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DETAILED PREPARATION CHECKLIST

In

lmn	nediately upon receiving Teacher Preparation Guide
	Complete and update <i>Itinerary Details</i> (Section 1-a: Itinerary Details, p. 5-6) at https://californiaweekly.com . If the person who made the reservation is no longer the contact, we must receive new contact information or there may be complications with your reservation.
3 W	eeks Prior
	Organize students into three team civilizations of Egypt, Greece, and Rome. Use Card Assignment List (Materials for the Teacher p. 17) to assign and distribute Expert Word Cards and Character Cards (Materials for Distribution, p. 37-45).
	Make two copies of each set of <i>Expert Word Cards and Character Cards</i> . One set should be copied on card stock and cut out for distribution to individual students. The other set can be copied on regular paper and reserved as a back-up. (Section 4-a: Expert Word and Character Cards, p. 12) VIRTUAL: Students can access back-up copies of Expert Word and Character cards anytime online <a "="" californiaweekly.com="" href="https://example.com/here/here/here/here/here/here/here/her</td></tr><tr><td></td><td>Appoint a Team King or Team Queen (Leader) for each team, copy and distribute Daily Life Instructions (Section 5-b: Daily Life in the Ancient World Presentations, p. 13; Materials for Duplication, p. 35) to team leaders; schedule times to practice. VIRTUAL: Team leaders and Daily Life Instructions not needed. Daily Life Presentations will not be presented in virtual format.</td></tr><tr><td>2 W</td><td>eeks Prior</td></tr><tr><td></td><td>Update online Itinerary Details.</td></tr><tr><td></td><td>Check students' progress to encourage memorization, pronunciation, historical attire, props, and acting (Section 3-c: Historical Attire and Props, p. 12; Section 4: The Cards, p. 12)</td></tr><tr><td></td><td>Send Walk Through Invitations (Section 1-c: Guests, p. 7, Materials for Duplication, p. 32-33) to any allowed guests.</td></tr><tr><td>1 W</td><td>eek Prior</td></tr><tr><td></td><td>Create Name Tags (Section 3-b: Teams and Name Tags, p. 11; Materials for the Teacher: Name Tag Instructions, p. 18 and online here: https://californiaweekly.com/teachers-2/useful-forms-template/) VIRTUAL: Physical name tags not needed. Student first name and civilization name need to be viewed on individual screens.
lı	nform food services about early lunch schedule for afternoon presentation. VIRTUAL: Students in afternoon presentations will need to eat lunch prior to starting the presentation.
	Ensure someone will be in the front office to let presenter on campus one hour prior to the start of first presentation. VIRTUAL: Teacher/Moderator online and ready to welcome presenter 15 minutes prior to start time.
F	Review students' progress on <i>Daily Life Presentations, Expert Word, and Character Cards</i> . Remind students to wear historical attire from their civilization/team or representing their assigned character and to bring <i>ALL props, Daily Life Presentation scripts</i> with set pieces, and <i>Cards</i> to the presentation. <i>VIRTUAL: Dressing up is encouraged for virtual presentation and students should be in attendance with copies of their assigned Card(s)</i> .
	Confirm presentation location; Make two copies of the <i>Room Setup Diagram</i> (Section 2-a: Facility, p. 9; Materials for the Teacher: Room Setup Diagram, p. 19). Give one copy to the front office manager and the other copy to the facility coordinator. VIRTUAL: Teacher/Moderator will be responsible for inviting the presenter to the school's virtual format. The invitation including date and time of presentation will need to be sent to info@californiaweekly.com three days prior to the presentation day.
Day	of Presentation
	Confirm the room is set up for your presenter one hour prior to the presentation.
	Re-assign <i>Expert</i> and <i>Character Cards</i> for absent students to other members on their team.
	Meet with your presenter 5-minutes prior to presentation start to confirm number of students; inform him/her of any students with special needs Drop off three rolls of toilet paper for <i>Mummy Wrap Game</i> (Section 5-c: <i>Mummy Wrap Game</i> , p. 14). VIRTUAL: Presenter must be admitted to the meeting 15 minutes prior to start time to go over above information and other details with teacher privately before being introduced to students. Mummy Wrap Game will not be played in virtual format.
	Bring with you:

- o Score Sheet and pencil/pen for scorekeeping. (Materials for the Teacher, p. 20)
- o Card Assignment List filled out with name of student for each card (Materials for the Teacher, p. 17).
- o A back-up copy of each Expert Word and Character Card. (Materials for the Teacher, p. 22-30). VIRTUAL: not needed.

- Copies of the Character Catch-up Game Sheet one for each student (Materials for Duplication, p. 34). VIRTUAL: Students will need to be
 provided with a copy of the Character Catch Up Game Sheet to fill out during virtual presentation.
- Enter Quietly sign to place on the presentation room door. (Materials for the Teacher, p. 21) VIRTUAL: Sign not needed as teacher/moderator will have ability to mute single or all participants

☐ Students ready

- Name tags secured high on students' chests. Template found online here: https://californiaweekly.com/teachers-2/useful-forms-template/.
 VIRTUAL: Name Tags not needed. The first name of student and name of civilization should be on individual computer screens.
- In three teams with Team Kings and/or Team Queens (Leaders) in front of their team line. Students wait outside the presentation room for the presenter to greet them. (Section 3-b: Teams and Name Tags, p. 11) VIRTUAL: Students will be in their three teams, but leaders will not be needed. The teacher will admit the students after meeting with the presenter. Students should be online 5 minutes prior to start time and wait to be admitted. Once the students are admitted, the teacher will introduce the presenter to the students.
- Copy of assigned Character and/or Expert Word Card(s). (Materials for Distribution, p.37-45)
- Pencil, hard surface to write on. VIRTUAL: Students will need to be provided with a copy of the Character Catch Up Game Sheet prior
 to the virtual presentation. These will be filled out during the presentation.
- All materials needed for Daily Life Presentations. (Section 5-b: Daily Life in the Ancient World Presentations, p.13) VIRTUAL: Daily Life
 Presentations will not be presented through virtual format.

After the Presentation

Complete and distribute certificates to students (provided by presenter). VIRTUAL: Certificates will be available electronically for the Teacher/Moderator to download and print.
Complete online evaluation form. E-mailed only to teachers' addresses provided in Itinerary Details.
Mail payment within 24 hours unless already paid (presenter cannot collect payment).



DAY OF PRESENTATION CHECKLIST

1.	Room set up and ready one hour before presentation start time (Section 1-a: Itinerary Details, p. 5; Section 2-a: Facility, p. 9; Materials for the Teacher: Room Setup Diagram, p. 19). Drop off three rolls of toilet paper for Mummy Wrap Game (Section 5-c: Mummy Wrap Game, p. 14). VIRTUAL: Students on individual devices and in attendance through online platform 5 minutes prior (but not admitted) to presentation start with all materials ready. Teacher will meet with presenter privately 15 minutes prior to presentation start to go over needed moderating responsibilities. Mummy Wrap Game will not be played in virtual format.
2.	Name Tags safety-pinned on each student in yellow, green, and red colors according to team civilizations (Egypt-Yellow, Greece-Green, Rome-Red). (Section 3-b: Teams and Name Tags, p. 11; Materials for the Teacher: Name Tag Instructions, p. 18) Find template here: https://californiaweekly.com/teachers-2/useful-forms-template/ . VIRTUAL: Physical name tags not needed. First name of student and name of team civilization should be viewed or individual screens.
3.	Hard writing surface for each student.
4.	Pencil for each student, in their hand and a set of back-up pencils.
5.	Copies of Character Catch-up Game Sheet (one for each student) to hand to your presenter upon arrival (Section 5-a, Character Catch-up Game Sheets, p. 13; Materials for Duplication, p. 34). VIRTUAL: Students will need to be provided with a copy of the Character Catch-up Game Sheet prior to the presentation. These will be filled in by students during the presentation.
6.	Score Sheet and pen/pencil to keep score. Please designate a scorekeeper. (Section 1-d: Day of Presentation, p. 7; Materials for the Teacher: Score Sheet, p. 20). VIRTUAL: Score sheet will be needed for Teacher/Moderator to write down and keep running total of scores announced by the presenter.
7.	Card Assignment List (Materials for the Teacher, p. 17) and a back-up set of all Expert Word and Character Cards. (Materials for the Teacher, 22-30). VIRTUAL: Teacher/Moderator needs to have the filled-out Card Assignment list available. Back-up set of Expert Word and Character Cards not needed.
8.	Students arrive with Expert Word Cards and/or Character Cards , even if memorized. Re-assign cards of absent students to a student on their team (Section 4: The Cards, p. 12; Materials for Distribution, p 37-45).
9.	Daily Life Presentations: teams ready with any necessary props, set pieces and student-written scripts in hand (Section 5-b: Daily Life in the Ancient World Presentations, p. 13; Materials for Duplication, p. 35). Note: Let your presenter know if your students will NOT be presenting these. VIRTUAL: Daily Life Presentations will not be presented through the virtual format.
0.	Arrive to presentation room 5 minutes prior to scheduled start time with students in their three teams/civilizations and Team Kings and/or Team Queens (Leader) at front of their line. Your presenter will greet you and your students outside the room. Place Enter Quietly (Materials for the Teacher, p 21) sign on door to room. VIRTUAL : Students on individual devices and in attendance through online platform 5 minutes prior to presentation; in designated teams and with all materials ready. Name of student and name of civilization should be viewed on individual screens. Teacher will meet with presenter privately 15 minutes prior to presentation start to go over needed moderating responsibilities. When ready teacher will introduce presenter to students. Teacher/Moderator will be in control of muting individual or all in attendance if needed.



PRESENTATION DETAILS



What Is a Walk Through Presentation?

A Walk Through is an engaging and interactive educational presentation with friendly competition and lively retelling of standard history curriculum. Many consider the 2½-hour experience to be an unforgettable in-school field trip. The presentation is facilitated by an animated and trained presenter who guides up to 36 students through historical events using dynamic, kid-friendly stories and activities. During the presentation the students compete in a friendly contest to earn points. All points are awarded by the presenter and notated by the teacher, parent helper, or adult audience volunteer acting as the scorekeeper. Points are awarded mainly for the students' presentations of pre-assigned cards called Expert Word Cards and Character Cards. Students dress in costumes based on the team civilization or character they are assigned and bring props designated to their character. While the presenter tells the story of the ancient world, an expert word is spoken, or a character introduced. Students need to listen for their word or character and upon hearing it, come up to the front to recite their part. At certain times during the presentation, each team will be called up to present a Daily Life Presentation (a skit prepared by each team using the instructions provided in this guide) portraying what life was like in their team's civilization, utilizing props and small set pieces created by the students. Throughout the presentation, games, music, and dramatic activities encourage participation and comprehension of the curriculum. At the end of the presentation, the winning team is announced. The winning team members each receive a firstplace certificate, and each student from the other teams is awarded a special Walk Through participation certificate.

Section 1: The Beginning of Preparation

1-a: Itinerary Details

VIRTUAL: Please contact us at info@californiaweekly.com to let us know if you will be having a live or virtual presentation this 2020/2021 school year. Virtual presentations may be conducted by a presenter outside of your vicinity and switching to an in-person presentation without two weeks' notice may not be possible.

Itinerary Details include all of the information your presenter needs to facilitate your school's *Walk Through* presentation(s) including teacher names, student numbers, start times, and location details. The details are part of the original reservation made online. It is imperative the online **Itinerary Details** are complete and up to date to avoid complications involving your reservation.

How do I complete and update Itinerary Details?

