



History/ Social Studies

***Scarborough Curriculum
Guide Outline by Subject
For Teachers' Use***

Scarborough Renaissance Festival®

P.O. Box 538

Waxahachie, TX 75168

972-938-3247 x 17

FAX 972-938-1890

SRFestival.com

History/Social Studies

Objectives: Students will-

- Compare the history and politics of the Renaissance to that of today.
- List the changes that were made during the reigns of Henry VIII and his children.
- Describe the importance of inventions and scientists from the Renaissance period.
- Study trade and commerce during the late Middle Ages and analyze the need for better trade that lead to the Age of Exploration.
- Identify the different levels of the feudal system.
- Explore the process of becoming a master craftsman and guild member.
- Explain the relationship among Christianity, individualism, and growing secularism that began with the Renaissance and how the relationship influenced subsequent political developments.
- Explain the impact of the printing press on the Renaissance and the Reformation in Europe.
- Identify the basic social institutions of education and religion and explain their influence on society.
- Understand the purpose for maps and globes.
- Identify important art, literature, and architecture of the period
- Participate in an educational court game from the Late Middle Ages that demonstrates a learning technique from that period.
- Explore the significance of salt and spices during the Renaissance.
- Discuss the meanings behind several Old English nursery rhymes.
- Create and illustrate a period trade sign.
- Explain the role of “patrons of the arts” at this time.
- Visualize what life would be like during this time in History.

Elementary 1st – 5th

TEKS: 1. 5a; 2. 2, 3a, 5, 9-12, 12b, 16, 17, 18b; 3. 2, 3a, 5, 9-10, 12b, 16, 17, 18b; 4. 2 & 11, 6, 23; 5. 1 & 11, 6, 10-15, 21, 22b, 26

Middle School 6th – 8th

TEKS: 6. 1, 2, 3-7, 8-10, 16c, 17a, 18, 20, 21-23; 7. 21-23; 8. 1-3, 15, 23, 29-31, 21-23

High School 9th – 12th

TEKS: 1d, 5, 7, 15b, 19, 21,

Sample Lesson: - Classes and Commerce
- What a Character

Resources: ***If you have a successful resource, please share with the Student Days Department***

Classes & Commerce

Materials:

- Attached picture puzzle and selling stall map.

Discussion:

- The following social studies activities are meant to be a visual assessment tool for determining students' learning after visiting the festival. Use all, some, or none of the suggested applications depending on your students' level of understanding and creativity. Have students interact with the characters and craftspeople they encounter during their visit to the Festival who will help them to understand the hierarchy of social classes, and the variety of trades and products produced during the Renaissance. Encourage the students to seek out festival participants who will be able to give clues and instruction on these matters. Poll students while on the bus back to campus to identify classes of villagers they met and types of sellers they witnessed while at the Festival.

Challenge:

- Have students choose a trade that interests them, and have them attempt to make a product of that trade.
- Have students research and report on each portion of the population during the Renaissance period.

Here is some background information for you to use.

As the Roman Empire began to weaken and crumble a new system of government emerged as a way to maintain order and peace. Landowners hired soldiers called knights to protect their land and paid them a fee for their service. This fee was usually in the form of something valuable at that time like horses or cattle, armor & weapons, food, servants, or land. The people who worked the land were the lowest class and were at the mercy of their lord, usually a knight.

One class of people that grew in power in the later Middle Ages was the merchants and craftspeople. This class usually lived with their family and workers in a two story building on the king or lord's land. Few people knew how to read and write, so each shop would hang wooden signs and fabric banners with pictures of their products on them for customers to see. Kings, nobility, other merchants, and some castle servants bought these goods. Soon guilds or collective groups of craftsmen who all made the same type of product were formed. The guild process became a way of training people for a particular career.

