

Social Studies High School TEKS at School Days Texas Renaissance Festival

World History

1.d – Identify major causes and describe the major effects of the following important turning points in world history from 1450 to 1750: the rise of the Ottoman Empire, the influence of the Ming dynasty on world trade, European exploration and the Columbian Exchange, European expansion, and the Renaissance and the Reformation. → Let the history step off the pages of the text book and become interactive. Not only do the characters at the Texas Renaissance Festival bring history to the student, they include them in it. Students are able to get the experience of meeting the people of history and asking questions about it. As a bonus, visit the AR Reading list which provides books on the subject, from non-fiction and fictionalized history perspectives.

5 – History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. → From the Curriculum Guide to the experience on site, there is no better way to learn about history than experiencing it.

7 – History. The student understands the causes and impact of European expansion from 1450 to 1750. → From dueling monarchs to religious strife to new discoveries to money, all the causes of the European expansion are present at the Texas Renaissance Festival School Days.

15.b – Analyze and compare geographic disruptions and patterns in world history shown on maps, graphs, charts, and models. → Have students compare historical maps and charts (provided in the Curriculum Guide) to modern ones. Discuss the geographic reasons Rome had a hard time to control the further countries like England from the Protestant movement.

16 – Geography. The student understands the impact of geographic factors on major historic events and processes. → Using the historical maps provided in the Curriculum Guide, discuss the reasons why European countries would align themselves through royal marriages and how ideas would spread across the continent.

19 – Government. The student understands the characteristics of major political systems throughout history. → The Renaissance Festival is a perfect place to learn about Monarchy system. For an added bonus, the High School level essay involves topics involving politics.

21 – Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. → What impact did Henry VIII have on the rest of the world and on history when he split with the Catholic Church? What were his motivations? How did his decision affect the next few rulers of England? How did the split affect the other countries of Europe and how other countries acted towards England? What impact did it have on today's society?

22.b – Identify the influence of ideas regarding the right to a “trial by a jury of your peers” and the concepts of “innocent until proven guilty” and “equality before the law” that originated from the Judeo-Christian legal tradition and in Greece and Rome. → Study the case and trial of Henry VIII's second wife, Anne Boleyn. How would that particular trial be different had it been tried in the American judicial system? How did the religious persecutions and executions influence the United States founders?

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23 – Culture. The student understands the history and relevance of major religious and philosophical traditions. → Discuss the role the Catholic Church played in Renaissance Europe. What led to Martin Luther's revolution? How did the combination of superstitions of the time and the church effect science, technology, and health?

24 – Culture. The student understands the roles of women, children, and families in different historical cultures. → Henry VIII married 6 times trying to produce a male heir to the throne. In his quest he polarized his country. What was so important about having a male child? How did the role of women alter from powerful women, such as Elizabeth I and Lucrezia Borgia? What benefits did the family of a King's mistress receive that the families would push their daughters into the situation? How did Anne Boleyn rise to be Queen by refusing to be the typical woman? How did Italian Lucrezia Borgia's family control her life despite what she was able to accomplish?

25.c – Explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments. → The Renaissance allowed for a questioning of religious ideas and power of the Pope. How did the reign of Henry VIII change the role of the English Monarch?

26 – Culture. The student understands the relationship between the arts and the times during which they were created. → Music, drama, literature, and art flourished during the Renaissance. During a time where executions and superstition reigned, how did the culture influence the artist? Who were the works of the time directed towards? How do the modern day artists at the Renaissance Festival use the same principals to combine art of the past for a modern consumer?

27.c – Explain the impact of the printing press on the Renaissance and the Reformation in Europe. → While on site, go and watch a demonstration of the working Gutenberg Printing Press.

27.d – Describe the origins of the Scientific Revolution in the 16th century Europe and explain its impact on scientific thinking worldwide. → How did the Reformation influence science? How did the new discoveries such as the world being round open the door for new ideas to be presented? Participate in the School Days Science Fair – free to enter and open to all students.

27.e – Identify the contributions of significant scientists such as Archimedes, Copernicus, Eratosthenes, Galileo, Pythagoras, Isaac Newton, and Robert Boyle. → Participate in the School Days Science Fair – free to enter and open to all students. All projects must be based on Renaissance Scientists.

29.h – Use appropriate reading and mathematical skills to interpret social studies information such as maps and graphs. → Use the maps provided in the Curriculum Guide to study the historical Europe of the Renaissance. While at School Days, have students use map skills to find their way around the 55 acre site.

30 – Social studies skills. The student communicates in written, oral, and visual forms. → All students are encouraged to enter the written contests in poetry and essay. As with any School Days contest,

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there is not an additional fee to enter. For more information and prompts contact schooldays@texrenfest.com.

World Geography Studies

5 – Geography. The student understands how political, economic, and social processes shape cultural patterns and characteristic in various places and regions. → Students have a new way of learning the cultural heritage of Europe by actually experiencing their past and past traditions, from bagpipes to monarchies.

7.b – Explain how political, economic, social, and environmental push and pull factors and physical geography affect the routes and flows of human migration. → Between 1400 and 1700, people moved from place to place for various reasons. Escaping religious persecutions, political strife, running from the plague, or starting a new life, cultures and customs were mixed, blended, and new ideas emerged. The wealthy educated their children to be able to speak the various languages and understand the customs of their neighboring countries. Have the students look around site for this blending of cultures.

