



WALK THROUGH ★ CALIFORNIA®

TEACHER PREPARATION GUIDE

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DETAILED PREPARATION CHECKLIST

Immediately upon receiving Teacher Preparation Guide:

- Complete and update *Itinerary Details* (Section 1-a: *Itinerary Details*, p. 5-6) at 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

- Fill in the **Card Assignment List** (*Materials for the Teacher*, p. 15) and assign and distribute **Expert Word Cards** (Section 4-a: *Expert Word Cards*, p. 11-12; and *Materials for Distribution*, p. 32-36). **VIRTUAL: Students can also print out their individual cards online here:** <https://californiaweekly.com/studentsparents/walk-through-california-4/california-expert-card/>

Organize students into four teams and appoint a **Team Leader** for each team. **VIRTUAL: Students placed in four teams of gold, purple, blue, red. Team leaders not needed.** Make two copies of the set of **Expert Word 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 Cards*, p. 11)

VIRTUAL: Students can access back-up copies of Expert Word cards anytime online here:
<https://californiaweekly.com/studentsparents/walk-through-california-4/california-expert-card/>

2 Weeks Prior

- Update online *Itinerary Details*.
- Check students' progress on memorization and answering the questions on their cards.
- Discuss ideas for Historical Attire (Section 3-c: *Historical Attire*, p. 11; and <https://californiaweekly.com/studentsparents/walk-through-california-4/costume-ideas-2/>).
- Practice singing "**Star-Spangled Banner**" (Section 5-b: "**Star-Spangled Banner**," p. 12) with lyric sheet.
- Send **Walk Through Invitations** (Section 1-c: *Guests*, p. 7; *Materials for Duplication*, p. 28-29) 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. 18, and online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>)

VIRTUAL: Physical name tags not needed. First name of student and color of team should be viewed on individual screens. Team colors of gold, purple, blue, and red.

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 **Expert Word Cards** and singing "**Star-Spangled Banner**."

Remind students to wear costumes representing their Expert Word Card or in attire representing a historical time period in California and to bring **Expert Word Cards** to the presentation. **VIRTUAL: Dressing up is encouraged for virtual presentation and students should be in attendance with a copy of their Expert Word card.**

- 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. 19) Give one copy to the front office manager and the other copy to the facility coordinator. **VIRTUAL: Teacher/Moderator will be responsible for inviting the presenter to the school's virtual format. The invitation including date and time of presentation will need to be sent to info@californiaweekly.com three days prior to the presentation day.**

Day of Presentation

- Re-assign **Expert Word 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 being introduced to students.
- Bring with you:
 - **Score Sheet** and pencil/pen for scorekeeping (*Materials for the Teacher*, p. 20).
 - **Card Assignment List** filled out with name of student for each card (*Materials for the Teacher*, p. 16).

- A back-up copy of **Expert Word Cards** (*Materials for the Teacher*, p. 22–26). **VIRTUAL: not needed.**
- **Enter Quietly** sign to place on the presentation room door (*Materials for the Teacher*, p. 21). **VIRTUAL: Sign not needed as teacher/moderator will have ability to mute single or all participants**

Students ready:

- **Name Tags** secured 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 student and color of team should appear directly on individual screens.**
- In four teams with **Team Leaders** in front of their team line. Students wait outside presentation room for the presenter to greet them. **VIRTUAL: Students will be in four teams of red, gold, purple, and blue. Team leaders not needed. The teacher will admit students after meeting with the Presenter.**
- Copy of assigned **Expert Word Card(s)**. (*Materials for Distribution*, p. 32-36)
- Copy of **National Anthem** lyric sheet. (*Materials for Duplication*, p. 30)

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-d: Day of Presentation, p. 7; Section 2-a: Facility, p. 9; Materials for the Teacher: Room Setup Diagram, p. 19 or online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>).
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** (Section 3-b: Teams and Name Tags, p. 11; Materials for the Teacher: Name Tag Instructions, p. 18) safety-pinned on each student one color for each team.
Find template here: <https://californiaweekly.com/teachers-2/useful-forms-template/>
VIRTUAL: Physical name tags not needed. The first name of student and team color of red, gold, blue, or purple should be on individual student screens.
3. ☐ **Score Sheet** (Section 1-d: Day of Presentation, p. 7; Materials for the Teacher: Score Sheet, p. 20), pencil/pen, and adult scorekeeper chosen to keep score. *VIRTUAL: Score sheet will be needed for Teacher/Moderator to write down and keep running total of scores announced by the presenter.*
4. ☐ **Card Assignment List, Answer Sheet, and Back-up set of Expert Word Cards** (Materials for the Teacher, p.16, 17, 22–26). *VIRTUAL: Teacher/Moderator needs to have the filled-out Card Assignment list available. Answer sheet required to go over answers to Expert Word Card questions with students prior to presentation day. Back-up set of Expert Word Cards not needed.*
5. ☐ Students arrive with **Expert Word Cards** (Section 4-a: Expert Word Cards, p. 11, Materials for Distribution. p. 32–36) and answers to their questions, even if memorized. Re-assign cards of absent students to students on their team.
6. ☐ Arrive to presentation room 5 minutes prior to the scheduled start time with students in four teams and **Team Leaders** at the front. Your presenter will greet you and your students outside of the room.
VIRTUAL: Students on individual devices and in attendance through online platform 5 minutes prior to presentation start with all materials ready. The first name of student and color of team should be programmed onto 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.
7. ☐ Place **Enter Quietly** (Materials for the Teacher, p. 21) sign on entrance door to the room.
VIRTUAL: 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 historic events using dynamic, kid-friendly stories and activities. During the presentation, the students compete in a friendly contest to earn points. All points are awarded by the presenter and notated by the teacher, parent helper, or adult audience volunteer acting as the scorekeeper. Points are awarded mainly for the students' presentations of pre-assigned cards called **Expert Word Cards**. Students dress in a costume portraying a person from California history or in a costume depicting the expert word they have been assigned. While the presenter is telling the story of California history, they will say an expert word. Students need to listen for their word and upon hearing it, come up to the front to be *the expert* on that word. Games, music, and dramatic activities encourage participation and comprehension of the curriculum throughout the presentation. At the end of the presentation, the winning team will be announced. The winning team members will each receive a first-place certificate, and each student from the other teams will be awarded a special *Walk Through* participation certificate.

