

Louisiana Social Studies

100% Aligned to
Louisiana Academic
Standards

View a Demo &
Request a Sample at
www.GallopadeCurriculum.com



WELCOME TO GALLOPADE CURRICULUM

Gallopade offers interactive, flexible 3rd-5th social studies curriculum designed to engage students in a multi-sensory learning experience.

- **100% ALIGNED** TO LOUISIANA ACADEMIC STANDARDS
- **PRINT & DIGITAL** TEACHING OPTIONS
- **ALL-IN-ONE** CURRICULUM

ALIGNED.

Every Louisiana Experience Student Book is written and aligned 100% to the Louisiana Academic Standards. All key themes and grade-level expectations have been integrated throughout The Louisiana Experience. Students are equipped with the knowledge needed to become informed, engaged, and responsible citizens.

3rd –Louisiana Studies: History, Geography, Civics, Economics

4th –The United States of America: Geography, People, and Events that Shaped our Nation

5th –United States History: Pre-Columbian Cultures through the French and Indian War

PROVEN.

No boring, heavy textbooks here. Students receive a consumable Student Book filled with small bites of content and reinforcement activities. Our research-based chunking approach, active learning activities, engagement of multiple learning styles, and standards-based instruction succeeds in students learning, understanding, and retaining essential social studies standards and skills.

FLEXIBLE.

Flexible learning materials are becoming an increasingly important part of education. Teachers and students receive online access to pre-organized – and assignable – content, tools, and resources. The all-new **Gallopade Curriculum Online** allows students to learn using a combination of Gallopade components, most of which can be assigned and completed online or in-class!



Our chunking approach, active learning activities, engagement of multiple learning styles, and standards-based instruction succeeds in students learning, understanding, and retaining essential social studies standards and skills.

Louisiana Experience Class Set

What's Included?

Gallopade Curriculum is sold in Class Set quantities of 30 students. Teachers and students receive print and digital access to a collection of engaging resources.

	Student Book	Teacher's Edition	Teaching Tools	ExperTrack Assessments	Biography Readers	Grading & Reporting	Teacher Portal	Digital Course	1-Year (30 Students)
3rd	✓	✓	✓	✓		✓	✓	✓	\$579.⁷⁰ LACS3 \$19.32 per student/year
	✓	✓	✓	✓	✓	✓	✓	✓	\$885.⁰⁰ LADLX3 \$29.50 per student/year
4th	✓	✓	✓	✓		✓	✓	✓	\$579.⁷⁰ LACS4 \$19.32 per student/year
	✓	✓	✓	✓	✓	✓	✓	✓	\$885.⁰⁰ LADLX4 \$29.50 per student/year
5th	✓	✓	✓	✓		✓	✓	✓	\$579.⁷⁰ LACS5 \$19.32 per student/year
	✓	✓	✓	✓	✓	✓	✓	✓	\$885.⁰⁰ LADLX5 \$29.50 per student/year
Access Type	Print & Digital	Print & Digital	Digital	Digital	Print	Digital	Digital	Digital	\$

View all pricing and ordering information on page 31.



FOR TEACHERS:

Teacher's Edition (Print & Digital Edition) – Full Student Edition with answers to all questions and activities.

Online Instructional Platform – Organized by units and chapters, easily access, assign, and grade learning resources. Includes...



- Answer Keys.



- Select assignable resources, activities, and videos.



- Pre-built and auto-graded Benchmark, Checkpoint, and End-of-Year ExperTrack Assessments



- Grade and submit feedback to students.



- Multi-level standards reporting by course, class, and student.

Teacher Discount Card - Use your 20% off discount code – as much as you'd like - on hundreds of supplemental resources on Gallopade.com.

Admin Access – The administrator platform provides a view of schools, users, products, and classes.

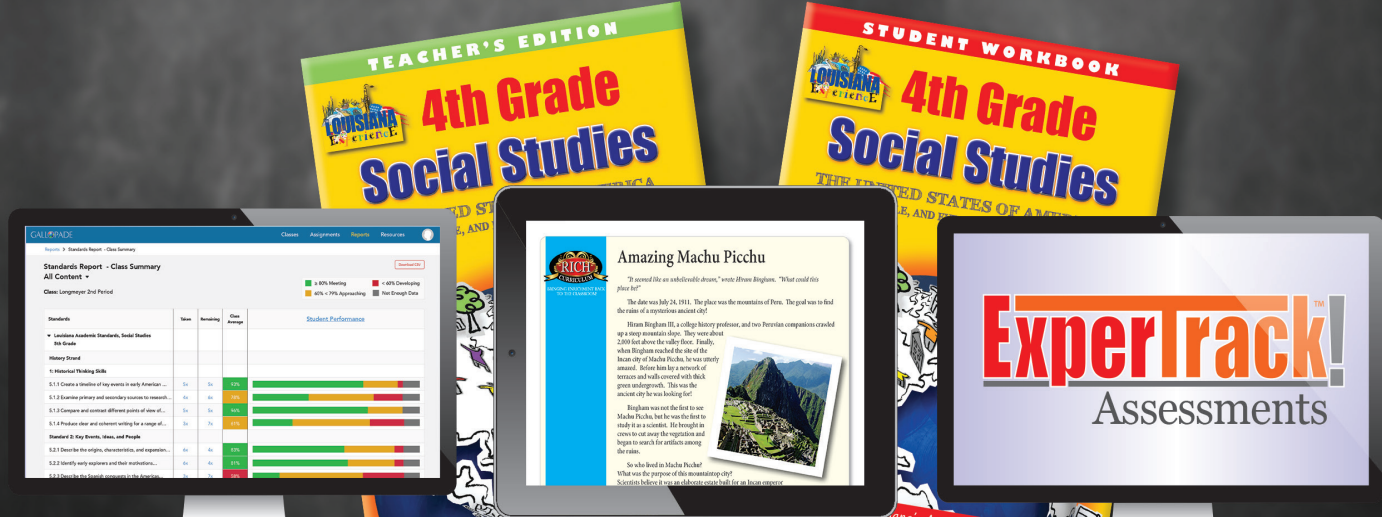
FOR STUDENTS:

Student Book (Print & Digital Edition) – Core component of Gallopade Curriculum, covering 100% of the Louisiana Academic Standards for social studies.

Online Course – Easy-to-use online access to the Student eBook, assignments, and grades.

**FLIP
TO LEARN
MORE**





Your Purchase Includes

THE PERFECT BLEND FOR IN-CLASS OR REMOTE LEARNING

Blended learning has become a requirement in today's schools. Now, more than ever, educators need a social studies solution that's effective, easy-to-use, and most importantly, flexible. Gallopade equips teachers and students with the resources and experiences required to teach, test, and track the standards.

TEACH



Louisiana Experience Student Book

100% aligned, all-in-one resource combining textbook content with workbook activities. Filled with DOK-Leveled activities and literacy (ELA) builders. [Print and digital component](#).

Teacher's Edition

Complete Louisiana Experience Student Book with answers to all questions and activities. Includes instructional strategies, content for each strand, and correlations. [Print and digital component](#)

Teaching Tools

The Enrichment Pack, 21st Century Skills: Projects & Performance Tasks, and Tech Tools include a wide variety of activities to facilitate creative teaching. [Digital component](#)

Online Instructional Platform

The all-new **Gallopade Curriculum Online** provides teachers with everything needed to teach the standards. Content is organized by Units and Chapters. Assign content, activities, and assessments.

Online Student Course

Students can access The Louisiana Experience Student eBook, complete and submit assignments, and view grading and teacher feedback.

TEST



ExperTrack Assessments

Auto-graded and pre-built Checkpoint, Benchmark, and End-of-Year assessments cover core content and skills. [Digital component](#)

TRACK



Grading & Reporting

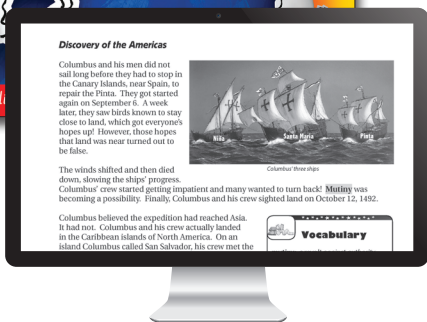
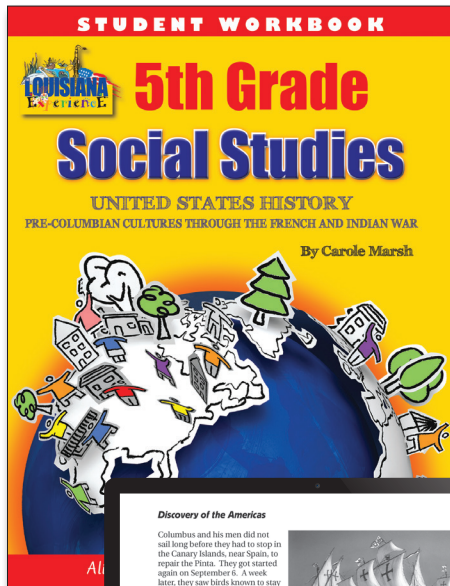
Grade assignments and send feedback to students. Easily measure and monitor student success with reports at the course, class, and student level. Standards-based reporting provides documentation of student progress throughout the school year. [Digital component](#)