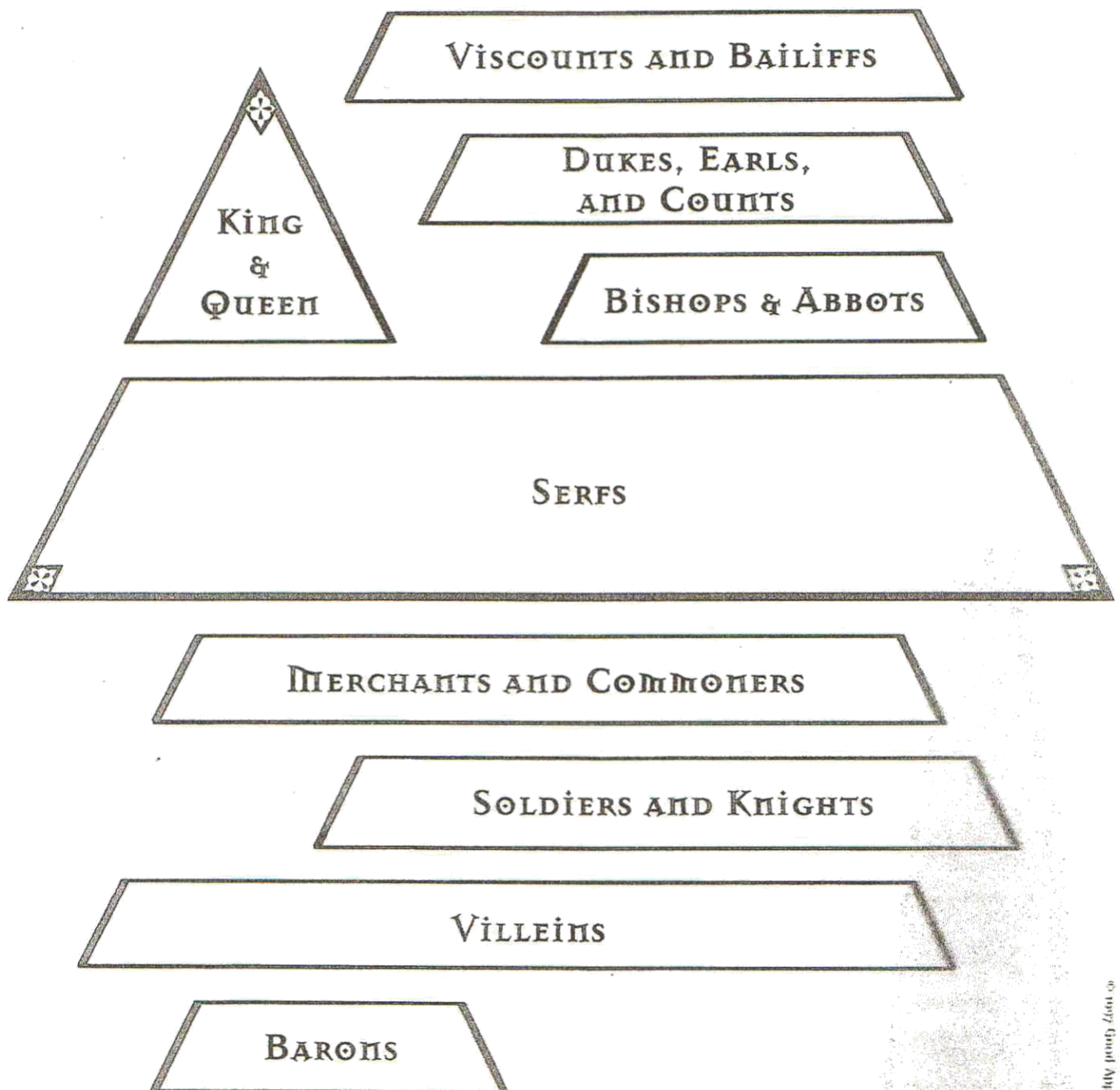
Name _____

THE FEUDAL PYRAMID

Kings in feudal Europe had the most power, even though there were very few of them. Serfs had the least amount of power, even though they made up the largest portion of the population.

DIRECTIONS

Cut apart these puzzle pieces and put them together to make a pyramid. What does this picture tell you about life for most people during this time?



