

Name: \_\_\_\_\_

## *Ye Olde Renaissance Faire*

In connection with what you are studying in many of your classes, the ninth grade will be participating in a Renaissance Fair. You will be expected to work on only *ONE* project, but you will be able to choose from projects offered in your Math, English, Science, or Social Studies class. There will be a sign up date for projects, and it will be based on a "first come, first served" basis. You can work in groups or alone, and your group can be made up of any students in the ninth grade.

Your project will count as ONE test grade, but the grade will be applied in ALL FOUR of YOUR CLASSES, so be sure to put forth your BEST effort. On the day of the Faire, extra credit will be given for students who "dress the part." Points will vary, depending on how involved your "costume" is.

### **\*\*\*A few things of which you should be aware:\*\*\***

--On the Island Trees internet site, there is a specific web page for The Renaissance Faire. If you have need information for questions/ concerns/ guidelines/ due dates / computer adaptability for technology/ etc., go to Quick Links, click on Teacher Websites, and scroll to the bottom to find the website for "Renaissance Faire."

--None of the projects should include any forms of typing. The project is to be reflective of the Renaissance time period, so since there were no typewriters during the Renaissance, you must hand-write your work. All information must be hand-written in a legible, neat, and attractive manner.

--Time appropriate terminology must be used. It is the Renaissance time period. Your language must reflect this.

--If your group is filming or videoing a project, all students must be dressed in appropriate Renaissance clothing. Costumes are a MUST. Some ideas for "costumes" might include using "snuggies" with belts to reflect cloaks and such, fashioning a pillowcase as a knightly style tunic with coat of arms, etc. drawn or stenciled on front, crowns, damsel head-wear (princess costumes could be helpful). Effort MUST be shown in costume wear.

--Do not present a project on construction paper, computer paper, oak-tag. You must use three sided poster boards.

--When you are presenting your research on the day of the fair, EACH person in the group will be expected to be able to answer all of the question included for your project. You will be graded individually. You may use index cards to help in your interview, but group members are NOT ALLOWED TO SHARE INDEX CARDS!!!!

--If you are absent on the day of the fair, your group will still be expected to present without you there. It is YOUR RESPONSIBILITY to set an AFTER SCHOOL MEETING with the lead teacher in charge of you project in order to be interviewed. You will have ONE week to complete the interview. If you do not have a meeting with the lead teacher by Friday, May 6<sup>th</sup>, you will receive a grade of 0% (zero) for your individual portion of the project.

### **Be aware of the following dates:**

**Project sign up day: Friday, March 18<sup>th</sup> (in the senior cafeteria immediately after school)**

**Project Progress Report: Wednesday, April 6<sup>th</sup>**

**Project due date: Wednesday, April 27<sup>th</sup>**

**Renaissance Fair: Friday, April 29<sup>th</sup>**

# Renaissance Projects

## Social Studies

### Your task:

Individuals will complete one of the four projects involving a history theme from the Renaissance time period. Each presentation must consist of an overall summary of the research, a visual representation of the research, and a demonstration/ explanation of the research completed.

A Social Studies teacher will grade your project during the first annual Island Trees Renaissance Fair. The following handout describes the four project ideas and a little background on each. You may take notes while your teacher presents each project idea. You may also use a different visual if you wish. **Just check your idea by your teacher.**

### Project #1

**Background:** The Middle Ages saw the rise of the knight in Europe. Knights were professional soldiers, high in the order of chivalry, bearing the noblest arms, and riding the best horses. Most knights traveled looking for work, to do battle.

1. Be the perfect knight-  
Overall summary: 1-3 index cards of information that could include:
  - Describe a knight's role and responsibilities
  - Explain a knight's relationship with his lord
  - List equipment a knight needs to do his job
  - Identify the characteristics of a perfect knight
  - Discuss the joys and satisfaction of knighthood
2. Visual: Individuals must incorporate a type of display or exhibit. This may include:
  - create a statue/ sculpture of a knight
  - create a code of chivalry
3. Demonstration: Individuals are responsible for presenting their project to the class.

### Project #2

**Background:** The crusaders came from both the Upper and Lower classes. Each crusader swore a vow, to be fulfilled on successfully reaching Jerusalem, and they were granted a cloth cross (crux) to be sewn into their clothes. This "taking of the cross", the crux, eventually became associated with the entire journey. They fought in many Crusades throughout the time period.

