

5th Grade TEKS Skills at School Days at Texas Renaissance Festival

English Language Arts & Reading

1-5 – Listening/speaking → Students get a unique experience at the Texas Renaissance Festival as they interact with people throughout the village. All village inhabitants use various speech patterns, accents, and “King’s English” to bring the past to life. Students are given a chance to communicate to these historical characters through interactions and performances. Following the day, ask the students who their favorite was and why.

6 - 14 - 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.

15 – 21 – Writing → School Days provides two written contests for students to enter. Students may enter a Poem or Essay/Short Story. Please inquire to schooldays@texrenfest.com for more information on these contests.

Mathematics

7-8 – Geometry and spatial reasoning. → Use the provided worksheets in the Curriculum Guide on the various stages at the Texas Renaissance Festival. Once on the trip, go see these stages.

Science

1-4 – Scientific processes → Students of all grade levels may enter the TRF School Days Science Fair

Social Studies

1 & 11– History. The student understands the causes and effects of European colonization in the United States. Economics. The student understands the reasons for exploration and colonization. → Have students prepare questions in advance for the historical European characters about “The New World”. When they see the characters on the trip, have the students ask them about the New World and why they would want to go.

6 – Geography. The student uses geographic tools to collect, analyze, and interpret data. → 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.

10-15 – 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?

21 – Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights and other amendments to the U.S. Constitution. → The European noble system was the exact model the United States founders were attempting to avoid while drafting the Bill of Rights and the U.S. Constitution. Have the students watch the way the Nobility interacts with the lower social

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classes while at School Days. Look at the differences between how they act, dress, and treat those lower than themselves. How does this compare to modern day?

22.b. – Explain how examples of art, music, and literature reflect the times during which they were created. → Compare the art, music, and literature of the Renaissance to what the students learn from their experience on the trip. How has modern culture influenced how the past is recreated?

26 – Social studies skills. The student communicates in written, oral, and visual forms. → School Days provide two written contests for students to enter. Students may enter a Poem or Essay/Short Story. Please inquire

Health

6 – Influencing factors. The student understands how relationships influence individual and family health including the skills necessary for building and maintaining relationships. → By attending such a field trip which includes over 50 acres, students learn to respect those in their group. Students are also interacting with all other peers and adults throughout the day and must practice communication skills.

9 – 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

1.i – Perform selected folk dances → 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.

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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 – 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. Several elementary schools combine grade levels in the choir competition. Email schooldays@texrenfest.com for more information on the rules and specifics of the contest. This is a very relaxed competition, especially for the elementary level more for the experience of the music styles and first time performance experiences.

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 (such as the Pirates) will invite the students to join in a song (such as Spongebob theme) or dance with them while they perform.

Theatre

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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.

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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!