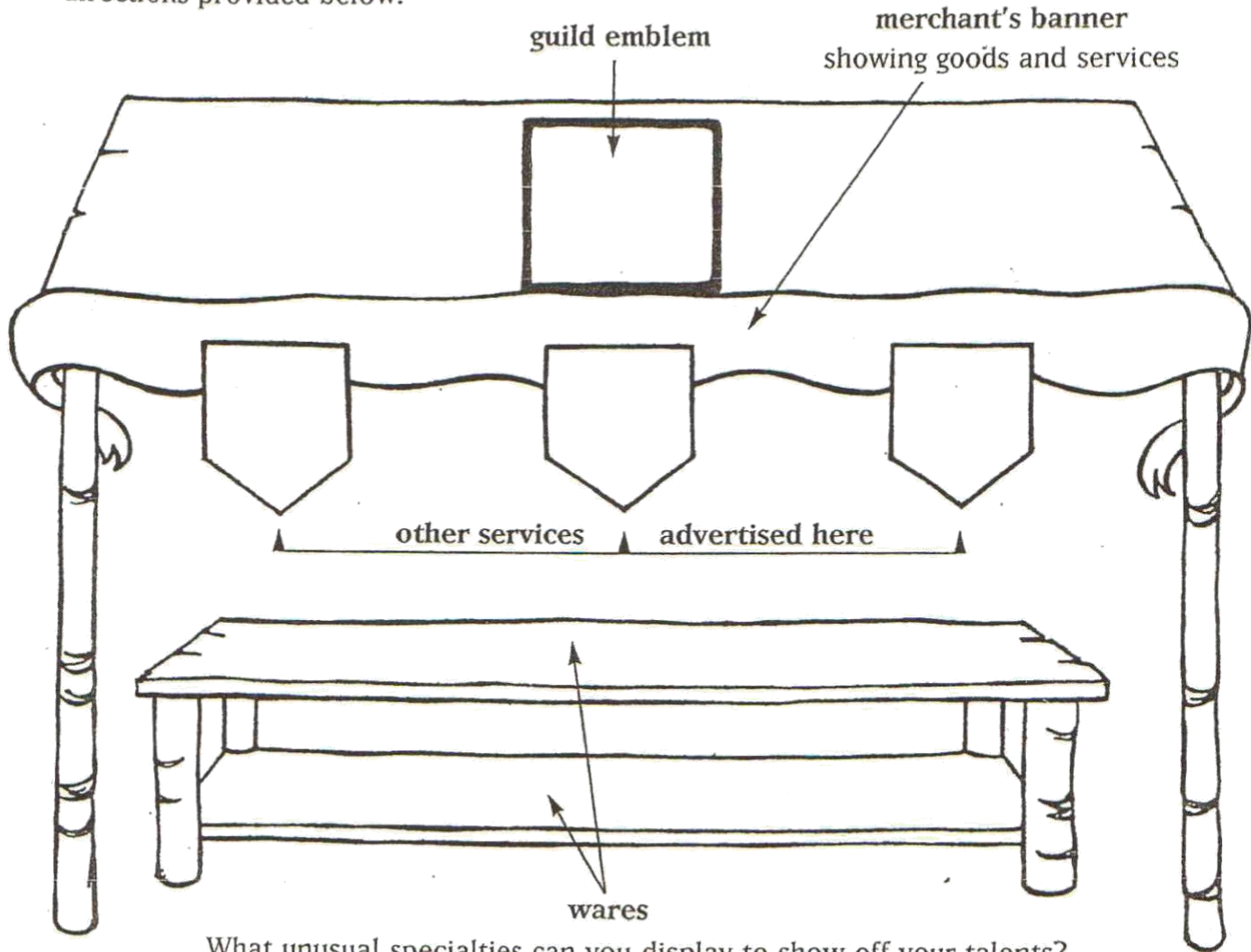
Name _____

SETTING UP A STALL

On fair days, merchants and craftspeople set up stalls to display their wares.

DIRECTIONS

Choose one type of merchant or craftspeople from the list on the bottom of this page. Find out what wares (or services) the merchant sold. Decorate your stall, using the directions provided below.



What unusual specialties can you display to show off your talents?

Merchants and Craftspeople

alchemist

candlemaker

fishmonger

shoemaker

armorer

carpenter

fruit/vegetable seller

tailor

baker

cartographer

glazier

tanner

barber

cooper

potter

weaver

butcher

What a Character!

Proficiency Outcome: Social Studies

Grade 6

- Identify a significant individual from a region of the world other than North America and discuss cause-and-effect relationships surrounding a major event in the individual's life.
- Compare gender roles, religious ideas, or class structures in two societies.
- Draw inferences about the experiences, problems, and opportunities that cultural groups (referring to a number of individuals sharing unique characteristics e.g., race, ethnicity, national origin, and religion) encountered in the past.

Grade 9

- Distinguish the characteristics, both positive and negative, of various types of government: representative democracy, monarchy, and dictatorship.

Grade 12

- Identify factors that have contributed to America's cultural pluralism, including historical, racial, ethnic, religious, and linguistic backgrounds of this nation's people.

