



WALK THROUGH THE AMERICAN REVOLUTION®

TEACHER PREPARATION GUIDE

Walk Through the American Revolution is an engaging and interactive educational presentation with friendly competition and lively retelling of standard history curriculum. A trained presenter guides up to 36 students through historic events using dynamic, kid-friendly stories and activities. Through assigned Character and Expert Word Cards, students will explore the famous events, prominent historical figures, and relevant vocabulary of our nations beginnings by becoming people from the time period and/or experts on important events. During the presentation the students compete in a friendly contest to earn points. Games, music, and dramatic activities encourage participation and comprehension of the curriculum throughout the presentation.

This guide will help you with the required classroom preparation we depend on to ensure that your Walk Through is a success. It includes all the information needed, such as classroom set-up, confirmation of the itinerary for the day, and all necessary links.



ALL ITEMS FOR DOWNLOADING/PRINTING

[ALL ITEMS FOR PRINTING](#)

Print all items for teacher use and distributing to students.

INDIVIDUAL PAGES FOR PRINTING:

[TEACHER CARD ASSIGNMENT LIST/ORDER OF PRESENTATION](#) print on **regular white paper**

[TEACHER CARD ASSIGNMENT LIST](#) – BY TEAM not in order of presentation

[EXPERT WORD CARDS](#) print on **light green card stock**

[CHARACTER CARDS](#) print on **light blue card stock**

[AMERICAN EXPERIMENT](#) print on **light yellow card stock**

After printing on designated color card stock, cut and distribute above materials to individual students using the instructions provided for assigning cards in this guide.

[INDIVIDUAL STUDENT CARDS](#) (located on Web site)

For students to access “lost” cards electronically.

[BATTLE SCENES](#) print on **regular white paper**

There are three total battle scenes. Print one copy and distribute each battle to the team (red, white, or blue) designated on the battle scene page.

[LIBERTY BELL GAME SHEETS](#) print on **regular white paper**

Print a copy for each student participating. These will be given to the presenter on the day of presentation and should not be given to students beforehand.

[THE NATIONAL ANTHEM](#) print on **regular white paper**

Print a copy for each student participating. If students are already familiar with singing the Star-Spangled Banner, copies may not be needed. These can either be provided to students prior to the presentation to bring with them to the presentation room.

[NAMETAG INSTRUCTIONS](#)

Find [NAME TAG TEMPLATE here](#) (will download as a Word doc)

*Student name needs to be printed on **cardstock** that is the color of the team the student has been assigned (**red, white, or blue**).*

[AUDIENCE INVITATION LETTER](#)

Print or send electronically to students’ family.

[ROOM DIAGRAM](#) (room must be set up on hour prior to presentation start)

Provide diagram to person setting up presentation room.

[ENTER QUIETLY SIGN](#)

Place on outside of presentation room doors.

[SCORE SHEET](#) – points awarded by presenter.

Provide to the adult volunteer chosen to record points (If not the teacher).

THE DAY OF

- Communicate with the person designated to set up the presentation room to ensure it will be ready per the [ROOM DIAGRAM](#) at least **one hour prior** to your presentation start.
- Battle scene props/set pieces, writing boards & pencils may be pre-set in room up to one hour prior to presentation start or brought with you to presentation at arrival.
- [ENTER QUIETLY](#) sign placed on all outside doors.
- If you have any **absences** on the day of your Walk Through, [RE-ASSIGN](#) their [EXPERT WORD CARDS](#), [CHARACTER CARDS](#), and/or [AMERICAN EXPERIMENT CARDS](#) and part in battle scene prior to the presentation. For a balance of points, **do not re-assign cards to a student on another team.**
- Place [NAMETAGS](#) on students prior to walking to presentation room.
- Ask students to use the restroom and get water beforehand to avoid interruptions to their Walk Through.
- When leaving the classroom, remind students to make sure they have all their assigned cards, costume pieces, and props. If set pieces for battle scenes, writing boards and pencils are not pre-set, remind students to bring these with them as well.
- Arrive at the presentation location with students **in lines by team (team leader in front)** and **nametags on.**
- The presenter will meet you and your class **OUTSIDE** of the presentation room.
 - Please do not bring students in beforehand.
 - Confirm with your presenter how many students are in attendance. Your presenter *counts out certificates* based on the number provided on your itinerary.
 - Let your presenter know of any students that may have special needs, and how we can better accommodate them.
- A teacher or **qualified adult must always be in the presentation room throughout the entire length of your Walk Through.**