SCHEDULE A PRESENTATION

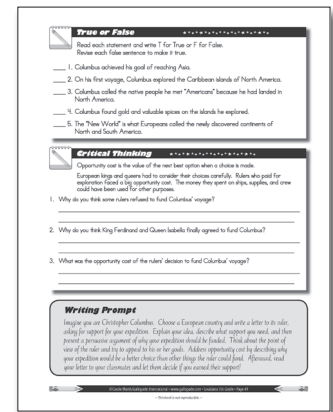
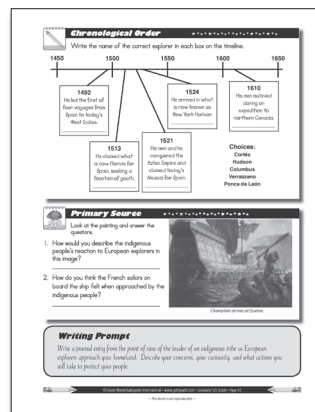
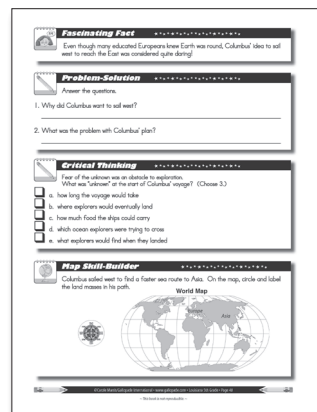
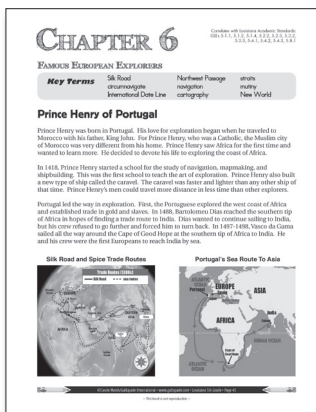
www.GallopadeCurriculum.com

Louisiana Experience Student Book & eBook

The Louisiana Experience Student Book engages students with an interactive learning experience that is inviting, well-organized, easy-to-use, and effective! Students master grade-appropriate content and skills as outlined in the Louisiana Academic Standards, while building literacy, critical thinking skills, and more. **Print and digital component.**



- ✓ **All-In-One Resource:** Combines textbook content with workbook activities into one interactive book.
- ✓ **100% Aligned to Louisiana Academic Standards for Social Studies:** This essential core resource is 100% aligned and 100% comprehensive. All Student Book content and activities are written exactly aligned to Louisiana's standards to exactly meet the needs of Louisiana students!
- ✓ **Evidence-Based Results:** Gallopade's successful formula of "small bites" of information plus reinforcing and skill-building activities creates a continuous interactive learning experience proven to be effective! Students build knowledge, deepen understanding, and develop strong comprehension and analytical skills.
- ✓ **No Fluff!** The Student Book covers all content and skills required by Louisiana's standards without overwhelming students.
- ✓ **New Books Every Year:** Each student receives his or her own book to write in, highlight, and take home.



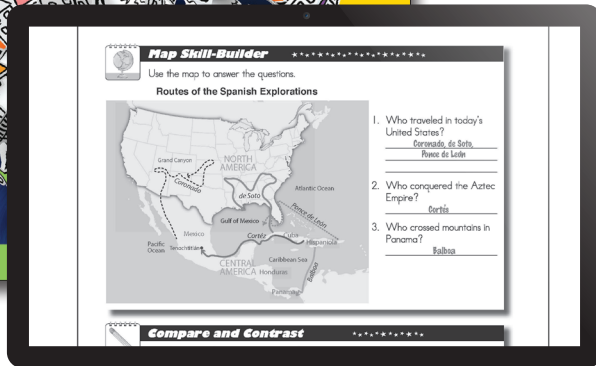
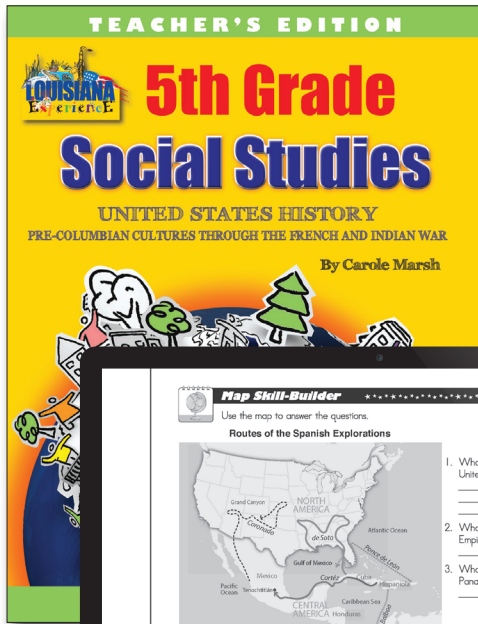
Standards Cited on Every Chapter

Varied Activities

Higher-Order-Thinking

ELA Integration

Teacher's Edition



The Louisiana Experience Teacher's Edition includes: **Print** and **digital** component.

- ✓ Answers to the questions and activities throughout the Student Book
- ✓ Instructional strategies and content for each strand, based on the Scope and Sequence, supplement the systems already incorporated directly in the Student Book
- ✓ Correlations to show how all content aligns to Louisiana Academic Standards and Grade-Level Expectations

STUDENT WORKBOOK PAGES + ANSWERS



True or False

Read each statement and write T for True or F for False. Revise each false sentence to make it true.

- F 1. Columbus achieved his goal of reaching Asia.
- T 2. On his first voyage, Columbus explored the Caribbean islands of North America.
- F 3. Columbus called the native people he met "Americans" because he had landed in North America.
- F 4. Columbus found gold and valuable spices on the islands he explored.
- T 5. The "New World" is what Europeans called the newly discovered continents of North and South America.



Critical Thinking

Opportunity cost is the value of the next best option when a choice is made.

European kings and queens had to consider their choices carefully. Rulers who paid for exploration faced a big opportunity cost. The money they spent on ships, supplies, and crew could have been used for other purposes.

1. Why do you think some rulers refused to fund Columbus' voyage?
Answers may vary but will probably mention cost of voyage and risk that ships would be lost at sea.
2. Why do you think King Ferdinand and Queen Isabella finally agreed to fund Columbus?
Answers may vary but will probably mention Spain no longer had to spend money on war and wanted to spread Christianity.
3. What was the opportunity cost of the rulers' decision to fund Columbus' voyage?
money the king and queen could have spent elsewhere

Writing Prompt

Imagine you are Christopher Columbus. Choose a European country and write a letter to its ruler, asking for support for your expedition. Explain your idea, describe what support you need, and then present a persuasive argument of why your expedition should be funded. Think about the point of view of the ruler and try to appeal to his or her goals. Address opportunity cost by describing why your expedition would be a better choice than other things the ruler could fund. Afterward, read your letter to your classmates and let them decide if you earned their support!

Student Book with
Answers

SUPPLEMENTAL INSTRUCTIONAL STRATEGIES

..... EUROPEAN EXPLORATION AND CONQUEST IN THE 15TH AND 16TH CENTURIES

Chapter 5

Crops That Changed the World!

When Europeans explored and settled in the Americas, agriculture changed dramatically in the Western Hemisphere as new crops were exchanged between Europe and the Americas. Examples include:

From the Americas to Europe:

- ➔ **Corn** (maize) has greatly affected cuisine and agriculture around the world. European countries have used corn as animal feed and in their foods. Corn even made its way into Egypt, China, South Africa, and India.
- ➔ **Potatoes** found a home in northern Europe. Conditions suited the crop well, especially in Ireland. The new food source led to a dramatic rise in the Irish population until 1845, when potato blight resulted in a terrible famine.

From Europe to the Americas:

- ➔ **Sugar** not only sweetened American foods but strengthened American trade as well. Sugar became central to the economies of Brazil and the Caribbean. Unfortunately, sugar plantations required many slaves, leading to an increase in the slave trade.
- ➔ **Wheat** grew well in American soil. Breads, cereals, and other wheat-based foods soon became an important part of the American diet. Today, the United States ranks among the highest producers of wheat, and exports about half of its crop.

- Divide your class into small groups. Assign each group to research more about one of the new technologies used in exploration during the Renaissance: new sails, carracks and other large ships, the compass, the astrolabe, gunpowder, and better maps. Then tape a long piece of banner paper to the classroom wall. Write the following column headings on the paper: name of the technology, what problem it was invented to solve, how Europeans handled the problem before, how the new technology solved the problem. As each group finishes its research, students will write their findings on the banner.