Discussion:

Have each student create a Renaissance character to make your class a colorful English village. Character development can include costuming, language, research into the duties the person would have performed, social status, etc. Paintings of the period (Bruegel, Hilliard) are great visual sources. Noble clothing may be too expensive or difficult to construct. The research into different types of characters listed below can be as little or as in depth as is necessary for your students.

Peasant	Shepherd	Iron Worker	Tailor
Groom	Carpenter	Leather Worker	Stone Mason
Architect	Butcher	Baker	Sheriff
Juggler	Innkeeper	Nobleman	Noblewoman
Poet	Huntsman	Peddler	Gravedigger
Tax Collector	Knight	Squire	Minstrel
Alchemist	Barber (Doctor)	Newslinger	Town Crier

Women's clothing – A typical peasant women wore a long-sleeved shift under everything with at least two skirts over that. The upper skirt was usually newer and was kept tucked up out of the dirt. She wore a tight-fitting scoop or square-necked bodice or vest, which was laced up over the shift. The bodice might have had removable sleeves which could be worn on colder days. Any woman over the age 13 would have her hair covered with some sort of hat. The hair itself was usually braided or bundled up out of the way. She had a belt pouch and a basket to carry her things in. In colder weather she would have a shawl or cape to wrap around herself. If she was lucky, she would have cloth hose (socks) and shoes made of leather or cloth.

Men's clothing – A typical peasant man would wear a shift or shirt and some type of breeches, as well as a jerkin (vest) made of leather or wool. He would also wear a belt and belt pouch to carry his personal belongings. All but the very poorest men would wear cloth hose (socks) and shoes of leather or cloth. A hat was a must to keep his shaggy hair out of his face and keep the sun and rain off his head.

Make your own clothes

Below are some current patterns that can be adapted to make 16th Century costumes. They are great for nobility, middle-class, or peasant. Be sure to use brocades/velvets with metallic trim for nobility, brocade with fabric trim for middle-class, and muslins/cottons for peasants.

Simplicity Pattern Co.

Noble Men	9887/5925	Noble Women	8881/9966
Scottish Men	8913		5582/5922
Scottish Women	8855	Cape	9452
Noble Italian Women	8735/8192	Peasant/Gentry	9929/7756
Peasant/Gentry Men	8587	Women	8715/8249
Children	9836/5909		

McCalls

Noble Men	2248
Noble Women	3797/3663/3653/8937
Men	2802/2664
Women	3282/4041/2645/2814/2806

Butterick

Men	5656
Women	6198/6196
Hoop Petticoat	6884
King Arthur, Camelot	6203/3552

Appropriate Fabrics:

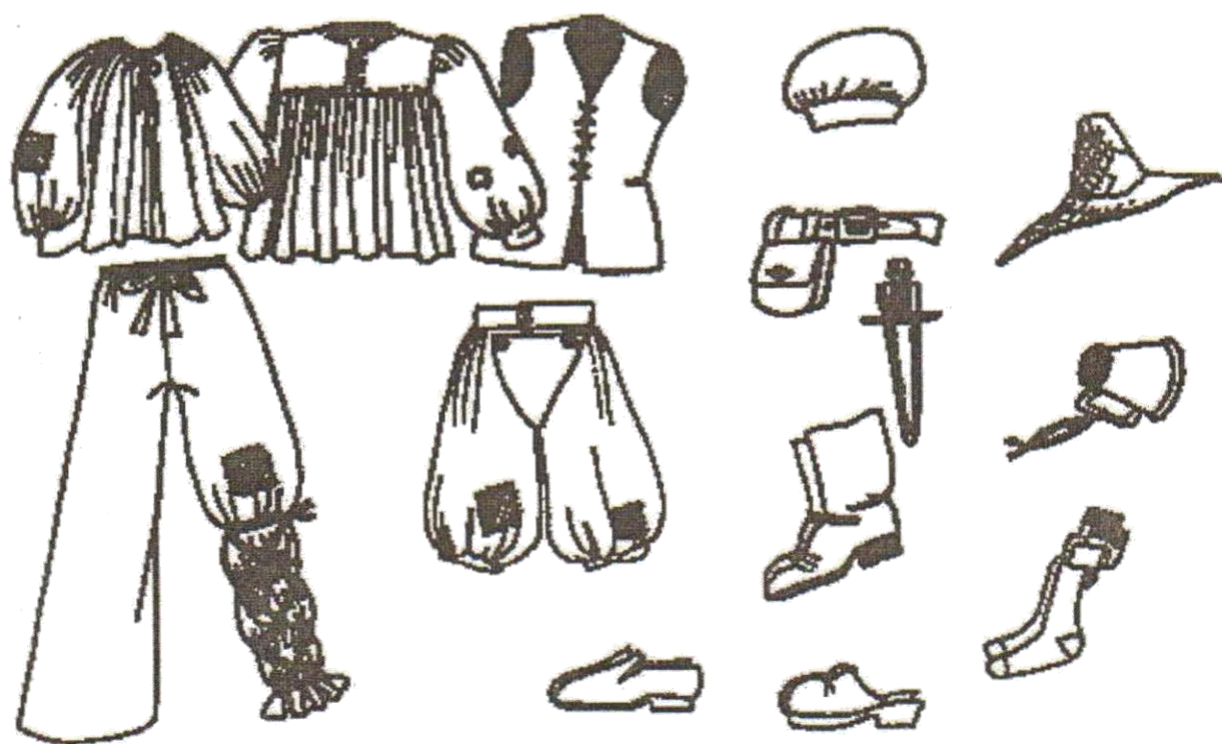
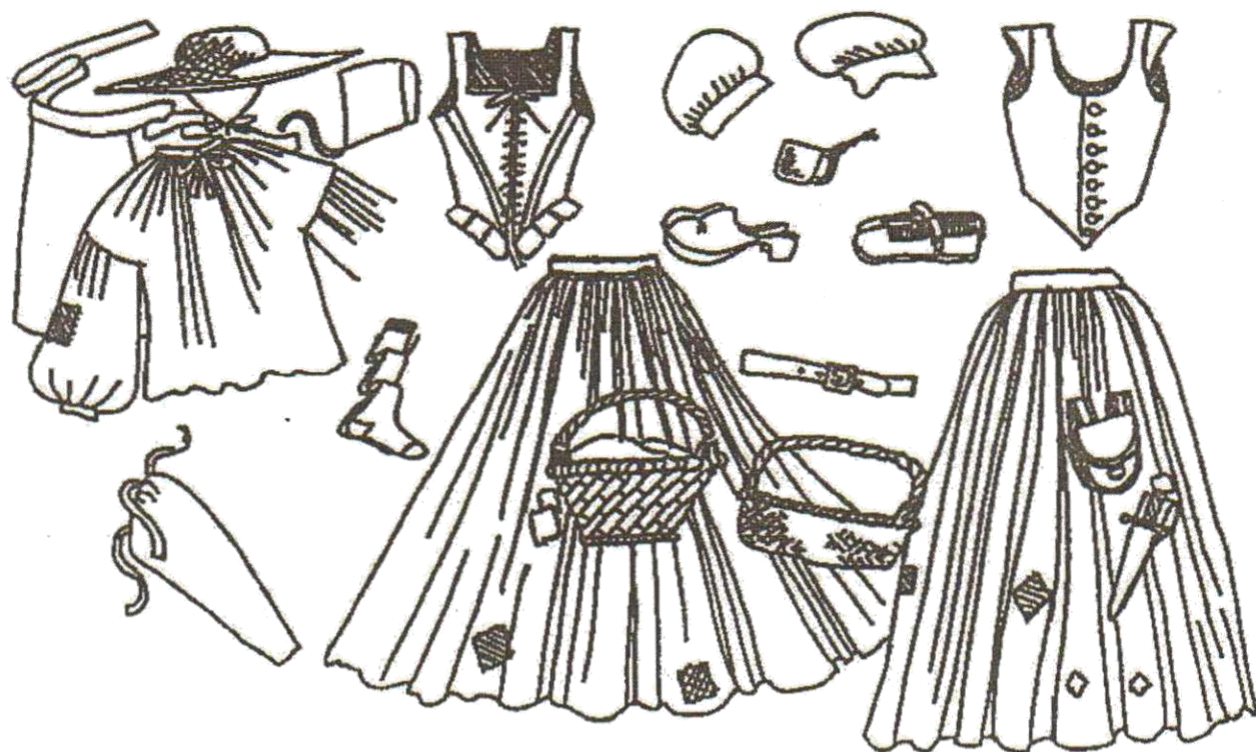
Anything 100% cotton; except for denim. This includes muslins, canvas (bodices), gauze, poly/cotton blends (at least 50% cotton, although you will be more comfortable in 100% cotton), and corduroy. Wool and wool blends are also appropriate. Again, velvet and brocades are for nobility only.