Section 1: The Beginning of Preparation

1-a: Itinerary Details

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

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

How do I complete and update Itinerary Details?

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

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

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

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

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

1-b: Start and End Times

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

Choose your start and end times using the following guidelines and ensure your contact person has entered the correct information on your ***Itinerary Details***. Guidelines are based on California Weekly Explorer adhering to state labor laws and length of presentation. Should the timeframe suggestions not work for your school hours, contact California Weekly Explorer for adjustments. For suggested start/end times, see chart at <https://californiaweekly.com/wp-content/uploads/2019/09/StartEndTimes3.pdf>

- **Presentations are 2½ hours.**
- **Morning Presentations**—Schedule the morning presentation **10–15 minutes after the school day begins.**
- **Afternoon Presentations**—Schedule **60 minutes after your morning presentation ends.** This gives your presenter time for a lunch break and to prepare for the afternoon presentation. **Allow 60 minutes** between presentations. Please **do not schedule more than 60 minutes** between presentations.
- **Conclusion of Presentations**—Schedule your presentation to end **10 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 to 10-minute** break approximately 1½ hours into the presentation. This will give your students time to use the restroom and get a drink of water. Please do not have the students bring water or snacks into the presentation room. Students will not have time for a snack or recess, even if the break allotted happens to take place during their normal recess time. Please inform your presenter about students with health concerns who may require a snack. **We ask that you do not allow the students to leave during the presentation** unless there is an emergency or school-wide drill. If special accommodations are required, please contact our office.

When should I schedule lunch for the afternoon group?

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

1-c: Guests

VIRTUAL: Guests will not be in attendance.

Who should I invite?

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

What about guests who want to bring small children?

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

Can students of different grade levels come watch the presentation?

All students in the presentation room need to be directly participating in the presentation. Please do not plan on having student observers during the presentation as they can often become a distraction to those participating. Students who arrive to observe the presentation may be asked to leave. Make sure that SDC or SAI students are included in your student numbers. Teachers with combo classes will need to plan on having 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 the Field Manager at programs@californiaweekly.com with any questions.

Can I allow guests to record video 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 when the presenter chooses specific students to portray historical figures from California. Video recording the introduction and lengthy stories told by the presenter 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 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. The teacher will meet with presenter online 15 minutes prior to presentation start to confirm details and responsibilities. Students will be admitted after the presenter meeting. Students need all materials (assigned cards, printed documents for activities etc.) ready. Nametags will not be required but students need to have their first name and team color on their screens. Teachers need to have the card assignment list (filled out), the scoresheet, and a writing utensil available. After meeting with the presenter, the teacher will admit the students and the teacher will introduce the presenter to the students.

Arrive **5 minutes prior** to your presentation start time. Your presenter will be expecting you for this time as per the **Itinerary Details**. Arrange students in their teams, with **Name Tags** (Section 3-b, p. 11) 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** and **Back-up copy of Expert Word Cards** (Materials for the Teacher, p. 16, 22–26).
- **Score Sheet** (Materials for the Teacher, p. 20).
- **Enter Quietly Sign** (Materials for the Teacher, p. 21).
- Pen/pencil for scorekeeper.

VIRTUAL: Card Assignment list with student names written in, Score Sheet, and pen/pencil for keeping score are all that is needed. Teacher has ability to mute presenter or students at any time.

What do my students need to bring with them?

- **Name Tags** securely safety-pinned on (Section 3-b, p. 11, or online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>)
- **Expert Word Card(s)** (Section 4-a, p. 11; Materials for Distribution, p. 32-36).
- Historical Attire or **Expert Word** costumes (Section 3-c, p. 11).

VIRTUAL: Students need a copy of their Expert Word card and answers to the questions for reference during the presentation. Historical outfits or Expert Word costumes are optional.

How will the presenter greet my students?

Your presenter will greet you and your students outside of the room and review **Itinerary Details** (Section 1-a, p. 5) with you before bringing the teams in, one at a time. Once inside the presentation room, the presenter will introduce the *Walk Through California* presentation, explain the expectations of day, go over how students will be called up to present their cards, and how points will be earned.