Itinerary Details can be accessed by the person who reserved the presentation(s) online with his/her login name and password at www.californiaweekly.com. This person is our direct contact and has access to complete and make changes to Itinerary Details. The contact person is responsible for completing and updating the online Itinerary Details with the following information: presentation start times (Section 1-b: Start and End Times, p. 6) for both morning and afternoon; teacher names for each presentation; e-mail addresses for each teacher (to ensure participating teachers receive the same information via reminder e-mails); number of students in each presentation; room assignment (Section 2-a: Facility, p. 9); school office hours; instructional hours; address of location where presentation is taking place (may be different than school or billing address). Updates to Itinerary Details can be made up to one week prior to your presentation date. After that period, changes and updates require that you notify California Weekly Explorer directly. E-mail info@californiaweekly.com or call 714-247-2250. It is best if updates are made to Itinerary Details well in advance of your presentation(s). The type and order of presentation(s), (morning type vs. afternoon type, if having two different types of presentations the same day) created when the reservation was made, can only be changed by contacting California Weekly Explorer directly. The contact person is also responsible for ensuring each teacher participating and all school staff members

(including facility coordinator and front office personnel) are provided with the same information given to California Weekly Explorer on the online itinerary. If the school personnel are provided with different times, presentation types etc. than what was provided to California Weekly Explorer this could cause a delay or possible cancellation to your presentation(s) on the day of the presentation(s). Please read all confirmation emails carefully to ensure accuracy.

What can I do to check my reservation/itinerary for accuracy?

The person who made the reservation (the contact person) must enter the teachers' e-mail addresses on Itinerary Details for teachers to receive reminder e-mails directly from California Weekly Explorer. Please check with the contact person to ensure California Weekly Explorer has been provided with this information. If your student attendance number is different; you expect a different type of presentation, day, or time; or information is missing; your contact person will need to make the change online and you will receive an e-mail update from California Weekly Explorer. If the contact person who placed your reservation is no longer with your grade level, or has left the school, please contact our office immediately so that we may help you update the reservation and your school's account.

There is no guarantee your presentation time/date or type of presentation is correct unless it is specified on the latest email reminder or confirmation. Please read e-mails from California Weekly Explorer carefully to verify accuracy of your itinerary. If you do not receive these e-mails, check your spam folder and check with the contact person to ensure your correct e-mail address was provided.

1-b: Start and End Times

VIRTUAL: The start and end times guidelines are the same whether participating in a live or virtual presentation.

Choose your start and end times using the following guidelines and ensure your contact person has entered the correct information on your *Itinerary Details*. Guidelines are based on California Weekly Explorer adhering to state labor laws and length of presentation. Should the timeframe suggestions not work for your school hours, contact California Weekly Explorer for adjustments. For suggested start/end times, see chart at www.californiaweekly.com.

- Presentations are 2½ hours.
- Morning Presentations—Schedule morning presentation 10–15 minutes after school day begins.
- Afternoon Presentations—Schedule the afternoon presentation 60 minutes after your morning presentation ends. This
 gives your presenter time for a mandatory uninterrupted lunch break and to prepare for the afternoon presentation.
 Please do not schedule more than 60 minutes between presentations.
- Conclusion of Presentations

 —Schedule your presentation to end 10–15 minutes before school is
 over. This allows time for the students to pack up for the day.

What about my students' break for snack and recess?

The presenter will announce a **5-10 minute** break approximately 1½ hours into the presentation. This will give your students time to use the restroom and get a drink of water. Please do not have the students bring water or snacks into the presentation room. Students will not have time for a snack or recess, even if the break allotted happens to take place during their normal recess time. Please inform your presenter about students with health concerns who may require having a snack. **We ask that you do not allow the students to leave during the presentation** unless there is an emergency or school-wide drill. If special accommodations are required, please contact our office.

When should I schedule lunch for the afternoon group?

The *Walk Through* presentation should be treated the same as an off-campus field trip where special arrangements may need to be made to accommodate lunch. Our schedule does not typically correspond with a school's scheduled lunch time, requiring students in afternoon presentations to eat an early lunch. Please ensure lunch ends 10-15 minutes prior to the presentation start to give students enough time to get in costume, name tags on, and all needed materials in hand. We suggest arriving to the presentation room 5 minutes prior to the scheduled start time.

1-c: Guests

VIRTUAL: Guests will not be in attendance.

Who should I invite?

Feel free to invite relatives, members of the administration, and even the press! We have included an invitation to copy and send home with the students. Please make sure enough chairs are set up if visitors are invited. **Due to COVID-19 restrictions and to accommodate social distancing, your school may not be able to invite guests. Should guests be invited, and restrictions are still in place, a distance of 6 feet must be maintained between all guests and between guests and students.**

What about guests who want to bring small children?

Since this is an educational presentation that is 2½ hours in length, bringing small children is not advised. If small children become distracting, we ask for your help to ensure they remain quiet or are taken outside of the room.

Can students of different grade levels come watch the presentation?

All students in the presentation room need to be directly participating in the presentation. Please do not plan on having student observers during the presentation as they can often become a distraction to those participating. Students who arrive to observe the presentation may be asked to leave. Make sure that SDC or SAI students are included in your student numbers. Teachers with combo classes will need to plan on having the students who are not participating in a different location for the $2\frac{1}{2}$ hours.

Certain accommodations can be made for SDC or SAI students to aid in their inclusion or who are unable to attend the entire presentation. Please contact the Field Manager at programs@californiaweekly.com with any questions.

Can I allow quests to videotape or take pictures?

Due to copyright restrictions, we limit recording to small portions of the presentation. Guests or school staff may take video of the students enacting their parts only. Student enactments include *Expert Word Cards* and/or *Character Cards* and *Daily Life in the Ancient World Presentations*. Video recording the introduction and lengthy portions is not permitted.

You are welcome to take as many still images during the presentation as you like as long as doing so does not go against school policies already in place that prohibit taking pictures or violate restrictions of individual students. Should pictures be allowed by the school, we do ask that pictures are taken without walking into the presentation area or in any way disrupting the presentation.

VIRTUAL: California Weekly Explorer Inc. prohibits full recording of the virtual Walk Through presentation. To do so would violate copyright law. Small portions of individual students reciting their cards is allowed.

1-d: Day of Presentation

When will the presenter arrive?

The presenter will arrive 45-60 minutes prior to the scheduled time of presentation. Please make sure an appointed person (contact person, office staff, teacher, etc.) is in the front office **one hour** prior to the scheduled start time of presentation to supply the presenter with the following information: location of the assigned room, closest place to unload equipment, where to park, and location of staff lounge and adult restrooms. Note: If your school has marked parking for staff members only, or minimal parking, please consider reserving a parking space for the presenter.

VIRTUAL: The teacher will admit the presenter to the online platform 15 minutes prior to presentation start and meet with the presenter privately to go over needed moderating responsibilities and confirm itinerary details. Once ready, the teacher will admit the students and introduce the presenter to the students.

What time should I arrive with the students?

Arrive 5 minutes prior to your scheduled presentation start time (Section 1-b, p.6; Section 1-d, p. 7). Your presenter will be expecting you for this time as per the *Itinerary Details*. Arrange students in their teams, with *Name Tags* (Section 3-b, p. 11 or online here: https://californiaweekly.com/teachers-2/useful-forms-template/) safety-pinned on, and with all needed supplies If the presentation begins late, the presenter will need to make adjustments to presentation activities in order to stay on schedule.

VIRTUAL: The teacher and students need to be on individual devices. Teacher will meet with presenter 15 minutes prior to presentation start to confirm details and responsibilities. Students will be admitted after the meeting with the presenter and need to have all materials (assigned cards, printed documents for activities etc.) ready. Name Tags will not be required but students need to have their first name and name of civilization on their screens. Teachers need to have the card assignment list (filled out), the scoresheet, and a writing utensil available. After meeting with the presenter, the teacher will admit the students and will introduce the presenter to the students.

What do I need to bring with me to the presentation room?

- Card Assignment List and back-up copies of Expert Word and Character cards (Materials for the Teacher, p. 17, 22-30).
- Copies (one for each student) of Character Catch-up Game Sheet (Materials for Duplication, p. 34)
- Score Sheet (Materials for the Teacher, p. 20).
- Enter Quietly Sign (Materials for the Teacher, p. 21).
- Three rolls of toilet paper
- Pen/pencil for scorekeeper and extra pencils for students.

VIRTUAL: Card Assignment list with student names written in, Score Sheet, and pen/pencil for keeping score are all that is needed. Teacher needs to provide students with the Character Catch-up Game sheet prior to presentation day. Teacher has ability to mute presenter or students at any time.

What do my students need to bring with them?

- Name Tags securely safety-pinned on (Section 3-b, p. 11; Materials for Teacher, p. 18 or online here: https://californiaweekly.com/teachers-2/useful-forms-template/)
- Expert Word(s) and/or Character Card(s) (Section 4, p. 12, Materials for Distribution, p. 37-45).
- Preparations for their Daily Life Presentations (Section 5-b, p. 13; Materials for Duplication, p. 35).
- Pencil and a hard surface to write on.
- Dressed in historical attire of assigned team/civilization or of assigned character (Section 3-c, p. 12)
- Any necessary props for characters and **Daily Life Presentations**.

VIRTUAL: Students will need a copy of their Expert Word and Character card(s), a copy of the Character Catch-up Game sheet, a writing utensil, and any other printed out activities needed for the virtual experience. Students can also be dressed in historical attire with designated character props for additional points. Name tags are not required but students need to have student names and civilization name on their individual screens. Daily Life Presentations will not be presented.

How will the presenter greet my students?

Your presenter will greet you and your students outside the room and review *Itinerary Details* with you before bringing the teams in, one at a time. Once inside the presentation room, the presenter will introduce the *Walk Through the Ancient World* presentation, explain the expectations of the day, go over how students will be called up to present their cards, and how points will be earned.

VIRTUAL: The presenter will meet with the teacher 15 minutes prior to the presentation start to confirm itinerary details (amount of students present, student needs etc.) and go over moderating instructions for teacher participation. The teacher will then admit the students and introduce the presenter to the students. The presenter will then start the Walk Through Ancient World presentation by explaining the expectations of the day, how students will be called upon and how points will be earned.

Can I leave the room once the presentation begins?

The **teacher must be present at all times** during the presentation. If it is necessary to leave the presentation for any reason, we ask for you to provide an administrator or other certificated teacher to take your place before leaving. Please be advised that the presenter must pause the presentation and walk out of the room if a certified teacher or administrator is not in attendance. If you are a teacher scheduled for school duty during your presentation time, you will need to make plans for coverage accordingly.

VIRTUAL: The teacher must be present and will be actively involved during the virtual Walk Through.

Do I need to assign a scorekeeper?

The scorekeeper is a necessary part of the presentation. A score sheet is provided under *Materials for the Teacher*, (p. 20). Please be the scorekeeper yourself or ask an adult guest to keep score. Do **not** have a student keep score. The scorekeeper will maintain a running total of scores throughout the entire 2½-hour presentation. Points are awarded by the presenter in increments of five. Instructions for the scorekeeper will be given by the presenter at the beginning of the presentation.

VIRTUAL: The teacher will also be the scorekeeper.

Where should I take my students before and after the presentation?

Due to liability, students cannot be in the presentation room before the presentation begins, and they must completely exit at the end of the presentation. If the presentation takes place in your classroom, arrange to have your students in an alternate location during setup, breakdown, and when they are not participating in the presentation. Please do not plan on having students put away chairs or "reset" the room until after the presenter has left school premises.

VIRTUAL: n/a

Section 2: The Room

VIRTUAL: This section only pertains to the live presentation.

2-a: Facility

The **Room Setup** diagram depicting proper room layout is provided in this guide (Materials for the Teacher, p. 19 or online here: https://californiaweekly.com/teachers-2/useful-forms-template/.) It is preferred that the presentation take place in a multipurpose room or vacant classroom; however other rooms can be used (see below). The presentation cannot take place outdoors, in private homes, and **cannot be moved from one room to another in the same day**. Chairs need to be set up before students arrive. Please do not have students bring chairs with them.

