

# Europeana Learning Scenario

## Title

Reading Aloud Programme for Primary Schools

## Authors

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## Abstract

In the essay ‘Melodic lection marks in Latin manuscripts for mass,’ Eleanor Giraud discusses symbols which represent musical notation that can be found within many Medieval manuscripts. These, along with punctuation marks, indicated to the reader whether the sentence was complete, incomplete or a question when reading aloud.

Through performance-based activities, primary school pupils will learn about the practice of reading aloud in Medieval times, the shift towards silent reading, and how this changed our relationship with the written word.

## Keywords

Monasteries; Cities;

## Table of Summary

Subject	History, English, Drama
Topic	The history and practice of reading in the Middle Ages
Age of students	10-12
Preparation time	1 hour (reviewing material)
Teaching time	30mins (preparatory activity) 1hr 30mins (class time)
Online teaching material	<a href="#">Interactive game for students</a> <a href="#">Reading Aloud Workbook</a>
Offline teaching material	N/A



## European resources used

### Europeana Galleries: [Reading & Writing Tools & Aids](#)

#### Objects:

1. [Bronze Lectern, Ghent](#)
2. [Candle stick, The Hunt Museum, HCF 023](#)
3. [Candle holder, The Hunt Museum, HCF 117](#)
4. [Inkwell, The Hunt Museum, HCM 014](#)

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## Integration into the curriculum

This programme links with the primary school history, english, and drama curricula. By exploring the practice of reading in the Medieval period, pupils will develop a historical understanding of life during the medieval period. They will also gain a greater understanding of the significance of developments in reading today. This links with the English curriculum as pupils will develop their understanding of grammar and their communication skills. They will apply this knowledge through practical drama and performance.

## Aim of the lesson

- Learn about the origins of reading and its place in daily life, both during the Medieval period and today
- Examine various Medieval manuscripts and use them as evidence to learn about the practice of reading
- Examine medieval reading tools (candles, candle holders, lecterns)
- Learn about melodic lection marks in Medieval texts based on the research of Eleanor Giraud
- Pupils will be encouraged to experiment with punctuation and tone when reading aloud, engaging creativity skills

## Outcome of the lesson

Pupils will have an awareness of the ways in which reading changed over time and the significance of the Medieval period in these developments. They will gain a better understanding of punctuation and the ways in which tone of voice shapes sentence meaning when reading aloud.

## 21st Century Skills

- Pupils will employ creativity skills as they will have the opportunity to experiment with the performance of tone and punctuation when reading aloud. Pupils will also creatively experiment with creating symbols to represent vocal tonality.
- Pupils will develop their critical thinking skills when evaluating how tone is used in everyday language.



- Pupils will develop their communication skills as they will become more confident when using tone when reading aloud.
- Pupils will develop their literacy skills as they practice reading sentences and learn about how sentence structure has changed over time aloud.



Activities			
Name of Activity	Procedure	Resources Required	Time
Preparatory Activity	<p><b><u>Interactive Reading Aloud game</u></b></p> <p>Pupils can play this game at home in advance of class. Alternatively, they can play it in class with the guidance of the teacher.</p>	<p><a href="#">Interactive Reading Aloud game</a></p>	30 mins
Introduction	<p><b>Class Discussion:</b> Introduce the topic of reading through history through a class discussion by asking pupils the following questions:</p> <p><b>1.What is reading?</b> When we read, we look at symbols to figure out what they mean.</p> <p>Written words are made of symbols called letters. In English, the letters we use are called the Latin Script. This was invented in 700BC.</p> <p><b>2.What do we read?</b> We read many different different things including:</p> <ul style="list-style-type: none"> <li>- Books</li> <li>- Magazines</li> <li>- Newspapers</li> <li>- Text messages</li> <li>- Emails</li> <li>- Online content</li> <li>- Maps</li> <li>- Music notation</li> </ul> <p><b>3.Why do we read?</b> We read different things for different reasons. For example:</p> <ul style="list-style-type: none"> <li>- Books for entertainment or learning</li> <li>- Text messages and emails for communication</li> <li>- Online content for sharing ideas</li> <li>- Maps for knowing where to go</li> <li>- Music notation to help us play a musical instrument</li> </ul> <p><b>4.Reading in the Medieval period was out loud. (Images from the Reading and Writing Tools and Aids gallery can be viewed here for illustrations of people reading as they would have during the medieval period). They would have read aloud in public spaces or in groups, and they would have talked about the reading afterwards. Compare this to the way we read today. How is it similar and how is it different?</b></p>	<p><b>Europeana Galleries:</b> <a href="#">Reading &amp; Writing Tools &amp; Aids</a></p>	15 mins