PRESENTATION START TIME/STUDENT NUMBERS

- We do not set the times for your presentations. The person who made the reservation has access to submit these itinerary details through their online account [here](#). Please work with the person who made your reservation to determine the best times that will work with your school's instructional hours, **for example: 8:30-11:00 and 12:00-2:30**.
- Walk Through Presentations are 2 ½ hours in length with a short 5-minute restroom/water break after about 90 minutes. We do not adjust the presentation for a school's recess or lunch schedule. Students may need to take an early lunch or have a separate recess before or after their scheduled presentation. See [SCHEDULING CHART](#) for guidance in determining presentation times.
- When two Walk Through presentations are taking place on the same day, we require 60 minutes between presentations to accommodate the California state mandatory employee lunch break and time for the presenter to re-set display. Presentations on the same day must take place in the same room.
- If possible, please start your first presentation at least 10 minutes *after* the morning bell to ensure enough time for taking attendance and securing nametags before arrival to presentation room and end your second presentation at least 10 minutes *before* the afternoon bell to give time for end of day release.
- Consider your school's office/administration hours when choosing your presentation start time. Your presenter is scheduled to arrive **one hour prior** to presentation start and the office/administration must be available at that time for your presenter to sign in and enter campus.
- 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.
- We ask that students of other classes are not brought in to view any portion of the Walk Through presentation. This interactive presentation is intended for participation, not viewing.
- Teachers with combo classes need to have alternate plans for those students not participating. Please contact our office for modifications in preparing a class with under 14 students participating or let us know if combo students from a different grade level will be participating. Email programs@californiaweekly.com

ITINERARY CONFIRMATION

Confirmation and reminder emails are sent out to the email address of the person who made the reservation, and any teachers' email addresses that have been provided on the online account by the person who reserved. The information on this confirmation email contains the details provided to the presenter and the presenter will be arriving and prepared based on the time, presentation type, and student numbers in that email. If the person who reserved your presentation is no longer available, please contact us at info@californiaweekly.com.

Please work with your reservation's contact person to coordinate start times. Be sure that your latest email confirmation sent from our reservation system includes the start-time and presentation type you are expecting and that student numbers are correct.

Your Walk Through Presentation is just a month away!

Walk Through the American Revolution (two presentations, a.m. and p.m.) Date: 6/9/2023

School Name: Eureka Elementary

Reservation Number: PS22-1545344

School's Office Hours: 7:30am - 3:30pm

School's Instructional Hours: 8:00am - 2:35pm

Room Assignment: MPR

Primary School Contact: Don Oliver don@eurekaelementary.com

First Walk Through presentation

Teacher: Philip Black philip@eurekaelementary.com

Number of Students: 33

Presentation Time: 8:15-10:45

Second Walk Through presentation

Teacher: Kate Rosa kate@eurekaelementary.com

Number of Students: 29

Presentation Time: 11:45-2:15

EXAMPLE

If you haven't yet received an email confirmation like the one pictured above or a reminder notice similar to this or if your notice is missing any of the required details, please contact us immediately at info@californiaweekly.com. This means, we haven't been provided necessary information by your reservation's contact person.

ROOM PLANNING AND PRESENTER ARRIVAL

Finding the right room for your Walk Through can prove challenging as commonly used rooms are often being utilized throughout the day for different activities. If possible, we suggest reserving an MPR or similar space for your Walk Through. We have provided a [ROOM SET-UP DIAGRAM](#) for you to use when setting up the room.

1. The 20'x20' presentation space must be **indoors**, with **enough seating for students**
 - additional space is required should adult guests be invited
2. Consider weather when choosing what room will be used as we are unable to break down and re-set in a different location within the same day to accommodate rainy day schedules or for any other reason
3. If reserving a multi-purpose type room, ensure other activities are not scheduled to take place in the room 1 hour prior and up to 1 hour concluding your presentation
4. All chairs and a 6'-8' table must be pre-set **prior to the arrival of your presenter**
5. The presenter is not responsible for removing furniture or setting up chairs and tables
6. A school staff member **must be present 1 hour prior** to the presentation start time to check-in the presenter and to provide instructions on:
 - the closest area to unload the display and cart heavy equipment from their car
 - the closest staff restrooms
 - where to park for the day; please consider reserving a space for the presenter



If you are receiving help from custodial staff, please provide them with the [ROOM SET-UP DIAGRAM](#). We require use of the room without other groups present (before or after school groups, music class, play rehearsal etc.) one hour prior to presentation start-time and one hour upon conclusion of presentation. This time is needed for your presenter to set up the display and be ready to start your presentation on time and to break down equipment after. Please consider the weather when choosing a room as we are

unable to break down and re-set in a different location within the same day to accommodate rainy day schedules or for any other reason. Should you need to utilize your classroom, all furniture must be removed including desks and tables. Due to liability policies, the presenter may not be with students unless school staff is present. Students may not be in room during set up or break down time.