Important points to consider when deciding on a room:

- Room needs to be large enough to accommodate a 20' x 20' open area in the center of the presentation space as well as room for audience members (if invited) to observe in the back.
- We cannot move the display in between presentations to different rooms.
- Chairs need to be set up before students arrive. Please do not have students bring chairs with them.
- If the presentation takes place during a rainy season, please reserve a room that will not be needed for rainy-day accommodations or be ready with a back-up plan that includes being in the same room the entire day
- To avoid distractions during the presentation and ensure safety of students and staff during setup and breakdown, we must have exclusive use of the facility from the period of one hour prior to your first presentation through one hour after the conclusion of the last scheduled presentation. To alleviate conflicts and avoid delays to your presentation start and end time, please check the schedule for the room to ensure others do not expect to use it during this time (i.e. before or after school activities, music, P.E., or play rehearsal).
- Presentation activities are loud and may disturb nearby classes. Amplified sound and loud music are used
 in the presentation. It is not possible to present the program to its fullest potential in a room where the sound
 level needs to be restricted.
- Adequate ventilation is important as the presentation involves a significant amount of movement and activity.
- High ceilings are helpful for the display of the Ancient World Map.
- Students need to be absent from the room during presentation setup and breakdown.
- If a classroom is used, all desks need to be cleared to allow a large enough space for the presentation and the audience. When a morning and an afternoon presentation are scheduled for the same day, students and faculty members will not have access to the classroom for the remainder of the day. Teachers need to switch classrooms for the day as the presentation takes place in the same room for both presentations. Due to liability, students cannot be in the room except for during the presentation itself.

- If a cafeteria is used, adult monitors must be in place to guide students through lunch line quietly and minimize lunchtime distractions and interruptions to participating students, presenter, and audience.
- If a multipurpose room is used, ensure other activities and people are not utilizing the room from one hour prior to the first presentation through one hour after the last presentation.

2-b: Room Preparation

Check with the person who made the reservation, front office manager, and facility coordinator to ensure what room will be utilized for your presentation and that the room will be prepared per the *Room Setup* diagram, (*Materials for the Teacher, p. 19 and online here https://californiaweekly.com/teachers-2/useful-forms-template/) prior to your presenter's arrival. Review the latest e-mail confirmation with your <i>Itinerary Details* sent by California Weekly Explorer for your scheduled start time. The room must be prepared one hour prior to the first presentation start time and prior to your presenter's arrival. If the room is not ready in advance, adjustments to the scheduled times for each presentation taking place that day may need to be made to accommodate a later start. Room must be setup by a member of the school personnel. To avoid liability concerns the presenter will not be able to move school furniture or other items.

The room needs to be prepared with the following:

- Large 20' x 20' open space, allowing space for all presentation activities.
- One rectangular 4'-table or 6'-table.
- Table placed opposite entrance doors, near an electrical outlet.
- Enough chairs for the students, placed in a horseshoe shape in front of table.
- Ample amount of chairs set up behind the horseshoe for invited guests.

Can students be in the room before and after the presentation?

To ensure the safety of students and to enable the presenter to set up and break down efficiently, it is CWE's policy that students are not present during setup or breakdown. If students enter the room before or after the presentation, they will be asked to leave. Once the presentation has ended and the presenter has released students, they must exit the presentation room and not re-enter. If the presentation is being held in a room such as an MPR or Cafeteria where there may be students present before or after school or during school drop off, please have an **adult monitor in the room** to keep students away from the display area.

Can we switch rooms between the morning and afternoon presentation?

No, we cannot move from one room to another in the same day.

How much time is needed at the end of the day to break down equipment?

The presenter needs **45–60 minutes at the conclusion of the day/presentation** to remove equipment and clear the room. Other groups including music classes and after-school programs cannot be in the room at this time. To avoid conflicts, please notify, in advance, those who normally use the room that it will not be available until **60 minutes after presentation end time**.

Section 3: The Students

3-a: Number of Students

How many students can I have in a presentation?

The presentation is specifically designed to accommodate up to 36 students. Any amount exceeding the 36-student limit **must be approved by our office**, not the presenter, before the day of your presentation. If a group arrives to the presentation over the approved amount, the presenter is required to contact the CWE offices before proceeding with the scheduled presentation.

VIRTUAL: The 36 student limit policy remains in place for virtual presentations.

What if the number of students in my classroom changes?

We understand that class size can change throughout the school year. Changes may be made to the online *Itinerary Details* including student numbers, up to one week prior to your presentation date.

I have a combo class. Can they join the presentation or watch from the audience?

This is a special time reserved for those in your class who are learning the curriculum being presented. Please make alternate plans for those in your class of a different grade level just as you would if attending an off-campus field trip. Non-participating students may not observe the presentation due to its interactive nature.

3-b: Teams and Name Tags

How do I separate my class into teams?

Character Cards and Expert Word Cards are already assigned to a team on the Card Assignment List (Materials for the Teacher, p. 17). Once a student is matched with a Character Card and/or Expert Word Card, that student will be on the team civilization listed beside it (Egypt-Yellow, Greece-Green, and Rome-Red) on the card assignment list. If a student is assigned more than one card, the additional part needs to be of the same team civilization/color. The allocations on the Card Assignment List take into consideration the opportunity for even distribution of points during the presentation. Important Note: Character Cards are assigned to the civilization those characters will be associated with during the presentation. Expert Word Cards, however, are NOT (i.e. a student on the Rome team might have an Expert Card associated with Egypt). This is to keep students focused throughout the presentation.

VIRTUAL: Name tags are not required but teams/civilizations and designated colors for teams/civilizations will be needed.

Do I need to appoint a team leader?

Yes. One student from each team acts as the *Team King* or *Team Queen (Leader)*. During the presentation, *Team Kings* and/or *Team Queens* may be asked to assist the presenter. You may have your *Kings* and/or *Queens* lead their teams to organize and prepare their *Daily Life in the Ancient World Presentations*.

VIRTUAL: Team Leaders not needed for virtual presentations.

Name Tags Dos and Don'ts

A major factor in the success of your *Walk Through* presentation is providing student *Name Tags*. (*Materials for the Teacher, p. 18 and online here:* https://californiaweekly.com/teachers-2/useful-forms-template/) *Name Tags* are the first step needed for your presenter to make necessary connections with your students. The presentation will not begin until every student has a name tag securely fastened. It is imperative that your presenter can easily see a student's name from across the room. The following list of dos and don'ts helps you create *Name Tags* that will increase your students' positive response to the presentation.

Virtual: Name Tags not needed for virtual presentations but teams/civilizations and designated colors for teams/civilizations will be needed. Students should have their first name as the name that can be viewed on the screens along with the name of their civilization.

Do

- See Name Tag Instructions for Name Tag sample (Materials for the Teacher, p. 18)
- Download and use Name Tag Template found here: https://californiaweekly.com/teachers-2/useful-forms-template/
- Print on light-colored card stock yellow for Egypt, green for Greece, and red for Rome to depict the three team civilizations.
- Print student names (not Character names) on name tags.
- Attach Name Tags using a safety pin, just below the shoulders.

Don't

- Use stickers, tape, or labels.
- Use multiple colored or light markers.
- Have students make their own.
- Use Character names.
- Use yarn, tape, or straight pins to attach *Name Tags* (yarn can be used only if names are printed on both sides).
- Fasten Name Tags to pants, underneath costumes, or sleeves.

3-c: Historical Attire and Props

What type of historical attire should my students wear?

Students can dress in historical attire that represents their team/civilization or as a character from their **Daily Life Presentation** (Section 5-b, p. 13; Materials for Duplication, p. 35) For those assigned a **Character Card**, they can dress in attire representing the person of history they are portraying. Some characters have suggestions on their cards.

Students with *Character Cards* will be awarded additional points for dressing as the person they are portraying. Students will not have time to change costumes during the presentation. Please let the students assigned more than one character know that they may choose one costume and if needed, bring an accessory to quickly put on for a second character or *Daily Life Presentation*.

How do my students obtain historical attire?

Students can put together or make their own historical attire at home with help from their parents. Ideas and suggestions are provided online here: https://californiaweekly.com/studentsparents/walk-through-ancient-world-2/costume-ideas/. We do not encourage spending money, but sometimes students do rent or purchase their attire.

Can my students bring props and set pieces to the presentation?

Daily Life Presentation props may be in the presentation room off to one side; however, **Character Card** props should be in the hands of students when they arrive. Please do not have **Character Card** props already in the presentation room, as this will cause delays to your presentation. Suggested props are underlined on **Character Cards**. Students with **Character Cards** receive points for bringing props. Teams may also use props and set pieces in their **Daily Life Presentations**.

Virtual: Students with Character Cards will receive additional points for showing their prop during the virtual presentation. Daily Life Presentations will not be conducted in the virtual format.

Section 4: The Cards

4-a: Expert Word and Character Cards

Do all cards need to be assigned?

Yes, all cards need to be assigned utilizing the *Card Assignment List*, (*Materials for the Teacher*, *p. 17*). Distribute all *Character* and *Expert Word Cards* (*Materials for Distribution*, *p. 37-45*) provided for the current school year. Changes are often made from previous years and utilizing old material may cause student parts to be missed.

If any students are absent on day of presentation, please reassign those cards to students on their respective teams.

Depending on class size, students may need to present more than one *Expert Card* and/or *Character Card*, but no two students should be assigned the same card. There are 10 characters and 6 experts per civilization. The presentation is **not** designed for every student participant to be assigned a *Character Card* unless the class size allows. *Character Cards* will be assigned to the civilization they are associated with during the presentation. *Expert Cards* are not (i.e. a student on the Rome team might have an *Expert Card* associated with Egypt). This keeps students engaged and actively involved throughout the presentation.

For smaller classes, when assigning multiple characters to one student, avoid assigning a character that directly precedes or follows another character as those characters may be called up simultaneously. An **Order of Presentation** can be found here: https://californiaweekly.com/teachers-2/useful-forms-template/

How do I prepare my students to present their cards?

Assign and distribute cards three weeks in advance. Encourage students to practice their cards. Additional points will be awarded for memorization. The lengthier *Expert Word Cards* and the *Character Cards* that require more dramatic performance should be assigned to your stronger readers. Students need to be prepared to present their cards when the word/character is announced by the presenter. Please check the students' progress often as they prepare.

VIRTUAL: Additional points will not be awarded for memorization but for overall presentation skills.

If my students have their cards memorized, should they bring them to the presentation?

Yes, students must bring all of their cards with them to the presentation, even if they are memorized. Please bring a back-up copy of *Expert Word* and *Character* cards in case students forget. (Materials for the Teacher, p. 22–30) VIRTUAL: Teachers and students can utilize a digital copy of Expert Word and Character cards if needed.

Can I know the order of the presentation in advance?

An *Order of Presentation* can be found here: https://californiaweekly.com/teachers-2/useful-forms-template/. This is meant for teacher use only; to provide a general idea of appearance order, and to communicate with parents who ask, a time frame for when their child's part will be called. Please do not give your students the *Order of Presentation*. If a student is assigned multiple characters, the teacher can let the student know which prop or costume piece to have ready first. However, for engagement purposes, students need to listen for their character to be called at any time.

There will not be time for costume changes during the presentation. Students assigned more than one character should dress in one costume where added props or accessories can be used to differentiate the two characters (such as a hat or costume piece that can be added quickly).

Variations to this order may take place. For questions or verification of order please speak directly with your presenter prior to your presentation.

4-b: Earning Points

How do students earn points?

One way to earn points is by student presentation of Cards. Students with *Expert Word* cards can dress in a historical attire that represents their civilization should they choose but will not be awarded additional points. Students assigned *Character Cards* will be awarded additional points for the following: memorization, dressing in historical attire that represents their character, bringing the suggested prop, and following the performance instructions on their card (*Section 3-c, p.12*). Performance instructions, prop, and historical attire suggestions are provided on the bottom of Character Cards under "Performance Instructions."