Name of Activity	Procedure	Resources Required	Time
	<p><u>We still read aloud today:</u></p> <ul style="list-style-type: none"> <li>- In school we read aloud to learn together</li> <li>- Poetry readings and drama performances are read aloud for entertainment</li> <li>- Religious texts are read aloud at places of worship for prayer</li> </ul> <p><u>However, today we also read silently:</u></p> <ul style="list-style-type: none"> <li>- We read books and novels silently to entertain ourselves</li> <li>- We often read silently when doing homework to allow us to think about what we've learnt on our own</li> <li>- We read text messages and emails silently for privacy</li> </ul> <p><b>5. What things do we need to think about more when reading aloud than reading silently?</b></p> <p>When we read aloud to other people, we need to make sure that people understand us. We need to read loudly, slowly, clearly and make sure we know how to pronounce all the words.</p> <p>We need to make sure we understand the text we are reading so that we can emphasise important parts of the sentence such as the names of people. If we don't do this, we may be misunderstood.</p> <p>How we say something when reading aloud is very important. We need to make sure we are using the right emotion to convey the meaning of the sentence. This helps the listener to understand what we're saying.</p>		

Name of Activity	Procedure	Resources Required	Time
Practical Activity 1	<p>Medieval Reading Objects.</p> <p><b>Class Discussion: Show the class each object and ask the pupils to guess the name of each object and its use.</b></p> <p>Object 1: Lectern, a stand for holding books while reading aloud, usually during religious ceremonies</p> <p>Object 2: Candle stick, used for light while reading (they did not have electricity in the Middle Ages)</p> <p>Object 3: Oil Lamp, used for light while reading</p> <p>Object 4: Inkwell, used to hold ink when creating</p>	<p>1. <a href="#">Bronze Lectern, Ghent</a></p> <p>2. <a href="#">Candle stick, The Hunt Museum, HCF 023</a></p> <p>3: <a href="#">Oil Lamp, The Hunt Museum CG 075</a></p> <p>4: <a href="#">Inkwell, The Hunt Museum, HCM 014</a></p>	5mins
Practical Activity 2	<p>1. <b>Class discussion: what is tone of voice and why is it important?</b></p> <p><i>Tone of voice is not about what we say, but how we say it. We can say the same thing but use a different tone of voice to give it a different meaning.</i></p> <ul style="list-style-type: none"> <li>- Ask a pupil in the class to say “let’s go!” in an excited or happy way.</li> <li>- Ask another pupil to say “let’s go!” in an annoyed way.</li> <li>- Ask another pupil to say “let’s go!” in a scared or worried way.</li> </ul> <p>These are the same words but all have a different meaning from how they were said.</p> <p><b>2. Class discussion: If you were reading from a book, how would you know what emotion or tone of voice to use?</b></p> <p><u>Possible answers could include:</u></p> <ul style="list-style-type: none"> <li>- Context (what is happening in the story)</li> <li>- Punctuation (for example, an exclamation mark)</li> </ul> <p><b>3. Using the workbook, pupils will locate each of the symbols, found on page 1, in the image of the manuscript leaf, found on page 2.</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Reading Aloud Workbook</a></li> </ul>	30mins
Name of Activity	Procedure	Resources Required	Time

**4. Ask the students what they think the marks are and how they might have helped the reader?**

Answer:

In the Middle Ages, these symbols told the reader what tone of voice to use when reading a piece of writing aloud. Melodic lection marks are symbols found in manuscripts during the Middle Ages. Along with punctuation, the melodic lection marks told the reader how to change the tone of their voice while reading aloud. They almost resemble modern-day music notation.

**Practical Activity 3**

1. Images of the symbols can be found on page 1 of the workbook. Working in pairs, pupils should work together to come up with their own understanding of what tone of voice the melodic lection marks represent. They can practice making the sounds of each mark out loud using their voices.

2. Today, punctuation marks can give a hint to the reader of how to change the pitch and tone of their voice. Illustrate this to the class through the following sentence:

**“You went to the shop today.”**

Discuss in class what your pitch of voice sounded like when saying this sentence. Did it go up, down, or stay flat? Ask the pupils to create symbols to represent the pitch and tone of voice used when read aloud. These can be filled in above the sentence in the workbook.

Now read the sentence as a question:

**“You went to the shop today?”**

Discuss in class what your pitch of voice sounded like when saying this sentence. How was it different from the previous reading? The pupils can note the symbols to represent this reading of the sentence in their workbook.

Now read the sentence as if it were only the first half of a sentence:

**“You went to the shop today, but it was closed.”**

• [Reading Aloud Workbook](#)

35mins

Name of Activity	Procedure	Resources Required	Time
	Discuss in class what your pitch of voice sounded like when saying this sentence. How was it different from the previous reading? The pupils can note the symbols to represent this reading of the sentence in their workbook.		
<b>Conclusion</b>	<p>Class Discussion:</p> <p><b>Ask the students if they think melodic lection marks would be useful today. If so, when might they be useful?</b></p> <p><u>Possible Answers:</u></p> <ul style="list-style-type: none"> <li>• Actors might find them useful when reading a script</li> <li>• They might be useful for reading speeches aloud</li> <li>• They might be useful for showing emotion in books or poetry</li> </ul>		5mins

More information on Melodic Lection Marks can be found in the following [article](#):

Giraud, Eleanor J. (2017), Melodic lection marks in Latin manuscripts for Mass, *Scriptorium*; vol 71, no.1, pp. 3-37