#### 1. Crusader

Overall Summary: 1-3 index cards of information that could include:

- Positive/ Tragic results of the Crusades
  - Discuss what caused the crusades
  - How long were they fought?
  - Where were they fought?
  - Who fought in these wars?
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
    - create a map showing specific battle sites and routes of the crusaders
    - create a newspaper article from Medieval Times reporting about the crusades
  3. Demonstration: Individuals are responsible for presenting their projects to their class.

## Project # 3

**Background:** Life in the Middle Ages was very different then today. People lived in castles, manors, and monasteries.

1. Middle Ages T.V.

Overall summary: 1-3 index cards of information on a specific aspect of life during the Middle Ages.

- create a middle ages Infomercial ( a product that could be sold during the Middle Ages)
  - Middle ages reality show. Ex: Friar Idol, Middle Age Cribs
2. Visual: Individuals must incorporate a type of display or exhibit. Could be a T.V guide article, review, play, etc
3. Demonstration: Individuals are responsible for presenting their projects to their class.

## Project #4

**Background:** There were many different types of Medieval Sports in the Middle Ages. The majority of which were designed to increase skills and fitness of fighting men. The really big sporting events were the Tournaments and the Jousts. These sports were dangerous, men were killed at tournaments.

1. Middle Ages Athletics

Overall summary: 1-3 index cards of information that explains the following athletic contests. You may use other athletic events from the time period if you wish.

- Describe the different athletic events during the Middle Ages. The following are some examples:
- Describe the history of the joust
- Describe the different archery contests  
(No mock battles)
- Describe folk football during the middle ages

2. Visual:

- create a game day ticket for the event on a specific date
- include rules of the event
- who is playing, etc?
- Create a poster or a commercial promoting the athletic event
- Include who is playing
- Where it is being played
- Be creative, use imagination

3. Demonstration: Individuals are responsible for presenting their project to the class.

**\*\*\*\*\*Be creative with your project. You may use Power Point, video, music, acting, etc\*\***

### Your Task:

Each group will have a presentation that consists of an overall summary, a visual, and a demonstration in a specific area of information. The number of students allowed for each project is indicated in the parenthesis following the project.

*One of the most famous couples in all of literature is Romeo and Juliet. In William Shakespeare's play Romeo and Juliet, the couple defies their fighting families, and they secretly elope.. Our projects are going to change all that! Imagine that we are hosting the wedding of the year, as Romeo and Juliet are joined in matrimony. Help plan their big day!*

### ***Project I--What will we wear?***

Fashion: (2-3 students)

1. Overall Summary: three index cards of information containing style, fashion, and clothing of the Renaissance Period.
2. Fashion magazine information: TEN pages with images and brief write up of clothing...specifics for magazine pages: an index card for each type of outfit telling style, material, texture, hairstyles, type of person who would wear clothing, color. Be sure to include information of why and how the classes dressed in different manners. Be sure to tell how the everyday lives of the different classes of people reflected in the manner in which they were dressed. Be sure to understand how the classes spent their time so that you can clearly indicate the need for the differences in their attire.
3. Your magazine must reflect the fashion of the following:
  - a. Lower Class Clothing—male and female
  - b. Upper Class Clothing—male and female

On the day of the Renaissance Faire, each person will be responsible for following (you may use index cards, but you may not share them):

1. One function of fashion is to present one's self in the most attractive manner as possible. With that in mind, find a quote from SHAKESPEARE where he references beauty or appearance, (it does not have to come from *Romeo and Juliet*; it can come from any of his plays). Copy the quote, and explain its meaning. Each person must choose his/her own quote. (FYI: on the internet, Google search "Shakespeare quotes beauty").
2. Find a second quote from Shakespeare where he references beauty or appearance. Follow the same directions as above
3. What made the clothing of the lower class so much different from the upper class? How was each style directly related to the daily functions of each class?
4. What colors were most common for upper class? Why? What colors were most common for lower class? Why?
5. Where did upper class people acquire their clothing? Where/How did lower class people acquire their clothing?
6. How did children dress?
7. Provide an interesting detail about headwear.
8. Provide an interesting detail about footwear/ shoes.
9. Provide an interesting detail about jewelry.