VIRTUAL: Additional points will not be awarded for memorization. Presentation points will be awarded based on overall presentation skills (voice inflections etc.) rather than following performance instructions on Character Cards.

If other students help with the acting, students need to **practice together prior** to the presentation. Teams will also earn points for **Daily Life Presentations** (Section 5-b, p.13, Materials for Duplication, p.35). based on creativity, organization, and props/set pieces provided.

VIRTUAL: Other students will not be able to help with acting. Daily Life Presentations will not be presented.

The presenter will award points for the scorekeeper to notate and maintain a running total. (Materials for the Teacher, p. 20)

Section 5: The Activities

5-a: Character Catch-up Game Sheets

What are Character Catch-up Game Sheets?

Character Catch-up Game Sheets (*Materials for Duplication, p. 34*). are a creative way to promote teamwork and check student comprehension. Students will be given time at various points in the presentation to fill out the game sheets. If time permits, a Lightning Round will be played for students to earn team points by recalling the material presented.

Do I need to do anything to prepare my students in advance?

Make copies of the *Character Catch-up Game Sheet (Materials for Duplication, p. 34)* for all students participating Students should not see these before the day of presentation. Give the sheets to your presenter prior to the start of the presentation. Students need a pencil (not a pen) and a hard surface to write on (such as a clipboard or book). Please provide additional pencils to replace those that break.

VIRTUAL: Teacher will need to provide a copy of the Character Catch-up Game Sheet to each student prior to the presentation day. Students will need to have a writing utensil available.

5-b: Daily Life in the Ancient World Presentations

How do I prepare my students for their Daily Life Presentations?

The **Daily Life Presentations** (Materials for Duplication, p.35). are like a "play within a play". They are a created and performed by students based on research of their assigned civilization and are to representative of what life was like in the ancient times of that civilization. Refer to **Materials for Duplication** (Materials for Duplication, pg. 35), for instructions. Distribute a copy of the instructions to each **Team King** and/or **Queen (Leader)** about three weeks prior to the presentation and go over the instructions with them. The leaders will guide rehearsals. Please ensure

that these student presentations are under 5 minutes and meet all the requirements listed in the instructions. These include working together to gather information and create a fun skit-type format. Please let the presenter know prior to the presentation if students have prepared *Daily Life Presentations*. It is up to the presenter's discretion to allow students to perform these based on preparedness, whether students followed content instructions and adherence to the 5-minute time limit. Due to the amount of group preparation work, *Daily Life Presentations* are optional.

VIRTUAL: Daily Life Presentations will not be conducted in the virtual format.

5-c: Mummy Wrap Game

What is the Mummy Wrap Game?

Mummy Wrap is a timed game between the three civilizations. Your presenter will choose contestants from each team. These contestants will wrap each other in toilet paper to represent a mummy. Please provide three rolls of toilet paper, one for each team, and give them to your presenter before your presentation start time. Games may or may not be played, based on time constraints and the presenter's discretion.

VIRTUAL: The Mummy Wrap game will not be conducted in the virtual format.

Section 6: The Follow-up

6-a: Certificates

Your presenter will hand you first-place and participatory certificates on day of presentation. There is a space to write student names before giving to students.

VIRTUAL: Digital copies of certificates will be made available for the teacher to fill in student names and distribute

6-b: Class Activities

Math

Learn about the Pythagorean Theorem and how it is used in geometry. Then practice using the Pythagorean Theorem by creating a quiz for another student.

The Egyptians created a mathematical system in which symbols stood for the numbers we use today. Find out more about this system and write your own math problems.

Language Arts

Research the uses for and activities that took place in the Coliseum. Write a narrative about a day at the Coliseum from the point of view of a gladiator, emperor, spectator, or centurion.

Learn more about Greek and Latin roots that are commonly found in English. Make a table that shows the root, its meaning, and examples of English words with these roots.

Social Science

Create a family tree of Ancient Greek mythological gods and goddesses, including Roman names and what they're known for.

Compare and contrast the purpose, architecture, and features of the Sphinx, Parthenon, and Coliseum. Make a small model of your favorite structure.

Science

Learn more about the Roman aqueducts. Find out how they were built and what they were used for. Find out if any of the aqueducts still exist today.

Research Ancient Egyptian embalming techniques.

Art

Create an ancient civilization postcard that you would send to your family. Illustrate a picture of an important place or event on the front, and on the back write a short greeting.

Use symbols, such as hieroglyphics, to write a short poem about daily life in Egypt. Paint the symbols on craft paper, then crumple it slightly to make the final draft look ancient.

Drama

Reenact a short scene from one of Sophocles' plays. Create costume and sets. Perform for other classes or families.

Write a dialogue in which two *Walk Through* characters from different civilizations are transported to the future. Where would they meet? What would they talk about?

Technology

Create a computerized Venn diagram to compare and contrast the geographical, political, economic, religious, and social structures of ancient Egypt, Greece and Rome.

Use a computer to make a map of the ancient world; label bodies of water, important cities and regions, and places where battles took place.

Visit <u>www.californiaweekly.com</u> for additional examples.

RESERVATIONS FOR NEXT SCHOOL YEAR!

Our online reservation process starts in May for the following school year. Details regarding opening dates and times will be available online in the weeks prior.

Dates are scheduled on a first-come, first served basis.

Our calendar fills up quickly: reserve early to secure dates that work best for your school.

Spring dates are especially popular and usually the first to be filled.

Visit www.californiaweekly.com for more information, to create an online account, and to reserve Walk Through presentations.





MATERIALS FOR THE TEACHER

CARD ASSIGNMENT LIST, P.17

NAME TAG INSTRUCTIONS, P.18

ROOM SETUP DIAGRAM, P.19

SCORE SHEET, P.20

ENTER QUIETLY SIGN, P.21

DUPLICATE EXPERT WORD CARDS, P.22-24

DUPLICATE CHARACTER CARDS, P.25-30



CARD ASSIGNMENT LIST

Distribute all cards. See page 11, Section 3-b Teams and Name Tags.

All Character Cards are assigned to civilization they will be associated with. Expert Cards are mixed throughout civilizations. Team Egypt–Yellow Name Tags

Team Greece–Green Name Tags

Team Rome–Red Name Tags

Student Name	Team
	EGYPT (Yellow)
	GREECE (Green)
	Student Name

Cards To Assign	Student Name	Team
PERSIAN EMPIRE		GREECE (Green)
PTOLEMY I		GREECE (Green)
PYTHAGORAS		GREECE (Green)
SENATE & CONSULS		GREECE (Green)
SOCRATES		GREECE (Green)
SOPHOCLES		GREECE (Green)
ZEUS		GREECE (Green)
AUGUSTUS		ROME (Red)
CALPURNIA		ROME (Red)
CIVILIZATION & CULTURE		ROME (Red)
CLEOPATRA		ROME (Red)
CONSTANTINE		ROME (Red)
ETRUSCANS		ROME (Red)
JULIUS CAESAR		ROME (Red)
JUNO		ROME (Red)
MYTHS, LEGENDS & RELIGIONS		ROME (Red)
NERO		ROME (Red)
PAUL		ROME (Red)
PAX ROMANA		ROME (Red)
PHILOSOPHY		ROME (Red)
PUNIC WARS		ROME (Red)
ROMULUS		ROME (Red)
SPARTACUS		ROME (Red)





- A name tag template is available to download at www.californiaweekly.com.
- Each student has to have a **light-colored**, **large name tag** that matches his or her team color (yellow for Egypt, green for Greece, and red for Rome).
- Please print the student's name (not Character name) legibly in large, block letters using a thick, black marker; or on a computer, use a simple font such as Times New Roman with bold, 72-point type or larger.
- Do not have students make their own name tags as they need to be read from across the room.
- Name tags are to be securely safety-pinned to the front of the student's shirt, just below the shoulders, not below the waist. If using yarn or string, name must be printed on both sides of the name tag.

Sample Name Tag

—(safety-pinned on)— 3 x 5 light-colored card stock Color appropriate to team yellow, green, or red



(Student's Name)

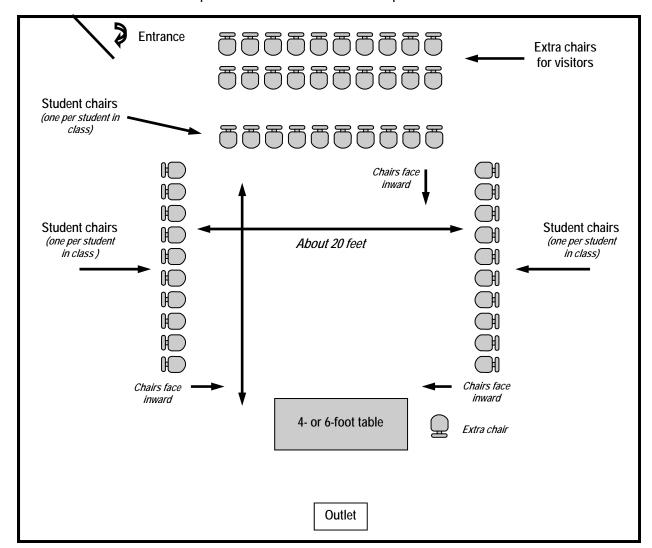
(LARGE, LEGIBLE, BLACK, BLOCK LETTERS OR 72-POINT TYPE, BOLD, TIMES NEW ROMAN FONT)



Teacher(s):	Date:	Setup time: *
Presentation(s) Start Time:	Presentation(s) End Time:	*Must be set up at least 1 hour before first presentation start time.

Requirements for setup:

- Room large enough to accommodate a 20' x 20' open area in the center of the presentation space as well as room for audience members (if invited) to observe in the back.
- Room in an area where amplified sound and music will not interrupt others.
- Room set up at least one hour prior to presentation start time.
- One 4-foot or 6-foot table.
- One chair per student and ample chairs for audience members.
- Table opposite the entrance doors to room; near an electrical outlet.
- Presenter has full use of the space 45–60 minutes before and after presentation.









SCORE SHEET

PLEASE KEEP POINTS TOTALED!

Points are given quickly towards the end of the presentation and there is no time to add them up. Feel free to ask the Presenter for clarification or to repeat points. Please keep scores a secret from the students.

Teams			
Egypt	Greece	Rome	

PLEASE ENTER QUIETLY

WALK THROUGH THE ANCIENT WORLD

PRESENTATION IN PROGRESS



(Green) Sheet 1 of 3

City-state

A city-state is an independent city that includes villages and farmland. Early city-states had their own language and government. They were usually ruled by priests. Two of the most famous city-states were Athens, a learning center known for its education, and Sparta, which was known for its military strength.

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Civilization & Culture

A civilization is an advanced society of people with a stable food supply, workers, a government, and a highly developed culture. A culture consists of the behaviors, beliefs, customs, and attitudes of a group of people.

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Delian League

The Delian League was the first form of democracy in Greece. It had representatives from each city-state who met to make decisions for all of Greece.

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Epic Poem

An epic poem is a long poem that tells a story about the deeds of a legendary or historic hero. Early epics tell of conquering and expanding civilizations.

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Etruscans

(Eh-trus-cuns)

The Etruscans were a group of ancient people who built one of the first civilizations in Italy, called Etruria. They took over Rome in 575 BC and ruled over them for 66 years. They taught the Romans many things to help advance their culture.

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Hyksos

Hyksos (hik-saws) means foreign chieftains or shepherd kings. These people came from Asia after drifting across the desert and began controlling much of the Delta. They had more advanced weapons than the Egyptians. They ruled over Egypt for more than a hundred years.

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Hieroglyphics

Hieroglyphics are the ancient Egyptian writing system in which pictures and symbols stand for words or sounds. Jean-Francois Champollion (Cham-pole-ee-un) first decoded hieroglyphics from the Rosetta Stone, which was found in 1799. Hieroglyphics have more than 700 symbols.