TEAM/CARD ASSIGNMENTS



We suggest that all cards be assigned and passed out to students 3-4 weeks prior to your presentation date to allow time for students to prepare. Begin by splitting students as evenly as possible into 3 teams of mixed ability/gender with at least one strong leader on each team. Assign each team a color of either RED, WHITE, or BLUE. Once your students are placed in color teams, you can start assigning the cards. Each card needs to be assigned to a specific student. For smaller classes, each student will be assigned more than one card.

Card	Team Color	Student Name	Card	Team Color	Student Name
Parliament	RED	_____	*ROGER SHERMAN (American Experiment card only)	BLUE	_____
Proclamation	WHITE	_____	*ROBERT LIVINGSTON (American Experiment card only)	RED	_____
Customs/Tariffs	RED	_____	MARY DRAPER	WHITE	_____
Stamp Act	RED	_____	NATHAN HALE	BLUE	_____
Sons of Liberty	BLUE	_____	LYDIA DARRAGH	BLUE	_____
Declaratory Act	RED	_____	NANCY MORGAN HART	WHITE	_____
Townshend Act	BLUE	_____	BATTLE NARRATION (Trenton & Valley Forge)	BLUE	_____
Writs of Assistance	WHITE	_____	THOMAS PAINE	BLUE	_____
CRISPUS ATTUCKS	RED	_____	MARTHA WASHINGTON	BLUE	_____
The Gaspee	WHITE	_____	ABIGAIL ADAMS	WHITE	_____
SAM ADAMS	BLUE	_____	MERCY OTIS WARREN	RED	_____
KING GEORGE III	RED	_____			

We have provided a [CARD ASSIGNMENT](#) list that is in order of appearance. It is for your reference only and to aid you in assigning parts. Some students might benefit to come up earlier in the presentation etc. Please do not let students know beforehand when they will be called as we are also working on listening skills during the presentation. The presenter lets students know that they could be called up “at any time.”

Exceptions are made for students with special circumstances (who may only be able to attend for a certain amount of time). Please consider your students’ skill level when assigning cards as some are longer or more difficult than others. For students with special circumstances, we can provide cards with alternate/shorter definitions. Please contact us at programs@californiaweekly.com if this is needed for any of your students. Should your class have “buddies” or “helpers” for students with special circumstances, we encourage student and helper be placed on the same team.



TEAM/CARD ASSIGNMENTS continued

All cards must be assigned. To give teams an equal opportunity to earn points there are 9 *Character Cards*, 5 *Expert Word Cards*, 2 *American Experiment Cards* and 1 *Battle Scene* **pre-designated** to each team. Please ensure students placed in a certain color group are only assigned an *Expert Word*, *Character*, and/or *American Experiment Card* from that color group.

- Assign a team leader/ “general” for each team. This can also be the student chosen to be the narrator for their team’s battle scene.
- Inform your students that they will receive extra points for memorizing their *Expert Word* and *Character Card*. Due to level of difficulty, the narration of the *Battle Scenes* and *American Experiment Cards* are typically not memorized but some students do choose to, and extra points may be provided. Students with *Character Cards* will receive additional points for dressing like their character, bringing the suggested prop up with them to recite and enacting the performance instructions provided on their card.
- We ask for students to **bring their assigned card(s)** even when memorized. For smaller classes, students will have more than one card assigned. In this case, students can try and memorize at least one and be ready to read the others clearly. The student assigned as narrator to their team’s battle should bring a copy of the battle scene to read. It is not necessary for battle narration to be memorized.
- Classes of 14 or less participants can contact our office at programs@californiaweekly.com for modified preparation instructions.

