

8th 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/Research → 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.

6 – Force, motion, and energy. The student knows that there is a relationship between force, motion, and 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

1-3 – 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.

15 & 23 – Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. Culture –

8th Grade TEKS Skills at School Days at Texas Renaissance Festival

The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. → How did the settlers who traveled from Europe spread their ideas into a new environment such as the Americas? What motivated the relocation? What happened during the reign of the Tudor monarchs which would lead the founding fathers to ensure democracy, freedom of religion, and freedom of speech?

29-31 - 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 – Health information. The student comprehends and utilizes concepts relating to health promotion and disease prevention throughout the life span. → 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?

10-11 – 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.d & e. – Movement. Perform selected folk, country, square, line, creative, and/or aerobic dances. Design and perform sequences of dance steps/movements into practiced sequences with intentional changes in speed, direction, and flow. → Take your students to the School of Dance! Courtiers teach students simple court dances to the music of the Gypsy Guerilla Band.

1.h. – Movement. Demonstrate introductory outdoor pursuit skills such as backpacking, rock climbing, orienteering, hiking, canoeing, cycling, or ropes courses. → While on site, participate in the Rock Wall climb. Have students set a personal goal to make it to the top or have students compete against each other.

5.e – Physical activity and healthy. Recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods. → The Texas Renaissance Festival is an outdoor event. Discuss with students prior to event the harmful effects the sun may cause and prevention methods to take. While on the trip, have students watch for other students within their group who might be showing the signs of the harmful effects of the sun.

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.

8th Grade TEKS Skills at School Days at Texas Renaissance Festival

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 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

8th Grade TEKS Skills at School Days at Texas Renaissance Festival

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!