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Mesopotamia

Mesopotamia was a region where one of the world's first civilizations began, located between the Euphrates and Tigris Rivers. A region within Mesopotamia, called Sumer, is where the world's first cities began. The Sumerians were creative people who invented writing and the wheel.

Myths, Legends, & Religions

Myths are traditional stories that explain the origin and history of a people. Legends are popular stories handed down from the past that may not be historically accurate. Religions are organized systems of beliefs centering on a belief in a god or many gods.

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The Nile River, Delta, & Cataract

The Nile River is the longest river in the world. It flows north for over 4,000 miles into the Mediterranean Sea. The Nile Delta area is very rich farmland, created by the predictable flooding of the Nile, making irrigation easier. A cataract is a waterfall and rapids. There are six along the Nile River.

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Olympic Games

The Olympic Games are an athletic festival of ancient Greece which began in 776 BC and took place in Olympia every four years. Each city-state was represented in a pentathlon that included five tests of strength and skill.

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Pax Romana

Pax Romana was the name given to the 200 years of peace Rome experienced from 27 BC to 180 AD when Roman culture reached its peak in achievements. The Empire was united and its provinces surrounded the Mediterranean. *Pax Romana* means Peace of Rome.

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Persian Empire

The Persian Empire began in 550 BC with Cyrus the Great. One of the largest Empires in history, it expanded from North Africa to India. The Empire developed many trade routes as well as advancements in mathematics and astronomy. The Persian expansion ended by Alexander the Great in 331 BC.

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Philosophy

Philosophy is the study of truth and the meaning of life. It comes from the Greek word meaning love of wisdom. The ancient Greeks are famous for their early philosophers.

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Punic Wars

The Punic Wars were a series of three wars from 264 to 146 BC between Rome and the people of Carthage. The Romans had to create a better navy to fight the Carthaginians, who were great fighters on the sea and controlled much of the Mediterranean.

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Pyramids

Pyramids were structures built as tombs for the kings. The oldest were made of mud-brick and were flat on top. The step pyramids that followed were made of stone appearing like steps and flat on top. The latest were triangle in shape rising to a point. The Pyramid of Khufu is the largest pyramid in Egypt.

Republic

The Roman Republic was a form of government in which the people elected their leaders and voted on decisions made by the consuls and the Senate. The Roman Republic lasted from 509 to 46 BC and ended with the start of the Roman Empire.

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Senate & Consuls

The Senate helped make laws and advised the king, consuls, and emperor on important decisions. They were voted in for life. Consuls were the two chief leaders during the Roman Republic who were elected for a one-year term. They replaced the kings from earlier times.

(Blue) Sheet 1 of 2

Horus

Hello, my name is Horus. I am one of the most important gods in Egyptian mythology. According to the myth, after my Uncle Seth killed my father, my mother became magically pregnant with me. When I grew up, I avenged my father's death and fought great battles against my uncle for control of Egypt. After I defeated him, I became king of Egypt. Every pharaoh was thought to be me in human form.

Performance Instructions: Dress as a god with the head of a falcon. While speaking, show everyone a picture depicting the eye of Horus. After speaking, re-enact a short battle with a teammate portraying your Uncle Seth (practice beforehand).

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Jochebed

Hello, my name is Jochebed (Jock-uh-bed). According to the Hebrew account, I am the mother of Moses. When the pharaoh ordered all male Hebrew babies to be put to death, I hid my son in a basket and floated him down the Nile. He was found by the pharaoh's daughter who took him as her own and raised him as an Egyptian prince. When Moses grew up and discovered he was Hebrew, he demanded the Hebrews be released from slavery, but the pharaoh refused.

Performance Instructions: Dress as an Egyptian servant. While speaking, hold a basket with a swaddled baby inside. After speaking, place the basket on the floor and pretend to push it down the Nile river.

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Osiris

Hello, my name is Osiris (O-sigh-ris). I am the god of the setting sun and ruler of the land of the dead. I was considered a merciful judge in the afterlife. One of my titles is Lord of Love. According to Egyptian mythology, I, as king of Egypt, taught the people law, agriculture, religion, and other blessings of the civilization.

Performance Instructions: Dress in mummy wrappings, with a green face. Carry a crook and flail. After speaking, gesture to your team to bow down and worship you in honor (practice this with your team beforehand).

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Isis

Hello, my name is Isis (Eye-sis). I am one of the most beloved goddesses in Egyptian mythology. I am the goddess of life and motherhood. According to the myth, when my husband Osiris was killed by his evil brother, I traveled far and wide to search for his body. After he was found, he became ruler of the underworld. Ancient Egyptians believed that the Nile River flooded every year with the tears I shed for my husband.

Performance Instructions: Dress as a goddess. Note: Isis is often depicted with the horns of a cow on her head with the solar disk between them. While speaking, carry your young child, Horus, in your arms. After speaking, kneel down and pretend to cry into the Nile River.

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King Menes

Hello, my name is King Menes (Meen-eez). According to legend, I was the first king to start the dynasties of ancient Egypt. I united the two lands of Upper and Lower Egypt into one country in 3100 BC. The kings of Upper Egypt wore white crowns and controlled the Nile River valley. The kings of Lower Egypt wore red crowns and ruled the delta area. Due to the combining of two lands, I started to wear the famous double crown of red and white. I was known as the Lord of the Two Lands.

Performance Instructions: Dress as an Egyptian pharaoh and wear a two-colored (red and white) . crown. While speaking, show a <u>drawing of Upper and</u> Lower Egypt. After speaking, hold the map up and say, "Two Lands Joined As One!"

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Queen Hatshepsut

Hello, my name is Queen Hatshepsut (Hot-chepsuit). I am a gueen of Egypt who is remembered for bringing peace and prosperity to my people. I wore a fake beard and dressed like a pharaoh to gain respect. Unlike my father, Thutmose the First, I wanted to focus attention on Egypt itself instead of increased military power. I restored temples and sent out trading expeditions. I had two obelisks erected in Karnack for the god Amon-Ra, which are still standing today.

Performance Instructions: Dress as an Egyptian queen, with a beard attached to your chin. Hold a picture of the two obelisks. After speaking, hold up the picture and say, "Let us make Egypt prosper!"

(Blue) Sheet 2 of 2

Queen Nefertiti

Hello, my name is Queen Nefertiti (Ne-fur-tee-tee). I am the wife of Pharaoh Akhenaton (Ack-ah-nahtun) and a close relative of King Tut. My name means "the beautiful one has arrived." Along with my husband, I brought many changes to Egypt, which included the worshipping of only one god, Aton. Many statues and pictures were made of me because of my beauty.

Performance Instructions: Dress as an Egyptian queen, with a crown and a lot of jewelry and carry the famous picture of your face that still survives today. After speaking, hold up your picture and ask dramatically, "Who wants to build me a statue?"

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Ra

Hello, my name is Ra. I am the sun god depicted with a human body and the head of a hawk. According to Egyptian mythology, I am the creator of the universe. If I imagined a creature, it would suddenly appear. My chief symbols are the sun disk and the obelisk (o-blisk). Worshipping me was adopted as a state religion. I became king of Egypt, but gave up being king so I could ride across the sky.

Performance Instructions: Dress as a god with the head of a falcon. While speaking, hold up a <u>drawing</u> of the sun. After speaking, flap your arms to fly back to your seat.

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Rameses II

Hello, my name is Rameses (Ram-uh-seez) the Second. I am also known as Rameses the Great. I consider myself to be a great warrior. As king, I did battles with the Hittites (hit-tights) and eventually reached peace with them, later marrying the king's daughter. I was a popular king known for my building projects and the many statues I had constructed in my honor. Egypt was very prosperous during my reign.

Performance Instructions: Dress as an Egyptian pharaoh. While speaking, show a <u>picture of the</u> <u>Temple of Rameses</u>. After speaking, hold the picture up and say, "I am Rameses the Great!"

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Thutmose III

Hello, my name is Thutmose (*Thoot-mos*) the Third. I am considered the Napoleon of Egypt. When I was old enough to rule, I replaced my stepmother, Queen Hatshepsut (Hot-chep-suit) on the throne and regained my rightful place as king. I led armies to conquer new lands and never lost a battle. I was a fair ruler and was loved by my people. The Egyptian Empire was at its **greatest** when I was pharaoh!

Performance Instructions: Dress as an Egyptian pharaoh and carry <u>a toy sword</u>. After speaking, hold up your sword in victory and say "Egypt at its greatest!"

(Blue) Sheet 1 of 2

Alexander the Great

Hello, my name is Alexander the Great. I am one of the greatest military leaders of all time. At thirteen years old, my father, Philip, King of Macedon, hired the philosopher, Aristotle, to be my teacher. After my father was assassinated by his bodyguard, I took his place on the throne. I won my first victory at age eighteen and went on to never lose a battle. I conquered Persia as well as Egypt and continued my empire to northern parts of India. I cried because there was nothing left to conquer. I died in Babylon at the age of 33.

Performance Instructions: Dress as a Macedonian warrior and carry a <u>toy sword</u>. After speaking, pretend to defeat Egypt then drop to your knees to cry and finally, pretend to die.

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Athena

Hello, my name is Athena. I am the goddess of wisdom. According to Greek mythology, my father, Zeus, was angry with my mother, so he turned her into a fly and ate her. He did not know that she was about to give birth to me. He soon became ill with a horrible headache and cried out. The other gods came and split his head open. I jumped from my father's skull fully grown (acting instructions: jump forward as if jumping out of your father's skull). I am pictured on the seal of California.

Performance Instructions: Dress as a Greek goddess and carry a <u>poster-size Seal of California</u> with the picture of Athena (Minerva). After speaking, hold the poster up for everyone to see. Follow the acting instructions within your speech.

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Heracles

Hello, my name is Heracles (Hair-uh-kleez). I am better known by the name the Romans gave me, Hercules! I am the most popular of the Greek mythological heroes. I am known for my extraordinary strength and courage. I performed 12 great labors for my cousin, the king of Argos. Because of these feats, I won immortality and became a god.

Performance Instructions: Dress in a Greek tunic over a shirt. Stuff your shirt with tissue or cloth to appear as if you have big muscles and carry a toy club. After speaking, raise your club in the air and strike a victory pose and say, "HERACLES!"

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Homer

Hello, my name is Homer. I am a blind man who created epic poems. I am the author of The Iliad (ilee-uhd), the story of the siege of Troy, and The Odyssey, the story of the journey home from the Trojan War. My stories are based on fact and are still used today to study Greek traditions and culture. My famous works were done around 700 BC.

Performance Instructions: Dress in a Greek tunic and carry a <u>walking stick</u>. While speaking, use your stick to walk around the presentation area as if you are

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Pericles

Hello, my name is Pericles (Pair-uh-kleez). I am a great general and leader of Athens. After the war with Persia, I had three major goals for the destroyed city. My military goal was to protect Athens. My political goal was to strengthen democracy by spreading the power evenly among the poor as well as the rich. My artistic goal was to make Athens beautiful. I chose the best architects to create famous structures such as the Parthenon, which still stands today.

Performance Instructions: Dress as a Greek general and carry a <u>picture of the Parthenon building</u>. After speaking, hold up the picture and say, "This Parthenon will stand for all time!"

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Ptolemy I

Hello, my name is Ptolemy (Tall-e-mee) the First. I am a general of Alexander the Great's armies. We were childhood friends and I became his trusted advisor. When Alexander the Great died, his kingdom was divided among his four generals, I was given Egypt and Libya to rule as king. I made Alexandria my capital and it became the most important city in the world. I wrote a book about Alexander the Great.

Performance Instructions: Dress as a Greek general and carry a book labeled Alexander the Great. After speaking, walk up to the student playing Alexander the Great and shake his hand.