Inappropriate Fabrics:

Prints, stripes, or plaids (unless, of course, you are Scottish), knits, and polyester.

Colors:

Bedeck yourself in earth tones and the bright colors found in nature (no neons). Remember that purple is reserved for royalty and black for nobles.



Suggested Projects and Classroom Activities

Complimenting Contest:

Hold a complimenting contest in your classroom. Students will create their own compliments, and then select an opponent. The more elaborate the compliment, the better, and the last person to run out of compliments wins. (The best formula for creating a renaissance-style compliment is to compare your subject to beautiful things. For example: “Your eyes are more radiant than a thousand stars on a crisp, clear night.” One of the richest sources for inspiration is Shakespeare’s *Romeo and Juliet*.)

Build a Castle:

Design and build a model of a castle. During Henry VIII’s reign, he built the castles of Deal, St. Mawes, Walmer, Sandown, Pendennis and rebuilt Dartmouth. However, due to the utilization of gunpowder and cannons during this period, the design of castles changed from that of medieval castles. Tudor castles were circular or semicircular structures made up of several circular sections. Medieval castles, for the most part, were square or rectangular. Rounded walls gave Tudor castles a more deflective surface against cannon fire and a better field of fire for their own guns and cannons inside the castle. Tudor castles also had a lower profile (less of a target for cannons) and thick walls.

Royal Feast:

Research and create a menu for a feast. Remember that England is an island. There were plenty of sheep, but spices were quite a luxury because of their expense.

Greetings:

Have your class practice greeting one another in the 16th Century style (see “Customs and Mannerisms” herein).

Present a Petition:

Elect your own Parliament and have its members present a petition to Henry VIII.

Historical Writing:

Write a letter or journal entry from the point of view of a historical figure. For example: a letter from Wolsey to Henry VIII regarding Parliament’s refusal to grant him funding for a war, or a journal entry from Anne Boleyn concerning her long awaited marriage to Henry VIII. Be creative! Pick any one or make one up but be sure the letter or journal entry deals with a specific event.

Role Playing:

Act out a meeting between Henry VIII and Pope Clement VII in regard to Henry’s divorce from Catherine of Aragon, or between Henry VIII and one of his advisors regarding a matter of national concern.

Create a Newspaper:

Although there were no newspapers in Renaissance England, create one for your class and include stories regarding the King’s progress, Parliament’s activities, and various military and religious happenings. Look at your local newspaper to gain a better understanding of story placement, writing style, and use of advertisements.

Obituaries:

Write an obituary notice for King Henry VIII, Catherine of Aragon, Anne Boleyn or another important figure of the day. Examine the obituary section in your local newspaper to learn writing style and pertinent information.

A Renaissance Christmas:

Stage a Christmas celebration in Renaissance England. What would be on the menu? What songs would be sung? Was there a Santa Claus, etc.?

Panel Discussion:

Create a panel discussion or debate regarding an unpopular policy of national or domestic concern.

Timelines:

Create a timeline based on the information presented herein. Remember to highlight the important dates in Henry VIII's reign.

Calligraphy & Illumination:

Study some different calligraphic alphabets, and then try to learn one. Copy or write a paragraph in your new handwriting. Have students look at examples of manuscript illumination and have them illuminate a bookmark using their own initials.

Coat of Arms:

Have students create a Coat of Arms. Many coats of arms contained lions, eagles, and mythical beasts. An excellent resource is *A Complete Guide to Heraldry* by A.C. Fox-Davies.

Translating Conversation:

As an exercise, try to translate an ordinary 21st century conversation into Old English.

Old English

Faith, Jack, where hast thou been?

Thou wast to have been up betimes!

Aye, even so. My good grey mare threw
a shoe upon the road; naught could I do
but lead her to the smithy in Stratford,
some seven miles off.

By St. Christopher, t'is ill luck

Too true, alack. Hast supped? I
fear me thy trenchers be bare

Nay, in good sooth; we kept a cold partridge
wing and a tankard of cider against thou
shouldst arrive.

21st Century

Wow, Jack, where have you been?

I thought you were gonna get up early!

Yeah, but I had a flat tire and no spare.
I had to hitchhike to World of Auto Parts.

Yeah, bummer

You're telling me. Is there any food left?
I bet you guys ate it all.

No, as a matter of fact we saved you
some pizza and a Pepsi.