For students who need copies of their individual cards/assigned parts, they can be downloaded and printed from our Web site here: [INDIVIDUAL STUDENT CARDS](#)



STUDENT ASSIGNED CARDS

Instructions for printing: [EXPERT WORD CARDS](#) print on **light green card stock**
[CHARACTER CARDS](#) print on **light blue card stock**
[AMERICAN EXPERIMENT](#) print on **light yellow card stock**
[BATTLE SCENES](#) print on **regular white paper**

A total of 15 [EXPERT WORD CARDS](#), 27 [CHARACTER CARDS](#), 6 [AMERICAN EXPERIMENT CARDS](#) and 3 [BATTLE SCENES](#) are provided for the Walk Through Revolution and ALL cards need to be assigned prior to presentation date by utilizing the [CARD ASSIGNMENT](#) list. During the presentation, your presenter will say each *Expert Word* and *Character* card. Upon hearing their assigned word and/or card the student will come to a designated area in front of the display to recite their part. The presenter will bring all 6 students assigned to the *American Experiment* cards up at the same time for a special reading and battle scenes will be presented by each team at various times during the presentation.



Each [EXPERT WORD CARD](#) contains a vocabulary word and definition specific to the American Revolution and content standards for 5th grade history.

[CHARACTER CARDS](#) represent some of the prominent people during the American Revolution. The presentation is not designed for every student participant to be assigned a *Character Card* unless the class size allows. Each card provides details for student to dress in historical attire, bring a specific prop, and rehearse specific performance instructions. Students will be awarded points for these things. Character props and costumes are not provided by the presenter unless otherwise specified on the card. Students assigned to more than one character should try to memorize at least one of the cards and bring props for each character, but dress in only one costume. A quick costume piece may be added or removed but there is not time for costume changes. Click [here](#) for a complete *Character Card* prop list. The students portraying John Hancock, Thomas Jefferson, Benjamin Franklin, and John Adams will receive both a *Character* card and an *American Experiment* card. Two of the *American Experiment* cards do not have corresponding character cards. These are Roger Sherman and Robert Livingston.

THE READING OF THE AMERICAN EXPERIMENT

The [AMERICAN EXPERIMENT CARDS](#) contain portions of the Declaration of Independence to be read by those “characters” responsible for creating this important document.



The presenter will call up the students and arrange them in a specific way. No setup arrangements need to be made prior to the presentation on the part of the students or teacher.

Each card contains a “First Part” and “Second Part”. The students will read the “First Part” one at a time in a specific order given by the presenter. The “Second Part” will be read by the students at the same time in unison. Students should practice reading together beforehand.

The wording on these cards can prove challenging so students should practice reading the text out loud, so they can pronounce the difficult words clearly. The students can memorize these cards if they would like, but it is not necessary.



BATTLE SCENE PREPARATION



[BATTLE SCENES](#) are narrated scenes from key battles/situations of the American Revolution that each team will rehearse prior to the presentation and be ready to perform when called up by the presenter. Battle scenes are pre-designated to a team: Lexington and Concord (White Team); Trenton and Valley Forge (Blue Team); Yorktown (Red Team).

We suggest assigning a student with leadership qualities or a strong reader to be the narrator for their battle. This person tends to act as the “Director” for their scene and can assign parts designated in the battle and lead rehearsals.

The narrator can read the narration. It does not need to be memorized. Narrators will be provided a microphone. Stage directions are provided in parentheses within the narration of each scene. These are for rehearsal only, and not meant to be read out loud by the narrator during the performance. Those with small speaking parts within the battle should know when their line is coming and be memorized for those. Encourage these students to use a big voice so that they can be heard.

The presenter will provide 10 replica muskets, one plastic sword, and one stick pony. The presenter will give a speech prior to the first battle scene about the importance of showing respect with the material. We go over how muskets were historically handled and loaded in order to avoid misuse/misrepresentation and maintain historical accuracy. Points will be deducted and replicas taken away should there be any misconduct. It is very important that the representation of “reloading” is done correctly.

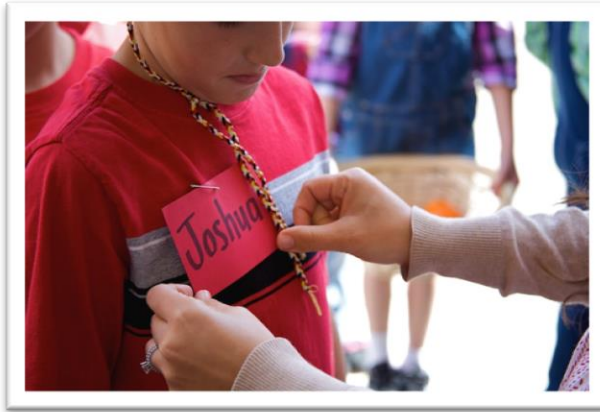
All other props and set pieces designated on each battle scene page are to be provided by the students. If time does not allow to prepare designated props and/or set pieces, students can pantomime as if they are there. These include bushes for The Battle of Lexington/Concord; a boat, Christmas presents, rags, and campfire for The Battle of Trenton/Valley Forge; swords and bushes for The Battle of Yorktown.

