



# WALK THROUGH THE AMERICAN REVOLUTION<sup>®</sup>

## TEACHER PREPARATION GUIDE

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#### **Materials for Duplication .....**

*Parent Invitation, Liberty Bell Game Sheet, National Anthem*

#### **Materials for Distribution .....**

*Expert Word, Character Cards, American Experiment Cards, Battle Scenes*



## DETAILED PREPARATION CHECKLIST

### Immediately upon receiving Teacher Preparation Guide

- Complete and update **Itinerary Details** (Section 1-a: *Itinerary Details*, p. 5) at [www.californiaweekly.com](http://www.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 Weeks Prior

- Organize students into three teams with corresponding team colors. Use **Card Assignment List** (*Materials for the Teacher* p. 18) to assign students to **Expert Word Cards**, **Character Cards**, and **American Experiment Cards** (*Materials for Distribution*, p. 43-56).
- Make two copies of each set of **Expert Word Cards**, **Character Cards**, and **American Experiment Cards**. 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, Character, and American Experiment Cards*, p. 12)

**VIRTUAL: Students can access back-up copies of Expert Word, Character, and American Experiment cards anytime online [here](#).**

- Appoint a **Team General (Leader)** for each team. **VIRTUAL: Team leaders not needed for virtual format.**

### 2 Weeks Prior

- Update online **Itinerary Details**.
- Check students' progress to encourage memorization, costumes, props, and acting (Section 3-c, *Historical Attire and Props*, p. 11; Section 4. *The Cards* p. 12).
- Meet with **American Experiment** (Section 4-a: *The Cards*, p. 12-13) students to check on pronunciation and comprehension.
- Distribute **Battle Scenes** (Section 5-b: *Battles of the American Revolution*, p. 14, *Materials for Distribution*, p. 51-56) to **Team Generals (Leaders)**; schedule times to practice.
- Send **Presentation Invitations** (Section 1-c: *Guests*, p. 6; *Materials for Duplication*, p. 38-39) to any allowed guests.

### 1 Week Prior

- Create **Name Tags** (Section 3-b: *Teams and Name Tags*, p. 11; *Materials for the Teacher: Name Tag Instructions*, p. 19 and online [here](https://californiaweekly.com/teachers-2/useful-forms-template/): <https://californiaweekly.com/teachers-2/useful-forms-template/>)

**VIRTUAL: Physical name tags not needed. Student first names and team color should be viewed on individual screens.**

- Inform food services about early lunch schedule for afternoon presentations. **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.**
- Review students' progress on **Battle Scenes**, **Expert Word**, **Character**, and **American Experiment Cards**. Remind students to wear historical attire from colonial times or representing their assigned character and to bring **ALL props**, **Battle Scene scripts** with **set pieces**, **pencils** and **Cards** to the presentation. **VIRTUAL: Dressing up is encouraged for virtual presentation and students should be in attendance with copies of their assigned Card(s).**
- Confirm presentation location; Make two copies of the **Room Setup Diagram** (Section 2-a: *Facility*, p. 9; *Materials for the Teacher: Room Setup Diagram*, p. 20) 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](mailto: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 **Expert**, **Character**, and **American Experiment Cards** 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. **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 students are admitted and presenter is introduced to students.**
- Bring with you:
  - **Score Sheet** and pencil/pen for scorekeeping (*Materials for the Teacher*, p. 21).
  - **Card Assignment List** filled out with name of student for each card. (*Materials for the Teacher*, p. 18)

- A back-up copy of each **Expert Word, Character, American Experiment Card** and **Battle Scene**. (*Materials for the Teacher, p. 23-36*) **VIRTUAL: not needed.**
- Copies of the **Liberty Bell Game Sheet** one for each student. (*Materials for Duplication, p. 40*) **VIRTUAL: Students will need to be provided with a copy of the Liberty Bell Game Sheet to fill out during virtual presentation.**
- **Enter Quietly** sign to place on the presentation room door (*Materials for the Teacher, p. 22*) **VIRTUAL: Sign not needed as teacher/moderator will have ability to mute single or all participants.**
- Students:
  - **Name Tags** secured with safety pins high on students' chests; Template found online here: <https://californiaweekly.com/teachers-2/useful-forms-template/> **VIRTUAL: Name Tags not needed. First name of students and color of team should be on individual computer screens.**
  - In three teams with **Team General (Leader)** in front of his/her 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 students after meeting with the presenter.**
  - Copy of **assigned Character** and/or **Expert Word** and/or **American Experiment Card(s)** and **Battle Scenes**. (*Materials for Distribution, p.43-56*) **VIRTUAL: Students will need a copy of their assigned Card(s). Battle Scenes will not be presented through virtual format.**
  - **Pencil and hard surface** to write on. **VIRTUAL: Students will need to be provided with a copy of the Liberty Bell Game Sheet prior to the virtual presentation. These will be filled out during the presentation.**
  - Copy of **National Anthem** lyric sheet (*Materials for Duplication, p. 41*)
  - All materials needed for **Battle Scene Presentations**. (*Section 5-b: Battles of the American Revolution, p.14*) **VIRTUAL: Battle Scenes 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: The Room, p. 9; Materials for the Teacher: Room Setup Diagram, p. 20*)  
*VIRTUAL: Students on individual devices and in attendance through online platform 5 minutes prior to presentation start (but not admitted) with all materials ready. Teacher will meet with presenter privately 15 minutes prior to presentation start to go over needed moderating responsibilities.*
2. ☐ **Name Tags** safety-pinned on each student in light-colored red, white, and blue card stock according to teams (*Section 3-b: Teams and Name Tags, p. 11; Materials for the Teacher: Name Tag Instructions, p. 19*). Find template here: <https://californiaweekly.com/teachers-2/useful-forms-template/>  
*VIRTUAL: Physical name tags not needed. The first name and color of team should be on individual student screens.*
3. ☐ Copies of **Liberty Bell Game Sheet** (one for each student) to hand to your presenter upon arrival (*Section 5-a: Liberty Bell Game Sheets, p. 14; Materials for Duplication, p. 40*)  
*VIRTUAL: Students will need to be provided with a copy of the Liberty Bell Game Sheet prior to the presentation. These will be filled in by students during the presentation.*
4. ☐ Pencil for each student, in their hand and a set of back-up pencils.
5. ☐ Hard writing surface for each student in their hand.
6. ☐ **Score Sheet** and pencil/pen to keep score. Please designate a scorekeeper. (*Section 1-d: Day of Presentation, p. 8; Materials for the Teacher: Score Sheet, p. 21*)  
*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. 18*) and a back-up set of all **Expert Word, Character, American Experiment, and Battle Scenes**. (*Materials for the Teacher, p. 23-36*)  
*VIRTUAL: Teacher/Moderator needs to have the filled-out Card Assignment list available. Back-up set of Expert Word, Character, American Experiment Cards and Battle Scenes not needed. Battle Scenes will not be depicted in virtual format.*
8. ☐ Students arrive with **Expert Word, Character, and American Experiment Cards**, even if memorized. Re-assign cards of absent students to students on their team. (*Section 4: The Cards, p. 12; Materials for Distribution, p. 43-56*)
9. ☐ **Battle Scenes**: teams ready with any necessary props, set pieces and **Battle Scene** scripts (*Sections 5-b: Battles of the American Revolution, p. 14; Materials for Distribution, p. 51-56*)  
*VIRTUAL: Battle Scene re-enactments will not be presented through the virtual format. Narrations cards for each battle will be provided and teacher will need to assign one student from each team to read the narration of their battle.*
10. ☐ Arrive to presentation room **5 minutes prior** to your scheduled start time with students in three teams and **Team Generals (Leaders)** at the front. Your presenter will greet you and your students outside the room (*Section 1-d: Day of Presentation, p. 7*).  
*VIRTUAL: Students on individual devices and in attendance through online platform 5 minutes prior to presentation; in designated teams and with all materials ready. The first name of student and team color 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 admit students and 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 **Expert Word Cards** and **Character Cards**. Students dress in colonial wear or costumes that portray their assigned character and bring props specific to their character. While the presenter tells the story of the founding of America, an expert word is spoken, or a character introduced. Students listen for their word or character, and upon hearing it, come up to the front to recite their part. At certain points during the presentation, each team will be called up to present one of the **Battle Scenes** with props and small set pieces created by the students. A portion of the Declaration of Independence will also be read by students using **American Experiment Cards**. 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 first-place 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](mailto: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 day-of delays or possible cancellation of your presentation(s).

#### ***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](http://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 online ***Itinerary Details*** with 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 (***Section 3-a: Number of Students, p. 10***), room assignment (***Section 2-a: Facility, p. 9***), school office hours, instructional hours, and address of location where presentation takes 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](mailto: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 is 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 here: <https://californiaweekly.com>.

- **Presentations are 2½ hours.**
- ***Morning Presentations***—Schedule the morning presentation **10–15 minutes after the 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 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 a snack. **We ask that you do not allow 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 (*both in English and Spanish*) 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 2½ 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 our Field Manager at [programs@californiaweekly.com](mailto:programs@californiaweekly.com) with any questions.

***Can I allow guests to videotape or take pictures?***

***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.***

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 **Battle Scenes**. 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.

**1-d: Day of Presentation*****When will the presenter arrive?***

***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.***

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.

***What time should I arrive with the students?***

***VIRTUAL: The teacher and students need to be on individual devices. Students will be in attendance through the school online platform 5 minutes prior to presentation start with all materials (assigned cards, printed documents for activities etc.) ready. Name-tags will not be required but students need to have their first name as the name that can be viewed on their screens along with the color of their team. Teachers need to have the card assignment list (filled out), the scoresheet, and a writing utensil available. The teacher will admit the presenter 15 minutes prior to the presentation start to confirm details and responsibilities. Once ready, the teacher will admit the students and introduce the presenter to the students.***

Arrive **5 minutes prior** to your presentation start time (the time provided on your online itinerary and confirmed through your latest reminder e-mail from California Weekly Explorer). Your presenter will be expecting you at this time. Arrange students in their assigned teams, with **Name Tags** (Section 3-b: p. 11, *Materials for the Teacher*, p.19 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.



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

- **Card Assignment List (filled out) and back-up copies of Expert Word Cards, Character Cards, American Experiment Cards, and Battle Scene narration scripts** (*Materials for the Teacher*, p. 18, 23-36).
- Copies (one for each student) of **Liberty Bell Game Sheet** (*Materials for Duplication*, p. 40).
- **Score Sheet** (*Materials for the Teacher*, p. 21).
- **Enter Quietly Sign** (*Materials for the Teacher*, p. 22).
- 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 Liberty Bell 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 onto students.** (Section 3-b: p. 11, *Materials for the Teacher*, p. 19 or online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>)
- **Expert Word and/or Character and/or American Experiment Card(s)** (Section 4-a, p. 12; *Materials for Distribution*, p. 43-50).
- One copy per team of narrations for **Battle Scenes** (Section 5-b, p. 14; *Materials for Distribution*, p. 51-56).
- Pencil and a hard writing surface.
- Dressed in colonial historical attire
- Any necessary props for characters and/or battles.

**VIRTUAL:** Students will need a copy of their Expert Word, Character, and American Experiment card(s), a copy of the Liberty Bell 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 their first name and color of their team on individual screens. Battle scenes will not be enacted but a narration of each battle will be provided and will need to be assigned to a student on each team.

### **How will the presenter greet my students?**

Your presenter will greet you and your students outside of 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 American Revolution* 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 presentation start to confirm itinerary details (amount of students present, student needs etc.) and go over moderating instructions for teacher participation. Once complete, the teacher will admit the students and introduce the presenter to the students. The presenter will then start the *Walk Through American Revolution* 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 in the **Materials for the Teacher** (p. 21).

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 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 (*Materials for the Teacher*, p. 20) depicting proper room layout is provided in the preparation guide 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 is taking 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 flags on six-foot poles.
- **Students need to be absent** from the room during presentation **setup** and **breakdown**.
- **If a classroom is used**, all desks are 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 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. 20 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 **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 6'-table or 8'-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. Any student observers may be asked to leave the presentation room.

### 3-b: Teams and Name Tags

#### *How do I separate my class into teams?*

**Character Cards** and **Expert Cards** are already assigned to a team on the **Card Assignment List**, (*Materials for the Teacher*, p. 18). Once a student is matched with a **Character/Expert Card**, that student will be on the team listed beside it (red, white, or blue) on the card assignment list. If a student is assigned more than one card, the additional part needs to be of the same team color. The allocations on the **Card Assignment List** take into consideration the opportunity for even distribution of points during the presentation.