(Blue) Sheet 2 of 2

Pythagoras

Hello, my name is Pythagoras (*Pith-ag-or-us*). I am a Greek philosopher and mathematician. I traveled widely in search of wisdom and truth. My followers made many discoveries in math and astronomy. I also made many important discoveries about shapes and measurements that are used today as part of geometry. I developed the Pythagorean theorem.

Performance Instructions: Dress in a Greek tunic and carry a <u>large chart depicting the Pythagorean</u> theorem. After speaking, hold up your picture and say, "'A' squared plus 'B' squared equals 'C' squared!"

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Socrates

Hello, my name is Socrates (Sock-rah-teez). I am a philosopher who taught my students by asking questions that were difficult to answer, such as "What is true justice?" "What is knowledge?" "What is goodness?" I taught Plato and he taught Aristotle. Many of my methods are still used today. The government thought that I was questioning its authority and put me to death by forcing me to drink poison.

Performance Instructions: Dress in a Greek tunic and carry a plastic bottle. Have two students from your team come up with you to sit on the floor and act as your students while you speak (practice beforehand). After speaking, drink from your bottle and pretend to die.

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Sophocles

Hello, my name is Sophocles (Sof-uh-kleez). Many consider me to be the most famous Greek dramatist. I wrote over one hundred plays. Only seven still exist today. Among them are the Greek tragedies Oedipus Rex (eh-dih-pus rex) and Antigone (ann-tig-ih-nee). I wrote stories with sad endings that tell of man's conflicts and morals. I wanted to not only entertain my audience but educate them as well.

Performance Instructions: Dress in a Greek tunic and carry two drama masks, one depicting a sad face and one depicting a smiling face. After speaking, hold up one and make the same face that it has, then switch and make the face of the other!

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Zeus

Hello, my name is Zeus. According to Greek mythology, I am the supreme ruler of all the gods. I am the god of the heavens and the earth. I also control the sky and the rain. I am able to change myself or others into animals and mimic voices. I am a carefree god who loves to laugh out loud but I can become easily angered. When I do, I use my lightning bolt to strike down mortals who displease me

Performance Instructions: Dress as a Greek god and carry <u>a lightning bolt</u>. After speaking, walk over to your team and pretend to "strike down" the mortals with your lightning bolt.

(Blue) Sheet 1 of 2

Augustus

Hello, my name is Augustus. I am the first emperor of the Roman Empire. Under my rule, the Empire began a 200-year period of peace. I solved many problems by setting up a police force, a fire department, and a committee to feed the city. I supported the arts and built or restored many temples. I was so loved by the people, they put my picture on a coin 200 years after my death. I found Rome built of sun-dried bricks, and I left her covered in marble!

Performance Instructions: Dress as a Roman emperor and carry <u>a drawing of a coin with your picture on it</u>. After speaking, hold up the drawing and say "They like me! They really like me!"

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Calpurnia

Hello, my name is Calpurnia. I am the third and last wife of Julius Caesar. I had premonitions of my husband's murder. Bothered by these dreams, I warned him against going to the Senate on the Ides of March. Alas, my pleas were ignored and he was killed. After my husband's death, I delivered all of his personal papers and most precious possessions to Mark Antony. I never re-married.

Performance Instructions: Dress as a Roman queen and carry a <u>stack of papers</u>. After speaking, walk over to the Roman team and give the papers to someone representing Mark Antony.

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Cleopatra

Hello, my name is Cleopatra. I am a queen of Egypt who became involved with both Julius Caesar and his friend and successor, Mark Antony. Antony was fighting Octavian for control of our empire. We were defeated when our fleet of ships were destroyed. Legend tells that when I learned of my beloved Antony's death, I died by letting a poisonous snake bite me.

Performance Instructions: Dress as an Egyptian queen and carry <u>a toy snake</u>. After speaking, re-enact the snake biting you and pretend to die.

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Constantine

Hello, my name is Constantine. After having a vision of a cross shining in the sun, I became the first Christian emperor of Rome. Under my rule, Romans could choose their own religion, including Christianity, which eventually became the main accepted religion. I united the Roman Empire and made the important decision to move the capitol from Rome to Byzantium (Bye-zan-tee-um) which I renamed Constantinople (Con-stan-tih-no-pul), after myself. Today it as known as Istanbul (Is-tan-bull) in modern day Turkey.

Performance Instructions: Dress as a Roman emperor and carry a <u>large cross</u> in your hand. When done speaking, kneel down as if you are praying.

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Julius Caesar

Hello, my name is Julius Caesar. I am one of the most famous leaders of Rome. I was a great military general and, along with Crassus and Pompey, was elected consul to form the First Triumvirate (tri-um-ve-ret) which means leadership of three. I went against the others and declared myself dictator for life. I made many improvements for the Roman people, including developing the Roman calendar. Fearing that I would make myself king, the Senate assassinated me on March 15, 44 BC.

Performance Instructions: Dress as a Roman general and carry <u>a toy sword</u>. After speaking, hold up the sword and say, "I came, I saw, I conquered!"

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Juno

Hello, my name is Juno. According to Roman mythology, I am the goddess of marriage and childbirth and the wife of Jupiter. The Greeks call me Hera. My symbols are the pomegranate and peacock. As Queen of the gods, I helped settle disputes between spouses. I also protected the finances of the Roman people. The month of June is named after me and was considered the most favorable month to get married.

Performance Instructions: Dress as a Roman goddess and carry <u>play money</u>. After speaking, walk over to your team and hand out some of your money.

(Blue) Sheet 2 of 2

Nero

Hello, my name is Nero. I am infamous for being one of the bad, evil emperors of Rome. I became emperor at the young age of 17 and thought of myself as a great artist. I murdered members of my family whom I didn't trust, forced citizens to listen to my concerts, and was blamed for setting half of Rome on fire to make way for my Golden Palace. I also had many Christians, including Paul, put to death. I committed suicide after my army abandoned me and the Senate declared me an outlaw.

Performance Instructions: Dress as a Roman emperor and carry <u>a toy violin, fiddle, or guitar</u>. After speaking, shortly play your instrument. Then pretend to die.

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Paul

Hello, my name is Paul. I am known by many as St. Paul or Paul the apostle. I was a highly respected Jewish leader who sought to arrest followers of "the way" known as Christianity today. According to the biblical account, I had a vision of Jesus and became a devoted follower of this new faith. Through my letters and 15 years of missionary journeys, I spread Christianity throughout the Roman Empire. My letters make up over half of the New Testament found in the Christian Bible. In 64 AD, I was killed for my beliefs.

Performance Instructions: Dress in a Roman tunic and carry three scrolls of paper representing the New Testament. After speaking, walk over to your team and hand each scroll to a teammate.

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Romulus

Hello, my name is Romulus. According to Roman legend, I am the first king of Rome. It is told that my brother Remus and I were orphaned and raised by wolves and then a shepherd. When we were grown, we decided to build a city. (Acting instructions: while reciting the rest of your card, re-enact the following fight scene with a student from your team pretending to be Remus) We fought over where to build it and I killed him. I built the city where I had wanted to and named it after myself, Rome!

Performance Instructions: Dress as a Roman king with a "fur" shawl and a crown and carry <u>a toy sword</u>. Practice the acting instructions within your speech with a teammate beforehand.

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Spartacus

Hello, I am Spartacus. I am a famous gladiator. As a slave, I was used for entertainment in the Roman circuses. I was trained to fight bloody battles against other slaves and wild beasts. Wanting freedom, I led an army of 100,000 gladiators in a revolt against the Romans. It was called the Gladiator War. After two years of fierce fighting, I was killed in a battle against Pompey the Great and my army was defeated.

Performance Instructions: Dress as a Roman gladiator and carry a toy sword. After speaking, reenact a gladiator fight with a teammate in which you are defeated. Practice the battle with your teammate beforehand!



MATERIALS FOR DUPLICATION

PRESENTATION INVITATION (ENGLISH & SPANISH), p.32-33

CHARACTER CATCH-UP GAME SHEET, p.34

DAILY LIFE PRESENTATION INSTRUCTIONS, p.35



Presentation Invitation



Dear Guests:

Please join us for *Walk Through the Ancient World!* This fun 2½-hour history presentation takes place at our school. Since 1981 *California Weekly Explorer, Inc.*, has educated hundreds of thousands of 4th, 5th, & 6th grade students throughout the state of California.

During the presentation students will have an opportunity to participate in a number of ways and earn points for their team with a friendly competition. Your child has been given an *Expert Word Card* and/or *Character Card*. Your child will earn points by acting, memorization, props, and dressing in historical attire (for those with character cards). For ideas in dressing in historical attire please visit:

https://californiaweeklv.com/studentsparents/walk-through-ancient-world-2/costume-ideas/

- Due to the length of the presentation, we suggest finding alternate childcare for small children. This is an interactive history lesson and not a school play. Younger audience members may find it difficult to remain quiet during the presentation. In this case, parents may be asked to step away from the presentation with their small children.
- Due to copyright laws, video recording is limited to your child's performance only. Feel free to take as many still images as you like.

Watch history come alive for students! Your child will remember this experience for years to come and walk away with a stronger appreciation for history.

Time:	_to
	Time:



INVITACIÓN A LA PRESENTACIÓN



Queridos invitados:

¡Por favor, acompáñennos al **Walk Through the Ancient World!** Una presentación histórica y divertida de 2 horas y media que ocurirá en nuestra escuela. Desde 1981, el **California Weekly Explorer, Inc.**, ha educado a cientos de miles de estudiantes de 4to, 5to y 6to grado en todo el estado de California.

Durante la presentación, los estudiantes tendrán la oportunidad de participar en varias formas y ganar puntos para su equipo en competencias amistosas. A su hijo se le ha asignado una tarjeta *Expert Word Card* y/o *Character Card* y podrá ganar puntos a través de la actuación, memorización y el uso de disfraces y accesorios.

Por favor, visite: https://californiaweekly.com para más ideas.

Por favor note:

- Debido a la duración de la presentación, sugerimos que encuentren cuidado infantil para niños pequeños.
 Como esto es una lección interactiva de historia y no una obra de teatro, los miembros más jóvenes de la audiencia podrían crear una distracción para los participantes y el presentador. En este caso, tal vez se les pedirá que los padres se aparten de la presentación con sus hijos pequeños.
- Por leyes de copyright, la grabación de video se restringe a la actuación de su hijo solamente. Está libre de tomar tantas fotos como quiera.

Fecha:	Hora	i:hasta	
Sinceramente,			

CHARACTER CATCH-UP GAME SHEET

Teacher: Make one copy for each student. <u>DO NOT</u> GIVE TO STUDENTS PRIOR TO PRESENTATION.

F	EGYPTIAN KINGS & QUEENS MATCH THE CORRECT LETTER TO THE DESCRIPTION				
<u> </u>		A. Thutmose III			
G		B. Queen Hatshepsut			
U		C. Horus			
V		D. Rameses II			
1		E. Queen Nefertiti			
P	6. Every Pharaoh is thought to be me in human form.	F. King Menes			
 	FILL IN THE NAME OF THE GOL)			
)	1. I am the sun god and the mythical creator of the universe.				
	2. I am the god of the setting sun and the ruler of the land of the de	ead			
G	SCHOLARS, TEACHERS, & FAMOUS T MATCH THE PERSON TO HIS WORK				
	A. Homer1. I wrote Oedipus Rex a	nd <i>Antigone</i> .			
R	B. Pythagoras2. I created <i>The Iliad</i> and	_			
, .	C. Socrates3. I was a mathematician				
F	D. Sophocles4. I taught by asking que	stions and urging others to think.			
	MYTHICAL MATCHING				
	1. Strong, courageous hero A. Zeus				
<u> </u>	2. Goddess of wisdom B. Heracles DRAW A	LINE TO THE LEADER			
	3. Supreme ruler of all gods C. Athena Alexander the Great	l made Alexandria my capital.			
=	Ptolemy I	I was a great general of Athens.			
L	Pericles	I was the king of Macedonia.			
	FAMOUS LEADERS				
	MATCH THE PERSON TO HIS OR HER QU	A. Cleopatra			
R	1. The senate assassinated me on March 15, 44 BC.	B. Julius Caesar			
, ,	2. I was blamed for setting half of Rome on fire.	O Band			
\bigcirc	3. Legend tells that I committed suicide by letting a snake bite	me. O. Tudi D. Constantine			
	4. The Pax Romana began during my rule.	E. Spartacus			
M	5. I named my capital, Constantinople, after myself.	F. Nero			
, v ,	6. According to legend, I was the first king of Rome.	G. Romulus			
E	7. I preached the idea of Christianity to the Romans8. I was a gladiator who led an army of slaves in a revolt.	H. Augustus			



DAILY LIFE IN THE ANCIENT WORLD PRESENTATION/SKIT

(Please give to student team leaders.)

