Writer* (Appendix 3a, page 15). Conduct a discussion with the class using Appendix 3b, page 16.
 - Compare this icon with an adjacent one without a border, noting that each has a central figure – the subject, or main character. Discuss why the icon writer would create an icon with a border. Guide students to realize that the border teaches viewers the story of important events in the life of the icon's subject in a way that a single picture cannot. Point out that he therefore needed to understand and use the same literary concepts as a writer/author who uses words: story/plot, characters, and themes.
 - Examine selected scenes and read their corresponding label information to learn about the story/plot of Andrey Rublev's life.
 - Tell students that the icon writer also used these scenes to help viewers understand important themes about the icon's subject. Identify themes in this icon.
Possible themes include: Andre Rublev's hard work and skills as an icon-writer; the presence of angels and holy figures in many of the scenes to show that his work is blessed; Rublev's devotion to the church and the importance of religion in his life; the appreciation of others for his efforts; teamwork (he works with others in many of the scenes).
 - Summarize the discussion by reviewing how the creation of an icon required the writer to incorporate important literary concepts. Tell the students that they will work in small groups and be assigned to an icon in the Museum. Using a list of guiding questions, they will have a similar discussion in order to understand the scenes and themes used by the icon writer.
3. Icons writers as mathematicians – problem solving and calculations (**12 minutes**) Tell the students that in addition to being an author and needing to understand how to convey a story about a subject's life, an icon writer also had to be a mathematician. Discuss the process an icon writer would go through to create an icon with a border.

Key points:

- The writer would need to identify the important events in the subject's life and think about themes he wants to include.
- The writer must make choices and decide on a specific number of events to use as scenes.
- Once he has done that, the writer must figure out how to fit these scenes in a border using math.

Direct students' attention to the number of blocks in the left and right columns, and then the top and bottom rows. Discuss the size of the blocks, how they compare with each other, and how the icon writer – knowing that he had a space of specific size in which to create the icon – must determine the dimensions of the blocks in order to fit that space.

Key points:

- The vertical columns each have the same number of blocks.
- The horizontal rows each have the same number of blocks.
- The vertical blocks appear to be the same size.
- The horizontal blocks appear to be the same size.
- Given the size of the space where he was creating the icon, the icon writer has to use math in order to calculate the dimensions of the blocks.

Tell students that after their discussion, their small group will move on to the math activity to figure out the dimensions that the icon writer devised for the size of the blocks in their assigned icon. Using a math worksheet as an example (Appendix 5a, page 18), go over how to understand the measurements shown and discuss the process they will use to calculate the missing measurements (width, height, or both) of the gray (horizontal) story blocks and the white (vertical) story blocks. Make it clear that each gray block has the same dimensions and that each white one has the same dimensions.

Tell students that after they finish their math worksheet, their group will go to the educator to get their answers checked.

4. Small group icon discussions (**10 minutes**) Break up the class into 4 small groups. Assign each group an icon and provide a clipboard, pencil, the Icon Discussion guide (Appendix 4, page 17), and the Math worksheet that corresponds with their designated icon (Appendices 5a-5d, pgs. 18-21).

Walk the class to Saint Nicholas with Scenes from His Life (circa 1650), leaving the group assigned to this icon here to begin the Icon Discussion activity. Proceed to the other icons to drop off each group at their assigned icon: Elijah with Scenes from his Life (circa 1680), Saint Anastasia with Scenes from her Life (circa 1580), and St. Nicholas with Scenes from his Life (circa 1600).

Students in each small group will work together to look at each scene in their assigned icon and read its matching label information. Using the Icon Discussion Guide, they will discuss literary concepts incorporated in their icon, particularly themes.

5. Small group math activity (**15 minutes**) Students in each small group will work together to go through the steps of their math worksheet. Each gray (horizontal) block has the same width and height, and each white (vertical) block has the same width and height. They are responsible for figuring out the missing heights and widths of the gray and white story blocks. Then they will calculate the perimeter and area of these blocks, given these dimensions.
 - The group can use the white space on the front of the worksheet or the back to do the calculations.

Each group of students will bring its worksheet to the educator when this activity is completed. The educator will check the group's answers using Appendix 6, page 22. Keep the worksheet if all answers are correct; allow the group to work on any incorrect ones.

Student Assessment/Evaluation

The educator should circulate to each small group to informally assess individuals (see Appendix 7, page 23). The first area assessed will be the amount and quality of each individual's participation in the small group discussion about literary concepts in the assigned icon. The second area assessed will be the accuracy of the group's calculations of height, width, perimeter, and area of the story blocks for its icon. Finally, the educator will evaluate how well individual students collaborate and share responsibility with others in their group.

Massachusetts Curriculum Standards

Language Arts

Reading Standards for Literature

Key Ideas and Details

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Math

Number and Operations—Fractions 5.NF

Use equivalent fractions as a strategy to add and subtract fractions.

1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
6. Solve real-world problems involving multiplication of fractions and mixed numbers.

Vocabulary

Area	The amount of space inside the boundary of a flat (2-dimensional) object. For a rectangle, area is found by multiplying the width and height.
Theme	A frequently repeated idea or a central meaning or message found in a text.
Perimeter	The distance around a two-dimensional shape. For a rectangle, perimeter is found by adding up the lengths of all four sides.