Chapter 6

- Think about it! Assign each student to pick either an individual explorer in the Americas or one of the European countries that colonized the Americas. The student will write a short essay about the ways that explorer or country had a long-lasting effect on life, the economy, and/or cultural development for various peoples in the Americas, and reasons for those impacts.



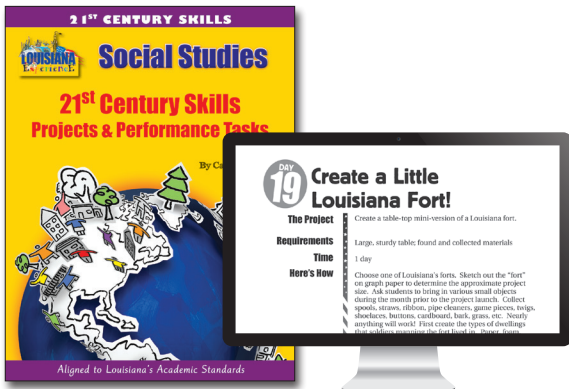
- Bring the past to life! Help your students create a living history museum by having students research and then dress as European explorers. Invite other classes to visit their museum. Make sure students are prepared to explain what they found positive about the motivations, actions, and accomplishments of their explorer, and what they found less than



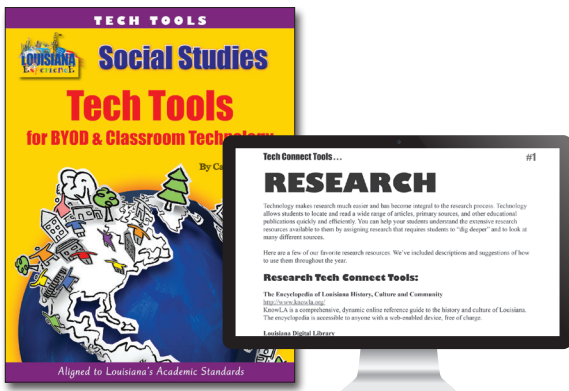
Supplemental Instructional
Strategies

Teaching Tools

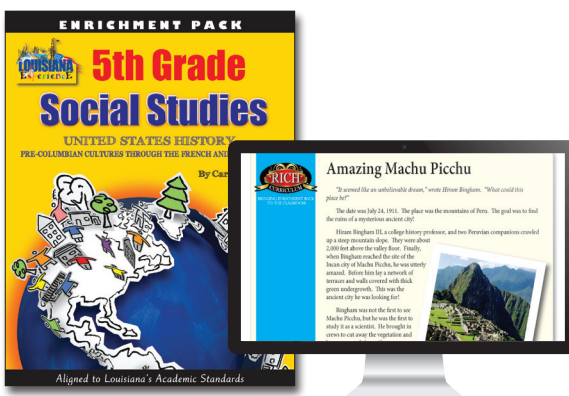
Teaching Tools include projects, reading passages, ideas, and tips to encourage class or small-group discussion. Enhance instruction while easing the burden of your time. We help you get exactly what you need, exactly when you need it! [Digital component.](#)



- ✓ **21st Century Skills - Project and Performance Tasks** includes a wide variety of hands-on activities to facilitate creative teaching. Activities can be used as part of an ongoing collaborative process throughout a unit, or as a capstone project at the end of a unit. Activities combine social studies content and essential information with 21st century skills into a higher-order thinking activity or assignment. Each project is easily adaptable to be as simple or elaborate as desired for your class.



- ✓ **Tech Connect Tools** facilitates creative teaching and helps you incorporate classroom and BYOT technology into your social studies instruction. It includes ideas, tips, and links for integrating research, blogs, flashcards, video, photos, and more into instruction and assessments.

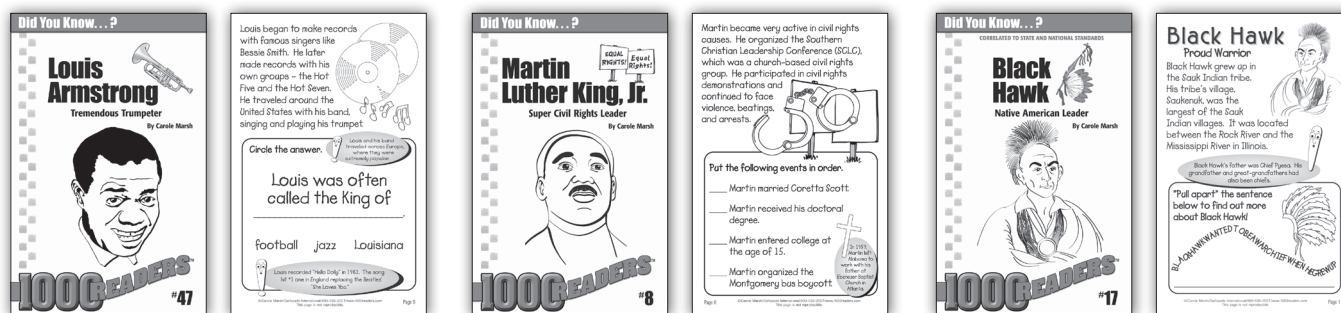


- ✓ **Enrichment Packs** consist of reading passages rich with language, content and history. They expose students to broad "word and world knowledge" that helps them comprehend challenging material. Content is chosen to match and enrich grade-level social studies standards. Each page provides higher-order thinking prompts to encourage class or small-group discussion, or to inspire writing assignments.

Biography Readers

Biography Readers are sold in Class Sets of 30 books for each title. Easy-to-read stories and fun activities show obstacles and hardships heroes overcame, their struggles, attempts, failures, perseverance, and accomplishments. [Print component.](#)

- ✓ Highlights achievements and important events during each historic figure's lifetime!
- ✓ Builds reading skills while covering essential social studies content!
- ✓ Activities, fun facts, and quizzes help students increase comprehension and retain knowledge.



3rd Grade Biography Readers

- Andrew Jackson
- Harry Connick, Jr.
- Hernando De Soto
- Henry Shreve
- Huey P. Long
- Jean-Baptiste Le Moyne
- Jimmie Davis
- Louis Armstrong
- Marsalis Family
- Napoleon Bonaparte
- P. B. S. Pinchback
- Pierre Le Moyne
- Robert de La Salle
- Thomas Jefferson
- William C. C. Claiborne

4th Grade Biography Readers

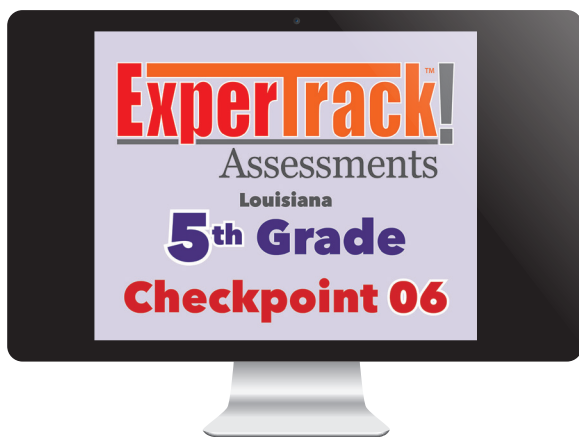
- Alexander Graham Bell
- Elizabeth Cady Stanton
- George Washington
- Henry Ford
- James Madison
- John Adams
- King George III
- Lewis & Clark
- Martin Luther King, Jr.
- Paul Revere
- Robert Fulton
- Sacagawea
- Susan B. Anthony
- Thomas Edison
- Thomas Jefferson

5th Grade Biography Readers

- Black Hawk
- Captain John Smith
- Chief Powhatan
- Christopher Columbus
- Daniel Boone
- Davy Crockett
- Henry Hudson
- John Cabot
- John Rolfe
- King Ferdinand & Queen Isabella
- Pocahontas
- Tecumseh
- Vasco Nuñez de Balboa
- William Bradford
- William Penn