\*\*Information of what each person in group did in completing the project should be included in magazine. Make a page of 'writing staff' information.

4. Power Point / Video of a “Fashion Show” of the clothing are some suggestions.
  - a. An idea might be a spoof of a fashion based show (Project Runway, Verona’s Next Top Model, etc.)
  - b. Cut-outs, doll models, paper dolls presenting fashion

### ***Project II--How was the food?***

Food: (1-2 students)

1. Overall Summary: three index cards providing types of food/ diet / dining customs and manners common for the time period.
2. Recipe Book: provide information on how food was prepared (at least THREE details), acceptable manners at the table (at least FOUR facts), how/why feasts were held (with a specific reference to TWO of the traditions for a specific feast)
3. An actual “menu” that will be given to guests at the wedding should be made. It will describe at least 2 appetizers, 3 main dishes, 2 desserts, and 2 beverages. This is DIFFERENT from the Recipe Book.
4. Specifics: Provide a “demonstration” of the food. This could be done through acting out or through video.
  - a. Table setting, table manners through “mock dinner/feast”
  - b. Food preparation (no electric or gas stoves during the Renaissance, so the demonstration should not be of food cooked in that manner).
  - c. Demonstration of table manners/ customs
  - d. Spoof of food / cooking shows

On the day of the Renaissance Faire, each person will be responsible for following (you may use index cards, but you may not share them):

5. Find a quote from SHAKESPEARE where he references FOOD, (it does not have to come from *Romeo and Juliet*; it can come from any of his plays). Copy the quote, and explain its meaning. Each person must choose his/her own quote. (FYI: on the internet, go to “No Sweat Shakespeare” at <http://www.nosweatshakespeare.com/resources/shakespeare-food-and-drink.htm>)
6. Find a second quote from Shakespeare where he references FOOD. Follow the same directions as above.
7. Since Romeo and Juliet lived in VERONA, ITALY, list three characteristics of Italian Renaissance Food.
8. Google search The Globe Theatre and FOOD. List five facts that you find about eating habits/ choices that people had when they went to see *Romeo and Juliet* performed.
9. What was a daily diet like for the lower class?
10. What was a daily diet like for upper class?
11. List three interesting facts about table manners or food presentations or table settings.
12. How was the food prepared? (2-3 details)
13. What sort of ways did food choice/ preparation reflect in feasts or holidays for the time period, (meaning, did they have a special way of serving, food choices, preparation when it was a holiday or something of that kind)?

### ***Project III--Tell Me About the Show!***

ACTING: (3-5 students)

1. Overall Summary of the events of the play that are being depicted. Prove detail explaining how the scene connects in larger part to the play.

2. Create a BROADWAY STYLE PLAYBILL for the scene that will be depicted:
  - a. Include names of actors/actresses/ director and contribution of each
  - b. For each person connected to the production, choose ONE famous quote from the scene, and tell the quote's meaning, importance, and large connection to the scene. Be sure to identify at least ONE literary elements given in the quote.
  - c. For each person connected to the production, provide one paragraph that tells of the history/ architecture/etc. of The GLOBE THEATRE. EVERYONE SHOULD HAVE DIFFERENT INFORMATION.
3. Act out one of the famous scenes from *Romeo and Juliet*. Film the scene for showing! Have fun with costumes, acting, body language, voice/ intonation, etc. BE CREATIVE!!!
  - a. Balcony Scene
  - b. Death of Tybalt/Mercutio
  - c. Meeting of Romeo and Juliet
  - d. Death of Romeo and Juliet

On the day of the Renaissance Faire, each person will be responsible for following (you may use index cards, but you may not share them):

1. Find a quote from SHAKESPEARE where he references acting, actors or theatre, (it does not have to come from *Romeo and Juliet*; it can come from any of his plays). Copy the quote, and explain its meaning. Each person must choose his/her own quote. (FYI: on the internet, Google search "Shakespeare quotes actors")
2. Find a second quote from Shakespeare where he references acting, actors, or theatre. Follow the same directions as above.
3. When and where was The Globe Theatre built, and why / how is it connected to William Shakespeare?
4. What is the MOTTO of The Globe Theatre? Provide it in Latin and English. Explain what the MOTTO means.
5. Provide FIVE details that are connected to the construction of The Globe that specifically connect to the productions of play in the venue. This can be given in list form.
6. Explain what the role of a MASQUE is during the Renaissance Period. Define it/ explain it.
7. Provide ONE quote that specifically relates to your film, (each person must have his/her own quote). Explain the meaning of the quote and tell how it is important/ connected to the scene your group is depicting.