**VIRTUAL: Name tags are not required but teams and designated colors for teams will be needed. Students should have their first name as the name that can be viewed on the screens along with the color of their team.**

#### *Do I need to appoint a team leader?*

Yes, one student from each team is the **Team General (Leader)**. During the presentation, **Generals** could be asked to assist the presenter. You may have the **Generals** lead their team to organize and direct/narrate **Battle Scenes** (*Section 5-b*, p. 14; *Materials for Distribution*, p. 51-56).

**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. 19 and online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>)

**Name Tags** are the first step 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. Please have individual names with team color name on individual screens.**

#### **Do**

- See **Name Tag Instructions** for **Name Tag** sample (*Materials for the Teacher*, p. 19)
- Download and use *Name Tag Template* found here: <https://californiaweekly.com/teachers-2/useful-forms-template/>
- Print on light-colored red, white, and blue card stock according to the three teams.
- 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.
- Use Character names.
- Have students make their own.
- 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 the colonial period of America or as a character from their **Battle Scene**. (*Section 5-b*, p. 14; *Materials for Distribution*, p. 51-56). 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 a jacket or hat to wear for a second character or battle scene.



### **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 here: <https://californiaweekly.com/studentsparents/walkthrough-american-revolution/costume-ideas/> We do not encourage spending money, but sometimes students do rent or purchase their attire.

Ideas teachers have used in the past:

- Boys wear a tri-cornered hat made of black construction paper and/or powdered wigs using backward baseball caps and cotton balls.
- Girls wear bonnets made of white construction paper or fabric.
- Boys pin paper dollies onto their shirts to give a ruffled shirt look and wear white baseball pants with long socks.
- Girls wear old-fashioned dresses.

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

**Yes.** Students with **Character Cards** (Section 4-a, p. 12; *Materials for Distribution*, p.45-49). are awarded additional points for bringing props. Teams may also use props and set pieces in their **Battle Scenes** (Section 5-b, p. 14, *Materials for Distribution*, p. 51-56). (The presenter will supply toy muskets, a stick horse and one toy sword. Do not allow students to bring toy guns to school. If toy muskets brought by the presenters conflicts with school policy, please contact our Field Manager at [programs@californiaweekly.com](mailto:programs@californiaweekly.com) or 714-247-2250 ext 1003.

**Battle Scene** props may be brought in prior to the presenter's arrival and placed off to one side of the room or brought in by the students at the time of the presentation. **Character Card** props should be in the hands of students when they arrive in their team lines. Please do not have **Character Card** props already in the presentation room, as this will cause delays in presentation start time. Suggested props are underlined on each **Character Card**.

**Virtual: Students with Character Cards will receive additional points for showing their prop during the virtual presentation. Battle scenes will not be enacted but a narration card of each battle will be provided and will need to be assigned to a student on each team. Points will be awarded for reciting the Battle Scene narration cards.**

## **Section 4: The Cards**

### **4-a: Expert Word, Character, and American Experiment 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. 18). Distribute all **Expert Word, Character, and American Experiment Cards** (*Materials for Distribution*, p. 43-50) 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 the day of the presentation, 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. The presentation is **not** designed for every student participant to be assigned a **Character Card** unless the class size allows. The students portraying *John Hancock*, *Thomas Jefferson*, *Benjamin Franklin*, and *John Adams* will receive both an **American Experiment Card** and a **Character Card**.

For small 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/>

#### **What are the differences between the cards?**

**Expert Word Cards** are green cards with vocabulary words from the time of the American Revolution. **Character Cards** are blue cards that represent people from American history recited in the first person. **American Experiment Cards** are yellow, **two-sided** cards with excerpts from the Declaration of Independence and are read by the characters who were members of the Committee of Five designated to write the *Declaration of Independence*. These include the characters (blue cards) of *John Hancock*, *Thomas Jefferson*, *Benjamin Franklin*, and *John Adams*. Two **American Experiment Cards** that do not have additional **Character Cards** (blue cards) are *Roger Sherman* and *Robert Livingston*.

### ***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 **American Experiment Cards**, 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.**

### ***How will American Experiment Cards be presented?***

This section of the presentation is like a play within a play. Your presenter calls the students up and **arranges them in a specific way** to depict the reading of the **American Experiment**. No setup arrangements need to be made prior to the presentation on the part of the students or teacher. The presenter will guide the students through the process. However, students do need to **practice reading or memorizing** the text, so they can pronounce the difficult words clearly. The wording is taken directly from the *Declaration of Independence*, so it can prove challenging. The students can memorize these cards if they would like, but it is not necessary. Some sections are paraphrased to make it more understandable for your students. We preserved some of the original capitalization.

The second part will be read by all six students in unison. Please have students practice reading out loud the second part together in unison prior to the presentation.

**VIRTUAL: Students will be guided by the presenter on presenting the American Experiment in virtual format.**

### ***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, Character, and American Experiment Cards** (*Materials for the Teacher*, p. 23-30) in case students forget.

**VIRTUAL: Teachers and students can utilize a digital copy of the Cards.**

### ***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, you 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 who are 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 coat that can be added quickly). Variations to this order may take place. Speak directly with your presenter prior to presentation for questions or verification of order.

## **4-b: Earning Points**

### ***How do students earn points?***

One way to earn points is by student presentation of **Cards**. Students assigned **Expert Word Cards** can dress in historical colonial attire to represent their team 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. 11). 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. Students in the **American Experiment** will earn points for overall performance. Teams will also earn points for **Battle Scenes** based on creativity, organization, and props/set pieces provided.

**VIRTUAL: Other students will not be able to help with acting. Battle scenes will not be enacted but a narration card of each battle will be provided and will need to be assigned to a student on each team. Points will be awarded for reciting the Battle Scene narration cards.**

The presenter will award points for the scorekeeper to notate and maintain a running total (*Materials for the Teacher*, p. 21)

## Section 5: *The Activities*

### 5-a: Liberty Bell Game Sheets

#### *What are Liberty Bell Game Sheets?*

**Liberty Bell Game Sheets** (*Materials for Duplication, p. 40*) 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 game sheets. If time permits, a Lightning Round will be played when students earn team points by recalling the material presented.

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

Make copies of **Liberty Bell Game Sheet** (*Materials for Duplication, p. 40*) for all students participating. Students should not see these before the day of the presentation. Give the sheets to your presenter prior to the start of presentation. Students need a pencil (not a pen) and a hard surface to write on (such as a clipboard or book). Provide additional pencils to replace those that break.

**VIRTUAL:** *Teacher will need to provide a copy of the Liberty Bell Game Sheet to each student prior to the presentation day. Students will need to have a writing utensil available.*

### 5-b: Battles of the American Revolution

#### *Are teams designated a Battle Scene?*

Each **Battle Scene** (*Materials for Distribution, p. 51-56*) has been assigned to a specific team notated on **Battle Scene** narration scripts.

#### *How do I prepare my students for their Battle Scenes?*

Assign one strong reader from each team to be the narrator for their battle. This can also be the students you have chosen as **Team Generals (Leaders)**.

Distribute **Battle Scenes** to **Team Generals (Leaders)** about two weeks prior to the presentation and go over the instructions written on their battle scene with them. **Generals** can assign parts and lead rehearsals. There is one narrator for each battle who reads the script as the rest of the team acts out the battle as described. Stage directions are in parentheses to help the teams enact the battle. The stage directions are for rehearsal only, and **not** meant to be read during the performance. The presenter will provide toy muskets, one plastic sword, and one stick pony. Other props and set pieces are to be provided by the teams. Points will be awarded for organization and clarity. Please provide your students with adequate rehearsal time.

**VIRTUAL:** *The teacher will be provided with a narration card in place of the battle scene. Narration cards will need to be assigned to a student on the team designated for that battle. Points will be awarded for reciting the battle narration cards. Props will not be needed.*

### 5-c: “Star-Spangled Banner”

If time allows, your students will be led in singing our **National Anthem** (*Materials for Duplication, p.41*). Please make a copy of the lyrics for each student and familiarize them with the words.

**VIRTUAL:** *If time allows, students will be participating in singing the Star-Spangled Banner and can reference a digital copy of the lyrics to the national anthem or the teacher can provide a copy to each student prior to the presentation.*

## Section 6: *The Follow-up*

### 6-a: Certificates

Your presenter will hand you first-place and participatory certificates on the day of the 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**

Research colonial currency or monetary systems such as bartering, trading, wampum, specie, commodity money or cash crops, and foreign currencies.

Create a bar graph comparing populations of the 13 colonies to their current populations.

### **Language Arts**

Write a letter to a Tory or the British Parliament to convince them of the importance of American independence from England.

Make a mini vocabulary book defining the Expert Words discussed in the *Walk Through*. Define each word, write it in a sentence, and draw a picture to show its definition.

### **Social Science**

Create a class timeline of the events leading up to and during the Revolution. Students research important events including the date, location, and the main people involved.

Learn the history and symbolism of flags such as the Bedford, Culpepper, Gadsden, Grand Union, Navy Jack, Betsy Ross, Stars and Stripes, Bennington, and Washington Cruiser.

### **Science**

Investigate Benjamin Franklin's inventions (bifocals, lighting rod, odometer, Franklin stove, and catheter) and scientific discoveries (electricity, Daylight Savings, fire department).

Research colonial gardens. Design a colonial garden and create a diagram of it. Include fruits, vegetables, herbs, flowers, and hedges. Consider planting a class garden.

### **Art**

Practice writing with a quill pen. Have an adult make a quill pen by cutting the tip of a large feather at an angle. Dip into thinned tempera paint. Use historical documents as examples of fancy cursive letters.

Create *Walk Through the American Revolution* trading cards. Include information about the characters such as their birthdates, places of birth, achievements, and anything else that seems important.

### **Drama**

Write a play that illustrates what would happen when your *Walk Through* character is transported to the present. Describe your character's reactions to life in America today.

Create a scene where *Walk Through* characters interact with each other and talk about their lives during the Revolution.

### **Technology**

Produce a digital slideshow of your *Walk Through* experience, or life as an American patriot during the Revolutionary War.

Use a computer to create a colonial newspaper. Include interviews with patriots, advertisements, advice columns, editorials, and political cartoons.

Visit <https://californiaweekly.com> 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](http://www.californiaweekly.com) for more information, to create an online account, and to reserve *Walk Through* presentations.



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*MATERIALS*  
*FOR*  
*THE TEACHER*

*CARD ASSIGNMENT LIST, p.18*

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*DUPLICATE AMERICAN EXPERIMENT CARDS, p.30*

*DUPLICATE BATTLE SCENES, p.31-36*

## CARD ASSIGNMENT LIST

See Section 4-a, p. 12, Expert Cards, Character Cards, and American Experiment Cards for clarification and instructions.