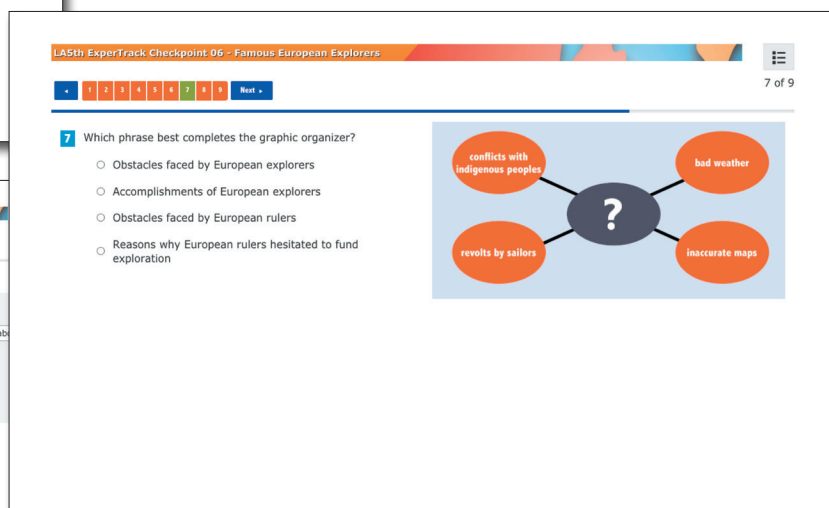
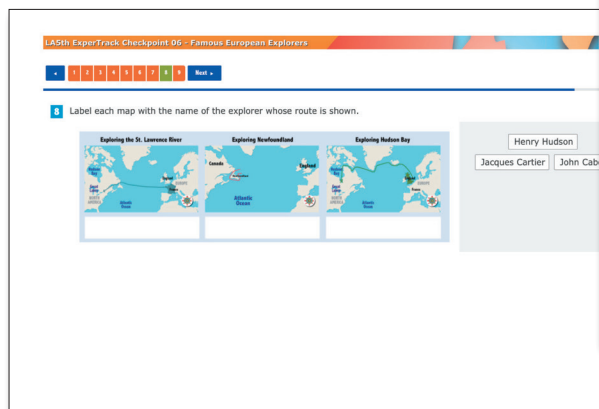
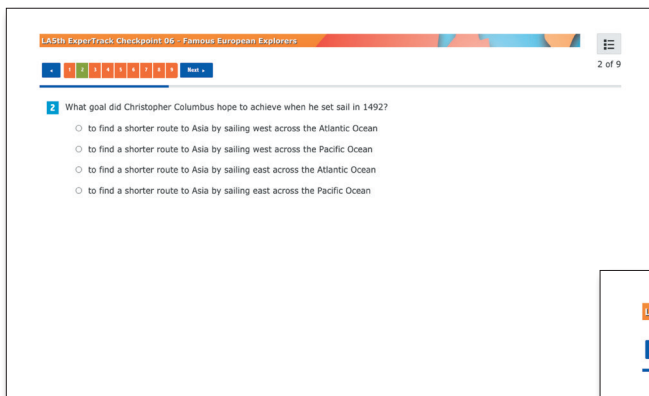
ExperTrack Assessments

ExperTrack includes hundreds of high-quality, auto-graded assessment questions per grade. ExperTrack helps you improve learning outcomes by having students engage in critical thinking and analysis throughout the year, providing results data to inform instruction. Students improve comprehension, deepen understanding, and strengthen their ability to apply the knowledge and skills they learn. [Digital component.](#)



ExperTrack is more than an assessment system—it's an effective learning tool!

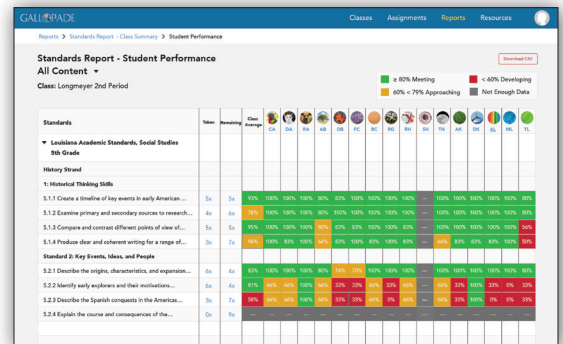
- ✓ "Benchmark Test" measures and documents annual student improvement.
- ✓ Pre-built "Checkpoint" tests are designed to check understanding after each chapter or unit.
- ✓ "End-of-Year Tests" assess understanding of content and skills learned throughout the school year.
- ✓ Tests assess Louisiana standards through a variety of question types across all DOK levels.
- ✓ ExperTrack is a great tool to correct misconceptions and reinforce learning when used on a whiteboard for review.



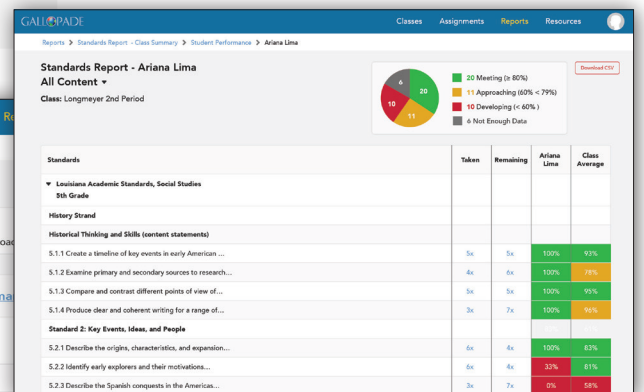
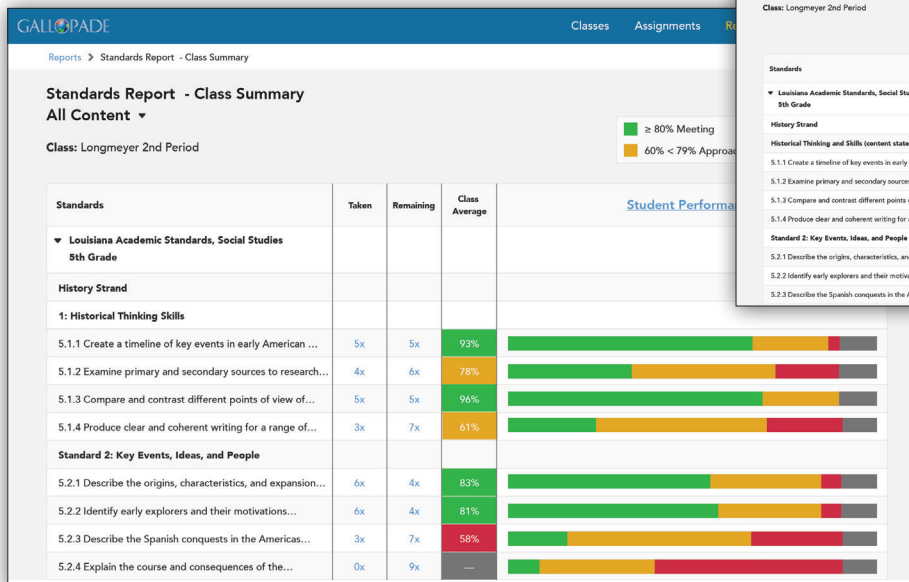
Reporting & Analytics

Tracking student engagement and performance plays a key role in understanding the effectiveness of how and what they learn. Gallopade's Reporting & Analytics tracks and monitors student growth throughout the school year. Easily view whether students meet, exceed, or need reinforcement of standards. Print or export results at any time. [Digital component.](#)

- ✓ Track Academic Standards - View class and student averages for meeting each Louisiana Academic Standard.
- ✓ Track Performance - Track progress and usage data by content and activity type. Identify patterns and evaluate areas needing improvement.
- ✓ Track Improvement - Track growth and progression over time. Repeat activities and ExperTrack Checkpoints as needed.
- ✓ Track Success - Share data with students, parents, and district personnel.