Each person in the group must choose ONE character from the scene being depicted and tell a conflict that the character faces. Identify the conflict (man vs. man, self, society), and tell how he/she overcomes it

\*\*If your group wants to be creative and write a scene that is "BASED" on the play, this is also great, but you MUST get approval from your English teacher, (must be at least five minutes in running time). Some ideas might be:

- a. What would a holiday be like for the Capulets/ Montagues if R & J lived and were married?
- b. What was the actual wedding ceremony like?
- c. What happens in Mantua, stays in Mantua!
- d. What kind of child would be the couple have?

### ***Project IV-- A Little Light Reading at the End of the Night***

Create a Children's Book (1-2 students)

1. Provide copy of the actual nursery rhymes. Your book MUST include at least THREE nursery rhymes.

2. Give at least **THREE** index cards worth of information explaining the historical significance/ connection to the nursery rhymes. **This must be written in your own words.**
    - a. Explain the historical significance connected to the nursery rhyme
    - b. Draw explicit parallels from the nursery rhyme to people/events of the time period
    - c. Provide a visual of any historical figures connected to the nursery rhyme, and give **FIVE** facts about the individual.
    - d. Provide a visual for the nursery rhyme, itself.
    - e. *\*Book may take the form of an actual book or of a PowerPoint.*
  3. Some nursery rhymes to consider:
    - a. “Mary, Mary Quite Contrary”
    - b. “Old Mother Hubbard”
    - c. “Baa Baa Black Sheep”
    - d. “Goosey Goosey Gander”
    - e. “Little Boy Blue”
  4. Story time: Provide a reading of your Nursery Rhyme.
- \*\*If you choose a nursery rhyme off of the list, it **MUST** be approved by your English Teacher.
- \*\*If you want to work in a bigger group, the number of nursery rhymes included must increase. You must have teacher approval for the number included.

On the day of the Renaissance Faire, each person will be responsible for following (you may use index cards, but you may not share them):

1. Find a quote from SHAKESPEARE where he references writing, authors, or literature, (it does not have to come from *Romeo and Juliet*; it can come from any of his plays). Copy the quote, and explain its meaning. Each person must choose his/her own quote. (FYI: on the internet, Google search “Shakespeare quotes writing)
2. Find a second quote from Shakespeare where he references writing, authors, or literature. Follow the same directions as above.
3. The topic of your project is nursery rhymes, which are read to children. Find a quote from Shakespeare where he references children, childhood, or babies. Follow the directions from above.
4. Identify a literary element used within the nursery rhyme. Copy the line in which it is found, and explain how the literary element is used in the nursery rhyme.
5. For the actual persons/ events that are depicted in your choices, choose a point/ event/ character from the play Romeo and Juliet and connect the two aspects. Tell how the play reflects that idea.
6. Write your own nursery rhyme based on an event from the play Romeo and Juliet. Follow the pattern of the nursery rhymes that you use in your project.
7. Nursery Rhymes are for babies and children. Provide a specific quote from NURSE that shows how she acts in the role of mother to Juliet.
8. Provide a quote from the play that is between parent and child, and explain what it shows of the relationship between the two characters.

## RENAISSANCE PROJECTS

### MATHEMATICS

## Your task:

During the Renaissance, there were many mathematical contributions. Individuals will complete one of four projects involving a mathematical contribution made during the Renaissance. Each presentation must consist of an overall summary of the research, a visual representation of the research, and a demonstration of the mathematical contribution to society. A team of teachers will grade your project during the faire. The following handout describes the project ideas and a little background on each. \*All projects must be appropriate in language and demeanor\*

### **PROJECT IDEA #1** **MERCHANTS**

Background: Individuals often sold excess crops, artwork, or clothing at fairs to make an income. These individuals needed to be quick on their toes when dealing with exchange rates between different currencies as well as when dealing with bargain hunters.

