

6th Grade TEKS Skills at School Days at Texas Renaissance Festival

English Language Arts and Reading

1-12 - Reading → School Days at the Texas Renaissance Festival promotes the Accelerated Reader program. A list by school level of books that are associated to the Festival (the history, folk lore, and characters the students may meet on site) is available on the TRF website. Have students read on their own or as a class. Have students write a book report on one of the books they read.

14 – 25 – Writing → School Days provides two written contests for students to enter. Students may enter a Poem or Research Essay. Please inquire to schooldays@texrenfest.com for more information on these contests.

27-28 – Listening and Speaking → Students in grades 6th and up are invited to participate in the Performing Arts Festival Theater events. These competitions include monologues, group scenes, and duet scenes. Students are scored on their scene including specifically on enunciation and how the students work as a pair/team.

Mathematics

ALL TEKS → Students may enter as an individual or as a group into the Trebuchet contest. This contest is designed to test students in Math, Science, Physics, and Engineering. A Trebuchet is a counterweight machine. For the purposes of School Days, the students will safely launch bean bags in the Arena field. Students must provide a Design Notebook including their math calculations and design renderings to compete. For full rules and specifics on this contest, please contact schooldays@texrenfest.com.

Science

1-4 – Scientific investigation and reasoning. → All students of all grade levels are welcome to enter the School Days Science Fair. For more details, please contact schooldays@texrenfest.com.

8 – Force, motion, and energy. The student knows force and motion are related to potential and kinetic energy. → Use the worksheets provided in the Curriculum Guide to study about the man-powered rides on the Festival site such as the King's Swings or Dizzy Dragon. How do they get their energy force? While on site, watch (or ride!) the rides to see the force in motion.

Social Studies

1-2 – History. → Compare the history and politics of the Renaissance to today. What influenced the settlers to form a new type of government? What role did the religious struggles of the Reformation play in the current United States settlement and Constitution? What changes were made during the term of Henry VIII and his children? What is the importance of inventions and scientists from the Renaissance period? While on site, visit some of these inventions like the Gutenberg Press or visit with these historical characters like King Henry VIII.

3-7 – Geography → Use maps provided in the Curriculum Guide to look at the exploration of Europeans as well as the differences between Europe in 1500 and today.

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8-10 - Economics → Have students observe the merchants, craftsmen, and sales people throughout the village. How do they attract customers? Which vendors create their products on location? Which products, goods, and services are more popular to consumers?

16.c – Culture. Analyze the efforts and activities institutions use to sustain themselves over time such as the development of an informed citizenry through education and the use of monumental architecture by religious institutions. → Work with the students on why inventions like the Gutenberg Press allowed for the first time the general public society to be able to be educated.

17.a – Culture. Identify and describe how culture traits such as trade, travel, and war spread. → How did the settlers who traveled from Europe spread their ideas into a new environment such as the Americas? What motivated the relocation?

18. Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. → Discuss how the English monarchy used religion and religious buildings for their own needs and the effect it had on the public. How did they use theatrical troupes and theatres like the Globe promote the education and influence on the average citizen? Why did classical Renaissance artists paint so many religious artworks? What can we tell about the society of the past from the portraits created during the time? What Fine Arts have survived the test of time to still be influential today?

20. Science, technology, and society. The student understands the influences of science and technology on contemporary societies. → What leaps were made in the field of science and technology during the Renaissance that altered the way society thought about the world and religion? What factors made some scientists hesitant to publish their work and their findings? What obstacles did a scientist, doctor, or inventor have to go through during this time to make an advancement that current society does not?

21-23 – Social studies skills. → School Days provide two written contests for students to enter. Students may enter a Poem or Historical Essay. Please inquire to schooldays@texrenfest.com for more information.

Health

3.a – Health information. Describe various modes of disease transmission. → What were the causes of the plague? What health habits did the people of the past not engage in that could have prevented the spread of this deadly disease?

10 – Personal/interpersonal skills. → Students learn to respect each other and others on site as they learn the importance of being good audience members, traveling as a group, and maintaining self control.

Physical Education

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1.d. – Movement. Move in time to complex rhythmical patterns such as $\frac{3}{4}$ time or $\frac{6}{8}$ time. → Take your students to the School of Dance! Courtiers teach students simple court dances to the music of the Gypsy Guerilla Band.

Art

2 – Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. → All students in all grades are invited to enter original artwork into the art contest.

3 & 4 – Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. → All finalists in the art contest are displayed on School Days for students to view throughout the day. Also various craft vendors throughout the site make and display a variety of styles of art pieces in their shops. They also include demonstrations on how the craft and art are created throughout the day. For extra added bonus, visit the Glassblowing demonstration to watch how historically glass objects such as vases were created with an oratory explanation of what the Glassblower is doing and the historical culture of the craft. Also demonstrated around site are the art of: weaving, making armor, candle making, and blacksmithing. For a small fee there is also a vendor that uses the children's hand to create wax sculptures.

Music

**Note – All TRF Entertainment holds a strict G rating for School Days. Acts that are inappropriate for all ages are either eliminated or altered to fall within this G rating guideline.

1 – Perception. The student describes and analyzes musical sound and demonstrates musical artistry. → All day around site there are various musical acts performing age appropriate songs for children. These range from types of instruments and vocal performances.

2-4 – Creative expression/performance. The student performs a varied repertoire of music. → The music contest including vocal performance and instrumental performance is open to all grades and judged by grade level. Email schooldays@texrenfest.com for more information on the rules and specifics of the contest.

5 – Historical/Cultural heritage. The student relates music to history, to society, and to culture. → Various music acts around the festival site introduce students to styles of music they do not normally hear on the radio from a variety of cultures. Students can experience everything from the bagpipes of Scotland to the lute to accordion to the hammer dulcimer to brass to folk pirates. Included in watching the performances, each performer wears clothing that is appropriate to the culture from which that instrument and style originated. Have students watch and listen – then determine what styles the students like and why.

6 – Response/evaluation. The student responds to and evaluates music and musical performances. → As the students watch, have them clap to the beat. Some performances will invite the students to join

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in a song or dance with them while they perform. Follow up with the students after watching a performance by asking the student what they thought of the performance.

Theatre

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1-3 – Perception. The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre. Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. The student applies design, directing, and theatre production concepts and skills. → Students are invited to participate in the Performing Arts Festival Theatre Contest. In the contest, students should come prepared with a theatrical piece ready to be performed. For more information on this contest, please contact schooldays@texrenfest.com.

2 – Creative expression/performance. The student interprets characters, using the voice and body expressively, and creates dramatizations. → The Festival staff invites all children to join in the fun by interacting and participating. Encourage the students incorporate into their speech basic “Old English” terms they hear others around site say.

4 – Historical/cultural heritage. The student relates theatre to history, society, and culture. → Encourage your students to dress up in costume for the day and pretend they are in the Renaissance time. Have the students come up with their name and title for the day (ex – Lord Brandon, Princess Jennifer, etc). All ages and styles of costumes are welcome to participate in the daily costume contest which is judged based on grade level.

5 – Response/evaluation. The student responds to and evaluates theatre and theatrical performances. → The site is full of Theatrical performances appropriate for all ages. All of these performances have some form of audience participation. These performers engage the children and provide experiences they will not receive in traditional theatrical performances. The actors around site treat the entire site as a stage and performances take place everywhere!