VIRTUAL: After the teacher meets with the presenter 15 minutes prior to start time to confirm itinerary details and other needs for moderating, the students can be admitted to the meeting. The teacher will then make the screen available to everyone and introduce the presenter to the students. The presenter will then start the *Walk Through California* presentation by explaining the expectations of the day, how students will be called upon and how points will be earned.

Can I leave the room once the presentation begins?

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

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

Do I need to assign a scorekeeper?

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

VIRTUAL: The teacher will be the scorekeeper.

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

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

VIRTUAL: *n/a*

Section 2: The Room

VIRTUAL: *This section only pertains to the live presentation.*

2-a: Facility

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

Important points to consider when deciding on a room:

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

2-b: Room Preparation

Check with the person who made the reservation, front office manager, and facility coordinator to ensure what room will be utilized for your presentation and that the room will be prepared per the **Room Setup** diagram, (found in *Materials for the Teacher*, p. 19, and online here: <https://californiaweekly.com/teachers-2/useful-forms-template/>) prior to your presenter's arrival. Review the latest e-mail confirmation with your **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, open space of 20' x 20', allowing room for all presentation activities.
- One 6-foot table or one 8-foot table (whichever is available).
- Table placed opposite entrance doors, near an electrical outlet.
- Enough chairs for the students, placed in a horseshoe shape in front of table(s).
- 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 presentation(s)** 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 online to the **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?

Divide your class into four teams of mixed ability level and gender. Assign a color to each team (example: *Blue Team, Red Team, Purple Team, and Green Team*). This will be the color for each team's **Name Tags**. Each team should have approximately the same number of students. If an **Expert Word Card**, is reassigned due to an absent student, make sure it is given to a student on the same team. **Note: Please do not assign a team name as your presenter will do this as an element of the Walk Through California presentation.**

VIRTUAL: Name tags are not required but teams and designated colors for teams will be needed. Please assign the following color teams ONLY for the virtual format: Blue, Red, Yellow/Gold, Purple. Students should have their first name and color of their team available to be viewed on the screens through the online platform.

Do I need to appoint a team leader?

Yes, select one student from each team to act as **Team Leaders**. During the presentation, the **Leaders** may be asked to assist the presenter. ***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**. (Template found in *Materials for the Teacher*, p. 18, 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* help you create **Name Tags** that will increase the positive response of your students to the presentation.

Do

- See **Name Tag Instructions** for **Name Tag** sample (*Materials for the Teacher*, p. 18).
- Download and use **Name Tag Template** found here: <https://californiaweekly.com/teachers-2/useful-forms-template/>
- Print on light-colored card stock, using four separate colors to distinguish between the four teams.
- Attach **Name Tags** with a safety pin, just below the shoulders.

Don't

- Use stickers, tape, or labels.
- Use multiple colored or light markers.
- Have students make their own.
- Use 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

How should my students dress up for the Walk Through?

Students can dress in historical attire from any period of California history or in costumes representing a creative representation of their own **Expert Word Card**.

How do my students obtain historical attire or Expert Word costume?

- Students can make their own Expert Word costumes or get help at home from their parents. We do not encourage spending money, but sometimes students do rent outfits of historical attire. For a few examples click here: <https://californiaweekly.com/studentparents/walk-through-california-4/costume-ideas-2/>.

Section 4: The Cards

4-a: Expert Word Cards

Expert Word Cards are an essential part of *Walk Through California*. They are vocabulary words that highlight California's history and geography. Students will have an opportunity to recite their definitions and answer questions about their topics when the presenter calls out their words.

Do all Expert Word Cards need to be assigned?

Yes, all cards need to be assigned. There are 36 expert cards, so depending on the size of your class, you may need to assign a student more than one card, but **no two students should be assigned the same card**. If any students are absent on day of presentation, please reassign their cards to students on their respective teams.

Distribute all **Expert Word Cards** (*Materials for Distribution*, p. 32–36) from the current year teacher guide as changes have been made from previous years.

How do I prepare my students to present their cards?

Assign and distribute cards three weeks in advance. Students need to practice reciting their expert cards and be able to provide the answer to the question on each card. Additional points will be awarded if student expert cards are memorized and if the answer to the question is given in a full and complete sentence. Please check students' progress before the presentation. Review their answers for accuracy, using **Expert Word Answer Sheet** (*Materials for the Teacher*, p. 17).

VIRTUAL: Additional points will not be awarded for memorization but for overall presentation skills and for providing the correct answer to the Expert Word card question in a full and complete sentence.

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

Yes. To help the presentation run on time and smoothly, students must bring all cards with them. There will not be time to look up individual cards should students become nervous or need to read their cards for any reason. Please bring a **back-up copy of each Expert Word Card** (*Materials for the Teacher*, p.22–26). in case students forget to bring theirs. ***VIRTUAL: Teachers and students can utilize a digital copy of Expert Word cards if needed.***

Can I know the order of the presentation in advance?

Please contact our offices for a basic order of the presentation. There are several variations that can be made to the Walk Through California presentation so we will want to ensure we contact your presenter with the order you were provided.