Analytics Dashboard Tracks Standards, Improvements, Performance, & Success



How it Works

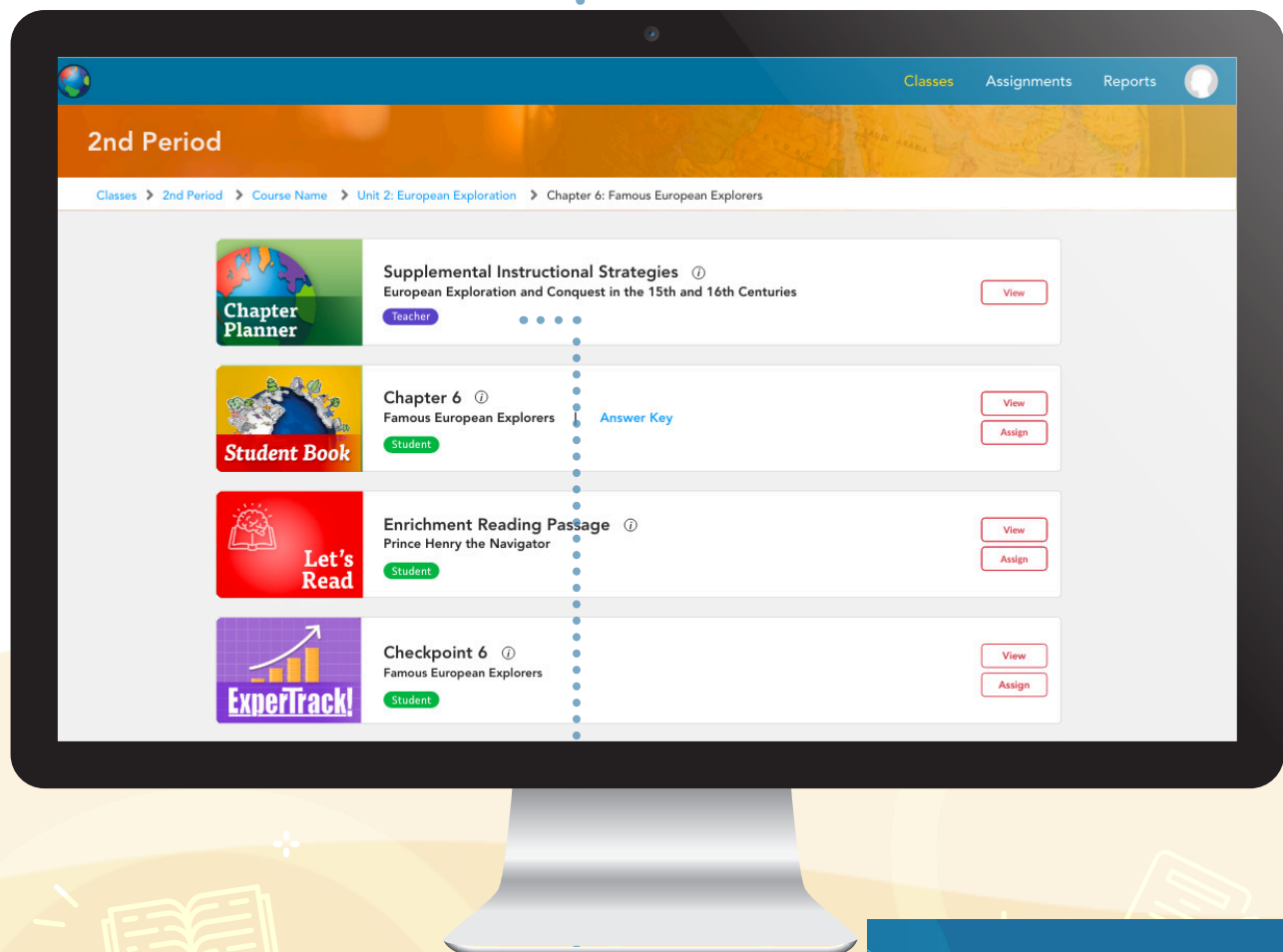
A Real Experience. We're big believers in having students engage in what they are learning. Social studies shouldn't be boring. Through an interactive experience, students discover the world around them by reading and participating in a various lessons and activities.



1

Teachers can view and assign content in the all-new Gallopade Curriculum Online.

TRY A FREE DEMO!
www.GallopadeCurriculum.com



Content is organized by Unit and Chapter making it easy to plan and access resources.

SUPPLEMENTAL INSTRUCTIONAL STRATEGIES

..... INDIGENOUS PEOPLES OF THE AMERICAS

Fascinating Facts: Early Indian Civilizations

- The Maya used sweat baths similar to modern-day saunas. Water was poured onto hot rocks in a room with a stone ceiling and stone walls, creating steam. The Maya believed that the steam washed out impurities in the body.
- The Mississippian Indians played many games. One of the best known is chunky. Typically, two players participated while others bet on the game. To play, a large stone disk was rolled along the ground. Players tossed their spears, trying to hit the disk or come closest to the disk when it stopped rolling.
- The Incan moral code "ama suwa, ama llulla, ama quella" means "do not steal, do not lie, do not be lazy." Incas believed that after death, people who followed the moral code would live in the warmth of the Sun, while those who did not follow it would be stuck in the cold earth for eternity.
- The Aztec Empire created and maintained a high quality system of roads designed for foot traffic, not animals or vehicles, throughout Mesoamerica. About every 6 to 9 miles, travelers could find places to rest and eat. Couriers, or *paynani*, used the roads constantly as they carried news between villages.



Louisiana Experience • 5th Grade Teacher's Edition • This book is not reproducible. • ©Carole Marsh/Galloped

Chapter 1

- Step into someone else's shoes! Ask your students to put themselves in the position of the first Paleo-Indians to arrive in North America. Ask them to think about where they live now and write down the answers to these questions: What could they find to eat if they had no grocery stores available? How would they clothe themselves if they could not buy clothing? What materials could they use to build a shelter, and how would they construct one?



Chapter 2

- Innovate, innovate, innovate! Assign each student in your class one of the cultural groups of North America, Central America, or South America. Ask students to do more research on the various technologies invented and/or utilized by that cultural group. Have them pick one technology and focus on how it was developed, what local resources the cultural group used to create it, and what problem it solved. Assign students to make a brief presentation to the class, including pictures or models of the technology. Then let the class vote on which technologies they find the most innovative.



Chapter 3

- Look in the mirror! Ask students to characterize their own, present civilization in the same way they learned to characterize the pre-civilizations of North America. To recreate the graphic organizer of their workbook. However, they read "Common Features of Our Surrounding Boxes, students the social structures, religions, technologies, agricultural products, organized governments, and present-day civilization.

SUPPLEMENTAL INSTRUCTIONAL STRATEGIES

..... EUROPEAN EXPLORATION AND CONQUEST IN THE 15TH AND 16TH CENTURIES

Chapter 5

- Divide your class into small groups. Assign each group to research more about one of the new technologies used in exploration during the Renaissance: new sails, carracks and other large ships, the compass, the astrolabe, gunpowder, and better maps. Then tape a long piece of banner paper to the classroom wall. Write the following column headings on the paper: name of the technology, what problem it was invented to solve, how Europeans handled the problem before, how the new technology solved the problem. As each group finishes its research, students will write their findings on the banner.



Crops That Changed the World!

When Europeans explored and settled in the Americas, agriculture changed dramatically in the Western Hemisphere as new crops were exchanged between Europe and the Americas. Examples include:

From the Americas to Europe:

- **Corn** (maize) has greatly affected cuisine and agriculture around the world. European countries have used corn as animal feed and in their foods. Corn even made its way into Egypt, China, South Africa, and India.
- **Potatoes** found a home in northern Europe. Conditions suited the crop well, especially in Ireland. The new food source led to a dramatic rise in the Irish population until 1845, when potato blight resulted in a terrible famine.

From Europe to the Americas:

- **Sugar** not only sweetened American foods but strengthened American trade as well. Sugar became central to the economies of Brazil and the Caribbean. Unfortunately, sugar plantations required many slaves, leading to an increase in the slave trade.
- **Wheat** grew well in American soil. Breads, cereals, and other wheat-based foods soon became an important part of the American diet. Today, the United States ranks among the highest producers of wheat, and exports about half of its crop.

Chapter 6

- Think about it! Assign each student to pick either an individual explorer in the Americas or one of the European countries that colonized the Americas. The student will write a short essay about the ways that explorer or country had a long-lasting effect on life, the economy, and/or cultural development for various peoples in the Americas, and reasons for those impacts.
- Bring the past to life! Help your students create a living history museum by having students research and then dress as European explorers. Invite other classes to visit their museum. Make sure students are prepared to explain what they found positive about the motivations, actions, and accomplishments of their explorer, and what they found less than favorable.



M/G
MUSEUM
GALLERY

Louisiana Experience • 5th Grade Teacher's Edition • This book is not reproducible. • ©Carole Marsh/Galloped • www.galloped.com • page 8

2

Begin each chapter planning additional instructional strategies to use throughout the lesson.

3

Fascinating Facts help activate existing knowledge while sparking curiosity and interest.

CHAPTER 6

Correlates with Louisiana Academic Standards:
GLEs 5.1.1, 5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2,
5.3.3, 5.4.1, 5.4.2, 5.4.3, 5.8.1

FAMOUS EUROPEAN EXPLORERS

Key Terms

Silk Road	Northwest Passage	straits
circumnavigate	navigation	mutiny
International Date Line	cartography	New World

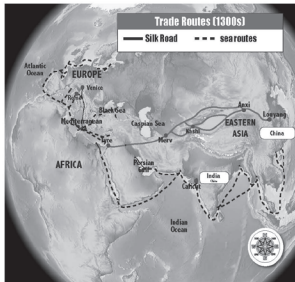
Prince Henry of Portugal

Prince Henry was born in Portugal. His love for exploration began when he traveled to Morocco with his father, King John. For Prince Henry, who was a Catholic, the Muslim city of Morocco was very different from his home. Prince Henry saw Africa for the first time and wanted to learn more. He decided to devote his life to exploring the coast of Africa.

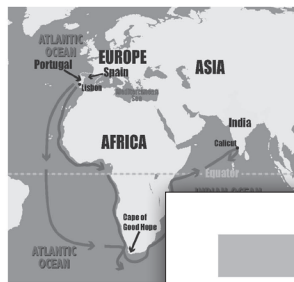
In 1418, Prince Henry started a school for the study of navigation, mapmaking, and shipbuilding. This was the first school to teach the art of exploration. Prince Henry also built a new type of ship called the caravel. The caravel was faster and lighter than any other ship of that time. Prince Henry's men could travel more distance in less time than other explorers.

Portugal led the way in exploration. First, the Portuguese explored the west coast of Africa and established trade in gold and slaves. In 1488, Bartolomeu Dias reached the southern tip of Africa in hopes of finding a trade route to India. Dias wanted to continue sailing to India, but his crew refused to go further and forced him to turn back. In 1497-1498, Vasco da Gama sailed all the way around the Cape of Good Hope at the southern tip of Africa to India. He and his crew were the first Europeans to reach India by sea.