Cards To Assign	Student Name	Team Color
BENEDICT ARNOLD		RED
COERCIVE ACTS		RED
CRISPUS ATTUCKS		RED
CUSTOMS, TARIFFS		RED
DEBORAH SAMPSON		RED
DECLARATORY ACT		RED
GENERAL CHARLES CORNWALLIS		RED
GENERAL ROCHAMBEAU		RED
KING GEORGE III		RED
MARY LUDWIG HAYS		RED
MERCY OTIS WARREN		RED
PARLIAMENT		RED
ROBERT LIVINGSTON (yellow card only)		RED
STAMP ACT		RED
THOMAS JEFFERSON (blue & yellow cards)		RED
ABIGAIL ADAMS		WHITE
BENJAMIN FRANKLIN (blue & yellow cards)		WHITE
THE GASPEE		WHITE
JOHN ADAMS (blue & yellow cards)		WHITE
JOHN PAUL JONES		WHITE
MARQUIS DE LAFAYETTE		WHITE
MARY DRAPER		WHITE

Cards To Assign	Student Name	Team Color
NANCY MORGAN HART		WHITE
PATRICK HENRY		WHITE
PAUL REVERE		WHITE
PROCLAMATION		WHITE
QUARTERING ACT		WHITE
TORIES, LOYALISTS		WHITE
WRITS OF ASSISTANCE		WHITE
BETSY ROSS		BLUE
CONTINENTAL CONGRESS		BLUE
DECLARATION OF INDEPENDENCE		BLUE
GEORGE WASHINGTON		BLUE
JOHN HANCOCK (blue & yellow cards)		BLUE
LYDIA DARRAGH		BLUE
MARTHA WASHINGTON		BLUE
MILITIA/ MINUTEMEN		BLUE
NATHAN HALE		BLUE
PHILLIS WHEATLEY		BLUE
ROGER SHERMAN (yellow card only)		BLUE
SAMUEL ADAMS		BLUE
SONS OF LIBERTY		BLUE
THOMAS PAINE		BLUE
TOWNSHEND ACT		BLUE



## NAME TAG INSTRUCTIONS

DON



- A name tag template is available to download at [www.californiaweekly.com](http://www.californiaweekly.com).
- Each student has to have a **light-colored, large name tag** that matches his or her team color (red, white, or blue).
- 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—  
 red, white or blue

**DON**

(Student's Name)

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

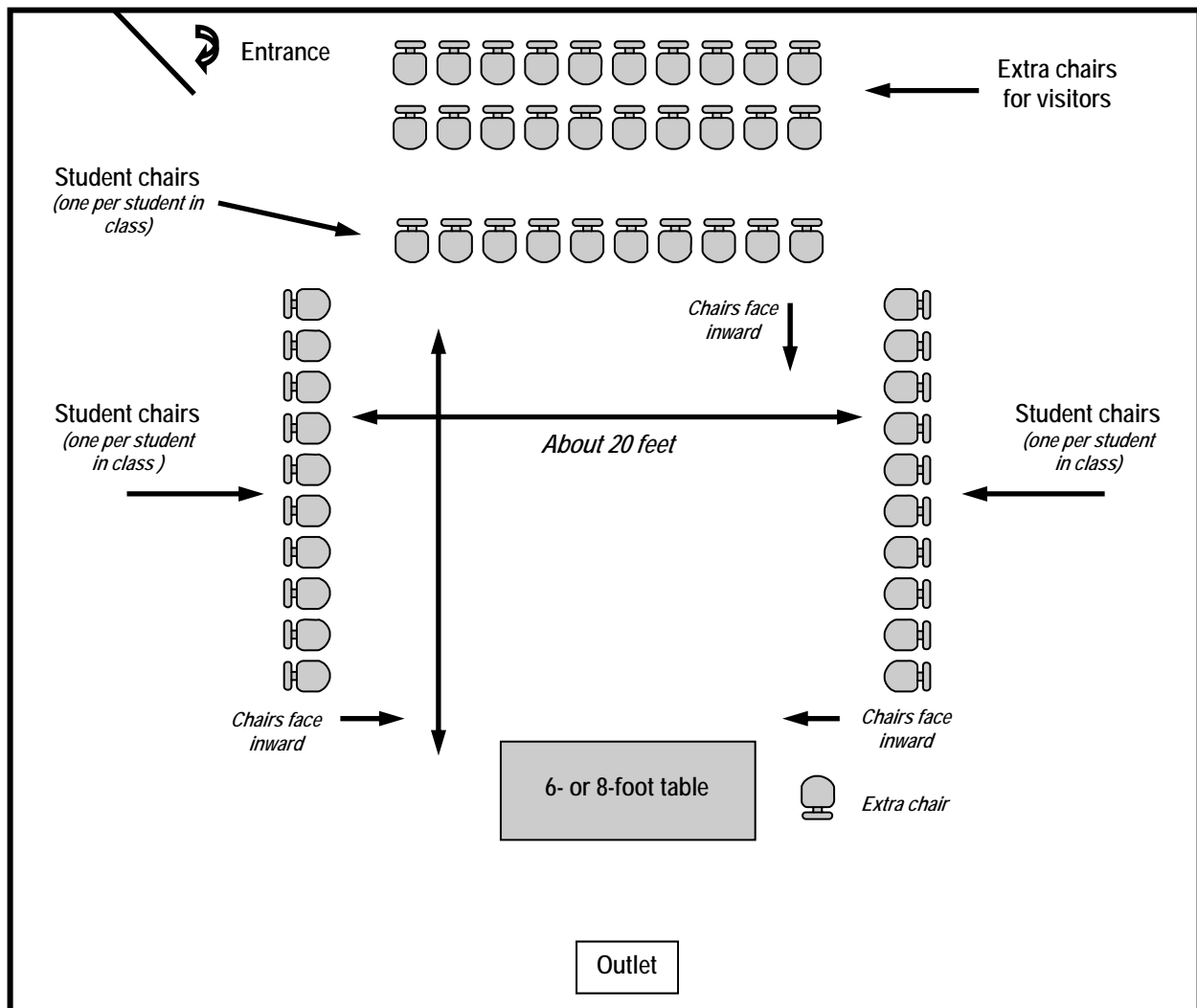


## ROOM SETUP

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 6-foot or 8-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*

*Red Coats*

*White Tories*

*Blue Rebels*

*PLEASE  
ENTER  
QUIETLY*



**WALK THROUGH THE  
AMERICAN REVOLUTION<sup>®</sup>**

*PRESENTATION  
IN  
PROGRESS*



*Please Silence  
Cell Phones*

**EXPERT WORD CARDS**

(Green Cards)

Sheet 1 of 2

**Parliament**

Parliament is the supreme governing body in England with the power to raise taxes and adopt laws.

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**Proclamation**

A proclamation is an official document or paper that declares or announces something so that other people will know. The Proclamation of 1763 stated that the colonists could no longer move west into Indian territory.

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**Customs, Tariffs**

Customs or tariffs are special taxes placed on items that are taken into or out of a country.

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**Writs of Assistance**

A writ of assistance was a legal document that served as a general search warrant. This allowed the British to search a colonial home or ship for smuggled items or weapons without good reason.

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**Stamp Act**

The Stamp Act was a decision by the British Parliament to tax the American colonies on legal papers, newspapers, and other documents such as books and pamphlets. It was overturned a year later.

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**Sons of Liberty**

The Sons of Liberty were a secret group of colonial men who took action against the unfair acts of Parliament. They helped to fight the British Stamp Act and got it overturned.

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**Declaratory Act**

The Declaratory (De-clar-a-tory) Act declared that the British Parliament had complete control over the American colonies. The colonists had to obey all laws imposed by the British no matter what.

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**Townshend Act**

The Townshend (Town-zuhnd) Act was an act placed on the colonists shortly after the Stamp Act was overturned. These laws stated that the British had the right to tax the colonies.

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**EXPERT WORD CARDS**

(Green Cards)

Sheet 2 of 2

**The Gaspee**

The Gaspee was a British ship that was used to chase colonial smugglers. In June of 1772, the ship crashed off the shore of Rhode Island and the colonists who lived there set her on fire.

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**Coercive Acts**

The Coercive (Koh-ur-siv) Acts were used by the British to try and restore order in Massachusetts after the Boston Tea Party. The colonists nicknamed them the Intolerable Acts.

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**Quartering Act**

The Quartering Act of 1774 was one of the Coercive Acts. This act applied to all colonies and stated that the British troops could live and eat in colonial homes without the owners' permission.

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**Continental Congress**

The Continental Congress was made up of delegates from each colony. These men assembled to solve the problems caused by the British.

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**Militia/Minutemen**

A militia (mi-lish-uh) is a group of regular citizens who serve as soldiers in times of emergency. The Minutemen were a group of skilled fighters of the militia, who agreed to fight for the independence of America and would be ready to do battle with only a minute's notice.

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**Declaration of Independence**

The Declaration of Independence is a document that was written by delegates of the Second Continental Congress. This explained to the British why they wanted to be a free and independent country.

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**Tories, Loyalists**

Tories or loyalists were a group of people living in America who felt it was wrong to go against the instructions of the King of England.

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## CHARACTER CARDS

(Blue) Sheet 1 of 5

### Abigail Adams

Hello, my name is Abigail Adams. I am the wife of John Adams, our second president, and mother of John Quincy Adams, our sixth president. I strongly supported education for women, even though I had no formal schooling. I worked hard to become a strong reader and writer. During the war, I managed our farm, taught our children, and expressed my political views in letters written to my husband.

**Performance Instructions:** *Dress as a colonial woman and carry an old-looking letter as if it were written from Abigail to her husband, John. After speaking, give the letter to the student playing John Adams.*

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### Benedict Arnold

Hello, my name is Benedict Arnold. I am infamous for being one of the worst traitors in American history. I am angry at General Washington and Congress because I was not promoted and did not receive the money I felt I deserved. With help from Major André, a British officer, I sold secrets about American troops and movements to the British for twenty thousand pounds. I flee America and escape to England but never receive the full amount of money I was promised.

**Performance Instructions:** *Dress as an American General and carry some folded papers as if they are secrets. After speaking, sneak over to the RED team and give the papers to one student.*

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### Benjamin Franklin

Hello, my name is Benjamin Franklin. I am one of the most famous Americans during the Revolution. I am an inventor, patriot, ambassador, and even the first postmaster general. The lightning rod was one of my most important inventions. I am also the oldest signer of the Declaration of Independence. During the war, I go to France many times to ask for the assistance of French troops, ships, and money to help defeat the British.

**Performance Instructions:** *Dress as a colonial man and carry a cane. While speaking, walk around using your cane for support. Costume note: usually Benjamin Franklin is depicted with a bald head and spectacles.*

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### Betsy Ross

Hello, my name is Betsy Ross. I am known for sewing the first official American flag. My grandson told the story of how George Washington and two other men of Congress came to my house asking for my help. Washington showed me a design of a 6 pointed star, but I took a piece of paper, folded it, and with a single snip of my scissors produced a symmetrical 5 pointed star! Congress adopted the national flag on June 14, 1777 and that day is now known as Flag Day.

**Performance Instructions:** *Dress as a colonial woman and carry a picture of a 5 pointed star. After speaking, hold up the picture and turn to salute the Betsy Ross flag (presenter will have on display).*

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### Crispus Attucks

Hello, my name is Crispus Attucks. I am an African American man who was one of the first patriots killed in the early fight for independence. I was a tradesman and a rope maker at the docks in Boston. On March 5, 1770, when the British soldiers were mistreating colonists, I was on the front lines of the march against them. When somebody in the crowd yelled "Fire!" I was shot by the British. This event became known as the Boston Massacre. After my death, patriots reminded each other about my brave sacrifice.

**Performance Instructions:** *Dress as a colonial man and carry a paper snowball. After speaking, throw it. Then fall down as if you were shot.*

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### Deborah Sampson

Hello, my name is Deborah Sampson. As a young woman, I dressed myself up as a soldier named Robert to fight in the Continental Army. I was wounded twice, but no one found out that I was a woman. When a doctor discovered my secret, I was released honorably from the military. After the war, with help from Paul Revere, congress granted me retirement money for my service. Later I became a teacher and enjoyed retelling my experiences as a soldier.

**Performance Instructions:** *Dress like a soldier with a bandaged leg and carry a pretend musket (provided by presenter). After speaking, limp back to your chair as if you were hurt from your injury.*

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## CHARACTER CARDS

(Blue) Sheet 2 of 5

### General Charles Cornwallis

Hello, my name is General Charles Cornwallis. I am the last leader of the British troops during the American Revolutionary War. I will direct the fighting in the southern colonies and defeat many of the colonial forces and march north. My troops and I will become surrounded in Yorktown, Virginia, and after many days of fighting, I will surrender. This loss will win the war for the Americans.

**Performance Instructions:** *Dress like a British general and carry a white flag and a pretend sword. Speak with a British accent. After speaking, wave the white flag and say "I surrender!"*

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### General Rochambeau

Bonjour, my name is General Rochambeau (RO-sham-BO). I am the French military leader who assisted the Americans in defeating the British leader, General Lord Charles Cornwallis, at the Battle of Yorktown in October 1781. With the combined efforts of General Washington's 8,845 troops and my 7,800 men, we surrounded the British and forced them to surrender.

**Performance Instructions:** *Dress like a French general and carry a pretend sword. Speak with a French accent. After speaking, walk up to General Charles Cornwallis, hold out your hand and say, "Hand me your sword!"*

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### George Washington

Hello, my name is George Washington. I am known for many things: farmer, surveyor, and Commander in Chief of the Continental Army. I come from a good family and have worked hard all my life. I fought many battles alongside my troops and even helped to finance the Continental Army and Navy. After the war I will become the first elected president of the United States of America.