Further Information

Department of Christian Education, Orthodox Church in America. "Icons as Teachers." <http://dce.oca.org/resource/249/>.

Martin, Lynette. *Sacred Doorways: A Beginner's Guide to Icons*. Brewster, MA: Paraclete Press, 2002.

Citations

1. Institute of Museum and Library Services. *Museums, Libraries, and 21st Century Skills*. Washington, D.C.: Institute of Museum and Library Services, 2009.
2. Massachusetts Department of Elementary and Secondary Education. "Massachusetts Curriculum Framework for English Language Arts and Literacy." Accessed March 10, 2011. <http://www.doe.mass.edu/frameworks/ela/01111.pdf>.
3. Massachusetts Department of Elementary and Secondary Education. "Massachusetts Curriculum Framework for Mathematics." Accessed March 10, 2011. <http://www.doe.mass.edu/frameworks/math/01111.pdf>

4. Math is Fun? "Illustrated Mathematics Dictionary." Accessed April 4, 2011. <http://www.mathsisfun.com/definitions/index.html>.
5. Tradigo, Alfredo. *Icons and Saints of the Eastern Orthodox Church*. Los Angeles, CA: Getty Publications, 2006.

Supplemental Materials

- Exhibit label for The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 3a, page 15)
- Sheet of supplemental information and discussion questions for educator about The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 3b, page 16)
- Icon Discussion guide (Appendix 4, page 17)
- Math worksheets (Appendices 5a-5d, pages 18-21)
- Math activity answer sheet (Appendix 6, page 22)
- Student assessment sheet (Appendix 7, page 23)
- The following icons may be downloaded at www.museumofrussianicons.org/forteachers.html:
 - The Life of His Holiness Andrey Rublev Icon-Writer
 - Saint Nicholas with Scenes from His Life (circa 1650)
 - Elijah with Scenes from his Life (circa 1680)
 - Saint Anastasia with Scenes from her Life (circa 1580)
 - St. Nicholas with Scenes from his Life (circa 1600)



III. Post-Visit Lesson

Writing an Icon: Putting It All Together

Age Group: 5th grade

Length of Lesson: 50 minutes

Subjects: Language Arts, Math

Lesson Overview

In this lesson, students will work in groups to determine new ways to configure the scenes in the border of an icon. Then they will work independently to design and create a work of art using the activity sheet completed during the pre-visit lesson.

Learning Objectives

By the end of this lesson, students will be able to:

- Use problem solving and collaboration skills to create new solutions for a posed challenge.
- Depict significant events, themes, and characters in their lives through the visual medium of an icon.
- Summarize the information presented in their icon and talk about how their labels and illustrations work together.

Skills Used by Students (21st Century Skills Framework, adapted for libraries and museums)

LEARNING AND INNOVATION SKILLS

Critical Thinking and Problem Solving

- Solve Problems (use both conventional and innovative ways; identify and ask questions that clarify various POVs and lead to better solutions)

Communication and Collaboration

- Communicate Clearly (articulate thoughts and ideas effectively in a variety of forms and contexts; listen effectively; use communication for a range of purposes and in diverse environments; utilize multiple media and technologies)

Materials & Preparation

- Image of The Life of His Holiness Andrey Rublev Icon-Writer (this icon may be downloaded at <http://www.museumofrussianicons.org/forteachers.html>)
- Icon Border Problem Solving sheet (Appendix 8, page 24) – enough copies for small groups of three to four students
- Icon with Border template (Appendix 9, page 25) – cut along lines ahead of time
- Possible Icon Border Configurations sheet (Appendix 10, page 26)
- Rulers
- “Using Literary Concepts to Plan Your Icon” activity sheet, from the pre-visit lesson
- Student Assessment sheet (Appendix 11, page 27)

Introduction for the Educator

This lesson will build on the in-gallery lesson’s focus on understanding how icon writers had to use math to plan an icon with a border. In small groups, students will collaborate to think of four different ways to configure a border with fourteen scenes. As with the icons viewed at the Museum of Russian Icons, each scene in the horizontal rows must have the same dimensions and each one in the vertical columns must have the same dimensions. Then, students will work independently to create a border with six scenes for the icon about themselves. Finally, they will create art that highlights the qualities of icon writing by doing the illustrations for the six events that they chose and wrote about during the pre-visit lesson.

Steps for the Educator

1. Introduction (**5 minutes**) Display image of The Life of His Holiness Andrey Rublev Icon-Writer (Appendix 1, page 5).

Remind class of the in-gallery discussion at the Museum of Russian Icons about the ways that icon writers used math in order to calculate the dimensions of the blocks that contain the scenes in the border. Discuss what students learned about the number and size of the blocks in the vertical columns and in the horizontal rows:

- The vertical columns each have the same number of blocks.
- The horizontal rows each have the same number of blocks.
- The vertical blocks are the same size.
- The horizontal blocks are the same size.

2. Small group problem solving activity (**15 minutes**) Tell the students that they will imagine themselves as icon writers who have to decide how to configure the blocks for an icon that has a border containing fourteen scenes. In small groups, they will collaboratively figure out four ways to do so, while keeping to the guidelines established above. Using Appendix 8, page 24, the groups will draw the lines to show their four solutions for how to configure the blocks. Measurements do not have to be exact, as the teacher will be focusing on how the groups problem solve.

