

## 2nd Grade TEKS Skills at School Days at Texas Renaissance Festival

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### English Language Arts and Reading

1-4 – 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.

7.a – Read classic and contemporary works → 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.

14-20 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](mailto:schooldays@texrenfest.com) for more information on these contests.

### Mathematics

10. b – Describe time on a clock using hours and minutes. → Within each group of students with their chaperones, ensure at least one person is wearing a watch. Have the students take turns being in charge of keeping track of time to the next show or event the group attends.

11.a – Construct picture graphs and bar-type graphs. → Following the trip, have the students collect data from their peers about their favorite activities, characters, or experiences on the trip. Have students create a graph to reflect their classmate’s preferences.

### Science

1-3 – Scientific processes → Students of all grade levels may enter the TRF School Days Science Fair

### Social Studies

2 – History. The student understands the concepts of time and chronology. → The Texas Renaissance Festival brings history to life. Have students make timelines based on events of the Renaissance and important historical people. How does these people all interact together? What are the differences in the past and the present?

3.a – Name several sources of information about a given time period or event → Have students find resources to learn about Tudor England, the Italian Renaissance, or other related time period as a preparation to their field trip.

5 – Geography. The student uses simple geographic tools such as maps, globes, and photographs. → Make copies of the site map for each student along with an entertainment schedule. Have students map their preferred route for the day. Use the various maps to create the groups the students will spend the day with based on similar interests and routes. Have the students make a final “Group Map” prior to leaving that they will use while at the Festival.

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9-10 – 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?

12.b – Identify ways that public officials are selected, including election and appointment to office. → Explain the differences between the Democratic process of voting and the “Divine Right of Kings” from history’s monarchies. Observe the way the governing upper class act on site and how the general public reacts to them.

16 – Science, technology, and society. The student understands how science and technology have affected life, past and present. → Demonstrations around the Festival include some of the earliest technology including a working Gutenberg Printing Press. Have students watch and discuss how modern technology such as computers now allows everyone to print from home or school in a matter of seconds. The various characters who inhabit the Festival also “live” without the connivances of modern technology. Have students speak with them about the activities they like to do for fun, their means of transportation, their jobs, and how they live without ever hearing of modern technology.

17 – Social studies skills. The student applies critical thinking skills to organize and use information acquired from a variety of sources including electronic technology. → Prior to attending have the class research the Italian Renaissance, the Tudor monarchs, and the history of Europe at around 1540. They can use their new knowledge while at the Festival in their interactions and demonstrations throughout the day. The people and pastimes they study and read about come to life in a whole new way!

18.b - Create written and visual material such as stories, poems, maps, and graphic organizers to express ideas. → School Days provide two written contests for students to enter. Students may enter a Poem or Essay/Short Story. Please inquire to [schooldays@texrenfest.com](mailto:schooldays@texrenfest.com) for more information on these contests.

### **Health**

10 – Personal/interpersonal skills. The student understands healthy ways to communicate consideration and respect for self, family, friends, and others. → 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 – Perform rhythmical sequences such as simple folk, creative, and ribbon routines. → Take your students to the School of Dance! Courtiers teach students simple court dances to the music of the Gypsy Guerilla Band.

5.b – Describe the importance of protective equipment in preventing injury → Take the students to the Joust. Discuss how important it is that the knights wear protective equipment to prevent injury.

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5.c - List the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves. → TRF is an outdoor event. Prepare students for the trip about what to wear the day of the Festival. While on site, discuss the importance of finding shade and hydration.

### 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 – 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](mailto:schooldays@texrenfest.com) for more information on the rules and specifics of the contest. This is a very relaxed competition and 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.

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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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1.d – Role-play, imitate, and recite dialogue → Encourage the students incorporate into their speech basic “Old English” terms they hear others around site say.

3.d – Cooperate and interact with others in dramatic play. → The Festival staff invites all children to join in the fun by interacting and participating.

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 – from cheering at appropriate moments to being actually pulled on stage into the performance. These performers engage the children and provide experiences they will not receive in traditional theatrical performances and range from jousters to jesters to magicians to musicians. The actors around site treat the entire site as a stage and performances take place everywhere – from set stages at specific times to impromptu performances in the middle of the street.