4-b: Earning Points***How do students earn points?***

The main way to earn points is through the recitation of the **Expert Word Cards**. Students receive varying points for reading or memorizing and for answering questions in full and complete sentences. Other opportunities will be given to earn points at the discretion of the presenter. The presenter will award points for the **Scorekeeper** to notate and maintain a running total. ***VIRTUAL: Additional points will not be awarded for memorization but rather for overall presentation skills.***

Section 5: The Activities**5-a: California Relief Map*****How is the California relief map used?***

During the second part of the presentation, a large California map (approximately 17 feet long and 5 feet wide) will be used to highlight important California locations and geography. Under the presenter's direction, students will help build the map on the floor and place clues on the map to aid in the understanding of California's geography.

VIRTUAL: Presenter will show a digital representation of the California floor map utilizing images for clues. Prior to presentation start, students will need to have a copy of the document of the California map outline and the document with all the clues (available on the Web site with Teacher Preparation Guide), colored pencils or other writing utensils available, glue/tape and all clues cut out.

5-b: “Star-Spangled Banner”

If time allows, your students will be led in singing our national anthem. Please make a copy of the **“Star Spangled Banner”** (*Materials for Duplication*, p. 30). Lyrics for each student and familiarize them with the words.

VIRTUAL: 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 the first place and participatory certificates on day of presentation. There is a space to write student names before giving to students. ***VIRTUAL: Digital copies of certificates will be made available for the teacher to fill in student names and distribute.***

6-b: Class Activities

Social Studies

Research different California indigenous groups and create an illustrated children's book. Include their location, housing, food, natural resources, legends, and religious beliefs.

Compare and contrast the purpose, architecture, and features of a pueblo, presidio, rancho, and mission. Include a picture or illustration of each.

Science

Learn more about the physical properties (strength, ductility, melting point, thermal and electrical conductivity, and toughness) of gold and other metals.

Compare and contrast the plants, animals, and climate of California's regions.

Math

Create a bar graph that demonstrates the average high and low temperatures of cities and areas such as Sacramento, Death Valley, Mt. Whitney, San Diego, Sonoma, Yosemite, and your city.

Use assorted maps of California to estimate the distance between cities based on the scale of the map. Compare your estimates to the actual distances.

Art

Learn more about California's state symbols. Create a class mural of California's symbols and important places.

Drama

Learn a Spanish or Mexican folk dance such as *Jarabe Tapatio* (the Hat Dance). Create outfits dancers would wear and perform dance for other classes or families.

Small groups work together to create short, silent skits about different important events in California history. Invite others to witness a California history museum come to life!

Language Arts

Many indigenous groups have oral histories, or stories told aloud instead of written down. Write and narrate your own story to explain natural phenomenon.

Learn the meanings of words we use that originate from Spanish: rodeo, cafeteria, patio, mosquito, aficionado, barracuda, adobe, galleon, fiesta, sierra, alcove, pronto, Chihuahua, conquistador, El Niño, macho, piñata, and plaza.

Technology

Produce a digital slideshow of images from your *Walk Through California* experience. Discuss what you learned about California history and geography.

Use a computer to create a labeled map of California. Begin with an outline of California and label important places with the symbols you learned during *Walk Through California*.

For additional examples visit <https://californiaweekly.com>

RESERVATIONS FOR NEXT SCHOOL YEAR!

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

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

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

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

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



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*MATERIALS
FOR
THE TEACHER*

CARD ASSIGNMENT LIST, p.16
EXPERT WORD ANSWER SHEET, p.17
NAME TAG INSTRUCTIONS, p.18
ROOM SETUP DIAGRAM, p.19
SCORE SHEET, p.20
ENTER QUIETLY SIGN, p.21
DUPLICATE EXPERT WORD CARDS, p.22-26

CARD ASSIGNMENT LIST

All cards need to be distributed evenly among 4 teams of different colors.
Color choices: orange, purple, blue, red, green, yellow.

Cards To Assign	Student Name	Team Color
ALTITUDE/ ELEVATION		
AQUEDUCT		
BAY		
BORDER		
CANYON		
CAPITAL/ CAPITOL		
CITY		
COAST		
COUNTRY		
COUNTY		
DESERT		
EARTHQUAKE FAULT		
EL CAMINO REAL		
EROSION		
FARM PRODUCE		
GLACIER		
GOVERNOR		
IRRIGATION		

Cards To Assign	Student Name	Team Color
ISLAND		
MISSION		
MISSIONARY		
MOTHER LODE		
MOUNTAIN		
PENINSULA		
PLATEAU		
PRECIPITATION		
PRESIDIO		
PUEBLO		
RANCHO		
REGION		
RESERVOIR		
RIVER		
SEA		
STATE		
VALLEY		
VOLCANO		

EXPERT WORD ANSWER SHEET

Please do not give this answer sheet to students. Have students research the answers in advance of program date! Encourage students to answer questions in complete sentences.