Model an example with the class. Suggest that there be one big block for the top row and one for the bottom row. Discuss how to figure out the number of remaining blocks and calculate how many go in each column. (Fourteen total blocks minus these two makes twelve. Twelve blocks for two columns means there needs to be six blocks in each horizontal column.) Draw the appropriate lines to show this configuration.

Divide class into groups of three to four students. Distribute the Icon Border Problem Solving activity sheet (Appendix 8, page 24).

After completing this activity, the groups will give their sheet to the educator.

3. Icon writing activity (**25 minutes**) As each group completes the problem solving activity, give the students a copy of the template they will use for the icon about themselves (Appendix 9, page 25) and their completed "Using Literary Concepts to Plan Your Icon" activity sheet from the pre-visit lesson.

Explain to students that they will work independently to "write" an icon about themselves. First they will determine how to configure six blocks on the Icon with Border template, remembering that all horizontal blocks must have the same dimensions and all vertical blocks must have the same dimensions. They also have the option to use the template in portrait or landscape orientation. Then they will determine the necessary measurements for this configuration and draw the lines using a ruler. Measurements must be exact. (See Appendix 10, page 26 for possible configurations). Others exist, but they would make the illustrations difficult to do. Reiterate to the students that typically they would not have the freedom to have these artistic and stylistic variations, and that icon writers followed a very strict template.

Finally, with their "Using Literary Concepts to Plan Your Icon" activity sheet from the pre-visit lesson, students will create illustrations that match the sentences they wrote about the six significant events in their life.

4. Paired discussion (**5 minutes**) As students finish their icon, pair individuals together. Instruct each student to discuss and explain his/her icon to the partner, including identifying the theme(s) included. Ask why certain scenes are depicted in certain squares and how the dynamic would change if the scenes were shuffled around. Ask them why they picked one scene over another and how this decision may have affected the finished product. This process is to help students summarize the information they present in their icon and talk about how their labels and illustrations work together.

Assessment/Evaluation

The teacher will use Appendix 11, page 27 to assess whether students have met the lesson's group and individual learning objectives. This will involve an examination of each group's Icon Border Problem Solving sheet, informally assessing individuals while presenting their icon to a partner, and determining how well each student's icon portrays the information from his/her "Using Literary Concepts to Plan Your Icon" activity sheet.

Massachusetts Curriculum Standards

Language Arts

Writing Standards

Production and Distribution of Writing

4. *Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.*

Speaking and Listening Standards

Comprehension and Collaboration

1. *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.*

2. *Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.*

Presentation of Knowledge and Ideas

5. *Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.*

Citations

1. Massachusetts Department of Elementary and Secondary Education. "Massachusetts Curriculum Framework for English Language Arts and Literacy." Accessed March 10, 2011. <http://www.doe.mass.edu/frameworks/ela/01111.pdf>.

Supplemental Materials

- Icon Border Problem Solving sheet (Appendix 8, page 24)
- Icon with Border template (Appendix 9, page 25)
- Possible Icon Border Configurations sheet (Appendix 10, page 26)
- Student Assessment Sheet (Appendix 11, page 27)
- The following icon may be downloaded at www.museumofrussianicons.org/forteachers.html:
The Life of His Holiness Andrey Rublev Icon-Writer

Appendix 1. Pre-Visit Lesson: Using Literary Concepts to Prepare for Writing an Icon: Activity Sheet.

Copy and distribute one to each student or group.

Main character: _____

Theme(s) in the character's life: _____

Story/plot (important events in the character's life): *Keep it short and sweet!*

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____



Supporting characters: _____

The Life of His Holiness Andrey Rublev, Icon-Writer

1	2	3	4	5
6	Andrey Rublev			7
8				9
10				11
12				13

1. Birth of Andrey Rublev
2. Learning basic skills of icon painting
3. Andrey Rublev becoming a monk
4. Andrey Rublev and two associates decorate a cathedral in Moscow
5. Andrey Rublev writing miniature books
6. Painting a Mother of God icon
7. Andrey Rublev and his friend (Daniil Chyrny) painting a cathedral in Vladimir
8. Andrey Rublev drawing the icon of the Holy Trinity
9. The icon of the Holy Trinity being blessed
10. Painting of the Trinity Cathedral at a monastery
11. Andrey Rublev and Daniil Chyrny writing icons
12. Painting a cathedral in a monastery
13. Death of Andrey Rublev
14. Daniil Chyrny's vision of Andrey Rublev on his death bed
15. Andrey Rublev becoming a saint in the Russian Orthodox Church
16. Congregation of the Russian Holy Icon Writers

The Life of His Holiness Andrey Rublev, Icon-Writer

Andrey Rublev (also spelled Andrei, Andre) is one of the most famous and greatest of the medieval Russian icon writers. Also a monk, he painted icons and frescoes in many sacred sites, including cathedrals and monasteries. He was born in the mid-14th century and died in 1430. He was declared a saint in 1988.

1. Compare this icon with an adjacent one without a border, noting that each has a central figure – the subject, or main character.
 - Why would the icon writer create an icon with a border?
 - What does the border add for viewers who look at this icon that they don't get out of seeing an icon without these scenes?