7.d – Examine benefits and challenges of globalization, including connectivity, standard of living, pandemics, and loss of local culture. → Have students discuss following their trip to School Days how fairs and festivals like the Texas Renaissance Festival can help embrace a cultural past and help to introduce it to other cultures. How does celebrating history keep the culture alive and passed on to other generations? What can different cultures learn about each other through such festivals?

8-a – Compare ways that humans depend on, adapt to, and modify the physical environment, including the influences of culture and technology. → The site of the Texas Renaissance Festival was originally an old strip mining site. Have students look at the ways the staff transformed this piece of land in Texas into a recreated 16th Century village while still keeping the modern technology assessable to the public. Have students discuss the reasons they think this particular site became the biggest Festival of its kind in the nation.

13.a – Interpret maps to explain the division of land, including man-made and natural borders, into separate political units such as cities, states, or countries. → Use the maps provided in the Curriculum Guide to discuss the boarders of historical Europe. Use the map of the Texas Renaissance Festival to find the ways the Festival is divided into areas by country and culture. Look for ways that the buildings, products, and vegetation alter from one theme area to the next.

16 – Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. → Have students discuss following their trip to School Days how fairs and festivals like the Texas Renaissance Festival can help embrace a cultural past and help to introduce it to other cultures. How does celebrating history keep the culture alive and passed on to other generations? What can different cultures learn about each other through such festivals? What can we learn from cultures of the past that can be of use today?

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17.a – Describe and compare patterns of culture such as language, religion, land use, educations, and customs that make the specific regions of the world distinctive. → Eight countries and two mythical lands are represented by the various courts and characters at the Texas Renaissance Festival. Have students find how they can tell these different cultures apart. Look specifically for speech patterns, style of dress, activities, and mannerisms.

18 – Culture. The student understands the ways in which cultures change and maintain continuity. → While the cultures have changed since the Renaissance time period, what elements from each culture can still be found in the societies of today? How have customs evolved?

22 – Social studies skills. The student communicates in written, oral, and visual forms. → Students of all grade levels are welcome to enter into the School Days Essay and Poetry contest. For more information and prompts please contact schooldays@texrenfest.com.

United States Government

1.a – Explain major political ideas in history, including the laws of nature and nature’s God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government. → The Renaissance was a time when the Divine Right of Kings dominated the political landscape of Europe. Often the reign of Kings and Queens are romanticized. Have the students watch for some of the negatives of living under a monarchy. Ask students how they would feel about having to reverence anyone in higher authority than they are. Discuss with students how the everyday citizen had no hope of becoming nobility as it was a time when people were born into power.

7.g – Examine the reasons the Founding Fathers protected religious freedom in America and guaranteed its free exercise by saying that “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof,” and compare and contrast this to the phrase, “separation of church and state.” → At the time of the Founding Fathers, the Reformation was fresh in the minds of Europeans. From Henry VIII’s break with Rome through Elizabeth I’s reign, religion and politics went hand in hand. Explain how England fell into a power struggle between Catholic and Protestant, how many people died as a result, and the reasons the Founding Fathers did not want to have the same strife occur in the new America.

12.a – Compare the U.S. constitutional republic to historical and contemporary forms of government such as monarchy, a classical republic, authoritarian, socialist, direct democracy, theocracy, tribal, and other republics. → Compare the United States government to that of the monarchies of the Renaissance. What are the benefits of having a choice to make changes when your governmental leaders are not doing what is best for the nation? Why is a system of checks and balances so important?

Sociology

5 – Culture and social structure. The student differentiates and recognizes examples of subculture and counterculture. → The Renaissance Festival attracts people within a particular subculture as

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employees. A majority of those who work there travel from Festival to Festival throughout the country. What about the Renaissance Festivals attract these subcultures?

12.a – Analyze how gender roles affect opportunities available to men and women in society. → Women of the Renaissance were regulated to very specific roles. Some women such as Lucrezia Borgia and Elizabeth I were able to reach higher than their female peers. Speak with Lucrezia Borgia while at School Days and ask her how she was able to accomplish more. Speak to various other women around the site about what they wish to accomplish in their life. Compare this to the male answers.

15 – Social institutions. The student identifies the basic social institutions of education and religion and explains their influence on society. → How did the printing press allow the masses to receive a better education and read religious texts for themselves for the first time? How did the split Henry VIII made with Rome lead to an awakening in culture, science, and religion? Have students think about what it would be like if their ruler was permitted to tell them what they would believe in and torture and/or execute them if they did not convert.

16 – Social institutions. The student understands the basic social institutions of science and the mass media and their influence on society. → Mass Media of the Renaissance was the arts. What paintings, sculptures, plays, poems, songs, and literature were promoted for political and/or religious reasons? How did the new inventions of science help to make this mass media message spread?

19-20 – Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student communicates in written, oral, and visual forms. → School Days invite all students to enter in the School Days Essay Contest. As with any contest, there is not a fee to participate. Winners are selected by qualified professionals and awards are presented at the daily award ceremony by King Henry VIII and his court. Find the prompts and more information on this and other contests by contacting schooldays@texrenfest.com.

Special Topics in Social Studies

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Social Studies Research Methods

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