1. **Altitude/Elevation:** Badwater Basin's altitude is 282 feet below sea level.
2. **Aqueduct:** Owens Valley/Los Angeles Aqueduct.
3. **Bay:** Do research to find a bay in your area. (Ex: San Diego Bay, Santa Monica Bay, Monterey Bay, etc.)
4. **Border:** Colorado River.
5. **Canyon:** Kings Canyon National Park.
6. **Capital/Capitol:** Monterey, San Jose, Vallejo, and Benicia were once capitals under U.S. control (San Francisco was a temporary site during the 1862 flood of Sacramento). San Diego and Los Angeles as well as Monterey were capitals under Spanish/Mexican rule.
7. **City:** Los Angeles.
8. **Coast:** 840 miles. This answer is for the general coastline, not the tidal shoreline.
9. **Country:** Canada and Mexico.
10. **County:** 58.
11. **Desert:** Mojave Desert.
12. **Earthquake Fault:** San Andreas (enters the state at Bodega Bay and ends in the Imperial Valley).
13. **El Camino Real:** Highway 101.
14. **Erosion:** Mountains, valleys, canyons, and coastal areas.
15. **Farm Produce:** Do research to find produce grown or produced in your area.
16. **Glacier:** Yosemite Valley, Yosemite National Park.
17. **Governor:** Gavin Newsom elected in November 2018.
18. **Irrigation:** Central Valley Project (CVP).
19. **Island:** Channel Islands.
20. **Mission:** Do research to find the mission closest to your area.
21. **Missionary:** Father Junipero Serra.
22. **Mother Lode:** Sierra Nevada Mountain Range.
23. **Mountain:** Mt. Whitney, elevation 14,494 feet as stated by the US Forest Service. Some new surveys suggest 14,505 feet.
24. **Peninsula:** San Francisco.
25. **Plateau:** Modoc Plateau, located in the northeast corner of the state.
26. **Precipitation:** Do research to find amount of annual precipitation in your area.
27. **Presidio:** Under Spanish rule: Monterey, Santa Barbara, San Francisco, and San Diego. Under Mexican rule: Sonoma.
28. **Pueblo:** San Jose, Los Angeles, Branci-forte (Santa Cruz) and Sonoma were pueblos.
29. **Rancho:** Go to—
<http://californiaweekly.com/studentsparents/walk-through-california-4/california-rancho-information/> to find a Spanish/Mexican rancho in your area.
30. **Region:** Coast, valley, mountain, and desert.
31. **Reservoir:** Do research to find a lake or reservoir close to your area.
32. **River:** American River.
33. **Sea:** Salton Sea in Imperial County.
34. **State:** Oregon, Nevada, and Arizona.
35. **Valley:** San Joaquin Valley in the south and Sacramento Valley in the north.
36. **Volcano:** Lassen Peak.



NAME TAG INSTRUCTIONS



- A name tag template is available to download at www.californiaweekly.com.
- Each student has to have a **large name tag** that matches his or her team color (four teams, light-colored card stock).
- Please print the student's 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

DON

(Student's Name)