Point out that the icon writer therefore needed to understand and use the same literary concepts as a writer using words.

2. Using the large chart/poster of the text label for the icon The Life of His Holiness Andrey Rublev Icon-Writer, discuss the following scenes and read the text: #2, #5, #7, #9, #12, #13.
 - What themes or ideas about the life of Andrey Rublev are repeated in the scenes?
 - What is the icon writer trying to say about Andrey Rublev?

Summarize discussion by reviewing how the creation of an icon required the writer to incorporate literacy concepts.

3. Ask students to think about the steps an icon writer would take to create this type of icon with a border. Tell them that he would probably start off with choosing the subject of the icon, who is then depicted in the middle of the icon.
 - What did he need to do next?
 - Could the writer have included everything that happened in a person's life?
 - Once he decides on how many events to use as scenes, how would he figure out how to fit the scenes into the border?
4. Direct students' attention to the number of blocks in the left and right columns, and then the top and bottom rows.
 - What do you notice about the number of blocks in the vertical columns? The horizontal rows?
5. Now focus on the size of the vertical blocks and then the horizontal blocks.
 - What do you notice about the size of each vertical block? The size of each horizontal block?
 - How do the horizontal blocks compare with the vertical ones?
 - If an icon writer has a space that's a specific size in which to create an icon, how can he determine the dimensions of the blocks?

The Life of His Holiness Andrey Rublev, Icon-Writer

Icons serve as visual “texts” that educate. In this activity, your group will examine an icon and explore how the icon writer had to understand and use the same concepts used by authors of books in order to create the icon.

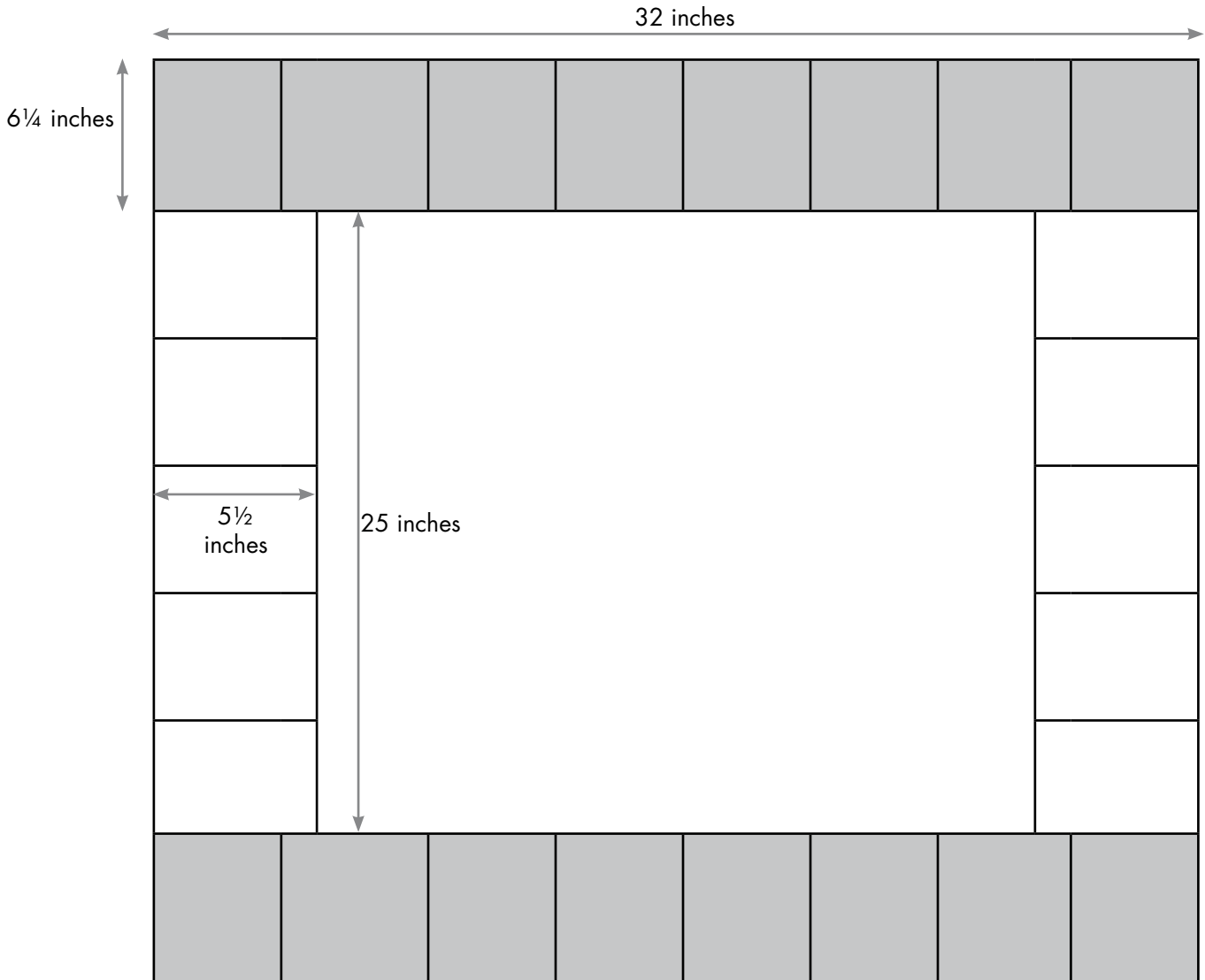
1. Read the title of your icon and identify the subject (main character) of the icon.
2. Using the label, read about Scene 1 for your icon. Find the matching scene on the icon to see how the sentence goes with the picture. Repeat for the rest of the label. As you read, talk about these important events in the story of the subject’s life.