1. Overall Summary: 1 – 3 index cards of information that could include:
  - where merchants worked
  - their traveling paths
  - currency of different countries
  - tax information
  - relevant cultural information
  
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
  - Artwork sold during the Renaissance
  - Clothing
  - Food
  - Jewelry
  - Map of route traveled
  
3. Demonstration: Individuals are responsible for presenting their project. This could include:
  - ‘selling’ products to visitors during the fair
  - Bargaining with your teacher or customer
  - Computing sales tax, shipping, discounts, etc. for a customer (Calculator may be used)
  - Describing the route the merchants traveled

### **PROJECT IDEA #2** **SYMBOLISM**

Background: Before the Renaissance time period, European countries used a variety of ways to represent number systems. During the Renaissance, mathematicians needed one unified method of communicating mathematical concepts in order to spread knowledge. This method was a known symbolic system for operations and numbers.

1. Overall Summary: 1 – 3 index cards of information that could include:
  - What symbols were used before a standardized system was set in place
  - Who was involved in setting up this new system
  - Why was the new system of symbols enacted
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
  - Examples of different number systems prior to the Renaissance
  - Standard arithmetic problems translated to ‘Old World’ number systems
3. Demonstration: Individuals are responsible for presenting their project. This could include:
  - Teach basic arithmetic using the old and new system
  - Calligraphy station to ‘translate’ Hindu-Arabic numerals to Roman Numerals.

### **PROJECT IDEA #3**

#### **MAGIC SQUARES**

Background: In ancient times magic squares were thought to have magic properties, perhaps connected with the stars. Magic squares have been found in such widely divergent cultures as ancient China, Egypt, and India, as well as Western Europe. Magic squares were used for entertainment, and seen as mystical instruments.

1. Overall Summary: 1 – 3 index cards of information that could include:
  - How to solve magic squares
  - Where magic squares originated
  - Who was involved
  - Why magic squares are used
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
  - Examples of completed magic squares
  - Famous magic squares
  - Different sizes
3. Demonstration: Individuals are responsible for presenting their project. This could include:
  - Teach visitors how to solve a simple magic square
  - Fortune telling (inappropriate fortune telling will result in a failing grade)

### **PROJECT IDEA #4**

#### **NAVIGATION**

Background: Many influential explorers devised effective means of traveling. Trigonometry was used to aid in the development of devices and methods of effective traveling.

1. Overall Summary: 1 – 3 index cards of information that could include:
  - What devices were created or what methods were used
  - Why were they created and to what advantages
  - Who was influential and who discovered the devices or new methods of traveling
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
  - Display board or poster board of pictures of navigation devices or methods
  - Example of a navigation problem and the solution (\*Basic Trigonometry\*)
  - Maps of stars, angles, and calculations for one specific traveled path
3. Demonstration: Individuals are responsible for presenting their project. This could include:
  - Perform the example of the navigation problem
  - Replicate the device
  - Sell or present the device

## **PROJECT IDEA #5**

### **MATHEMATICS AND ART**

Background: Many historical art pieces were developed during the renaissance time period. However, many people don't know that some of the major pieces of art are based on mathematics.

1. Overall Summary: 1 – 3 index cards of information that could include:
  - What math devices were methods were used in art.
  - Who was influential artist using mathematics and who discovered these methods of art
2. Visual: Individuals must incorporate any type of display or exhibit. This may include:
  - Display board or poster board of pictures of art pieces (paintings, architecture, sculptures...)
  - Examples of the mathematical foundations of the art pieces.
3. Demonstration: Individuals are responsible for presenting their project. This could include:
  - Perform the example the math behind the art (scaling, golden ratio, etc...)
  - Replicate the art

## **RENAISSANCE PROJECTS**

### **SCIENCE**

## Your task:

During the Renaissance, there were many scientific contributions. Individuals will complete one of five projects involving a scientific contribution made during the Renaissance. Each presentation must consist of an overall summary of the research, a visual representation of the research, and a demonstration of the scientific contribution to society. A science teacher will grade your project during the Renaissance Fair. The following handout describes the five project ideas and a little background on each. You may take notes in the space provided while your teacher presents each project idea.