**Performance Instructions:** *Dress as a Colonial general and carry a pretend sword. After speaking, raise up your sword and say, "First in battle, first in peace, and first in the hearts of my countrymen!"*

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### John Adams

Hello, my name is John Adams. I played a leading role in the adoption of the Declaration of Independence. My wife, Abigail, and I were outspoken on the separation from Great Britain. I was the first vice president of our new country and was elected the second president of the United States in 1797. I died on July 4, 1826, at the age of 90. Thomas Jefferson died that same day.

**Performance Instructions:** *Dress as a colonial man and carry a copy of the Declaration of Independence. After speaking, hold the copy of the Declaration up in the air and say, "Thomas Jefferson still survives!"*

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### John Hancock

Hello, my name is John Hancock. I am a delegate from Massachusetts who served as the president of the Continental Congress from 1775 to 1777. I signed my name very large on the Declaration of Independence, some say so that King George III wouldn't have to wear his glasses to see my name. The British considered Samuel Adams and me to be the most dangerous American revolutionaries.

**Performance Instructions:** *Dress as a colonial man and carry a feather pen and copy of the Declaration of Independence. After speaking, pretend to sign your name very large on the Declaration.*

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### John Paul Jones

Hello, my name is John Paul Jones. I am one of America's first great naval officers. My flagship, *Bonhomme Richard* (BOHN-uhm REE-shard), attacked a British fleet in September 1779. When my ship began to sink and the British demanded my surrender, I shouted, "I have not yet begun to fight!" We went on to capture the British ship and win the battle. I later became one of the founders of the U.S. Navy.

**Performance Instructions:** *Dress like a colonial sailor and carry a pretend sword. After speaking, hold up your sword and say, "I have not yet begun to fight!"*

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## CHARACTER CARDS

(Blue) Sheet 3 of 5

### King George III

(King George the Third)

Hello, my name is King George the Third. I am the leader of the British Empire. I feel that the colonies that England has set up are under my control. The Americans dare to demand certain freedoms, but I will not hear of it! My advisors will pass laws in Parliament to tax the colonies, and if the rebels continue to cause problems, I will send troops to America to stop the Revolution!

**Performance Instructions:** Dress as a British king, wear a crown, and carry a scepter. Speak with a British accent. While speaking, walk around acting like a royal leader. At the very end, stomp your foot on the ground!

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### Lydia Darragh

Hello, my name is Lydia Darragh. British troops were having a meeting in my home when I overheard their plans of an attack for the next day at Whitemarsh, Pennsylvania. The next morning, I will pretend to go get flour, cross the British lines, and warn the American troops about the surprise attack. When the British arrive, the Continental Army will be ready for battle and defeat the redcoats.

**Performance Instructions:** Dress as a colonial woman and carry an empty sack marked Flour with paper "secrets" inside. While speaking, sneak over to the BLUE team, reach into the sack, pull out the papers, and give them to one of the students.

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### Marquis de Lafayette

Bonjour, my name is Marquis (Mar-KEY) de (day) Lafayette (La-fay-ET). I am a Frenchman who heard about the American fight for independence. I wanted to help, so I volunteered to join the fight for freedom. General Washington was very pleased to have my help. I was wounded at the Battle of Brandywine and went back to France a hero. There, I helped to convince the king of France to join the fight and help the Americans. I also spent much of my own fortune to help the American army.

**Performance Instructions:** Dress as a colonial man and carry a bag of pretend money. Speak in a French accent. After speaking, give the bag to George Washington and shake his hand.

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### Martha Washington

Hello, my name is Martha Washington. I am from Virginia and the wife of George Washington. Instead of staying home during the war, I supported my husband and the troops in the battlefield. I spent the cold winters at Valley Forge and Morristown. While there, I organized the women of the camp to help sew shirts, knit socks, and mend clothes. My presence lifted the spirits of my husband and the soldiers.

**Performance Instructions:** Dress as a colonial woman and carry a pair of socks. After speaking, walk over and give the socks to the student playing George Washington.

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### Mary Draper

Hello, my name is Mary Draper. I wanted to help the Continental Army during the Revolution so I decided to melt down all of my family heirlooms (air-looms). They were pewter items, and made wonderful musket balls for the soldiers. I know my things are important to me, but so are the freedoms for which we are fighting.

**Performance Instructions:** Dress as a colonial woman and carry small metal objects. After speaking, kneel down and pretend to melt them down in a fire to make musket balls.

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### Mary Ludwig Hays

Hello, my name is Mary Ludwig Hays. I am from New Jersey and want to help the soldiers fight in the Revolutionary War. I will haul water to the weary men on the battlefield. The men call me Molly Pitcher. I wonder if this name will stick with me for the rest of my life? When my husband is wounded, I will take his place behind his cannon and fire round after round at the British.

**Performance Instructions:** Dress as a colonial woman and carry a plastic pitcher. After speaking take the pitcher to the BLUE team and pretend to pour out water for them.

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## CHARACTER CARDS

(Blue) Sheet 4 of 5

### Mercy Otis Warren

Hello, my name is Mercy Otis Warren. I am a famous female author. Through my letters I advised many of our Founding Fathers, including George Washington and John Adams, and was good friends with both their wives. My works had a great influence on bringing awareness to women's issues and furthering America's cause. Drawing on my personal experience and notes, I wrote the first history of the American Revolutionary War, published in 1805.

**Performance Instructions:** Dress as a colonial woman and carry a book with the title, "History of the Rise, Progress, and Termination of the American Revolution." After speaking, pretend to autograph your book!

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### Nancy Morgan Hart

Hello, my name is Nancy Morgan Hart. I fought battles of the Revolution in my own home. Five Tories came to my house, demanding a meal. I tricked them by giving them drinks (**hand a boy on your team a cup**) and started taking their muskets (**take his musket, provided by presenter**). When they discovered my plan, I held them at gunpoint. I sent my daughter to get help to take away my prisoners.

**Performance Instructions:** Dress as a colonial woman and bring 1 paper cup. While speaking, have 1 boy and 1 girl from your team help you. The presenter will provide a toy musket for the boy. After speaking, tell your daughter to go get help. Have her shout, "Help! Help!". Practice beforehand!

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### Nathan Hale

Hello, my name is Nathan Hale. I was born in Connecticut. I was athletic, intelligent, religious, and kind. I graduated from Yale at the age of eighteen! As a captain in the Continental Army, I volunteered to go behind enemy lines, as a schoolteacher, to spy on the British. I was captured, and on September 22, 1776, at 21 years old, I was executed. Courageous to the end, I said, "I only regret that I have but one life to lose for my country."

**Performance Instructions:** Dress as a colonial man and carry school books. After speaking, have two boys from the RED team come and take you back to your seat. Practice beforehand!

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### Patrick Henry

(Be prepared for the program presenter to interrupt you at the moments indicated in parentheses; pause for interruption before continuing with speech.)

Hello, my name is Patrick Henry. "If we wish to be free, we must fight! (pause) I repeat, sir, we must fight! (pause) An appeal to arms and to the God of Hosts is all that is left to us. (pause) If this be treason, make the most of it! (pause) Shall we resort to entreaty and humble supplication? (pause) Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? (pause) Forbid it, almighty God! I know not what course others may take, but, as for me . . . give me liberty or give me death!"

**Performance Instructions:** Dress as a colonial man and carry a copy of your speech. Speak and gesture dramatically while reciting.

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### Paul Revere

Hello, my name is Paul Revere. I am famous for riding a horse to warn the Minutemen. I, along with William Dawes and Samuel Prescott, spread the alarm that the British Regular Army was coming. The colonists armed themselves against the British troops and fought in the battles at Lexington and Concord. I was stopped by the British a few miles beyond Lexington and never made it to Concord.

**Performance Instructions:** Dress as a colonial man. The presenter will hand you a stick horse. After speaking, ride around on the horse and shout over and over "The Regulars are out!" Have two students from the RED team stop you and take away your horse. Practice beforehand!

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### Phillis Wheatley

Hello, my name is Phillis Wheatley. I was one of America's first poets and the first African American to publish a book. Despite living as a slave, I had a good education, and I soon learned Greek and Latin. I was only 13 years old when my first poem was published. I wrote poems about my Christian faith, famous people, and the Revolution. I even wrote a poem about George Washington. He enjoyed it so much, I was invited to read it to him. I gained my personal freedom and was a strong supporter of freedom for the colonies.

**Performance Instructions:** Dress as a colonial woman and carry a copy of one of your poems. After speaking, hand it to the student playing George Washington.

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**CHARACTER CARDS**

(Blue) Sheet 5 of 5

**Samuel Adams**

Hello, my name is Samuel Adams. To protest taxes imposed by the British Parliament, I organized the Boston Tea Party. As a delegate from the colony of Massachusetts, I signed the Declaration of Independence. I wrote many articles in Boston newspapers to stir up the emotions of the Americans on the idea of freedom from Great Britain. After the war, I became the Governor of Massachusetts.

**Performance Instructions:** *Dress as a colonial man and carry cardboard boxes labeled TEA. After speaking, toss the boxes into the "Boston harbor" one at a time.*

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**Thomas Jefferson**

Hello, my name is Thomas Jefferson. I am the main writer of the Declaration of Independence, as well as our third president. I was a shy law student when the idea of independence was being considered. I was a farmer, an inventor, and the creator of the American coin system. I started the Library of Congress, the University of Virginia, and the Democratic party. As president, I authorized the Louisiana Purchase, which doubled the size of the country.

**Performance Instructions:** *Dress as a colonial man and carry a poster with a picture of a large nickel and your face on it. After speaking hold up your poster and say, "Let's move West!"*

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**Thomas Paine**

Hello, my name is Thomas Paine. I was born in England, but wrote a pamphlet called *Common Sense*, which talked of freedom from Britain. I also wrote *The American Crisis*, which General Washington read to his troops to encourage them in their fight for independence. **(Speak the following with strong feeling)** "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis shrink from the service of the country. Tyranny, like hell, is not easily conquered." **(End with your fist in the air!)**

**Performance Instructions:** *Dress as a colonial man and carry a book labeled "The American Crisis". Follow acting instructions within your speech.*

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## AMERICAN EXPERIMENT CARDS (Yellow) Front-First Part

See card instructions under section 4 a, p. 9.

### John Hancock

(First Part)

Gentlemen . . . as President of the Second Continental Congress, I say we need to let KING GEORGE III of England know how we feel. We have discussed many of the things that the King has done to upset us, such as the Quartering Act, the Proclamation of 1763, and Taxation without Representation. I have asked THOMAS JEFFERSON to head a committee to write a document explaining that we want to be a free and independent country.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #1  
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### Thomas Jefferson

(First Part)

Here is how I started the new document: When in the course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #2  
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### Benjamin Franklin

(First Part)

It continues with a declaration of our rights as free men. We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by the Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #3  
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### Roger Sherman

(First Part)

That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #4  
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### Robert Livingston

(First Part)

We have included examples of the evil things that King George has done to us. He has sent armies over to America, even though there is peace. He has taken our laws away from us and our rights to live the way we want. He has refused to let other people from other lands come to America, and has sent his own new officials to watch over us. He has told the Indians to riot, attack, and kill Americans. He even protects his soldiers when they are guilty of crimes, such as murder!

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #5  
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### John Adams

(First Part)

After listing our complaints, we have given our statement of Independence: We, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intention, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are, and of Right ought to be Free and Independent States.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #6  
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## BATTLE SCENE

# LEXINGTON & CONCORD

### (WHITE TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups: the Colonial Minutemen and the British soldiers. There are a few characters from the list below to be assigned also. The person on your team who is already assigned the Paul Revere Character Card should be playing Paul Revere in your battle as well.

Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

#### **Set Pieces – prepared beforehand by students**

*Cardboard bushes (also used in Battle of Yorktown)*

#### **Props**

*Toy muskets and a stick horse are provided by presenter*

*When practicing, pantomime using props. The actual props will be given to your team right before your battle.*

#### **Characters**

**One Narrator** *(DO NOT read what is in the parentheses out loud! This is for staging help only.)*

*British Soldiers*

*Colonial Militia/Minutemen*

*Paul Revere (same student with blue Character Card)*

*Captain Parker*

*Minuteman #1 & Minuteman #2*

## LEXINGTON & CONCORD

**All Minutemen:** *(Asleep on one side of presentation area beside bushes, muskets next to them)*

**British soldiers:** *(Standing, lined up shoulder to shoulder, marching in place, facing the audience)*

**Narrator:** Even though there had been some Americans killed at the Boston Massacre five years earlier, the Battles of Lexington and Concord were the first battles of the American Revolution. The Battles happened on April 19, 1775. The British were planning on arresting Samuel Adams and John Hancock in Lexington, but Paul Revere rode his horse to warn the town that the Regular British Army was marching into the area.