*** For the group assigned St. Nicholas, with Scenes from His Life (circa 1650), scenes 15&17, 19, 20, 21, 22, 23, and 24 are about other holy figures. You do not need to examine these scenes.**

3. Use the following questions to guide your group’s discussion about the icon.
 - What themes or ideas about the life of the subject are repeated in the scenes?
 - What is the icon writer trying to say about the subject?

Appendix 5a. In-Gallery Lesson: The Icon Writer as Author and Mathematician: Math Worksheets.
Distribute one to each student or group.

Icon: St. Nicholas with Scenes from His Life (circa 1650)



Each gray (horizontal) block has the same width and height.

There are 8 gray blocks going across the top. Put together, these 8 blocks are 32 inches wide.

How wide is each gray block?

The height of the gray blocks is $6\frac{1}{4}$ inches.

What is the perimeter of a gray block?

What is the area of a gray block?

Each white (vertical) block has the same width and height.

The width of the white blocks is $5\frac{1}{2}$ inches.

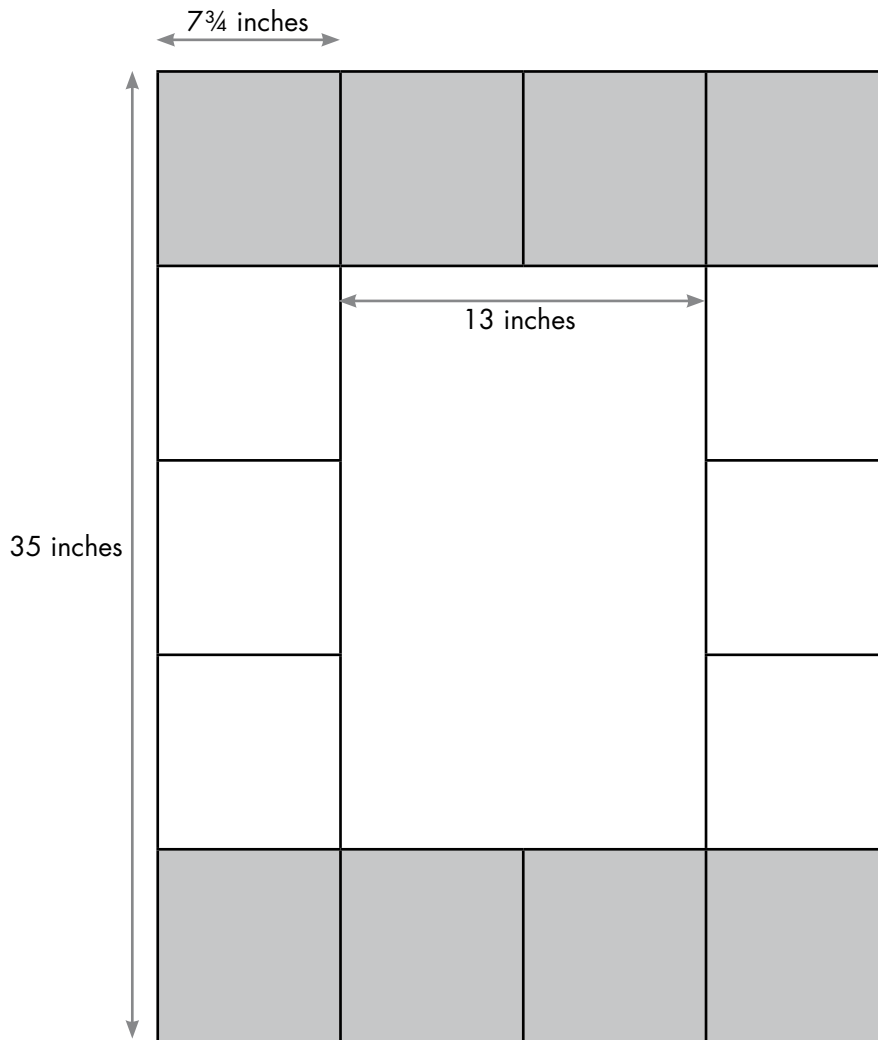
There are 5 white blocks on the left side of the icon. Put together, these 5 blocks are 25 inches high.

How high is each white block?

What is the perimeter of a white block?

What is the area of a white block?

Icon: Elijah with Scenes from His Life (circa 1680)



Each white (vertical) block has the same width and height.

The width of the white blocks is $7\frac{3}{4}$ inches.

There are 5 white blocks on the left side of the icon. Put together, these 5 blocks are 35 inches high.

How high is each white block?

What is the perimeter of a white block?

What is the area of a white block?

Each gray (horizontal) block has the same width and height.

There are 2 gray blocks going across the top. Put together, these 2 blocks are 13 inches wide.

How wide is each gray block?

