

Student Days

at Scarborough Renaissance Festival®

Drama/ Theater

***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

Drama /Theater

Objectives: Students will-

- Understand the relationship between the arts and the times during which they were created.
- Communicate in oral and visual forms.
- Apply design, directing, and theatre production concepts and skills to class participation at SRF.
- Express a short story orally.
- Express a simple task in pantomime.
- Practice annunciating words clearly.
- Participate in physical and vocal warm-ups with performing company members.
- Define terms associated with stage acting.
- Recreate a scene from a story or play.

Elementary 1st – 5th

TEKS: 1. 2b, 4, 5; 2. 1b, 3.d, 4, 5; 3. 2, 4, 5; 4. 2, 4, 5; 5. 2, 4

Middle School 6th – 8th

TEKS: 6. 1-3, 2, 4, 5; 7. 1-3, 2, 4, 5; 8. 1-3, 2

High School 9th – 12th

TEKS: 1a, 2-3, 4, 5

Sample Lesson: Stock & Stereotype Characters

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

Stock & Stereotypical Characters

Materials:

- none

Discussion:

- The following participation activity is meant to demonstrate how one might develop a stock or stereotypical character. Use all, some, or none of the suggested applications depending on your students' level of understanding and creativity. Have students interact with the performers they encounter during their visit to the Festival who will help them to understand the various stock characters that make up the Festival performing company. Encourage the students to seek out festival performers who can engage in this exercise with them. Poll students while on the bus back to campus to identify the different "characters" they witnessed while at the Festival.

Challenge:

- Have students brainstorm and list possible stock & stereotypical characters from the Renaissance period.
- Have students choose a widely familiar Renaissance Festival character and have them take turns portraying this character both physically and vocally. Possible script: "My name is _____, and I'm from _____, and I like _____."

Here is some background information for you to use.

A stock character is a familiar character who is the same in every performance venue. Stock characters were an important part of theater in the 1500's. Audiences could quickly recognize each character's role in a play by what they had seen the character do or say in previous performances. Examples of this are the villain, the hero or heroine, a wise servant, the fool, and so on.

An easy type of characterization is a stereotypical character. This character can be easily recognized by an oversimplified pattern of behavior that identifies them as a part of a particular group. Examples of this in the festival world are a monk, the village idiot, a knight, a peasant, and so on.

Suggested Projects and Classroom Activities

Complementing 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.