RESEARCH! REHEARSE! PREPARE!

Points will be awarded in the following areas:

- CREATIVITY: Decide on a creative way to make your presentation come alive! Put it into a skit, game, or some other
 imaginative way to present. You can use props and/or set pieces. Avoid using glass containers or props with liquid that
 can spill. This is your time to shine! Think outside of the box! Did your team travel back in time? Did the museum come to
 life? Are we at an ancient game show? You decide and make sure it's well practiced!
- **5-MINUTE TIME LIMIT**: You will have 5 minutes for your presentation/skit. If you go over time, points will be deducted from your score. Time your rehearsals so you know you are keeping within that time limit! Make sure you know your lines, and that will help keep you within your limit.
- ORGANIZATION/TEAMWORK: Be ready to set up quickly! Your team will have about 30 seconds to set up after your
 presenter calls on you. All team members need to be prepared and involved. Your skit must have a clear beginning and
 clear ending. At the end of your presentation/skit, line up and bow, letting the audience and presenter know that you are
 finished with your skit. We also want to give you a big round of applause!
- ACCURACY: Fully research your civilization to make sure all the information you share is true and accurate.
- CONTENT: Your presentation needs to cover what life was like in your civilization, so do your research! You need to address at least six topics from the list below. We need to CLEARLY understand you, so speak up nice and loud or we might miss a topic.

Topics

- Climate
- Roles of Men
- Roles of Women
- Housing
- Family Life
- · Food

- Dress
- School
- Sports & Recreation
- Religious Practices
- · Arts & Literature
- Entertainment



MATERIALS FOR DISTRIBUTION PASS OUT ALL CARDS TO STUDENTS.

EXPERT WORD CARDS, P.37-39
CHARACTER CARDS, P.40-45

City-state

A city-state is an independent city that includes villages and farmland. Early city-states had their own language and government. They were usually ruled by priests. Two of the most famous city-states were Athens, a learning center known for its education, and Sparta, which was known for its military strength.

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Civilization & Culture

A civilization is an advanced society of people with a stable food supply, workers, a government, and a highly developed culture. A culture consists of the behaviors, beliefs, customs, and attitudes of a group of people.

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Delian League

The Delian League was the first form of democracy in Greece. It had representatives from each city-state who met to make decisions for all of Greece.

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Epic Poem

An epic poem is a long poem that tells a story about the deeds of a legendary or historic hero. Early epics tell of conquering and expanding civilizations.

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Etruscans

(Eh-trus-cuns)

The Etruscans were a group of ancient people who built one of the first civilizations in Italy, called Etruria. They took over Rome in 575 BC and ruled over them for 66 years. They taught the Romans many things to help advance their culture.

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Hyksos

Hyksos (hik-saws) means foreign chieftains or shepherd kings. These people came from Asia after drifting across the desert and began controlling much of the Delta. They had more advanced weapons than the Egyptians. They ruled over Egypt for more than a hundred years.

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Hieroglyphics

Hieroglyphics are the ancient Egyptian writing system in which pictures and symbols stand for words or sounds. Jean-Francois Champollion (Cham-pole-ee-un) first decoded hieroglyphics from the Rosetta Stone, which was found in 1799. Hieroglyphics have more than 700 symbols.

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Mesopotamia

Mesopotamia was a region where one of the world's first civilizations began, located between the Euphrates and Tigris Rivers. A region within Mesopotamia, called Sumer, is where the world's first cities began. The Sumerians were creative people who invented writing and the wheel.

Myths, Legends, & Religions

Myths are traditional stories that explain the origin and history of a people. Legends are popular stories handed down from the past that may not be historically accurate. Religions are organized systems of beliefs centering on a belief in a god or many gods.

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The Nile River, Delta, & Cataract

The Nile River is the longest river in the world. It flows north for over 4,000 miles into the Mediterranean Sea. The Nile Delta area is very rich farmland, created by the predictable flooding of the Nile, making irrigation easier. A cataract is a waterfall and rapids. There are six along the Nile River.

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Olympic Games

The Olympic Games are an athletic festival of ancient Greece which began in 776 BC and took place in Olympia every four years. Each city-state was represented in a pentathlon that included five tests of strength and skill.

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Pax Romana

Pax Romana was the name given to the 200 years of peace Rome experienced from 27 BC to 180 AD when Roman culture reached its peak in achievements. The Empire was united and its provinces surrounded the Mediterranean. *Pax Romana* means Peace of Rome.

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Persian Empire

The Persian Empire began in 550 BC with Cyrus the Great. One of the largest Empires in history, it expanded from North Africa to India. The Empire developed many trade routes as well as advancements in mathematics and astronomy. The Persian expansion ended by Alexander the Great in 331 BC.

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Philosophy

Philosophy is the study of truth and the meaning of life. It comes from the Greek word meaning love of wisdom. The ancient Greeks are famous for their early philosophers.

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Punic Wars

The Punic Wars were a series of three wars from 264 to 146 BC between Rome and the people of Carthage. The Romans had to create a better navy to fight the Carthaginians, who were great fighters on the sea and controlled much of the Mediterranean.

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Pyramids

Pyramids were structures built as tombs for the kings. The oldest were made of mud-brick and were flat on top. The step pyramids that followed were made of stone appearing like steps and flat on top. The latest were triangle in shape rising to a point. The Pyramid of Khufu is the largest pyramid in Egypt.

Republic

The Roman Republic was a form of government in which the people elected their leaders and voted on decisions made by the consuls and the Senate. The Roman Republic lasted from 509 to 46 BC and ended with the start of the Roman Empire.

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Senate & Consuls

The Senate helped make laws and advised the king, consuls, and emperor on important decisions. They were voted in for life. Consuls were the two chief leaders during the Roman Republic who were elected for a one-year term. They replaced the kings from earlier times.

(Blue) Sheet 1 of 2

Horus

Hello, my name is Horus. I am one of the most important gods in Egyptian mythology. According to the myth, after my Uncle Seth killed my father, my mother became magically pregnant with me. When I grew up, I avenged my father's death and fought great battles against my uncle for control of Egypt. After I defeated him, I became king of Egypt. Every pharaoh was thought to be me in human form.

Performance Instructions: Dress as a god with the head of a falcon. While speaking, show everyone <u>a picture depicting the eye of Horus</u>. After speaking, re-enact a short battle with a teammate portraying your Uncle Seth (practice beforehand).

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Hello, my name is Isis (Eye-sis). I am one of the most beloved goddesses in Egyptian mythology. I am the goddess of life and motherhood. According to the myth, when my husband Osiris was killed by his evil brother, I traveled far and wide to search for his body. After he was found, he became ruler of the underworld. Ancient Egyptians believed that the Nile River flooded every year with the tears I shed for my husband.

Isis

Performance Instructions: Dress as a goddess. Note: Isis is often depicted with the horns of a cow on her head with the solar disk between them. While speaking, carry your young child, Horus, in your arms. After speaking, kneel down and pretend to cry into the Nile River.

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Jochebed

Hello, my name is Jochebed (Jock-uh-bed). According to the Hebrew account, I am the mother of Moses. When the pharaoh ordered all male Hebrew babies to be put to death, I hid my son in a basket and floated him down the Nile. He was found by the pharaoh's daughter who took him as her own and raised him as an Egyptian prince. When Moses grew up and discovered he was Hebrew, he demanded the Hebrews be released from slavery, but the pharaoh refused.

Performance Instructions: Dress as an Egyptian servant. While speaking, hold a <u>basket with a</u> <u>swaddled baby</u> inside. After speaking, place the basket on the floor and pretend to push it down the Nile river.

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King Menes

Hello, my name is King Menes (Meen-eez). According to legend, I was the first king to start the dynasties of ancient Egypt. I united the two lands of Upper and Lower Egypt into one country in 3100 BC. The kings of Upper Egypt wore white crowns and controlled the Nile River valley. The kings of Lower Egypt wore red crowns and ruled the delta area. Due to the combining of two lands, I started to wear the famous double crown of red and white. I was known as the Lord of the Two Lands.

Performance Instructions: Dress as an Egyptian pharaoh and wear a two-colored (red and white) crown. While speaking, show a <u>drawing of Upper and Lower Egypt</u>. After speaking, hold the map up and say, "Two Lands Joined As One!"

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Osiris

Hello, my name is Osiris (*O-sigh-ris*). I am the god of the setting sun and ruler of the land of the dead. I was considered a merciful judge in the afterlife. One of my titles is Lord of Love. According to Egyptian mythology, I, as king of Egypt, taught the people law, agriculture, religion, and other blessings of the civilization.

Performance Instructions: Dress in mummy wrappings, with a green face. Carry <u>a crook and flail</u>. After speaking, gesture to your team to bow down and worship you in honor (practice this with your team beforehand).

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Queen Hatshepsut

Hello, my name is Queen Hatshepsut (Hot-chepsuit). I am a queen of Egypt who is remembered for bringing peace and prosperity to my people. I wore a fake beard and dressed like a pharaoh to gain respect. Unlike my father, Thutmose the First, I wanted to focus attention on Egypt itself instead of increased military power. I restored temples and sent out trading expeditions. I had two obelisks erected in Karnack for the god Amon-Ra, which are still standing today.

Performance Instructions: Dress as an Egyptian queen, with a beard attached to your chin. Hold a <u>picture of the two obelisks</u>. After speaking, hold up the picture and say, "Let us make Egypt prosper!"

(Blue) Sheet 2 of 2

Queen Nefertiti

Hello, my name is Queen Nefertiti (Ne-fur-tee-tee). I am the wife of Pharaoh Akhenaton (Ack-ah-nahtun) and a close relative of King Tut. My name means "the beautiful one has arrived." Along with my husband, I brought many changes to Egypt, which included the worshipping of only one god, Aton. Many statues and pictures were made of me because of my beauty.

Performance Instructions: Dress as an Egyptian queen, with a crown and a lot of jewelry and carry the <u>famous picture of your face</u> that still survives today.

After speaking, hold up your picture and ask dramatically, "Who wants to build me a statue?"

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Ra

Hello, my name is Ra. I am the sun god depicted with a human body and the head of a hawk. According to Egyptian mythology, I am the creator of the universe. If I imagined a creature, it would suddenly appear. My chief symbols are the sun disk and the obelisk (o-blisk). Worshipping me was adopted as a state religion. I became king of Egypt, but gave up being king so I could ride across the sky.

Performance Instructions: Dress as a god with the head of a falcon. While speaking, hold up a <u>drawing</u> <u>of the sun</u>. After speaking, flap your arms to fly back to your seat.

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Rameses II

Hello, my name is Rameses (Ram-uh-seez) the Second. I am also known as Rameses the Great. I consider myself to be a great warrior. As king, I did battles with the Hittites (hit-tights) and eventually reached peace with them, later marrying the king's daughter. I was a popular king known for my building projects and the many statues I had constructed in my honor. Egypt was very prosperous during my reign.