The height of the white blocks and the gray blocks are the same.

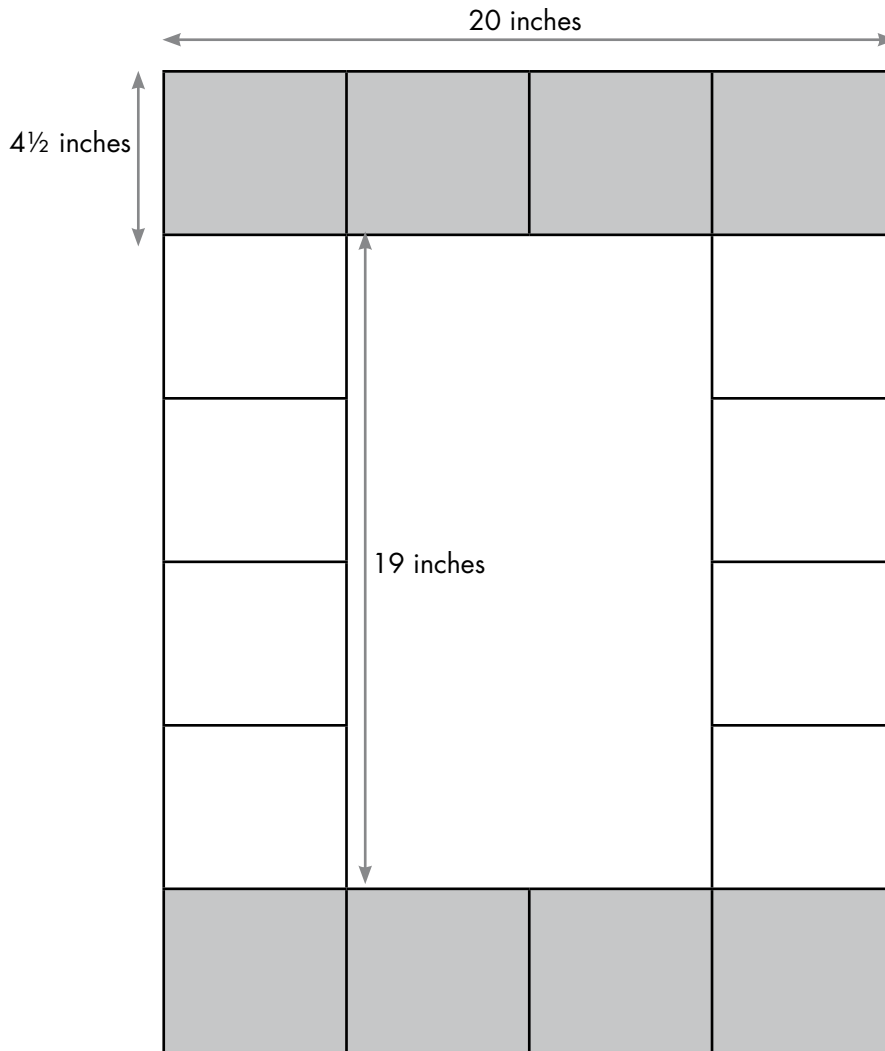
How high is each gray block?

What is the perimeter of a gray block?

What is the area of a gray block?

Appendix 5c. In-Gallery Lesson: The Icon Writer as Author and Mathematician: Math Worksheets.
Distribute one to each student or group.

Icon: Saint Anastasia with Scenes from Her Life (circa 1580)



Each gray (horizontal) block has the same width and height.

There are 4 gray blocks going across the top. Put together, these 4 blocks are 20 inches wide.

How wide is each gray block?

The height of the gray blocks is 4½ inches.

What is the perimeter of a gray block?

What is the area of a gray block?

Each white (vertical) block has the same width and height.

The width of the white blocks and the gray blocks are the same.

How wide is each white block?

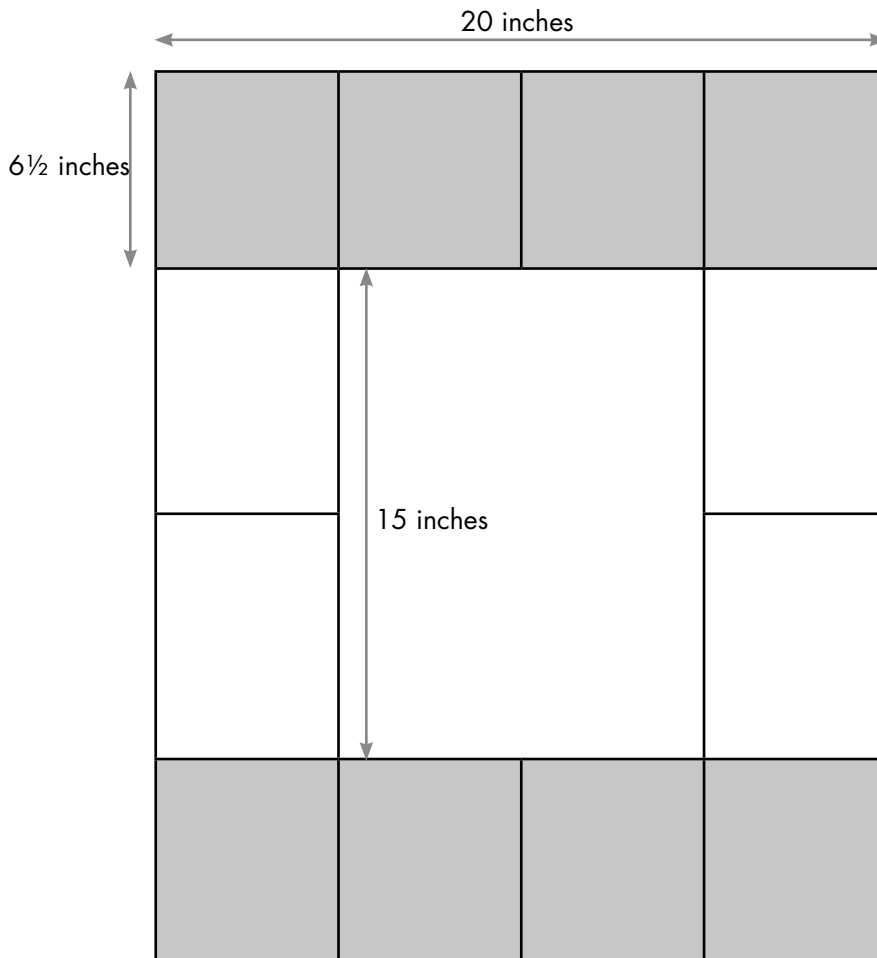
There are 4 white blocks on the left side of the icon. Put together, these 4 blocks are 19 inches high.