**Paul Revere:** *(Comes from outside the presentation area, rides on a horse toward the sleeping Minutemen while shouting the following...)* The Regulars are out!! The Regulars are out!!  
*(Rides off the presentation area, still shouting...)* The Regulars are out!! The Regulars are out!!

**All Minutemen:** *(Wake up, stand quickly and load muskets. Aim muskets toward the marching British.)*

**Narrator:** The Americans stood in a flat field to defend themselves.

*(Continued on the back of page)*

LEXINGTON & CONCORD BATTLE SCENE  
SECOND PAGE

**British soldiers:** *(Stop marching, face the minutemen, and raise their muskets. Neither side fires muskets.)*

**Captain Parker:** *(Shouts!)* Don't fire unless fired upon!

**Narrator:** No one knows who fired the first shot.

**Everyone:** *(Yells!)* BANG! *(Both sides re-load and fire their muskets again.)* BANG!

**Minuteman #1:** *(Shouts!)* I've been hit! *(Falls to ground.)*

**Captain Parker:** *(Shouts!)* Minutemen Retreat! Retreat!

**Minuteman #2:** *(Helps minuteman #1 up)*

**All Minutemen:** *(Walk offstage, retreating)*

**British soldiers:** *(Jump up and down shout...)* Hooray! Hooray! Victory!

**Narrator:** Eight Americans were killed, and ten others were wounded.

**Narrator:** *(Yells!)* "CUT!" *(Team quickly sets up for Concord.)*

**British soldiers:** *(Stand shoulder to shoulder, march in place, face audience in original starting point.)*

**All Minutemen:** *(Hide behind bushes, ready to attack the British, face the audience,)*

**Narrator:** The British continued to march on to Concord to destroy weapons and ammunition they believed were stored in the area. When the British arrived in Concord, another battle happened.

**Everyone:** *(Yells!)* BANG! *(Both sides re-load and fire their muskets again.)* BANG!

**Narrator:** The Americans were defeating the British regulars.

**British soldiers:** *(Three British soldiers fall to the ground. Those standing yell...)* Retreat! Retreat!  
*(While yelling "retreat" they quickly exit the presentation area.)*

**All Minutemen:** *(Jump up and down, shout...)* We did it! Hooray! Victory!

**Narrator:** The British had to retreat about sixteen miles back to Charlestown. By the time they reached Charlestown, 73 British soldiers were killed, 174 wounded, and 26 others were missing. The Battle of Concord later became known as the "shot heard 'round the world."



## BATTLE SCENE

# TRENTON & VALLEY FORGE

### (BLUE TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups to depict The Battle of Trenton. One group will be the Continental Army and the other the German Hessians. After the Battle of Trenton, the entire team will depict the Continental Army at Valley Forge.

The person on your team who is already assigned the George Washington Character Card should play George Washington in your battle scene as well. Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

#### **Set Pieces – prepared beforehand by students**

Cardboard boat cutout for the crossing of the Delaware River

Pretend camp fire

#### **Props**

##### **Prepared beforehand by students:**

Book titled “American Crisis” by Thomas Paine for General Washington

Christmas presents for the German Hessians in Trenton

Blankets for Valley Forge

Strips of cloth to wrap feet for Valley Forge

Toy sword for General Washington (presenter will have one sword to borrow if needed)

##### **Provided by presenter:**

Toy muskets for colonial soldiers

#### **Characters**

**One** Narrator (DO NOT read what is in the parentheses out loud! This is for staging help only.)

Colonial soldiers

George Washington (same student with blue Character Card)

Soldier #1

German Hessians

## TRENTON & VALLEY FORGE

**George Washington:** (Wait on one side of the presentation area inside a cardboard boat, ready to & Colonial soldiers row across the Delaware River. Team can use muskets provided by presenter as pretend oars.)

**German Hessians:** (On the other side of the presentation area pass out Christmas presents and wish one another a Merry Christmas.)

**Narrator:** When most of the American and British troops stopped fighting for the winter, General Washington took advantage of the break to do a surprise attack. On Christmas night, 1776, Washington and the American soldiers rowed across the Delaware River.

(Continued on the back of page)



*TRENTON & VALLEY FORGE BATTLE SCENE*  
*SECOND PAGE*

**German Hessians:** *(Stop passing around gifts and lay down to sleep.)*

**George Washington:** We go to face the German Hessians! Be brave men! *(Hold sword high in the air!)*  
 Onward for Freedom!

**Colonial soldiers:** *(Yell...) FOR FREEDOM! (Soldiers row the boat toward the center of the presentation area.)*

**Narrator:** Once they were across, they marched on to Trenton and attacked the German Hessians (*HESH-INS*).

**Colonial soldiers:** *(Get out of the boat, face the audience, and form a semicircle around the sleeping Hessians. Raise toy muskets and point them toward Hessians.)*

**Soldier #1:** Wake up! You are surrounded!

**German Hessians:** *(Wake up and raise hands in surrender.)*

**Colonial soldiers:** *(Lead the Hessians out of the presentation area.)*

**Narrator:** The American army captured over 900 enemy soldiers. The Battle of Trenton was one of the first major American victories.

**Narrator:** *(Yells!) "CUT!" (Team quickly sets up for Valley Forge.)*

*(ALL students now represent colonial soldiers. They sit in a **semicircle** facing the audience with a campfire in front of them. They are very cold, sharing blankets and wrapping their feet in rags. Washington stands behind them, faces the audience with a book titled "American Crisis" by Thomas Paine in his hand.)*

**Everyone:** *(Yells!) "ACTION!"*

**Narrator:** The next winter, General Washington and his troops waited at Valley Forge for winter to end. The American soldiers did not have enough food or shoes for the cold. Many of the soldiers had to wrap their feet with rags because of the freezing weather. General Washington had to do many things to keep his troops inspired to fight.

**George Washington:** *(Shouts loudly from book so all can hear)* "These are the times that try men's souls!"

**Narrator:** Valley Forge was not a battle, but it was a very important part of the Revolution. Because of the courage and leadership of General Washington, the troops made it through this difficult winter.

**Everyone:** *(Stand and make a semicircle behind General Washington, with Washington in the center and all face the audience. Yell!) "Hip, Hip Hooray! Hip, Hip Hooray!"*



## BATTLE SCENE

# YORKTOWN

(RED TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups: the Continental Army and the British soldiers. The two people already assigned the characters of General Charles Cornwallis and General Rochambeau will also play them in the battle. You need to pick a student from **your team** to play the parts of George Washington, Benjamin Lincoln, and General O'Hara.

Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

### **Set Pieces – prepared beforehand by students**

*Cardboard bushes (also used in Battle of Lexington and Concord)*

### **Props**

#### ***Provided beforehand by students:***

*White flag for General Charles Cornwallis to surrender*

*3 toy swords for General Washington, General Rochambeau, and General Cornwallis (presenter will have **one sword** to borrow if needed)*

#### ***Provided by presenter:***

*Toy muskets*

### **Characters**

**One Narrator** (DO NOT read what is in the parentheses out loud! This is for staging help only.)

**Colonial soldiers & French soldiers**

*General George Washington & General Benjamin Lincoln (colonial)*

*General Rochambeau (French) (same student with blue Character Card)*

**British soldiers**

*General Charles Cornwallis (same student with blue Character Card) & General O'Hara*

## YORKTOWN

**British soldiers:** *(Sit in semicircle, face audience with toy muskets next to you, heads down, look very tired. Cornwallis is outside of presentation area.)*

**Colonial soldiers:** *(On the opposite side of the presentation area, hide behind bushes with muskets aimed as if in a battle. Narration begins...)*

**Narrator:** The American Revolutionary War had been going on for more than six years. The British were tired of fighting the Americans, as well as other people around the world. Their army and navy were split up and fighting in many places. The leader of the British troops, General Charles Cornwallis (CORN-WALL-ES), felt that he could win the war quickly.

**General Cornwallis:** *(March into the presentation area, stand beside your men, face the audience, raise sword high and yell...) ATTENTION!*

**British soldiers:** *(Grab muskets, quickly stand, form a straight line, shoulder to shoulder with muskets over left shoulders.)* *(Continued on the back of page)*

### YORKTOWN BATTLE SCENE, SECOND PAGE

- Narrator:** He invaded from the Southern Colonies and began to march his troops north. At the same time, the French navy attacked the British ships and defeated them.
- General Cornwallis:** *(Yell!) FORWARD! (March in front of your troops toward the colonial soldiers.)*
- British soldiers:** *(March in straight line behind Cornwallis, toward the colonial soldiers.)*
- Narrator:** The Americans, along with General Rochambeau (*RO-SHAM-BO*) and the French troops, attacked Cornwallis and his men in Yorktown, Virginia.
- Washington:  
& Rochambeau** *(Stand from behind bushes, raise swords in the air and together yell!)*  
ATTACK!!
- British soldiers:** *(Load muskets and fire.) BANG!*
- Colonial soldiers:** *(Load and fire muskets.) BANG!*
- British soldiers:** *(All fall to ground except for General Charles Cornwallis and General O'Hara.)*
- Narrator:** After days of fighting, they surrounded the British and forced them to surrender.
- Colonial soldiers:** *(Form a semi-circle with Cornwallis and O'Hara in front. All face the audience. Soldiers hold Cornwallis and O'Hara at gunpoint.)*
- Cornwallis & O'Hara:** *(Place swords down on the floor, face audience.)*
- Cornwallis:** *(Raise a white flag high in the air, wave it and yell...) WE SURRENDER!*
- Narrator:** Cornwallis was so ashamed of losing the war that he sent his second in command, Brigadier (*BRIG-A-DEER*) General Charles O'Hara, to surrender.
- Cornwallis:** *(Hand your sword to O'Hara, and point toward General Washington. Then, sit on the floor and hang your head in shame.)*
- British &  
Colonial soldiers** *(Exit presentation area.)*
- O'Hara:** *(Take the sword of Cornwallis over to General Washington, General Rochambeau, and Benjamin Lincoln who face the audience and stand in a straight line.)*
- Narrator:** General O'Hara tried to give the sword to General Rochambeau, who refused to accept it.
- O'Hara:** *(Get down on one knee beside Rochambeau and offer up the sword.)*
- Rochambeau:** No! I will not take the sword. *(Shake your head and point to Washington.)*
- O'Hara:** *(Get down on one knee beside Washington and offer up the sword.)*
- Narrator:** General Washington also refused to take it!
- Washington:** No! I will not take the sword. *(Shake your head and point to Benjamin Lincoln.)*
- O'Hara:** *(Get down on one knee beside Benjamin Lincoln and offer up the sword.)*
- Narrator:** Washington had Brigadier General Benjamin Lincoln, **HIS** second in command, accept the sword.
- Benjamin Lincoln:** I will take the sword of surrender! *(Take the sword.)*
- Narrator:** Then the war was over! *(American soldiers cheer and celebrate!)*
- Those on Stage:** *(Raise swords in the air and yell!)* THE UNITED STATES OF AMERICA!!



## *MATERIALS FOR DUPLICATION*

*PRESENTATION INVITATION (ENGLISH & SPANISH), p.38-39*

*LIBERTY BELL GAME SHEET, p.40*

*NATIONAL ANTHEM, p.41*



## PRESENTATION INVITATION



Dear Guests:

Please join us for ***Walk Through the American Revolution!*** 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). Some ideas for historical attire include:

Male Characters: Wear a tri-cornered hat made of black construction paper and/or a powdered wig using a backward baseball cap and cotton balls. Pin paper doilies onto shirt for a ruffled shirt look, and wear baseball pants with long socks.

Female Characters: Wear bonnets made of white construction paper or fabric and an old-fashioned dress.

For more ideas please visit us at <https://californiaweekly.com/studentsparents/walkthrough-american-revolution/costume-ideas/>

Please note:

- 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.