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

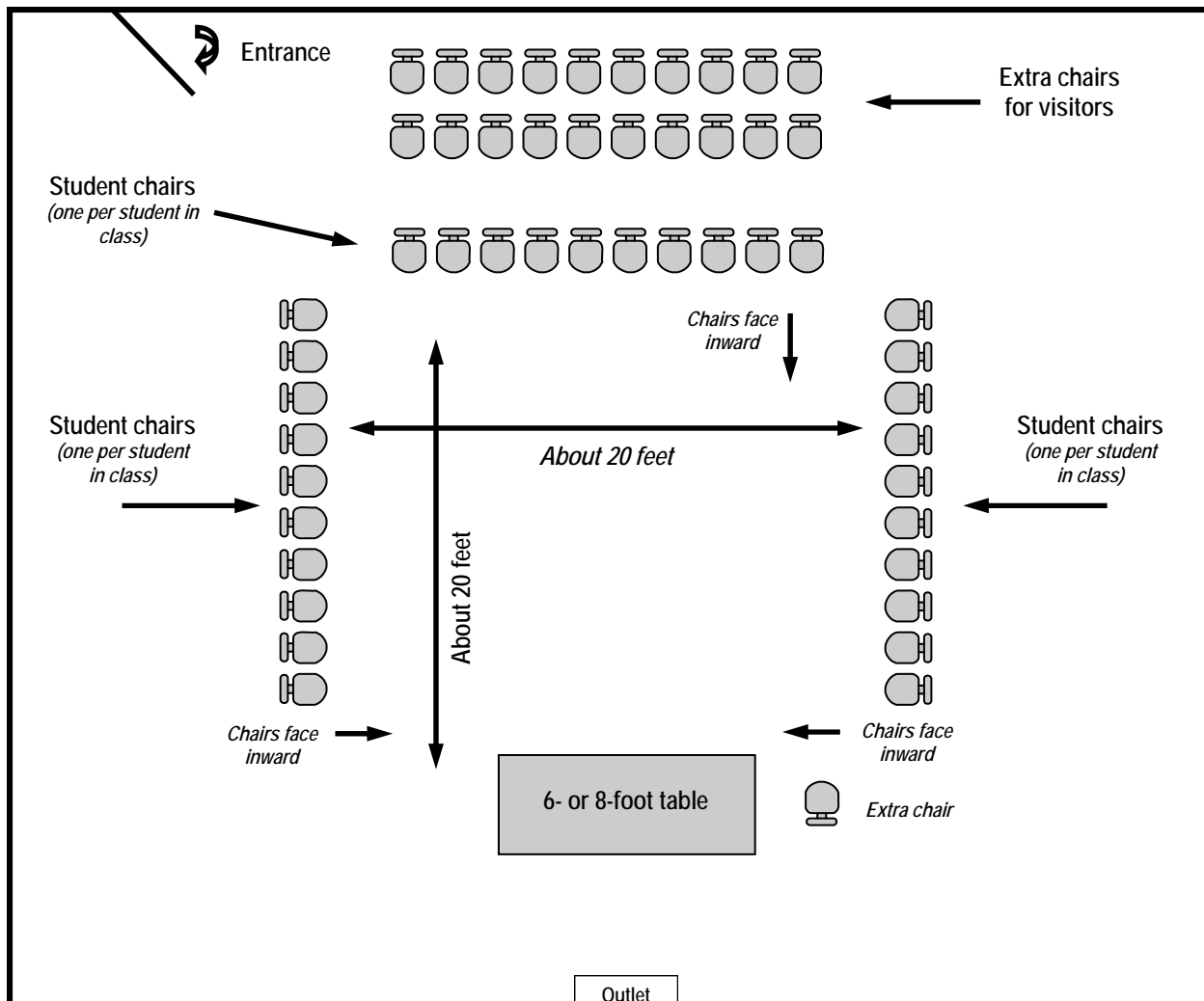


ROOM SETUP

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 with 20 x 20 foot open area in center of presentation space, and space for audience (if invited) 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 presentation and 30–45 min 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

1	2	3	4
<hr/> (TEAM NAME)	<hr/> (TEAM NAME)	<hr/> (TEAM NAME)	<hr/> (TEAM NAME)

*PLEASE
ENTER
QUIETLY*



*PRESENTATION
IN
PROGRESS*



*Please Silence
Cell Phones*

EXPERT WORD CARDS

(Green Cards)

Sheet 1 of 5

Altitude/Elevation

Altitude or elevation is the height of land above or below sea level.

*What is the **altitude** of Badwater Basin in Death Valley, California?*

Walk Through California © CWE, Inc. www.californiaweekly.com

Aqueduct

An aqueduct is a pipe or canal used for bringing water to an area that needs more.

*What **aqueduct** brings water to Los Angeles?*

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Bay

A bay is a part of a body of water that reaches into the land and protects ships from storms and waves.

*What is the closest **bay** to your school?*

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Border

A border is the edge or limit of a state, city, county, or country. Rivers can be borders too.

*What is the **border** between California and Arizona?*

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Canyon

A canyon is a deep, narrow valley with steep sides that has been worn into mountains by a stream or river.

What canyon in California is also a national park?

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Capital/Capitol

A capital, with the a/ spelling, is a city where a state or nation has its main offices and makes laws. Capitol, with the o/ spelling, is the building in the capital city where laws are made.

*What cities, besides Sacramento, used to be the **capital** of California?*

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City

A city is a part of a county with its own separate government and address.

*What is the largest **city** in California?*

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Coast

A coast is land next to an ocean or a large body of water. California's coast is along the Pacific Ocean.

*Approximately how many miles does the general **coast** of California stretch?*

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EXPERT WORD CARDS

(Green Cards)

Sheet 2 of 5

Country

A country is a part of the world with its own leaders, laws, flag, and boundaries. Most have their own army and collect taxes.

*What are the two **countries** that touch the United States?*

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County

A county is a part of a state that has its own government. It is made up of cities and towns.

*How many **counties** are there in California?*

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Desert

A desert is a dry area of land where plants that need little water will grow. A desert gets less than 10 inches of rain a year.

*What is the largest **desert** in California?*

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Earthquake Fault

An earthquake fault is a place where large parts of earth come together and movement happens.

*What is the largest **earthquake fault** in California?*

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El Camino Real

El Camino Real are Spanish words that mean the King's Highway. It is the pathway among the missions from San Diego to Sonoma along the coast of our state.

*What modern-day highway runs along parts of the original **El Camino Real**?*

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Erosion

Erosion is the wearing away and changing of land by the movement of water and wind.

*What are some land formations in California formed by **erosion**?*

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Farm Produce

Farm produce are plants that are grown on farms and sold for food or other needs.

*What is the main **farm produce** grown or processed in your area?*

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Glacier

A glacier is a large body of slow-moving ice that stays frozen all year.

*What famous valley in a California national park was formed by a **glacier**?*

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EXPERT WORD CARDS

(Green Cards)

Sheet 3 of 5

Governor

A governor is the main elected person who is head of the government in a state.

*Who is the **governor** of California?*

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Irrigation

Irrigation is a system for bringing water to an area so crops can grow.

*What is the **irrigation system** that provides water for the Central Valley in California?*

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Island

An island is a piece of land surrounded on all sides by water.

*What group of **islands** is off the coast of California?*

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Mission

A Spanish mission was a settlement built around a church to teach the local people about the Catholic faith. A mission contained living quarters, gardens, cooking and farming areas, and housed different types of animals.

*What is the nearest **mission** to your area?*

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Missionary

A missionary is a religious person who travels and tells others about their God.