How high is each white block?

What is the perimeter of a white block?

What is the area of a white block?

Icon: **St. Nicholas with Scenes from His Life (circa 1600)**



Each gray (horizontal) block has the same width and height.

There are 4 gray blocks going across the top. Put together, these 4 blocks are 20 inches wide.

How wide is each gray block?

The height of the gray blocks is $6 \frac{1}{2}$ inches.

What is the perimeter of a gray block?

What is the area of a gray block?

Each white (vertical) block has the same width and height.

The width of the white blocks and the gray blocks are the same.

How wide is each white block?

There are 2 white blocks on the left side of the icon. Put together, these 2 blocks are 15 inches high.

How high is each white block?

What is the perimeter of a white block?

What is the area of a white block?

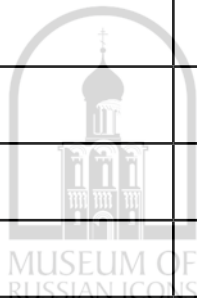
Appendix 6. In-Gallery Lesson: The Icon Writer as Author and Mathematician: Math Activity Answer Sheet. For educator.

		Width	Height	Perimeter	Area
Saint Nicholas with Scenes from his Life (circa 1650)	Gray (horizontal) story blocks	4 inches	6 $\frac{1}{4}$ inches	20 $\frac{1}{2}$ inches	25 square inches
	White (vertical) story blocks	5 $\frac{1}{2}$ inches	5 inches	21 inches	27 $\frac{1}{2}$ square inches
Elijah with Scenes from his Life (circa 1680)*	Gray (horizontal) story blocks	6 $\frac{1}{2}$ inches	7 inches	27 inches	45 $\frac{1}{2}$ square inches
	White (vertical) story blocks	7 $\frac{3}{4}$ inches	7 inches	29 $\frac{1}{2}$ inches	54 $\frac{1}{4}$ square inches
Saint Anastasia with Scenes from her Life (circa 1580)	Gray (horizontal) story blocks	5 inches	4 $\frac{1}{2}$ inches	19 inches	22 $\frac{1}{2}$ square inches
	White (vertical) story blocks	5 inches	4 $\frac{3}{4}$ inches	19 $\frac{1}{2}$ inches	23 $\frac{3}{4}$ square inches
Saint Nicholas with Scenes from his Life (circa 1600)	Gray (horizontal) story blocks	5 inches	6 $\frac{1}{2}$ inches	23 inches	32 $\frac{1}{2}$ square inches
	White (vertical) story blocks	5 inches	7 $\frac{1}{2}$ inches	25 inches	37 $\frac{1}{2}$ square inches

* When reviewing this group's answers, be aware that the math worksheet for this icon has students calculate the dimensions of the white story blocks first. All other groups start with the gray story blocks.

Appendix 7. In-Gallery Lesson: The Icon Writer as Author and Mathematician: Student Assessment Sheet. Distribute one assessment sheet to each group of students. Place ✓ or point value (3 – excellent, 2 – satisfactory, 1 – needs improvement) to assess student achievement.

	Student Name	Discusses literary concepts in assigned icon	Calculates heights, widths, perimeters and areas of story blocks	Collaborates and shares responsibility with others	Total
St. Nicholas (circa 1650)	1.				
	2.				
	3.				
	4.				
	5.				
Elijah	1.				
	2.				
	3.				
	4.				
	5.				
Saint Anastasia	1.				
	2.				
	3.				
	4.				
	5.				
St. Nicholas (circa 1600)	1.				
	2.				
	3.				
	4.				
	5.				