Points will be awarded for organization, clarity, and respect for content. Please provide your students with adequate time to prepare their scene, learn their roles, and create set pieces and props.

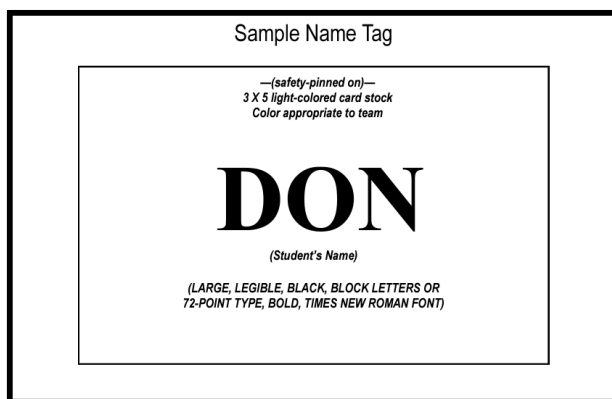
Set pieces for battle scenes may be brought to presentation room with students upon arrival or pre-set in the room up to one hour prior to presentation start.

Note: The characters of Paul Revere from the white team, George Washington from the blue team and General Charles Cornwallis from the red team will also appear as the same character in their assigned battle. The red team will need to choose someone from their team to play “George Washington” since the student with that character card is on a separate team.

NAMETAGS/TEAM COLORS



Nametags greatly impact the ability of your presenter to interact and make connections with your students. It is important that nametags be made *large, visible, and easy to read*. We have provided a [NAME TAG TEMPLATE](#) that can be downloaded for use in making nametags as well as [NAMETAG INSTRUCTIONS](#).




Your presenter utilizes nametags with the team colors throughout the presentation. At the start of the presentation your presenter will **assign each team a team name and cheer** associated with the team color and the American Revolution. Students will be standing up and saying their team-name/cheer each time they are awarded points by the presenter. This aids the adult scorekeeper (volunteer or teacher) in keeping track of points throughout the presentation.

- Student names should be printed on team-colored cardstock (red team = red nametag). Character names do not need to be placed on nametags.
- Print the student's name legibly in large, block letters using a thick, black marker; or on computer, use a simple font such as Times New Roman with bold, 72-point type or larger. For longer names, you may need to use less than 72-point type
- Avoid having students make their own name tags
- Students' nametags must be on before entering the presentation room. **Allow plenty of time to distribute nametags** on the day of the presentation. Consider asking another adult for help pinning them on students
- We recommend using safety pins to secure nametags and that they be placed high on a student's chest and not hidden under costume pieces or long hair. If you find lanyards easier to use, please make the nametags double-sided so your presenter can read names on either side

Note: Often we see teachers use lanyards or small labels/stickers. Lanyard nametags often flip over causing the presenter the need to ask multiple times for students to turn them over. Labels/stickers inevitably fall off.

SCORES AND SCOREKEEPER

 SCORE SHEET		
<i>PLEASE KEEP POINTS TOTALED!</i> <small>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.</small>		
<i>Teams</i>		
<i>Red Coats</i>	<i>White Tories</i>	<i>Blue Rebels</i>

Throughout the presentation your presenter will be awarding points to student teams for various things including the recitation of cards and battle scenes. Points are awarded in increments of five. Using the [SCORESHEET](#) provided, we ask for a teacher or adult audience member to keep track of the points that are awarded by keeping a running total; the presenter announces points very quickly at the end of the presentation and there will not be time then to add them up.

LIBERTY BELL GAME SHEETS

The [LIBERTY BELL GAME SHEETS](#) 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 and if time permits, play a game by competing against each other in giving the presenter the answers on the sheets.

Copies need to be made for each student participating but should not be given to the students prior to the presentation. Game sheets can either be pre-set under the student chairs along with a pencil and writing board or given to your presenter at the start of the presentation.

Students will need a pencil (not a pen) and a writing board or other hard surface for filling out game sheets. These can be pre-set under student chairs or students can arrive to the presentation room with a pencil and writing board. Please provide additional pencils to replace those that break.