\*All projects must be appropriate in language and demeanor\*

## **Project 1**

### **Anatomy:**

Background: During the Renaissance many artists and physicians began to explore how the human body was constructed. Many of their discoveries contribute directly to our understanding of the human body today. You will research an artist or scientist who studied anatomy during the renaissance and create a project detailing their work. Examples of Artists/Scientists: Da Vinci, Galileo, Michelangelo, Bellini, Raphael, Descartes, Copernicus, Mercator

1. **Presentation:** All members of the group should be able to answer the following questions
  - Facts about the artist or scientist including biographical information
  - where scientist / artist worked
  - why their work was important at the time
  - how they went about learning and improving their work
  - what were the risks they took to undertake this study
  - what was their contribution to the broadening of knowledge about anatomy
  - what relationship does your visual have to the artist
  - what other fields did the artist or scientist explore
  - how did they earn a living with their work
2. **Visual:** The project must have a physical/visual component. It may include any of the following:
  - Artwork created during the Renaissance, showing anatomically correct proportions, or sketches with explanations of how the artist created them. (Display board)
  - Student created sculpture incorporating anatomically correct designs
  - Student generated diagrams of anatomical systems with explanations (Display board)
  - Student created models of anatomy systems with explanations
3. **Research:** All group members are expected to demonstrate sufficient knowledge of the project and research during an interview conducted with judges during the Renaissance Faire. You may have information on individual index cards to assist you in answering questions; however each individual group member is responsible for all the information required.

## **PROJECT IDEA 2**

### **FOOD SCIENCE**

**Background:** Renaissance food was as refined and sophisticated as the era itself. The dishes were carefully prepared to please both the palate and the eye. In the Middle Ages it was common for most people to eat three, four or five meals a day. Breakfast was served in the morning, followed by dinner (our lunchtime) in the afternoon and supper at nightfall. There were many problems with storage and preservation of foods, and many foods were only available during certain seasons. The nutritional content of food in the Middle Ages was different from today.

1. **Presentation:** All members of the group are responsible for being able to answer the following questions
  - Summary of the foods available during the renaissance
  - Discuss the regional and seasonal nature of food at the time.
  - How did they store their food
  - How did they preserve their food
  - How was the food prepared
  - What did they use to season or flavor their food
  - What were the main dishes and how were they eaten
  - Look at the diet, was it balanced according to our food pyramid today, how healthy was it?
  - Compare a typical meal from the renaissance with a typical meal today.
  
2. **Visual:** Individuals must incorporate a display or exhibit. Examples of displays could be:
  - Make a cookbook that includes many medieval recipes and their nutrient content.
  - Cook a typical meal for the era. Be sure to include a list of ingredients.
  - Use a display board to show the typical foodstuffs available and how they were harvested
  - Display the typical contents of a Renaissance kitchen and explain the function of each item
  - Create a food pyramid showing the relative amounts of basic food groups that were consumed during a typical day. Compare their diet to our present day recommended diet.
  - Use a display board to show the steps in typical food preservation used during the time
  
3. **Research:** All group members are expected to demonstrate sufficient knowledge of the project and research during an interview conducted with judges during the Renaissance Faire. You may have information on individual index cards to assist you in answering questions; however each individual group member is responsible for all the information required.

## PROJECT IDEA 3

Alchemy

During the Renaissance many experimenters tried to discover how to change one material into another. Their experiments led to many other discoveries about the world around them. This knowledge was often frowned upon by Religious authorities and was often accomplished in secret. However there were many legitimate applications of this knowledge also used during the era. You may choose to research one of several applications of chemistry used during the Renaissance and create a visual about it.

Examples of possible applications: **Decorations** (dye and paint), **Materials**: creating bronze, iron (forging and blacksmithing), **Medicines** (plant and animal remedies in common usage), **Spinning, weaving** (wools and yarns and how they were created and colored) **Maintaining structures** (paint and stain) Other ideas are possible, check with the Lead Teacher during sign up.

1. **Presentation**: All members of the group are responsible for being able to answer the following questions

What purpose did this form of alchemy serve in the renaissance?