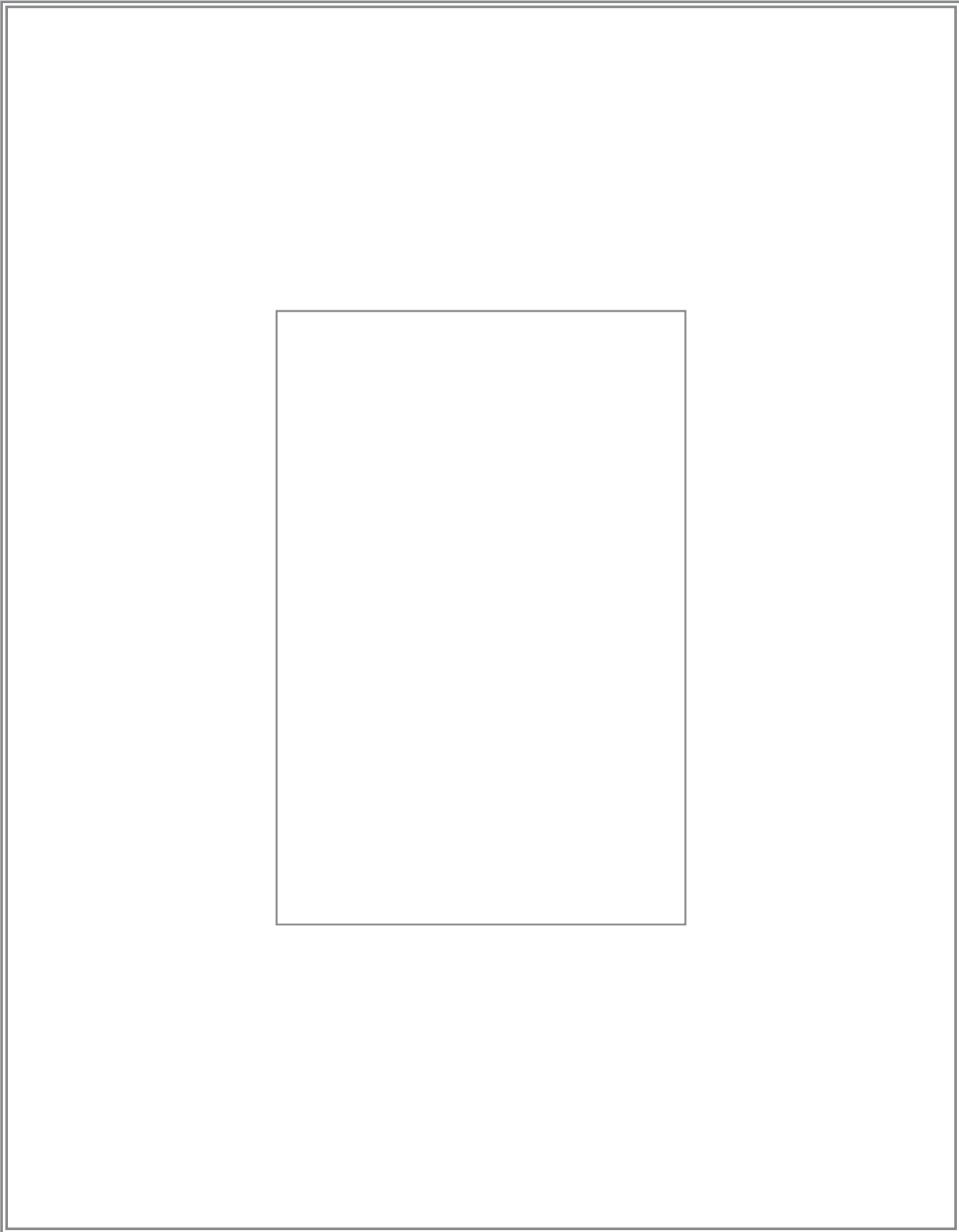
Appendix 8. Post-Visit Lesson: Writing an Icon: Putting It All Together: Icon Border Problem Solving Activity. Copy and distribute one to each student or group.

Names: _____

Number of blocks in the **border** of your icon: **14**

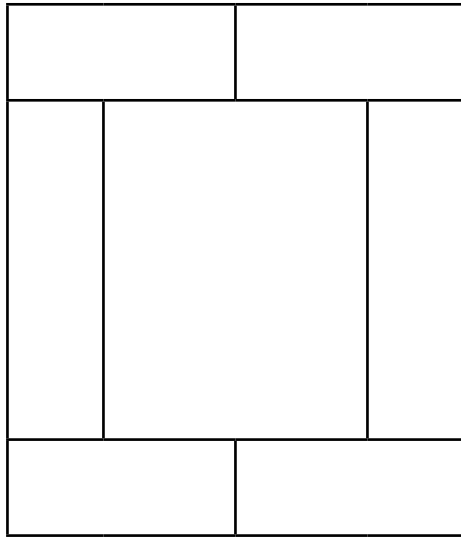
Draw lines to show different ways to configure the blocks for an icon's scenes. Measurements do not need to be exact. Remember that the vertical columns must each have the same number of blocks and the horizontal rows must each have the same number of blocks.

Appendix 9. Post-Visit Lesson: Writing an Icon: Putting It All Together: Icon with Border Template. Copy and distribute one to each student. NOTE: Template may be used horizontally or vertically.



Appendix 10. Post-Visit Lesson: Writing an Icon: Putting It All Together: Possible Icon Border Configurations. For educator.

Vertical



Horizontal