*Who was the **missionary** who started the first nine California missions?*

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Mother Lode

The Mother Lode is the main deposit of an important mineral. In California it is where gold was first found in 1848 by James W. Marshall.

*What is the California mountain range where the **Mother Lode** is located?*

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Mountain

A mountain is high, rocky land, often with steep sides and a pointed top. A mountain range is a group of mountains that form a wall or chain.

*What is the highest **mountain** in California, and what is its elevation?*

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Peninsula

A peninsula is land surrounded on all but one side by water. It is connected to a larger piece of land.

*What large city in California is built on a **peninsula**?*

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EXPERT WORD CARDS

(Green Cards)

Sheet 4 of 5

Plateau

A plateau is an area of mostly high, flat land that is raised above nearby land.

*What large **plateau** is in the north-eastern part of California?*

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Precipitation

Precipitation is moisture that falls to earth as snow, rain, hail, dew, or fog.

*What is the annual amount of **precipitation** in your area?*

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Presidio

A presidio is a fort built by the Spanish military. In California, they were used to protect the coastal areas.

*What cities in California began as **presidios**?*

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Pueblo

A pueblo is a small community of homes and farms started by the Spanish to bring more people to California.

*What early Spanish **pueblo** is in California?*

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Rancho

A rancho is a large farm area in California that was often given to a person as a reward for service. It was where cattle were raised.

*What early Spanish or Mexican **rancho** is in your area?*

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Region

A region is an area of land that is different from other areas based on its geography, industry, and climate.

*What are the four main **regions** of California?*

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Reservoir

A reservoir is a large lake created by building a dam across a stream or river to store water for people and farms. Sometimes it's a large tank placed underground to store water.

*What large lake or **reservoir** is in your area?*

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River

A river is a large stream of water flowing through the land, usually fed by smaller streams.

*What is the **river** where gold was discovered in California in 1848?*

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EXPERT WORD CARDS

(Green Cards)

Sheet 5 of 5

Sea

A sea is a large body of salt water. Usually a sea is a part of an ocean, but in California there is a sea that is located inland.

*What **sea** is located in California?*

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State

A state is a part of the United States with the ability to make legal decisions for its defined area. A state has its own leaders, flag, and collects its own taxes.

*What are the three **states** that touch California?*

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Valley

A valley is low, flat land between mountains or hills.

*What are the two **valleys** that make up the Central Valley in California?*

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Volcano

A volcano is a mountain formed of ash and rock thrown up from inside the earth.

*What California **volcano** located in the Cascade Range erupted between 1914 and 1917?*

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MATERIALS FOR DUPLICATION

PRESENTATION INVITATION (ENGLISH & SPANISH), p.28-29

NATIONAL ANTHEM, p.30



PRESENTATION INVITATION



Dear Guests:

Please join us for **Walk Through California!** This is a fun 2½ hour history presentation that 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. One or more **Expert Word Cards** have been assigned to your child. Please help your child memorize the card(s) and find the answer(s) to the question on the card(s). This will help earn points for their team during this friendly classroom competition.

Encourage your child to dress in historical attire celebrating the three main periods of California history: Spanish period, Mexican period, United States period or in a creative costume that represents their assigned Expert Word card. This helps build excitement for participation in **Walk Through California**.

Please visit <https://californiaweekly.com/studentparents/walk-through-california-4/costume-ideas-2/for-inexpensive-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,



INVITACIÓN A LA PRESENTACIÓN



Queridos invitados:

¡Por favor, acompáñennos al **Walk Through California!** Una presentación histórica y divertida de 2 horas y media que ocurrirá en nuestro colegio. 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. A su hijo se le ha asignado una **Expert Word Card**. Por favor, ayúdelo a memorizar las tarjetas que le han sido asignadas para que gane puntos para su equipo en competencias amistosas.

Anime su hijo/hija a vestirse en ropa histórica que celebran los tres períodos principales de la historia de California: el Período Español, el Período Mexicano, el Período de los Estados Unidos o con un traje creativo que representa su tarjeta **Expert Word** que se le ha sido asignado. Esto ayuda a crear entusiasmo para participar en **Walk Through California**.

Visite www.californiaweekly.com para obtener ideas económicas.

Por favor note:

- Debido a la duración de la presentación, sugerimos que encuentren cuidado infantil para niños pequeños. Esta es una lección interactiva de historia y no una obra de teatro escolar. Los miembros más jóvenes de la audiencia pueden tener dificultades para permanecer callados durante la presentación. 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. Siéntase libre a tomar cuantas imágenes fijas quieras

¡Observe cómo la historia se vuelve real para los estudiantes! Su hijo recordará esta experiencia por muchos años y obtendrá un mayor aprecio hacia la historia.

Por favor, acompáñanos en nuestro colegio el:

Fecha _____ Hora _____ hasta _____

Sinceramente,

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

EXPERT WORD CARDS, p.32-36

EXPERT WORD CARDS

(Green Cards)

Sheet 1 of 5

Altitude/Elevation

Altitude or elevation is the height of land above or below sea level.

*What is the **altitude** of Badwater Basin in Death Valley, California?*

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Aqueduct

An aqueduct is a pipe or canal used for bringing water to an area that needs more.