Please join us at our school on:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ to \_\_\_\_\_

Sincerely,

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## INVITACIÓN A LA PRESENTACIÓN



Queridos invitados:

¡Por favor, acompáñennos al **Walk Through the American Revolution!** Una presentación histórica y divertida de 2 horas y media que ocurrirá 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. Algunas ideas para disfraces incluyen:

Personajes masculinos:	Usar un sombrero de tres picos hecho con cartulina negra y/o una peluca barroca usando una gorra de béisbol volteada hacia atrás y pegando bolitas de algodón. Aseguren mantelitos de crochet o papel con alfileres a una camisa para lograr una apariencia de camisa con volantes y usen pantalones de béisbol con medias largas.
Personajes femeninos:	Use un sombrero de mujer hecho con cartulina blanca o tela y un vestido anticuado.

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.

¡Observe como la historia cobra vida para viva para los estudiantes! Su hijo recordará esta experiencia por muchos años y saldrá con un aprecio mayor de la historia.

Por favor, acompáñanos en nuestro colegio el:

Fecha: \_\_\_\_\_ Hora: \_\_\_\_\_ hasta \_\_\_\_\_

Sinceramente,



## LIBERTY BELL GAME SHEET

Teacher: Make one copy for each student. DO NOT GIVE TO STUDENTS PRIOR TO PRESENTATION.  
Please give copies to the presenter prior to the presentation.

### PRE-WAR EVENTS

1. \_\_\_\_\_ Taxes are placed on books, newspapers, and legal papers.
2. \_\_\_\_\_ A riot on March 5, 1770, which killed 5 people and wounded 6 others.
3. \_\_\_\_\_ The British ship that crashed offshore and was burned by colonists.
4. \_\_\_\_\_ Colonists are told not to move west into Indian territory.
5. \_\_\_\_\_ Parliament announces that they are in charge of the colonies.
6. \_\_\_\_\_ Colonists are instructed to house British troops in their homes.
7. \_\_\_\_\_ Patriots dress as Indians and sneak aboard three British ships.
8. \_\_\_\_\_ I warned local people about a British invasion from Boston and shouted, "The Regulars are out!"

- A. Proclamation of 1763
- B. Stamp Act
- C. Quartering Act
- D. Declaratory Act
- E. Boston Tea Party
- F. Boston Massacre
- G. *The Gaspee*
- H. Paul Revere

Fill in the blanks:

The Battle of Concord was called: "\_\_\_\_\_."

Who said:

"Give me liberty or give me death!" \_\_\_\_\_

### DECLARATION OF INDEPENDENCE

I was the president of the Second Continental Congress: \_\_\_\_\_

I was the main writer of the Declaration of Independence: \_\_\_\_\_

I was the oldest signer of the Declaration of Independence: \_\_\_\_\_

I was the second President of the United States: \_\_\_\_\_

Explain:

What does the word *alter* mean? \_\_\_\_\_ What does the word *abolish* mean? \_\_\_\_\_

Fill in the blanks:

"That they are endowed by their Creator with certain unalienable \_\_\_\_\_, that among these are life, \_\_\_\_\_, and the pursuit of \_\_\_\_\_."

### FAMOUS PEOPLE AND REVOLUTION EVENTS

Thomas Paine wrote *American Crisis* and a pamphlet called: \_\_\_\_\_

This woman helped design the first American flag: \_\_\_\_\_

This man became the most famous American traitor of the American Revolution: \_\_\_\_\_

The turning point of the Revolutionary War was the Battle of: \_\_\_\_\_

General Washington and his troops nearly froze to death at: \_\_\_\_\_

The last major battle of the Revolution was the Battle at: \_\_\_\_\_

The event that officially ended the War on Sept. 3, 1783: The \_\_\_\_\_ of \_\_\_\_\_

Who said:

"I only regret that I have but one life to lose for my country." \_\_\_\_\_

"I have not yet begun to fight!" \_\_\_\_\_

## *THE NATIONAL ANTHEM*

*We will sing our national anthem together during the program. Please familiarize the students with the words.*



The American national anthem was inspired by the Star-Spangled Banner, a flag that was sewn by Mary Pickersgill of Baltimore, and was flown over Fort McHenry during the War of 1812. The flag was 42 feet by 40 feet, the largest flag to be flown during a battle. When the fort was attacked by a British fleet on September 13, 1814, a young lawyer named Francis Scott Key witnessed the valiant fight. He was inspired to write the words that were to become our national anthem. Key used an old English melody called *To Anacreon in Heaven* to set the timing of his words. It was not until 1916 that President Wilson gave an executive order to make "The Star-Spangled Banner" our national anthem. In 1931 it was confirmed by an act of Congress. The tradition of singing the national anthem at sporting events started at the World Series of 1918 during World War I. To honor the American soldiers fighting in the war, the band played it during the seventh-inning stretch.

---

### The Star-Spangled Banner

*Words by Francis Scott Key*

Oh, say can you see  
By the dawn's early light  
What so proudly we hailed  
At the twilight's last gleaming?

Whose broad stripes and bright stars  
Through the perilous fight,  
O'er the ramparts we watched  
Were so gallantly streaming?

And the rocket's red glare,  
The bombs bursting in air,  
Gave proof through the night  
That our flag was still there.

Oh, say does that star-spangled banner yet wave  
O'er the land of the free  
And the home  
Of the brave?



*MATERIALS FOR DISTRIBUTION:  
PASS OUT ALL CARDS TO STUDENTS*

*EXPERT WORD CARDS, p.43-44*

*CHARACTER CARDS, p.45-49*

*AMERICAN EXPERIMENT CARDS, p.50*

*BATTLE SCENES, p.51-56*

**EXPERT WORD CARDS**

(Green Cards)

Sheet 1 of 2

**Parliament**

Parliament is the supreme governing body in England with the power to raise taxes and adopt laws.

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**Proclamation**

A proclamation is an official document or paper that declares or announces something so that other people will know. The Proclamation of 1763 stated that the colonists could no longer move west into Indian territory.

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**Customs, Tariffs**

Customs or tariffs are special taxes placed on items that are taken into or out of a country.

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**Writs of Assistance**

A writ of assistance was a legal document that served as a general search warrant. This allowed the British to search a colonial home or ship for smuggled items or weapons without good reason.

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**Stamp Act**

The Stamp Act was a decision by the British Parliament to tax the American colonies on legal papers, newspapers, and other documents such as books and pamphlets. It was overturned a year later.

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**Sons of Liberty**

The Sons of Liberty were a secret group of colonial men who took action against the unfair acts of Parliament. They helped to fight the British Stamp Act and got it overturned.

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**Declaratory Act**

The Declaratory (De-clar-a-tory) Act declared that the British Parliament had complete control over the American colonies. The colonists had to obey all laws imposed by the British no matter what.

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**Townshend Act**

The Townshend (Town-zuhnd) Act was an act placed on the colonists shortly after the Stamp Act was overturned. These laws stated that the British had the right to tax the colonies.

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**EXPERT WORD CARDS**

(Green Cards)

Sheet 2 of 2

**The Gaspee**

The Gaspee was a British ship that was used to chase colonial smugglers. In June of 1772, the ship crashed off the shore of Rhode Island and the colonists who lived there set her on fire.

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**Coercive Acts**

The Coercive (Koh-ur-siv) Acts were used by the British to try and restore order in Massachusetts after the Boston Tea Party. The colonists nicknamed them the Intolerable Acts.

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**Quartering Act**

The Quartering Act of 1774 was one of the Coercive Acts. This act applied to all colonies and stated that the British troops could live and eat in colonial homes without the owners' permission.

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**Continental Congress**

The Continental Congress was made up of delegates from each colony. These men assembled to solve the problems caused by the British.

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**Militia/Minutemen**

A militia (mi-lish-uh) is a group of regular citizens who serve as soldiers in times of emergency. The Minutemen were a group of skilled fighters of the militia, who agreed to fight for the independence of America and would be ready to do battle with only a minute's notice.

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**Declaration of Independence**

The Declaration of Independence is a document that was written by delegates of the Second Continental Congress. This explained to the British why they wanted to be a free and independent country.

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**Tories, Loyalists**

Tories or loyalists were a group of people living in America who felt it was wrong to go against the instructions of the King of England.

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## CHARACTER CARDS

(Blue) Sheet 1 of 5

### Abigail Adams

Hello, my name is Abigail Adams. I am the wife of John Adams, our second president, and mother of John Quincy Adams, our sixth president. I strongly supported education for women, even though I had no formal schooling. I worked hard to become a strong reader and writer. During the war, I managed our farm, taught our children, and expressed my political views in letters written to my husband.

**Performance Instructions:** *Dress as a colonial woman and carry an old-looking letter as if it were written from Abigail to her husband, John. After speaking, give the letter to the student playing John Adams.*

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### Benedict Arnold

Hello, my name is Benedict Arnold. I am infamous for being one of the worst traitors in American history. I am angry at General Washington and Congress because I was not promoted and did not receive the money I felt I deserved. With help from Major André, a British officer, I sold secrets about American troops and movements to the British for twenty thousand pounds. I flee America and escape to England but never receive the full amount of money I was promised.

**Performance Instructions:** *Dress as an American General and carry some folded papers as if they are secrets. After speaking, sneak over to the RED team and give the papers to one student.*

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### Benjamin Franklin

Hello, my name is Benjamin Franklin. I am one of the most famous Americans during the Revolution. I am an inventor, patriot, ambassador, and even the first postmaster general. The lightning rod was one of my most important inventions. I am also the oldest signer of the Declaration of Independence. During the war, I go to France many times to ask for the assistance of French troops, ships, and money to help defeat the British.

**Performance Instructions:** *Dress as a colonial man and carry a cane. While speaking, walk around using your cane for support. Costume note: usually Benjamin Franklin is depicted with a bald head and spectacles.*

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### Betsy Ross

Hello, my name is Betsy Ross. I am known for sewing the first official American flag. My grandson told the story of how George Washington and two other men of Congress came to my house asking for my help. Washington showed me a design of a 6 pointed star, but I took a piece of paper, folded it, and with a single snip of my scissors produced a symmetrical 5 pointed star! Congress adopted the national flag on June 14, 1777 and that day is now known as Flag Day.

**Performance Instructions:** *Dress as a colonial woman and carry a picture of a 5 pointed star. After speaking, hold up the picture and turn to salute the Betsy Ross flag (presenter will have on display).*

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### Crispus Attucks

Hello, my name is Crispus Attucks. I am an African American man who was one of the first patriots killed in the early fight for independence. I was a tradesman and a rope maker at the docks in Boston. On March 5, 1770, when the British soldiers were mistreating colonists, I was on the front lines of the march against them. When somebody in the crowd yelled "Fire!" I was shot by the British. This event became known as the Boston Massacre. After my death, patriots reminded each other about my brave sacrifice.

**Performance Instructions:** *Dress as a colonial man and carry a paper snowball. After speaking, throw it. Then fall down as if you were shot.*

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### Deborah Sampson

Hello, my name is Deborah Sampson. As a young woman, I dressed myself up as a soldier named Robert to fight in the Continental Army. I was wounded twice, but no one found out that I was a woman. When a doctor discovered my secret, I was released honorably from the military. After the war, with help from Paul Revere, congress granted me retirement money for my service. Later I became a teacher and enjoyed retelling my experiences as a soldier.

**Performance Instructions:** *Dress like a soldier with a bandaged leg and carry a pretend musket (provided by presenter). After speaking, limp back to your chair as if you were hurt from your injury.*

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## CHARACTER CARDS

(Blue) Sheet 2 of 5

### General Charles Cornwallis

Hello, my name is General Charles Cornwallis. I am the last leader of the British troops during the American Revolutionary War. I will direct the fighting in the southern colonies and defeat many of the colonial forces and march north. My troops and I will become surrounded in Yorktown, Virginia, and after many days of fighting, I will surrender. This loss will win the war for the Americans.

**Performance Instructions:** *Dress like a British general and carry a white flag and a pretend sword. Speak with a British accent. After speaking, wave the white flag and say "I surrender!"*

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### General Rochambeau

Bonjour, my name is General Rochambeau (RO-sham-BO). I am the French military leader who assisted the Americans in defeating the British leader, General Lord Charles Cornwallis, at the Battle of Yorktown in October 1781. With the combined efforts of General Washington's 8,845 troops and my 7,800 men, we surrounded the British and forced them to surrender.

**Performance Instructions:** *Dress like a French general and carry a pretend sword. Speak with a French accent. After speaking, walk up to General Charles Cornwallis, hold out your hand and say, "Hand me your sword!"*

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### George Washington

Hello, my name is George Washington. I am known for many things: farmer, surveyor, and Commander in Chief of the Continental Army. I come from a good family and have worked hard all my life. I fought many battles alongside my troops and even helped to finance the Continental Army and Navy. After the war I will become the first elected president of the United States of America.