Silk Road and Spice Trade Routes



Portugal's Sea Route To Asia



©Carole Marsh/Gallopade International • www.gallopade.com • Louisiana 5th Grade • Page 45

~ This book is not reproducible. ~

Standards cited on each Unit and Chapter.

Student Books are **consumable**. Students can write, highlight, and interact with each page. Assign pages as take-home work or have students add to interactive notebooks.

Information is organized into "small bites" to improve comprehension and retention of learned content, concepts, and skills.

EXPLORERS FOR SPAIN

Christopher Columbus

As a young man, Christopher Columbus studied **navigation** and **cartography** on trading ships. Like many explorers, Columbus wanted to discover a faster sea route to Asia. Columbus had an idea. He believed he could reach Asia by sailing *west* across the Atlantic Ocean! In 1483, Columbus asked the king of Portugal to pay for his voyage west. The Portuguese king refused to fund Columbus. He thought Columbus' idea was too risky, and probably impossible. Anyway, Portugal already found a sea route around Africa.



Vocabulary

navigation: the science of controlling a ship's direction and planning routes

cartography: the science or practice of drawing maps

Persistence Pays Off!

In 1486, Columbus asked King Ferdinand and Queen Isabella of Spain to fund his voyage. At the time, Spain was fighting a costly war. The king and queen said they did not have money to spend on risky adventures. However, six years later—after Spain had won its war—Columbus asked the king and queen again. This time, they said yes!

They expected Columbus to find riches in Asia and bring them back to Spain. They also wanted Columbus to help spread their Christian religion to the people he met.

What Columbus Didn't Know:

In the 15th Century, Europeans did not know the Americas existed. Columbus believed he could sail directly to Asia across the Atlantic Ocean. In reality, two huge continents blocked his route. It was much farther and longer to Asia than he thought!



Comprehensive Cross-Check

List 3 important goals for the voyages of Christopher Columbus.

1. _____
2. _____
3. _____

©Carole Marsh/Gallopade International • www.gallopade.com • Louisiana 5th Grade • Page 46

~ This book is not reproducible. ~

Discovery of the Americas

Columbus and his men did not sail long before they had to stop in the Canary Islands, near Spain, to repair the *Pinta*. They got started again on September 6. A week later, they saw birds known to stay close to land, which got everyone's hopes up! However, those hopes that land was near turned out to be false.

The winds shifted and then died down, slowing the ships' progress. Columbus' crew started getting impatient and many wanted to turn back! **Mutiny** was becoming a possibility. Finally, Columbus and his crew sighted land on October 12, 1492.

Columbus believed the expedition had reached Asia. It had not. Columbus and his crew actually landed in the Caribbean islands of North America. On an island Columbus called San Salvador, his crew met the indigenous Taino people. Since Columbus thought he was in the "East Indies" of Asia, he called these indigenous people "Indians." Columbus traded with the Tainos and tried to make them understand how interested he was in finding gold. He could not find any mammals on the island other than some dogs.

Two weeks later, the expedition found its way to an island that is today's Cuba. Columbus believed he had actually reached Japan! On this island, the natives were not as friendly as the Tainos. However, his observations of the indigenous people growing tobacco and cotton would lead to later enslavement of the indigenous people.

Columbus and his crew took two of the expedition's ships and explored the island of Hispaniola. There the *Santa Maria* ran aground and was wrecked. Columbus saw this as a bad sign and decided to return to Spain, empty-handed.

Columbus returned to the Caribbean three times looking for the riches he wanted to claim for Spain. Even after four voyages, Columbus still believed he had found a sea route to Asia. Columbus died in 1506 never realizing he had discovered the "New World."



Columbus' three ships



Vocabulary

mutiny: a revolt against authority, such as a ship's crew against its captain

New World: what Europeans called the newly discovered continents of North America and South America



Columbus claims Caribbean islands for Spain

©Candle Marsh/Gallopade International • www.gallopade.com • Louisiana 5th Grade • Page 47

— This book is not reproducible. —

EXPLORERS FOR ENGLAND

Like Spain and Portugal, England and France wanted a shortcut to spices and silks in Asia. By the time England and France sailed, they knew the "New World" blocked their way. So, English and French explorers began looking for a water route through or around North America. They searched far north of the areas where Spain explored. They hoped to find a sea or long river that would lead to the Pacific Ocean. The water route they looked for became known as the **Northwest Passage**.

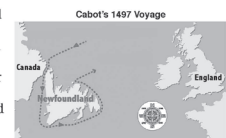
John Cabot



John Cabot was the son of an Italian spice merchant. He became a merchant sailor on the Mediterranean Sea. He was inspired when he heard of Columbus' voyage. Cabot believed he could find a sea route to Asia by sailing *northwest* across the Atlantic.

In 1495, Cabot moved to England and persuaded King Henry VII to fund his expedition in search of the Northwest Passage. Cabot's first trip was in 1496. The trip was poorly planned and the expedition ran into bad weather. Cabot's men questioned his leadership. The ships turned back without reaching North America. Cabot did better a year later. This time he reached the shores of present-day Newfoundland in Canada. Like Columbus, Cabot mistakenly thought he had arrived in Asia.

Cabot's exploration of Newfoundland and Labrador led to England claiming Canada. Cabot also collected lots of information for badly needed maps. Cabot returned to England as a hero! King Henry VII agreed to fund a third voyage. This time, Cabot had his ships sail farther north, into icy waters. His crew became scared and refused to sail farther. Cabot's ships turned and headed south, but then they vanished. No one knows for sure what became of Cabot and his men!



Cabot's 1497 Voyage

Compare and Contrast

Answer the questions.

1. How were Cabot's expeditions similar to those of Christopher Columbus?
2. How were Cabot's expeditions different than those of Christopher Columbus?
3. What do you think might have happened to Cabot and his men? Why?

©Candle Marsh/Gallopade International • www.gallopade.com • Louisiana 5th Grade • Page 50

— This book is not reproducible. —

5

Students can access and **interact** with the online Student eBook. Draw, highlight, take notes and submit completed assignments.

True or False

Read each statement and write T for True or F for False. Revise each false sentence to make it true.

1. Columbus achieved his goal of reaching Asia.
2. On his first voyage, Columbus explored the Caribbean islands of North America.
3. Columbus called the native people he met "Americans" because he had landed in North America.
4. Columbus found gold and valuable spices on the islands he explored.
5. The "New World" is what Europeans called the newly discovered continents of North and South America.

Critical Thinking

Opportunity cost is the value of the next best option when a choice is made. European kings and queens had to consider their choices carefully. Rulers who paid for exploration faced a big opportunity cost. The money they spent on ships, supplies, and crew could have been used for other purposes.

Student Book Activities May Include*

- Apply What You Learned
- Assess Your Understanding
- Cause and Effect
- Charts and Graphs
- Chronological Order
- Classify Information
- Compare and Contrast
- Comprehensive Cross-Check
- Critical Thinking
- Data Analysis
- Discuss It
- Express Your Opinion
- Fact or Opinion
- Gather Information
- Inference
- Key Concept Check-Point
- Map Skill-BUILDER
- One More for Fun
- Order of Events
- Point of View
- Problem-Solving
- Predict Possible Outcomes
- Writing Prompts

*Activities vary by grade

Student Books are filled with comprehensive quizzes and activities following each “small bite” of information.



Problem-Solution

Answer the questions.

1. Why did Columbus want to sail west?

2. What was the problem with Columbus' plan?



Critical Thinking

Fear of the unknown was an obstacle to exploration.

What was “unknown” at the start of Columbus' voyage? (Choose 3.)



a. how long the voyage would take



b. where explorers would eventually land



c. how much food the ships could carry



d. which ocean explorers were trying to cross



e. what explorers would find when they landed



Map Skill-BUILDER

Columbus sailed west to find a faster sea route to Asia. On the map, circle and label the land masses in his path.

World Map



WRITING PROMPT:

Compare and contrast Christopher Columbus and Amerigo Vespucci. Write a short 3-5 paragraph essay about these two explorers, explaining which of the two you would rather have been, and why. In your comparison, include an explanation of what each “discovered” and what each realized—or did not realize—about their discoveries.



Primary Source

Look at the painting and answer the questions.

1. How would you describe the indigenous people's reaction to European explorers in this image?
2. How do you think the French sailors on board the ship felt when approached by the indigenous people?



Champlain arrives at Quebec

Varied activities challenge students to communicate understandings, while encouraging analysis and critical thinking.



Compare and Contrast

Complete the table to describe each explorer.

Explorer	Key Motivation(s)	Main Accomplishment
Christopher Columbus		
Amerigo Vespucci		



Point of View

Read each journal entry. Indicate whether a Spanish, French, or English explorer was most likely to write each entry.