*What **aqueduct** brings water to Los Angeles?*

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Bay

A bay is a part of a body of water that reaches into the land and protects ships from storms and waves.

*What is the closest **bay** to your school?*

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Border

A border is the edge or limit of a state, city, county, or country. Rivers can be borders too.

*What is the **border** between California and Arizona?*

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Canyon

A canyon is a deep, narrow valley with steep sides that has been worn into mountains by a stream or river.

What canyon in California is also a national park?

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Capital/Capitol

A capital, with the a/ spelling, is a city where a state or nation has its main offices and makes laws. Capitol, with the o/ spelling, is the building in the capital city where laws are made.

*What cities, besides Sacramento, used to be the **capital** of California?*

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City

A city is a part of a county with its own separate government and address.

*What is the largest **city** in California?*

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Coast

A coast is land next to an ocean or a large body of water. California's coast is along the Pacific Ocean.

*Approximately how many miles does the general **coast** of California stretch?*

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Country

A country is a part of the world with its own leaders, laws, flag, and boundaries. Most have their own army and collect taxes.

*What are the two **countries** that touch the United States?*

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County

A county is a part of a state that has its own government. It is made up of cities and towns.

*How many **counties** are there in California?*

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Desert

A desert is a dry area of land where plants that need little water will grow. A desert gets less than 10 inches of rain a year.

*What is the largest **desert** in California?*

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Earthquake Fault

An earthquake fault is a place where large parts of earth come together and movement happens.

*What is the largest **earthquake fault** in California?*

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El Camino Real

El Camino Real are Spanish words that mean the King's Highway. It is the pathway among the missions from San Diego to Sonoma along the coast of our state.

*What modern-day highway runs along parts of the original **El Camino Real**?*

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Erosion

Erosion is the wearing away and changing of land by the movement of water and wind.

*What are some land formations in California formed by **erosion**?*

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Farm Produce

Farm produce are plants that are grown on farms and sold for food or other needs.

*What is the main **farm produce** grown or processed in your area?*

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Glacier

A glacier is a large body of slow-moving ice that stays frozen all year.

*What famous valley in a California national park was formed by a **glacier**?*

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Governor

A governor is the main elected person who is head of the government in a state.

*Who is the **governor** of California?*

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Irrigation

Irrigation is a system for bringing water to an area so crops can grow.

*What is the **irrigation system** that provides water for the Central Valley in California?*

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Island

An island is a piece of land surrounded on all sides by water.

*What group of **islands** is off the coast of California?*

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Mission

A Spanish mission was a settlement built around a church to teach the local people about the Catholic faith. A mission contained living quarters, gardens, cooking and farming areas, and housed different types of animals.

*What is the nearest **mission** to your area?*

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Missionary

A missionary is a religious person who travels and tells others about their God.

*Who was the **missionary** who started the first nine California missions?*

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Mother Lode

The Mother Lode is the main deposit of an important mineral. In California it is where gold was first found in 1848 by James W. Marshall.

*What is the California mountain range where the **Mother Lode** is located?*

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Mountain

A mountain is high, rocky land, often with steep sides and a pointed top. A mountain range is a group of mountains that form a wall or chain.

*What is the highest **mountain** in California, and what is its elevation?*

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Peninsula

A peninsula is land surrounded on all but one side by water. It is connected to a larger piece of land.

*What large city in California is built on a **peninsula**?*

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Plateau

A plateau is an area of mostly high, flat land that is raised above nearby land.

*What large **plateau** is in the north-eastern part of California?*

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Precipitation

Precipitation is moisture that falls to earth as snow, rain, hail, dew, or fog.

*What is the annual amount of **precipitation** in your area?*

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Presidio

A presidio is a fort built by the Spanish military. In California, they were used to protect the coastal areas.

*What cities in California began as **presidios**?*

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Pueblo

A pueblo is a small community of homes and farms started by the Spanish to bring more people to California.

*What early Spanish **pueblo** is in California?*

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Rancho

A rancho is a large farm area in California that was often given to a person as a reward for service. It was where cattle were raised.

*What early Spanish or Mexican **rancho** is in your area?*

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Region

A region is an area of land that is different from other areas based on its geography, industry, and climate.

*What are the four main **regions** of California?*

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Reservoir

A reservoir is a large lake created by building a dam across a stream or river to store water for people and farms. Sometimes it's a large tank placed underground to store water.

*What large lake or **reservoir** is in your area?*

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River

A river is a large stream of water flowing through the land, usually fed by smaller streams.

*What is the **river** where gold was discovered in California in 1848?*

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Sea

A sea is a large body of salt water. Usually a sea is a part of an ocean, but in California there is a sea that is located inland.

*What **sea** is located in California?*

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State

A state is a part of the United States with the ability to make legal decisions for its defined area. A state has its own leaders, flag, and collects its own taxes.

*What are the three **states** that touch California?*

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Valley

A valley is low, flat land between mountains or hills.

*What are the two **valleys** that make up the Central Valley in California?*

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Volcano

A volcano is a mountain formed of ash and rock thrown up from inside the earth.

*What California **volcano** located in the Cascade Range erupted between 1914 and 1917?*

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