HISTORICAL ATTIRE

Encourage your students to dress in historical attire that represents the colonial period of America or as a character from their *Battle Scene*. Those assigned a *Character* card should dress in attire representing the person of history they are portraying and will receive additional points for their team. Note: Students in dresses do not need to change for battle scenes. A coat or hat can quickly be added.

Students assigned to more than one character may choose one costume and if needed, bring a jacket or hat to wear for a second character or battle scene. Students will not have time for full costume changes during the presentation.

Costume pieces can be created in class or with the help of the student's family at home. We strongly encourage creativity (and advocate that families do *not* spend money on costumes). We do not sell or provide costumes. Suggestions for historical attire can be found [here](#).



Students should be able to comfortably sit in their costumes!

Common costume pieces include:

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

ADDITIONAL DETAILS

SINGING OF THE NATIONAL ANTHEM

If possible, please familiarize your students with our National Anthem, as it will be sung at the conclusion of your presentation (when time allows). Sometimes, teachers make copies of the lyrics for students to use while singing the anthem.

[STAR SPANGLED BANNER LYRICS](#)

INCLUDED ACTIVITIES

A Walk Through presentation runs in a very tight 2 ½ hour presentation. With a lot of information and activities to include, your presenter may choose to omit certain elements to allow enough time for students to present their cards and scenes. If there is anything you've enjoyed from past presentations that you'd like to make sure is included, please let your presenter know when they greet your class at the door of the presentation room.

5-MINUTE BREAK

There will be a 5-minute break about 90 minutes into the presentation and students are welcome to use the restroom and get water at that time, but please do not consider this a "snack break" (unless there is a medical need) or recess break. The presentations cannot be elongated to accommodate a longer break.

INVITE AUDIENCE

Use our [AUDIENCE INVITATION LETTER](#) to invite adult family and friends or even the press! Please do not have students from other classes or grade levels observe. Teachers with combo classes need to have alternate plans for those students not participating.

RECORDING/PICTURES

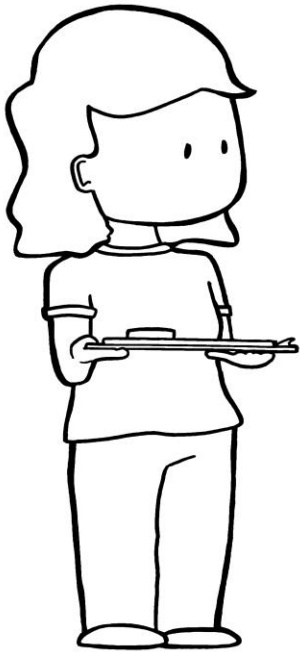
Due to copyright restrictions, we limit recording to small portions of the presentation. Recordings may be of students enacting their parts only. Still images are welcomed if doing so does not go against school policies that prohibit taking pictures or violate restrictions of individual students. We do ask that pictures are taken without walking into the presentation area or in any way disrupting the presentation.



WHAT TO BRING WITH YOU

Teacher

- Class set of [LIBERTY BELL GAME SHEET](#)
- Class set of the [NATIONAL ANTHEM](#)
 - *May be printed on the backside of the Liberty Bell game sheets*
- Class set of writing boards
- Extra pencils
 - Game sheets, writing boards and pencils may also be pre-set under each student chair
- [SCORE SHEET](#)—you may ask a parent volunteer to keep a running total of each team's points
- Card [ASSIGNMENT LIST](#)
- Extra set of
 - [EXPERT CARDS](#)
 - [CHARACTER CARDS](#)
 - [AMERICAN EXPERIMENT CARDS](#)
 - [BATTLE SCENES](#)
- Tape (for costume emergencies!)



Students

- Writing board and pencil (unless already pre-set in room)
- Costumes on
- Nametags on
- Props for Character card and/or battle scenes
- Set/scenery pieces for battle scenes (unless already pre-set)
- Copy of their assigned [CARDS](#)
- Each narrator with copy of [BATTLE SCENE](#)
- Copy of the [NATIONAL ANTHEM](#) if necessary



REVIEW US!

Please take a moment to **review your Walk Through experience** by checking your email after your presentation for a customized feedback link! If the contact person who made your reservation did not provide us with your email address, the link will be sent to them to be forwarded on to you. If you do not receive the link, please check with the person who made your reservation or email us directly at info@californiaweekly.com.