"The people living here are amazed by us. They ask about our weapons and our cloth return for animal hides, which we send home to be made into coats and hats, we give small trinkets such as beads."

"The land here is beautiful. There is plenty of water and forests of large trees. As we travel with the local people, we do our best to teach them our Christian religion. They seem to worship many gods, while we worship only one God."

"The people here are uncivilized, living in the wilderness. We can easily overpower and make them into our slaves. They might even have hidden stores of gold we can take there are so many native people living here that we would have a constant supply of gold to do the hard work for us!"



True or False

Read each statement and write T for True or F for False. Revise each false sentence to make it true.

1. Columbus achieved his goal of reaching Asia.
2. On his first voyage, Columbus explored the Caribbean islands of North America.
3. Columbus called the native people he met "Americans" because he had landed in North America.
4. Columbus found gold and valuable spices on the islands he explored.
5. The "New World" is what Europeans called the newly discovered continents of North and South America.



Critical Thinking

Opportunity cost is the value of the next best option when a choice is made.

European kings and queens had to consider their choices carefully. Rulers who paid for exploration faced a big opportunity cost. The money they spent on ships, supplies, and crew could have been used for other purposes.

1. Why do you think some rulers refused to fund Columbus' voyage?
2. Why do you think King Ferdinand and Queen Isabella finally agreed to fund Columbus?
3. What was the opportunity cost of the rulers' decision to fund Columbus' voyage?

Writing prompts and discussion activities integrate ELA with social studies, enriching student language, reading, writing, listening, and speaking skills.



Writing Prompt

Imagine you are Christopher Columbus. Choose a European country and write a letter to its ruler, asking for support for your expedition. Explain your idea, describe what support you need, and then present a persuasive argument of why your expedition should be funded. Think about the point of view of the ruler and try to appeal to his or her goals. Address opportunity cost by describing why your expedition would be a better choice than other things the ruler could fund. Afterward, read your letter to your classmates and let them decide if you earned their support!



Teachers can extend beyond the Student Book with additional online tools and resources for reinforcement, remediation, and enrichment.



Dangerous Explorations

Imagine sailing into dark, deep waters to a faraway land where giant sea monsters, whirlpools, and even the edge of the earth could be lurking in the unknown ocean...

The fifteenth century is often called the Age of Exploration. Adventurers from European countries like Portugal, Spain, England, and France wanted to explore new lands across the vast ocean and find trade routes. Kings and queens often commissioned explorers to sail to new lands and claim them in the name of their country.

It took a very brave person to be an explorer in the fifteenth century. At that time, places like North America, South America, and Australia had not been discovered, and there were no maps to tell explorers which way to sail. They had to rely on the stars, compasses, and their own intuition to find new lands.



Since explorers often sailed through unmapped areas, they were afraid of what they would find in the deep ocean. Explorers told stories of sea serpents that could swallow whole ships, whirlpools that would suck ships underwater in an instant, and, if they ever reached land, terrifying natives! Explorers at that time believed that the earth was flat and they would fall off the edge of the ocean if they sailed too far!

The biggest fear of explorers, however, was starvation. Although they stocked their ships with beef, rice, beans, and nuts, and cheese, food often spoiled and ran out quickly. In fact, if Christopher Columbus and his crew had accidentally stumbled upon the Americas, they probably would have run out of food in the middle of the ocean!

Although an explorer's life was not glamorous, exploration was very important. Early explorers discovered new lands and drew maps. They also learned that giant sea monsters were a myth and the earth was round instead of flat!

Higher-Order Thinking:

How would the world be different today if explorers hadn't sailed to unknown territory?

Louisiana Experience • 5th Grade • ©Carole Marsh/Gallopade International • 800-536-2438 • www.gallopade.com



Prince Henry the Navigator

Met an explorer, an inventor, and a teacher who changed the world...

Prince Henry was born in Portugal. His love for exploration began when he traveled to Morocco with his father, King John. For Prince Henry, who was a Catholic, the Muslim city of Morocco was very different from his home. Prince Henry saw Africa for the first time and wanted to learn more. He decided to devote his life to exploring the coast of Africa.

In 1418, Prince Henry started a school in Portugal for the study of navigation, mapmaking, and shipbuilding. This was the first school to teach the art of exploration. Prince Henry also built a new type of ship called the caravel.

The caravel was faster and lighter than any other ship of that time. Prince Henry's men could travel more distance in less time than other explorers.

One of Prince Henry's biggest goals was to explore farther than Cape Bojador, a point on the west coast of Africa that explorers did not sail beyond. Explorers called the ocean beyond Cape Bojador the "Sea of Darkness" and refused to go there. Prince Henry tried to find someone to go beyond the Cape for 12 years! Finally, a brave explorer named Gil Eanes agreed to go on Prince Henry's quest. He was the first European to sail beyond Cape Bojador.

Prince Henry's contributions greatly advanced European exploration and encouraged other explorers to take new risks. Prince Henry's curiosity changed the world!



Higher-Order Thinking:

What are important character traits for an explorer like Prince Henry to possess?

Louisiana Experience • 5th Grade • ©Carole Marsh/Gallopade International • 800-536-2438 • www.gallopade.com • Page 6



Spain's Conquistadors: Explorers and Soldiers Chasing a Golden Dream!

Exploring new lands and searching for gold is tough work. Coming up with something to wear while doing it just might be tougher!

Conquistador means "conqueror." This word is used to describe a group of Spanish soldiers and explorers. They brought Spanish rule to parts of the Americas in the 1500s by taking over the Aztec and Inca empires.

Many conquistadors were in search of El Dorado, which is Spanish for "The Golden One." Conquistadors believed El Dorado was a place of gold and riches. They thought it was somewhere in South America. Many died in jungles searching for it, but it did not exist. It was only a myth.

Conquistadors fought and conquered native people. Natives often outnumbered these Spanish soldiers. Even so, the conquistadors defeated them because they had ships, horses, guns, and armor.

So, what did a conquistador's uniform look like? Because they were not part of a national Spanish army, there was no official uniform. Each man had a mix of what he could find and what he could afford. Few had plate metal armor because it was very expensive. Only the wealthiest and most serious officers had full body armor. Some men used chainmail as armor. Chainmail was made up of small, tightly linked metal coils that looked like mesh.

Higher-Order Thinking:

What is a myth? What was the myth that drove the conquistadors in the early 1500s?

Trivia:

- Conquistadors didn't call themselves conquistadors! The word was used about a century after they existed.
- High-ranking men had armor for protection and to impress the rulers they were going to meet.
- Chainmail was much cheaper than plate metal.

Louisiana Experience • 5th Grade • ©Carole Marsh/Gallopade International • 800-536-2438 • www.gallopade.com • Page 6

Enrichment passages expose students to broad "word and world knowledge" that helps them comprehend challenging material.

Keep track of when students have started and completed assignments.

21st Century Skills Project & Performance Tasks combine social studies content and essential information with 21st century skills into a higher-order thinking activity or assignment. **Tech Tools** help you incorporate technology into instruction.

DAY 1 **Giant Special Topic History Timeline!**

The Project Make a three-dimensional special topic timeline to encircle your classroom and enthrall your parents!

Requirements Long wall space, oversize white paper, markers/ crayons/ chalk

Time 1 day

Here's How Think gigantic! Use every inch of space available to create your special topic timeline (2 feet tall and as long as possible). Draw large blank squares (1 foot) along the top edge of the paper with large markers. Assign each child three events to cover. Students will research each event and write a title, brief paragraph, and date on the timeline. Students will also color a picture that describes or represents their event in history, inside the blank squares. Write the date and title under the picture square with big letters that any student can read from across the room. Add descriptive paragraphs in smaller writing underneath. Begin with early items, and continue on through time. Don't forget to include events in the last decade! Here's your chance to show students the breadth and depth of a particular historical topic!

Variations Make the timeline travel around all four walls! Leave part of the last wall for events in the coming months. The class can keep adding to the timeline all year.

©Carnegie Mellon University International - www.gallopade.com - Page 1
This book is not reproducible.

Tech Connect Tools... #8

MAPPING

Technology has greatly improved maps. Maps can now be used to get close-up looks at geographical landmarks or to put vast distances into perspective for students. You can help students understand the many uses of online map programs by incorporating them into geography lessons.

Here are a few of our favorite mapping programs. We've included descriptions and suggestions of how to use them throughout the year:

Mapping Tech Connect Tools:

Google Earth
<http://www.google.com/earth>
Google Earth allows students to see close-up views of places across the world. Students can go on virtual tours and explore famous geographical landmarks and areas.

Google Maps
<http://maps.google.com>
Google Maps can be used to put distances and country or state sizes into perspective for students. Students can also use this interactive site to explore country and state capitals.

National Geographic Maps
<http://maps.nationalgeographic.com/maps>
National Geographic Maps allows students to navigate the world using their BYOT devices. Students can get close-up images of foreign countries or places thousands of miles away.