- Who practiced these arts?
- What were the social ramifications of performing these procedures.
- What were the natural materials these people used.
- How did they use them (specific recipes.)
- How did these practitioners explain their processes.
- How effective were their methods (did they always work)
- What did these discoveries contribute to today's understanding of science.
- What tools did these practitioners use to create their product

2. **Visual**: Do 1 of the following to present your project during the fair

- Create an actual recreation of the product of an alchemist recipe. Have the ingredients, the materials and devices used collected together to demonstrate how they would be used to perform the transformation.
- Make a video of a situation in which an alchemist's services would be called upon and show how their skills would be applied. In your video you may also indicate some of the consequences of the failure of their experiments.
- Make a display board showing the steps of producing the product of your research and explain each step.

3. **Research**: All group members are expected to demonstrate sufficient knowledge of the project and research during an interview conducted with judges during the Renaissance Faire. You may have information on individual index cards to assist you in answering questions; however each individual group member is responsible for all the information required.

## **PROJECT IDEA 4**

### **EAYRTH SCIENCE**

Background: During the Renaissance many scientists made contributions to our understanding of the Earth around us. These discoveries were often recorded in secret because they were in direct conflict with the

religious beliefs of the day. Many scientists risked ruin by continuing to publish their findings. In this project you will research a scientist of the era or a specific discovery and how it affected the understanding of the world at the time. **Possible areas to research include:** Astronomy / Astrology, Meteorology, Quarrying and castle building materials and transportation, Wells, Canals and Aqueducts, Shipbuilding and sail construction, or other related projects. Check with the Lead Teacher during sign ups.

1. **Presentation:** All members of the group should be able to answer the following questions
  - What contributions or improvements were made during the renaissance in this field?
  - Who made these contributions?
  - How did the contributions affect life in the towns they were applied in?
  - What materials were used to effect the changes?
  - What knowledge was added to our understanding of science?
  - How was that knowledge discovered?
  - Who supported the scientists that did the research
2. **Visual:** Your project must have some visual representation included. You may choose to create one of the following to present your project:
  - Build a model of the castle, aqueduct, ship, quarry, or
  - Map out and describe how the canals in Venice were created and used.
  - Make a presentation board of the types of rocks used in castle building, statuary etc and show on a map where these quarries were located and explain how the materials were obtained by artists.
  - Make a presentation board showing the stars and planets commonly used in astrology and describe how the understanding of the planets' movements grew throughout the renaissance.
  - Make a simple astrology chart and explain how they were interpreted.
3. **Research:** During the fair be able to explain your project and how it affected life in the renaissance. All group members are expected to demonstrate sufficient knowledge of the project and research during an interview conducted with judges during the Renaissance Faire. You may have information on individual index cards to assist you in answering questions; however each individual group member is responsible for all the information required.

## **PROJECT IDEA 5**

### **Physiks**

Background: During the renaissance many simple machines were used to make life easier and to assist in battle. Many of these machines required some understanding of physics and application of engineering

principles. You will research one simple machine from the following categories and present your findings at the faire. **Simple machine categories:**

**Weapons of war:** (catapult, trebuchet, siege engine, longbow, cross bow etc)

**Mills:** (water, wind, grist, pulleys & gears)

**Lenses**

**1. Presentation:** All members of the group should be able to answer the following questions

How were these machines constructed?

- How were they used?
- Where did they first appear?
- What improvements were made in their design or operation?
- What materials were used for each part?
- How were they obtained and worked
- What contribution did they make to their society?
- How did the technology of the renaissance improve our understanding of the world of physics?
- Who made these machines and what other jobs did they perform in the community

**Be able to explain in detail how the machine is supposed to operate and the uses of such equipment.**

**2. Visual:** Your project must have some visual representation included. You may choose to create one of the following to present your project:

You can make a working model of the device and demonstrate how it would be used

- You can make an exploded view diagram of the device showing how the parts worked together to make it work and present it on a project board.
- You can make a display board showing the evolution of the device from earlier times to the renaissance time.
- You can create a video or power point presentation showing the use of the device and some background information.

**3. Research:** During the fair you will be able to explain your project and how it affected life in the renaissance. All group members are expected to demonstrate sufficient knowledge of the project and research during an interview conducted with judges during the Renaissance Faire. You may have information on individual index cards to assist you in answering questions; however each individual group member is responsible for all the information required.