Performance Instructions: Dress as an Egyptian pharaoh. While speaking, show a <u>picture of the</u> <u>Temple of Rameses</u>. After speaking, hold the picture up and say, "I am Rameses the Great!"

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Thutmose III

Hello, my name is Thutmose (*Thoot-mos*) the Third. I am considered the Napoleon of Egypt. When I was old enough to rule, I replaced my stepmother, Queen Hatshepsut (Hot-chep-suit) on the throne and regained my rightful place as king. I led armies to conquer new lands and never lost a battle. I was a fair ruler and was loved by my people. The Egyptian Empire was at its **greatest** when I was pharaoh!

Performance Instructions: Dress as an Egyptian pharaoh and carry <u>a toy sword</u>. After speaking, hold up your sword in victory and say "Egypt at its greatest!"

(Blue) Sheet 1 of 2

Alexander the Great

Hello, my name is Alexander the Great. I am one of the greatest military leaders of all time. At thirteen years old, my father, Philip, King of Macedon, hired the philosopher, Aristotle, to be my teacher. After my father was assassinated by his bodyguard, I took his place on the throne. I won my first victory at age eighteen and went on to never lose a battle. I conquered Persia as well as Egypt and continued my empire to northern parts of India. I cried because there was nothing left to conquer. I died in Babylon at the age of 33.

Performance Instructions: Dress as a Macedonian warrior and carry a <u>toy sword</u>. After speaking, pretend to defeat Egypt then drop to your knees to cry and finally, pretend to die.

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Athena

Hello, my name is Athena. I am the goddess of wisdom. According to Greek mythology, my father, Zeus, was angry with my mother, so he turned her into a fly and ate her. He did not know that she was about to give birth to me. He soon became ill with a horrible headache and cried out. The other gods came and split his head open. I jumped from my father's skull fully grown (acting instructions: jump forward as if jumping out of your father's skull). I am pictured on the seal of California.

Performance Instructions: Dress as a Greek goddess and carry a <u>poster-size Seal of California</u> with the picture of Athena (Minerva). After speaking, hold the poster up for everyone to see. Follow the acting instructions within your speech.

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Heracles

Hello, my name is Heracles (Hair-uh-kleez). I am better known by the name the Romans gave me, Hercules! I am the most popular of the Greek mythological heroes. I am known for my extraordinary strength and courage. I performed 12 great labors for my cousin, the king of Argos. Because of these feats, I won immortality and became a god.

Performance Instructions: Dress in a Greek tunic over a shirt. Stuff your shirt with tissue or cloth to appear as if you have big muscles and carry a toy club. After speaking, raise your club in the air and strike a victory pose and say, "HERACLES!"

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Homer

Hello, my name is Homer. I am a blind man who created epic poems. I am the author of The Iliad (ilee-uhd), the story of the siege of Troy, and The Odyssey, the story of the journey home from the Trojan War. My stories are based on fact and are still used today to study Greek traditions and culture. My famous works were done around 700 BC.

Performance Instructions: Dress in a Greek tunic and carry a <u>walking stick</u>. While speaking, use your stick to walk around the presentation area as if you are

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Pericles

Hello, my name is Pericles (Pair-uh-kleez). I am a great general and leader of Athens. After the war with Persia, I had three major goals for the destroyed city. My military goal was to protect Athens. My political goal was to strengthen democracy by spreading the power evenly among the poor as well as the rich. My artistic goal was to make Athens beautiful. I chose the best architects to create famous structures such as the Parthenon, which still stands today.

Performance Instructions: Dress as a Greek general and carry a <u>picture of the Parthenon building</u>. After speaking, hold up the picture and say, "This Parthenon will stand for all time!"

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Ptolemy I

Hello, my name is Ptolemy (Tall-e-mee) the First. I am a general of Alexander the Great's armies. We were childhood friends and I became his trusted advisor. When Alexander the Great died, his kingdom was divided among his four generals, I was given Egypt and Libya to rule as king. I made Alexandria my capital and it became the most important city in the world. I wrote a book about Alexander the Great.

Performance Instructions: Dress as a Greek general and carry a book labeled Alexander the Great. After speaking, walk up to the student playing Alexander the Great and shake his hand.

(Blue) Sheet 2 of 2

Pythagoras

Hello, my name is Pythagoras (*Pith-ag-or-us*). I am a Greek philosopher and mathematician. I traveled widely in search of wisdom and truth. My followers made many discoveries in math and astronomy. I also made many important discoveries about shapes and measurements that are used today as part of geometry. I developed the Pythagorean theorem.

Performance Instructions: Dress in a Greek tunic and carry a <u>large chart depicting the Pythagorean</u> theorem. After speaking, hold up your picture and say, "'A' squared plus 'B' squared equals 'C' squared!"

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Socrates

Hello, my name is Socrates (Sock-rah-teez). I am a philosopher who taught my students by asking questions that were difficult to answer, such as "What is true justice?" "What is knowledge?" "What is goodness?" I taught Plato and he taught Aristotle. Many of my methods are still used today. The government thought that I was questioning its authority and put me to death by forcing me to drink poison.

Performance Instructions: Dress in a Greek tunic and carry a plastic bottle. Have two students from your team come up with you to sit on the floor and act as your students while you speak (practice beforehand). After speaking, drink from your bottle and pretend to die.

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Sophocles

Hello, my name is Sophocles (Sof-uh-kleez). Many consider me to be the most famous Greek dramatist. I wrote over one hundred plays. Only seven still exist today. Among them are the Greek tragedies Oedipus Rex (eh-dih-pus rex) and Antigone (ann-tig-ih-nee). I wrote stories with sad endings that tell of man's conflicts and morals. I wanted to not only entertain my audience but educate them as well.

Performance Instructions: Dress in a Greek tunic and carry two drama masks, one depicting a sad face and one depicting a smiling face. After speaking, hold up one and make the same face that it has, then switch and make the face of the other!

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Zeus

Hello, my name is Zeus. According to Greek mythology, I am the supreme ruler of all the gods. I am the god of the heavens and the earth. I also control the sky and the rain. I am able to change myself or others into animals and mimic voices. I am a carefree god who loves to laugh out loud but I can become easily angered. When I do, I use my lightning bolt to strike down mortals who displease me

Performance Instructions: Dress as a Greek god and carry <u>a lightning bolt</u>. After speaking, walk over to your team and pretend to "strike down" the mortals with your lightning bolt.

(Blue) Sheet 1 of 2

Augustus

Hello, my name is Augustus. I am the first emperor of the Roman Empire. Under my rule, the Empire began a 200-year period of peace. I solved many problems by setting up a police force, a fire department, and a committee to feed the city. I supported the arts and built or restored many temples. I was so loved by the people, they put my picture on a coin 200 years after my death. I found Rome built of sun-dried bricks, and I left her covered in marble!

Performance Instructions: Dress as a Roman emperor and carry <u>a drawing of a coin with your picture on it</u>. After speaking, hold up the drawing and say "They like me! They really like me!"

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Calpurnia

Hello, my name is Calpurnia. I am the third and last wife of Julius Caesar. I had premonitions of my husband's murder. Bothered by these dreams, I warned him against going to the Senate on the Ides of March. Alas, my pleas were ignored and he was killed. After my husband's death, I delivered all of his personal papers and most precious possessions to Mark Antony. I never re-married.

Performance Instructions: Dress as a Roman queen and carry a <u>stack of papers</u>. After speaking, walk over to the Roman team and give the papers to someone representing Mark Antony.

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Cleopatra

Hello, my name is Cleopatra. I am a queen of Egypt who became involved with both Julius Caesar and his friend and successor, Mark Antony. Antony was fighting Octavian for control of our empire. We were defeated when our fleet of ships were destroyed. Legend tells that when I learned of my beloved Antony's death, I died by letting a poisonous snake bite me.

Performance Instructions: Dress as an Egyptian queen and carry <u>a toy snake</u>. After speaking, re-enact the snake biting you and pretend to die.

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Constantine

Hello, my name is Constantine. After having a vision of a cross shining in the sun, I became the first Christian emperor of Rome. Under my rule, Romans could choose their own religion, including Christianity, which eventually became the main accepted religion. I united the Roman Empire and made the important decision to move the capitol from Rome to Byzantium (Bye-zan-tee-um) which I renamed Constantinople (Con-stan-tih-no-pul), after myself. Today it as known as Istanbul (Is-tan-bull) in modern day Turkey.

Performance Instructions: Dress as a Roman emperor and carry a <u>large cross</u> in your hand. When done speaking, kneel down as if you are praying.

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Julius Caesar

Hello, my name is Julius Caesar. I am one of the most famous leaders of Rome. I was a great military general and, along with Crassus and Pompey, was elected consul to form the First Triumvirate (tri-um-ve-ret) which means leadership of three. I went against the others and declared myself dictator for life. I made many improvements for the Roman people, including developing the Roman calendar. Fearing that I would make myself king, the Senate assassinated me on March 15, 44 BC.

Performance Instructions: Dress as a Roman general and carry <u>a toy sword</u>. After speaking, hold up the sword and say, "I came, I saw, I conquered!"

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Juno

Hello, my name is Juno. According to Roman mythology, I am the goddess of marriage and childbirth and the wife of Jupiter. The Greeks call me Hera. My symbols are the pomegranate and peacock. As Queen of the gods, I helped settle disputes between spouses. I also protected the finances of the Roman people. The month of June is named after me and was considered the most favorable month to get married.

Performance Instructions: Dress as a Roman goddess and carry <u>play money</u>. After speaking, walk over to your team and hand out some of your money.

(Blue) Sheet 2 of 2

Nero

Hello, my name is Nero. I am infamous for being one of the bad, evil emperors of Rome. I became emperor at the young age of 17 and thought of myself as a great artist. I murdered members of my family whom I didn't trust, forced citizens to listen to my concerts, and was blamed for setting half of Rome on fire to make way for my Golden Palace. I also had many Christians, including Paul, put to death. I committed suicide after my army abandoned me and the Senate declared me an outlaw.

Performance Instructions: Dress as a Roman emperor and carry <u>a toy violin, fiddle, or guitar</u>. After speaking, shortly play your instrument. Then pretend to die.

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Paul

Hello, my name is Paul. I am known by many as St. Paul or Paul the apostle. I was a highly respected Jewish leader who sought to arrest followers of "the way" known as Christianity today. According to the biblical account, I had a vision of Jesus and became a devoted follower of this new faith. Through my letters and 15 years of missionary journeys, I spread Christianity throughout the Roman Empire. My letters make up over half of the New Testament found in the Christian Bible. In 64 AD, I was killed for my beliefs.

Performance Instructions: Dress in a Roman tunic and carry three scrolls of paper representing the New Testament. After speaking, walk over to your team and hand each scroll to a teammate.

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Romulus

Hello, my name is Romulus. According to Roman legend, I am the first king of Rome. It is told that my brother Remus and I were orphaned and raised by wolves and then a shepherd. When we were grown, we decided to build a city. (Acting instructions: while reciting the rest of your card, re-enact the following fight scene with a student from your team pretending to be Remus) We fought over where to build it and I killed him. I built the city where I had wanted to and named it after myself, Rome!

Performance Instructions: Dress as a Roman king with a "fur" shawl and a crown and carry <u>a toy sword</u>. Practice the acting instructions within your speech with a teammate beforehand.

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Spartacus

Hello, I am Spartacus. I am a famous gladiator. As a slave, I was used for entertainment in the Roman circuses. I was trained to fight bloody battles against other slaves and wild beasts. Wanting freedom, I led an army of 100,000 gladiators in a revolt against the Romans. It was called the Gladiator War. After two years of fierce fighting, I was killed in a battle against Pompey the Great and my army was defeated.

Performance Instructions: Dress as a Roman gladiator and carry a toy sword. After speaking, reenact a gladiator fight with a teammate in which you are defeated. Practice the battle with your teammate beforehand!