**Performance Instructions:** *Dress as a Colonial general and carry a pretend sword. After speaking, raise up your sword and say, "First in battle, first in peace, and first in the hearts of my countrymen!"*

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### John Adams

Hello, my name is John Adams. I played a leading role in the adoption of the Declaration of Independence. My wife, Abigail, and I were outspoken on the separation from Great Britain. I was the first vice president of our new country and was elected the second president of the United States in 1797. I died on July 4, 1826, at the age of 90. Thomas Jefferson died that same day.

**Performance Instructions:** *Dress as a colonial man and carry a copy of the Declaration of Independence. After speaking, hold the copy of the Declaration up in the air and say, "Thomas Jefferson still survives!"*

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### John Hancock

Hello, my name is John Hancock. I am a delegate from Massachusetts who served as the president of the Continental Congress from 1775 to 1777. I signed my name very large on the Declaration of Independence, some say so that King George III wouldn't have to wear his glasses to see my name. The British considered Samuel Adams and me to be the most dangerous American revolutionaries.

**Performance Instructions:** *Dress as a colonial man and carry a feather pen and copy of the Declaration of Independence. After speaking, pretend to sign your name very large on the Declaration.*

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### John Paul Jones

Hello, my name is John Paul Jones. I am one of America's first great naval officers. My flagship, *Bonhomme Richard* (BOHN-uhm REE-shard), attacked a British fleet in September 1779. When my ship began to sink and the British demanded my surrender, I shouted, "I have not yet begun to fight!" We went on to capture the British ship and win the battle. I later became one of the founders of the U.S. Navy.

**Performance Instructions:** *Dress like a colonial sailor and carry a pretend sword. After speaking, hold up your sword and say, "I have not yet begun to fight!"*

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## CHARACTER CARDS

(Blue) Sheet 3 of 5

### King George III

(King George the Third)

Hello, my name is King George the Third. I am the leader of the British Empire. I feel that the colonies that England has set up are under my control. The Americans dare to demand certain freedoms, but I will not hear of it! My advisors will pass laws in Parliament to tax the colonies, and if the rebels continue to cause problems, I will send troops to America to stop the Revolution!

**Performance Instructions:** Dress as a British king, wear a crown, and carry a scepter. Speak with a British accent. While speaking, walk around acting like a royal leader. At the very end, stomp your foot on the ground!

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### Lydia Darragh

Hello, my name is Lydia Darragh. British troops were having a meeting in my home when I overheard their plans of an attack for the next day at Whitemarsh, Pennsylvania. The next morning, I will pretend to go get flour, cross the British lines, and warn the American troops about the surprise attack. When the British arrive, the Continental Army will be ready for battle and defeat the redcoats.

**Performance Instructions:** Dress as a colonial woman and carry an empty sack marked Flour with paper "secrets" inside. While speaking, sneak over to the BLUE team, reach into the sack, pull out the papers, and give them to one of the students.

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### Marquis de Lafayette

Bonjour, my name is Marquis (Mar-KEY) de (day) Lafayette (La-fay-ET). I am a Frenchman who heard about the American fight for independence. I wanted to help, so I volunteered to join the fight for freedom. General Washington was very pleased to have my help. I was wounded at the Battle of Brandywine and went back to France a hero. There, I helped to convince the king of France to join the fight and help the Americans. I also spent much of my own fortune to help the American army.

**Performance Instructions:** Dress as a colonial man and carry a bag of pretend money. Speak in a French accent. After speaking, give the bag to George Washington and shake his hand.

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### Martha Washington

Hello, my name is Martha Washington. I am from Virginia and the wife of George Washington. Instead of staying home during the war, I supported my husband and the troops in the battlefield. I spent the cold winters at Valley Forge and Morristown. While there, I organized the women of the camp to help sew shirts, knit socks, and mend clothes. My presence lifted the spirits of my husband and the soldiers.

**Performance Instructions:** Dress as a colonial woman and carry a pair of socks. After speaking, walk over and give the socks to the student playing George Washington.

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### Mary Draper

Hello, my name is Mary Draper. I wanted to help the Continental Army during the Revolution so I decided to melt down all of my family heirlooms (air-looms). They were pewter items, and made wonderful musket balls for the soldiers. I know my things are important to me, but so are the freedoms for which we are fighting.

**Performance Instructions:** Dress as a colonial woman and carry small metal objects. After speaking, kneel down and pretend to melt them down in a fire to make musket balls.

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### Mary Ludwig Hays

Hello, my name is Mary Ludwig Hays. I am from New Jersey and want to help the soldiers fight in the Revolutionary War. I will haul water to the weary men on the battlefield. The men call me Molly Pitcher. I wonder if this name will stick with me for the rest of my life? When my husband is wounded, I will take his place behind his cannon and fire round after round at the British.

**Performance Instructions:** Dress as a colonial woman and carry a plastic pitcher. After speaking take the pitcher to the BLUE team and pretend to pour out water for them.

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## CHARACTER CARDS

(Blue) Sheet 4 of 5

### Mercy Otis Warren

Hello, my name is Mercy Otis Warren. I am a famous female author. Through my letters I advised many of our Founding Fathers, including George Washington and John Adams, and was good friends with both their wives. My works had a great influence on bringing awareness to women's issues and furthering America's cause. Drawing on my personal experience and notes, I wrote the first history of the American Revolutionary War, published in 1805.

**Performance Instructions:** Dress as a colonial woman and carry a book with the title, "History of the Rise, Progress, and Termination of the American Revolution." After speaking, pretend to autograph your book!

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### Nancy Morgan Hart

Hello, my name is Nancy Morgan Hart. I fought battles of the Revolution in my own home. Five Tories came to my house, demanding a meal. I tricked them by giving them drinks (**hand a boy on your team a cup**) and started taking their muskets (**take his musket, provided by presenter**). When they discovered my plan, I held them at gunpoint. I sent my daughter to get help to take away my prisoners.

**Performance Instructions:** Dress as a colonial woman and bring 1 paper cup. While speaking, have 1 boy and 1 girl from your team help you. The presenter will provide a toy musket for the boy. After speaking, tell your daughter to go get help. Have her shout, "Help! Help!". Practice beforehand!

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### Nathan Hale

Hello, my name is Nathan Hale. I was born in Connecticut. I was athletic, intelligent, religious, and kind. I graduated from Yale at the age of eighteen! As a captain in the Continental Army, I volunteered to go behind enemy lines, as a schoolteacher, to spy on the British. I was captured, and on September 22, 1776, at 21 years old, I was executed. Courageous to the end, I said, "I only regret that I have but one life to lose for my country."

**Performance Instructions:** Dress as a colonial man and carry school books. After speaking, have two boys from the RED team come and take you back to your seat. Practice beforehand!

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### Patrick Henry

(Be prepared for the program presenter to interrupt you at the moments indicated in parentheses; pause for interruption before continuing with speech.)

Hello, my name is Patrick Henry. "If we wish to be free, we must fight! (pause) I repeat, sir, we must fight! (pause) An appeal to arms and to the God of Hosts is all that is left to us. (pause) If this be treason, make the most of it! (pause) Shall we resort to entreaty and humble supplication? (pause) Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? (pause) Forbid it, almighty God! I know not what course others may take, but, as for me . . . give me liberty or give me death!"

**Performance Instructions:** Dress as a colonial man and carry a copy of your speech. Speak and gesture dramatically while reciting.

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### Paul Revere

Hello, my name is Paul Revere. I am famous for riding a horse to warn the Minutemen. I, along with William Dawes and Samuel Prescott, spread the alarm that the British Regular Army was coming. The colonists armed themselves against the British troops and fought in the battles at Lexington and Concord. I was stopped by the British a few miles beyond Lexington and never made it to Concord.

**Performance Instructions:** Dress as a colonial man. The presenter will hand you a stick horse. After speaking, ride around on the horse and shout over and over "The Regulars are out!" Have two students from the RED team stop you and take away your horse. Practice beforehand!

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### Phillis Wheatley

Hello, my name is Phillis Wheatley. I was one of America's first poets and the first African American to publish a book. Despite living as a slave, I had a good education, and I soon learned Greek and Latin. I was only 13 years old when my first poem was published. I wrote poems about my Christian faith, famous people, and the Revolution. I even wrote a poem about George Washington. He enjoyed it so much, I was invited to read it to him. I gained my personal freedom and was a strong supporter of freedom for the colonies.

**Performance Instructions:** Dress as a colonial woman and carry a copy of one of your poems. After speaking, hand it to the student playing George Washington.

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## CHARACTER CARDS

(Blue) Sheet 5 of 5

### Samuel Adams

Hello, my name is Samuel Adams. To protest taxes imposed by the British Parliament, I organized the Boston Tea Party. As a delegate from the colony of Massachusetts, I signed the Declaration of Independence. I wrote many articles in Boston newspapers to stir up the emotions of the Americans on the idea of freedom from Great Britain. After the war, I became the Governor of Massachusetts.

**Performance Instructions:** *Dress as a colonial man and carry cardboard boxes labeled TEA. After speaking, toss the boxes into the "Boston harbor" one at a time.*

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### Thomas Jefferson

Hello, my name is Thomas Jefferson. I am the main writer of the Declaration of Independence, as well as our third president. I was a shy law student when the idea of independence was being considered. I was a farmer, an inventor, and the creator of the American coin system. I started the Library of Congress, the University of Virginia, and the Democratic party. As president, I authorized the Louisiana Purchase, which doubled the size of the country.

**Performance Instructions:** *Dress as a colonial man and carry a poster with a picture of a large nickel and your face on it. After speaking hold up your poster and say, "Let's move West!"*

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### Thomas Paine

Hello, my name is Thomas Paine. I was born in England, but wrote a pamphlet called *Common Sense*, which talked of freedom from Britain. I also wrote *The American Crisis*, which General Washington read to his troops to encourage them in their fight for independence. **(Speak the following with strong feeling)** "These are the times that try men's souls. The summer soldier and the sunshine patriot will, in this crisis shrink from the service of the country. Tyranny, like hell, is not easily conquered." **(End with your fist in the air!)**

**Performance Instructions:** *Dress as a colonial man and carry a book labeled "The American Crisis". Follow acting instructions within your speech.*

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## AMERICAN EXPERIMENT CARDS (Yellow) Front-First Part

See card instructions under section 4 a, p. 9.

### John Hancock

(First Part)

Gentlemen . . . as President of the Second Continental Congress, I say we need to let KING GEORGE III of England know how we feel. We have discussed many of the things that the King has done to upset us, such as the Quartering Act, the Proclamation of 1763, and Taxation without Representation. I have asked THOMAS JEFFERSON to head a committee to write a document explaining that we want to be a free and independent country.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #1  
Walk Through The American Revolution © CWE, Inc.

### Thomas Jefferson

(First Part)

Here is how I started the new document: When in the course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #2  
Walk Through The American Revolution © CWE, Inc.

### Benjamin Franklin

(First Part)

It continues with a declaration of our rights as free men. We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by the Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #3  
Walk Through The American Revolution © CWE, Inc.

### Roger Sherman

(First Part)

That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or to abolish it, and to institute new Government.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #4  
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### Robert Livingston

(First Part)

We have included examples of the evil things that King George has done to us. He has sent armies over to America, even though there is peace. He has taken our laws away from us and our rights to live the way we want. He has refused to let other people from other lands come to America, and has sent his own new officials to watch over us. He has told the Indians to riot, attack, and kill Americans. He even protects his soldiers when they are guilty of crimes, such as murder!

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #5  
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### John Adams

(First Part)

After listing our complaints, we have given our statement of Independence: We, the Representatives of the United States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intention, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, that these United Colonies are, and of Right ought to be Free and Independent States.

**(Second Part - Recite this last line in unison with all the characters.)**

And for the support of this Declaration, with a firm Reliance on the Protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

American Experiment Card #6  
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## BATTLE SCENE

# LEXINGTON & CONCORD

### (WHITE TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups: the Colonial Minutemen and the British soldiers. There are a few characters from the list below to be assigned also. The person on your team who is already assigned the Paul Revere Character Card should be playing Paul Revere in your battle as well.

Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

#### **Set Pieces – prepared beforehand by students**

*Cardboard bushes (also used in Battle of Yorktown)*

#### **Props**

*Toy muskets and a stick horse are provided by presenter*

*When practicing, pantomime using props. The actual props will be given to your team right before your battle.*

#### **Characters**

**One Narrator** *(DO NOT read what is in the parentheses out loud! This is for staging help only.)*

*British Soldiers*

*Colonial Militia/Minutemen*

*Paul Revere (same student with blue Character Card)*

*Captain Parker*

*Minuteman #1 & Minuteman #2*

## LEXINGTON & CONCORD

**All Minutemen:** *(Asleep on one side of presentation area beside bushes, muskets next to them)*

**British soldiers:** *(Standing, lined up shoulder to shoulder, marching in place, facing the audience)*

**Narrator:** Even though there had been some Americans killed at the Boston Massacre five years earlier, the Battles of Lexington and Concord were the first battles of the American Revolution. The Battles happened on April 19, 1775. The British were planning on arresting Samuel Adams and John Hancock in Lexington, but Paul Revere rode his horse to warn the town that the Regular British Army was marching into the area.

**Paul Revere:** *(Comes from outside the presentation area, rides on a horse toward the sleeping Minutemen while shouting the following...)* The Regulars are out!! The Regulars are out!!  
*(Rides off the presentation area, still shouting...)* The Regulars are out!! The Regulars are out!!

**All Minutemen:** *(Wake up, stand quickly and load muskets. Aim muskets toward the marching British.)*

**Narrator:** The Americans stood in a flat field to defend themselves.

*(Continued on the back of page)*

*LEXINGTON & CONCORD BATTLE SCENE*  
*SECOND PAGE*

**British soldiers:** *(Stop marching, face the minutemen, and raise their muskets. Neither side fires muskets.)*

**Captain Parker:** *(Shouts!)* Don't fire unless fired upon!

**Narrator:** No one knows who fired the first shot.

**Everyone:** *(Yells!)* BANG! *(Both sides re-load and fire their muskets again.)* BANG!

**Minuteman #1:** *(Shouts!)* I've been hit! *(Falls to ground.)*

**Captain Parker:** *(Shouts!)* Minutemen Retreat! Retreat!

**Minuteman #2:** *(Helps minuteman #1 up)*

**All Minutemen:** *(Walk offstage, retreating)*

**British soldiers:** *(Jump up and down shout...)* Hooray! Hooray! Victory!

**Narrator:** Eight Americans were killed, and ten others were wounded.

**Narrator:** *(Yells!)* "CUT!" *(Team quickly sets up for Concord.)*

**British soldiers:** *(Stand shoulder to shoulder, march in place, face audience in original starting point.)*

**All Minutemen:** *(Hide behind bushes, ready to attack the British, face the audience,)*

**Narrator:** The British continued to march on to Concord to destroy weapons and ammunition they believed were stored in the area. When the British arrived in Concord, another battle happened.

**Everyone:** *(Yells!)* BANG! *(Both sides re-load and fire their muskets again.)* BANG!

**Narrator:** The Americans were defeating the British regulars.

**British soldiers:** *(Three British soldiers fall to the ground. Those standing yell...)* Retreat! Retreat!  
*(While yelling "retreat" they quickly exit the presentation area.)*

**All Minutemen:** *(Jump up and down, shout...)* We did it! Hooray! Victory!

**Narrator:** The British had to retreat about sixteen miles back to Charlestown. By the time they reached Charlestown, 73 British soldiers were killed, 174 wounded, and 26 others were missing. The Battle of Concord later became known as the "shot heard 'round the world."



## BATTLE SCENE

# TRENTON & VALLEY FORGE

### (BLUE TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups to depict The Battle of Trenton. One group will be the Continental Army and the other the German Hessians. After the Battle of Trenton, the entire team will depict the Continental Army at Valley Forge.

The person on your team who is already assigned the George Washington Character Card should play George Washington in your battle scene as well. Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

#### **Set Pieces – prepared beforehand by students**

Cardboard boat cutout for the crossing of the Delaware River

Pretend camp fire

#### **Props**

##### **Prepared beforehand by students:**

Book titled “American Crisis” by Thomas Paine for General Washington

Christmas presents for the German Hessians in Trenton

Blankets for Valley Forge

Strips of cloth to wrap feet for Valley Forge

Toy sword for General Washington (presenter will have one sword to borrow if needed)

##### **Provided by presenter:**

Toy muskets for colonial soldiers

#### **Characters**

**One Narrator** (DO NOT read what is in the parentheses out loud! This is for staging help only.)

Colonial soldiers

George Washington (same student with blue Character Card)

Soldier #1

German Hessians

## TRENTON & VALLEY FORGE

**George Washington:** (Wait on one side of the presentation area inside a cardboard boat, ready to & Colonial soldiers row across the Delaware River. Team can use muskets provided by presenter as pretend oars.)

**German Hessians:** (On the other side of the presentation area pass out Christmas presents and wish one another a Merry Christmas.)

**Narrator:** When most of the American and British troops stopped fighting for the winter, General Washington took advantage of the break to do a surprise attack. On Christmas night, 1776, Washington and the American soldiers rowed across the Delaware River.

(Continued on the back of page)

*TRENTON & VALLEY FORGE BATTLE SCENE  
SECOND PAGE*

**German Hessians:** *(Stop passing around gifts and lay down to sleep.)*

**George Washington:** We go to face the German Hessians! Be brave men! *(Hold sword high in the air!)*  
Onward for Freedom!

**Colonial soldiers:** *(Yell...) FOR FREEDOM! (Soldiers row the boat toward the center of the presentation area.)*

**Narrator:** Once they were across, they marched on to Trenton and attacked the German Hessians (*HESH-INS*).

**Colonial soldiers:** *(Get out of the boat, face the audience, and form a semicircle around the sleeping Hessians. Raise toy muskets and point them toward Hessians.)*

**Soldier #1:** Wake up! You are surrounded!

**German Hessians:** *(Wake up and raise hands in surrender.)*

**Colonial soldiers:** *(Lead the Hessians out of the presentation area.)*

**Narrator:** The American army captured over 900 enemy soldiers. The Battle of Trenton was one of the first major American victories.

**Narrator:** *(Yells!) "CUT!" (Team quickly sets up for Valley Forge.)*

*(ALL students now represent colonial soldiers. They sit in a **semicircle** facing the audience with a campfire in front of them. They are very cold, sharing blankets and wrapping their feet in rags. Washington stands behind them, faces the audience with a book titled "American Crisis" by Thomas Paine in his hand.)*

**Everyone:** *(Yells!) "ACTION!"*

**Narrator:** The next winter, General Washington and his troops waited at Valley Forge for winter to end. The American soldiers did not have enough food or shoes for the cold. Many of the soldiers had to wrap their feet with rags because of the freezing weather. General Washington had to do many things to keep his troops inspired to fight.

**George Washington:** *(Shouts loudly from book so all can hear)* "These are the times that try men's souls!"

**Narrator:** Valley Forge was not a battle, but it was a very important part of the Revolution. Because of the courage and leadership of General Washington, the troops made it through this difficult winter.

**Everyone:** *(Stand and make a semicircle behind General Washington, with Washington in the center and all face the audience. Yell!) "Hip, Hip Hooray! Hip, Hip Hooray!"*



## BATTLE SCENE

# YORKTOWN

(RED TEAM)

The following battle scene will be presented by your team in front of the presentation display. Your presenter will tell you when it is time to come up and you will have 30 seconds to 1 minute to get in your places with all props and set pieces ready (see instructions for props and set pieces below).

Pick **one** person who is a strong reader to be the narrator. The rest of the team will be separated into two groups: the Continental Army and the British soldiers. The two people already assigned the characters of General Charles Cornwallis and General Rochambeau will also play them in the battle. You need to pick a student from **your team** to play the parts of George Washington, Benjamin Lincoln, and General O'Hara.

Follow the directions found in the parentheses to stage your battle scene. During practice, make sure your team presents the battle with their bodies open to the audience.

### **Set Pieces – prepared beforehand by students**

*Cardboard bushes (also used in Battle of Lexington and Concord)*

### **Props**

#### ***Provided beforehand by students:***

*White flag for General Charles Cornwallis to surrender*

*3 toy swords for General Washington, General Rochambeau, and General Cornwallis (presenter will have **one sword** to borrow if needed)*

#### ***Provided by presenter:***

*Toy muskets*

### **Characters**

**One Narrator** (DO NOT read what is in the parentheses out loud! This is for staging help only.)

**Colonial soldiers & French soldiers**

*General George Washington & General Benjamin Lincoln (colonial)*

*General Rochambeau (French) (same student with blue Character Card)*

**British soldiers**

*General Charles Cornwallis (same student with blue Character Card) & General O'Hara*

## YORKTOWN

**British soldiers:** *(Sit in semicircle, face audience with toy muskets next to you, heads down, look very tired. Cornwallis is outside of presentation area.)*

**Colonial soldiers:** *(On the opposite side of the presentation area, hide behind bushes with muskets aimed as if in a battle. Narration begins...)*

**Narrator:** The American Revolutionary War had been going on for more than six years. The British were tired of fighting the Americans, as well as other people around the world. Their army and navy were split up and fighting in many places. The leader of the British troops, General Charles Cornwallis (CORN-WALL-ES), felt that he could win the war quickly.

**General Cornwallis:** *(March into the presentation area, stand beside your men, face the audience, raise sword high and yell...) ATTENTION!*

**British soldiers:** *(Grab muskets, quickly stand, form a straight line, shoulder to shoulder with muskets over left shoulders.)* *(Continued on the back of page)*

### YORKTOWN BATTLE SCENE, SECOND PAGE

- Narrator:** He invaded from the Southern Colonies and began to march his troops north. At the same time, the French navy attacked the British ships and defeated them.
- General Cornwallis:** *(Yell!) FORWARD! (March in front of your troops toward the colonial soldiers.)*
- British soldiers:** *(March in straight line behind Cornwallis, toward the colonial soldiers.)*
- Narrator:** The Americans, along with General Rochambeau (*RO-SHAM-BO*) and the French troops, attacked Cornwallis and his men in Yorktown, Virginia.
- Washington:  
& Rochambeau** *(Stand from behind bushes, raise swords in the air and together yell!)*  
ATTACK!!
- British soldiers:** *(Load muskets and fire.) BANG!*
- Colonial soldiers:** *(Load and fire muskets.) BANG!*
- British soldiers:** *(All fall to ground except for General Charles Cornwallis and General O'Hara.)*
- Narrator:** After days of fighting, they surrounded the British and forced them to surrender.
- Colonial soldiers:** *(Form a semi-circle with Cornwallis and O'Hara in front. All face the audience. Soldiers hold Cornwallis and O'Hara at gunpoint.)*
- Cornwallis & O'Hara:** *(Place swords down on the floor, face audience.)*
- Cornwallis:** *(Raise a white flag high in the air, wave it and yell...) WE SURRENDER!*
- Narrator:** Cornwallis was so ashamed of losing the war that he sent his second in command, Brigadier (*BRIG-A-DEER*) General Charles O'Hara, to surrender.
- Cornwallis:** *(Hand your sword to O'Hara, and point toward General Washington. Then, sit on the floor and hang your head in shame.)*
- British &  
Colonial soldiers** *(Exit presentation area.)*
- O'Hara:** *(Take the sword of Cornwallis over to General Washington, General Rochambeau, and Benjamin Lincoln who face the audience and stand in a straight line.)*
- Narrator:** General O'Hara tried to give the sword to General Rochambeau, who refused to accept it.
- O'Hara:** *(Get down on one knee beside Rochambeau and offer up the sword.)*
- Rochambeau:** No! I will not take the sword. *(Shake your head and point to Washington.)*
- O'Hara:** *(Get down on one knee beside Washington and offer up the sword.)*
- Narrator:** General Washington also refused to take it!
- Washington:** No! I will not take the sword. *(Shake your head and point to Benjamin Lincoln.)*
- O'Hara:** *(Get down on one knee beside Benjamin Lincoln and offer up the sword.)*
- Narrator:** Washington had Brigadier General Benjamin Lincoln, **HIS** second in command, accept the sword.
- Benjamin Lincoln:** I will take the sword of surrender! *(Take the sword.)*
- Narrator:** Then the war was over! *(American soldiers cheer and celebrate!)*
- Those on Stage:** *(Raise swords in the air and yell!)* THE UNITED STATES OF AMERICA!!