**LORD OF THE MANOR**

**THIS IS A GROUP PROJECT FOR AT LEAST 8 STUDENTS. YOUR GROUP MUST INCLUDE A PROJECT FROM EACH SUBJECT AREA.**

## Social Studies:

A guide to guilds for Artisans

- Describe the variety of crafts and guilds open to young men and, in some cases women
- Outline the system for learning a craft and joining a guild
- Advantages and disadvantages of guild membership
- Traits of a successful artisan

Ladyship

Ladies, or the wives of lords, often had great authority in their homes, although their powers outside the home were limited.

- describe a lady's responsibilities and concerns
- Personal qualities most admired in ladies
- Lady's relationship to church
- Courtly loved changed the way men viewed a lady
- role model of a respected lady to a young noblewomen

## English:

- I. Create a Jester for the purpose of Entertaining the Manor (1-2 students):
  - A. Provide a visual interpretation of the motley worn by a Jester. This can be done in the form of a power-point, mock magazine advertising for a job, or poster board.
    1. What is the significance of the costume?
    2. What is the significance of the hat?
  - B. Explain the role of the Jester for the manor.
    1. What are his jobs?
    2. When would he be expected to perform?
    3. What is expected of the jester in terms of his relationship to the masters and guests of masters?
    4. Enact what sorts of things would be performed?
  - C. The job of the Jester. This can be done through actual performance on the evaluation day and day of fair –or- through a video. Be sure to check that your video can be played on school's computers.
  
- II. Create a Masque for the Masters of the Manor (3-5):
  - a. Provide a visual interpretation of the Masque through the use of a Playbill that outlines the entertainment being performed to honor the masters. This can be done in the form of a power point, mock playbill, or poster board. Essentially, it will explain how the Masque theme of praise being presented to the masters. It will provide at least three "acts" that connect to the theme of the evening. It will show various ways of interpretation of the theme, such as a poem, a skit, a song and/or a dance.
  - b. Explain what a Masque is (define it). Give history of and objective of the masque. Tell how each "performer" connects to the given theme. Provide a copy of the 'skit' dialogue/direction/poem/etc. and connect it to the theme.
  - c. Perform the Masque either live or on video. Dress the part, and provide some sort of stage set or prop. If you don't want to perform the masques, you must create a 'book' of the actual act that would be performed, instead of the oral tradition expected.

## **MATHEMATICS:**

Background: Mathematics was used through the renaissance time period in various ways. Someone living in the renaissance time period would use mathematics for entertainment such as card games, dice games, etc....

1. Explain on of the several math based games used for entertainment during the renaissance time period.
  - a. An overall Summary (1 – 3 index cards) of information that could include what devices were created or what methods were used. Why were they created and to what advantages. Who was influential in the development of math game? What classes of people were permitted to take part in these games?
  - b. Visual: Individuals must incorporate any type of display or exhibit. This may include display board or poster board methods of games. Example of the mathematics behind the device. Basic probability should be used to explain the possibility of wins and losses. Ability to explain the rules during the sampling of the game.
  - c. Demonstration: Individuals are responsible for presenting their project. This could include Perform the example the game, replicate the activity for attendees to the faire, sell or present the device for the game.

## **SCIENCE:**

During the Renaissance there were people who acted in the role of Medical experts in all villages, such as a Physician (a person who had attended school and was learned in the arts of Medicine); a local healer (someone who was practiced and experiences in finding and using herbs that were believed to benefit persons and Animals suffering from disease) or a Midwife (a woman practiced in the art of delivering and caring for infants and pregnant women)

For this part of the project you will choose one of these roles to portray and research your character.

A: Understanding: you will demonstrate sufficient knowledge of the roles and actions taken by the person you decide to portray and be able to answer specific questions about the materials they were likely to use in their trade.

B: Materials: You will research and display a number of the materials these persons were likely to use in their craft  
Such as Herbs, tools, Healing stones, magical potions etc.

C: Display a brief evolution of Medicine throughout the time period known as the renaissance. What changes to our understanding of the human body occurred during this time and who were the famous people whose discoveries help bring this about (timeline on a poster board) Explain why were their discoveries significant and how modern medicine has learned from them.

D: On the date of the Faire be prepared to utilize your healing knowledge to assist others and be confident that you have selected remedies that will be effective for various ailments.