Flash Earth
<http://www.flashearth.com>
Flash Earth gives students the opportunity to gain an understanding of how important geography is. Students can view the world from a distance, or they can zoom in and explore far-off places. Teachers can lead imaginary tours around the world and ask students to find various geographical landmarks.

©Carnegie Mellon University International - www.gallopade.com - Page 8
This book is not reproducible.

DAY 14 **Read All About It!**

The Project Create a historical newspaper from yesteryear!

Requirements Paper and other printing materials, a large table, and news!

Time 1 day

Here's How Let students pick a time period or event as a subject for their newspaper. Let the name set the tone for the paper and take a class vote to choose, complete with nominations and speeches! Students must research the facts to write clever headlines, funny sidebars, ironic letters to the editor, classified ads and personals, features, political cartoons, weather, sports, and other aspects of a newspaper. Let each student write or create something for the paper to encourage a team effort. The final copy can be printed onto thin, gray "newsy-looking" paper then crumpled and flattened to look older. Display the newspaper on the classroom wall, or photocopy enough issues for each student, or even for the school.

Variations For an entirely different slant, create your news vehicle with props, costumes, and a television screen. Give news assignments to groups of three students and see what they deliver. Kids may have watched enough news to give hilarious impersonations of television anchors! When you've got a tape, "go live" at your school!

©Carnegie Mellon University International - www.gallopade.com - Page 14
This book is not reproducible.

GALLOPADE 2nd Period - My Dashboard My Assignments My Progress My Book

My Assignments Current Due Today Closed Graded

Current Assignments Sort: First Enter content name

Chapter 6 Famous European Explorers | Course: Louisiana 5th Grade **Continue**

Student Book Started Due Date: Friday, August 28th Due Time: 9:02am

A Day in the Life of a Colonist or American Indian Course: Tennessee 4th Grade - Training **Start**

Let's Read Ready Due Date: Wednesday, August 19th Due Time: 3:45pm

Checkpoint 6 Famous European Explorers | Course: Louisiana 5th Grade **Continue**

ExnerTrack! Started Due Date: Wednesday, August 19th Due Time: 9:05am

Checkpoint 5 Why Europe Looked to the West | Course: Louisiana 5th Grade **Start**

ExnerTrack! Ready Due Date: Friday, August 14th Due Time: 3:44pm

Today is Tuesday, August 18

Students easily access the Student eBook and assigned activities in their **digital course**.

DAY 13 **Scavenger Hunt!**

The Project Send your class on a wild scavenger hunt through the library!

Requirements "A boring day in the neighborhood," scavenger hunt list copies, library or other resource center, and Internet access (if possible)

Time 1 morning or afternoon

Here's How Brainstorm a list of fun things for kids to find in the library or on the Internet. For example, if you are studying Native Americans, hunt for names of tribes and what types of homes they lived in. If you are studying presidents, hunt for the dates they served, and the political party of each person. If you are studying the Battle of New Orleans, hunt for when it occurred, why it was fought, and which side won.

Variations Hunts can be general, or pertain to specific subjects to coordinate with a lesson or unit. Just think of something fun!

©Carnegie Mellon University International - www.gallopade.com - Page 13
This book is not reproducible.

Did You Know...?

Pocahontas

Legendary Indian Princess

By Carole Marsh



1000 READERS

Build reading skills and bring historic figures to life with **1000 Readers** Biography Readers.

Pocahontas

Indian Maiden to English Lady!

Pocahontas was born between 1595 and 1597 in what is now Virginia. Pocahontas' father was Chief Powhatan of the Powhatan tribe. She quickly became her father's favorite child.

Pocahontas' real name was *Matoaka*.



Color the Indian girl.

Unscramble the words in the sentences below to learn more about Pocahontas.

Pocahontas learned the duties of her father.

_____ . She learned to
MAWNO

_____ , and build a _____ .
KOOC

©Carole Marsh/Gallopade International/www.1000readers.com
This page is not reproducible.

Pop Quiz!

- Pocahontas' Indian name was:
 - ☐ Matoaka
 - ☐ Hilo
 - ☐ Lanna
- Pocahontas was the favorite daughter of:
 - ☐ Chief John Smith
 - ☐ Chief Powhatan
 - ☐ Chief Sitting Bull
- Pocahontas became a:
 - ☐ slave
 - ☐ Christian
 - ☐ store owner
- Pocahontas married an Englishman named:
 - ☐ John Rolfe
 - ☐ John Smith
 - ☐ King James
- Pocahontas traveled to _____ , where she died and was buried.
 - ☐ Spain
 - ☐ France
 - ☐ England

Activities, fun facts, and quizzes help students increase comprehension and retain knowledge.

Chapter 6 ⓘ
Famous European Explorers

Started: 7/7 Submitted: 3/7 Graded: 2/7 Average Score: 92.50%

	First Name	Last Name	Status	Submitted	Student Version	Grade	Feedback
1	Amy	Adams	Completed	—	—		
2	Betty	Crocker	Completed	08/18/2020	View	94%	
3	Mark	Dean	Completed	—	—		
4	Dunkin	Donuts	Completed	08/18/2020	View	91%	
5	Josh	Jones	Completed	08/18/2020	View		
6	Gina	Sanchez	Completed	—	—		
7	Abbi	Schelopf	Completed	—	—		

Assignment Status ⓘ

- Locked
- Not Started
- Started
- Closed
- Graded

[Report Settings](#)

Notes:

7

Assignments can be graded manually and released to students with written feedback. Print or export results.



Students can access graded assignments, review submitted work, and view teacher feedback.

My Assignments

Current | Due Today | Closed | Graded

Graded

Sort: First ↓

Enter content name

Chapter 6
Famous European Explorers | Course: Louisiana 5th Grade

Completed Due Date: Thursday, August 27th Submitted: Yes Grade: 94%

[Review](#)

Today is Tuesday, August 18

8



ExpeTrack includes hundreds of pre-built, high-quality, auto-graded assessment questions per grade.

LASD ExpeTrack Checkpoint 06 - Famous European Explorers 8 of 9

1 Label each map with the name of the explorer whose route is shown.

Henry Hudson
Jacques Cartier John Cabot

Varied question formats and alternate response types encourage critical thinking.

LASD ExpeTrack Checkpoint 06 - Famous European Explorers 4 of 9

4 Add each explorer's accomplishment to complete the table.

Explorer	Accomplishment
	first to circumnavigate Earth
	first to discover the Americas
	first to see the Mississippi River
	started first French colony in North America
	first to cross the Americas and reach the Pacific Ocean
	first to realize the Americas were a new land, not Asia

Ferdinand Magellan Samuel de Champlain
Christopher Columbus Hernando de Soto
Vasco Núñez de Balboa Amerigo Vespucci

Checkpoint and **Benchmark** tests are designed to check understanding before and after each chapter or unit.

LASD ExpeTrack Checkpoint 06 - Famous European Explorers 6 of 9

6 Identify each explorer's route by completing the key.

KEY

Balboa Coronado Ponce de Leon
Cortés de Soto

"End-of-Year Tests" assess understanding of content and skills learned throughout the school year.

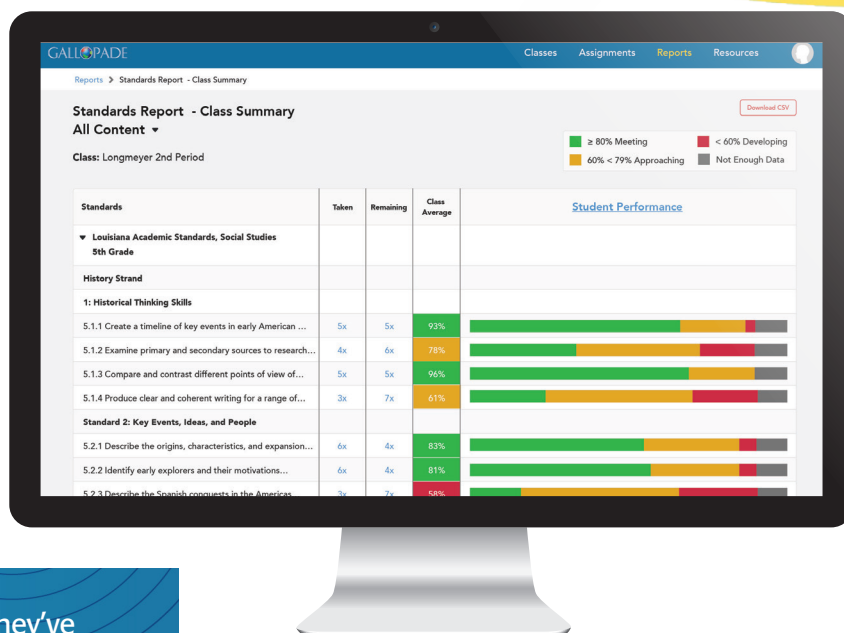
LASD ExpeTrack Checkpoint 06 - Famous European Explorers 7 of 9

7 Which phrase best completes the graphic organizer?

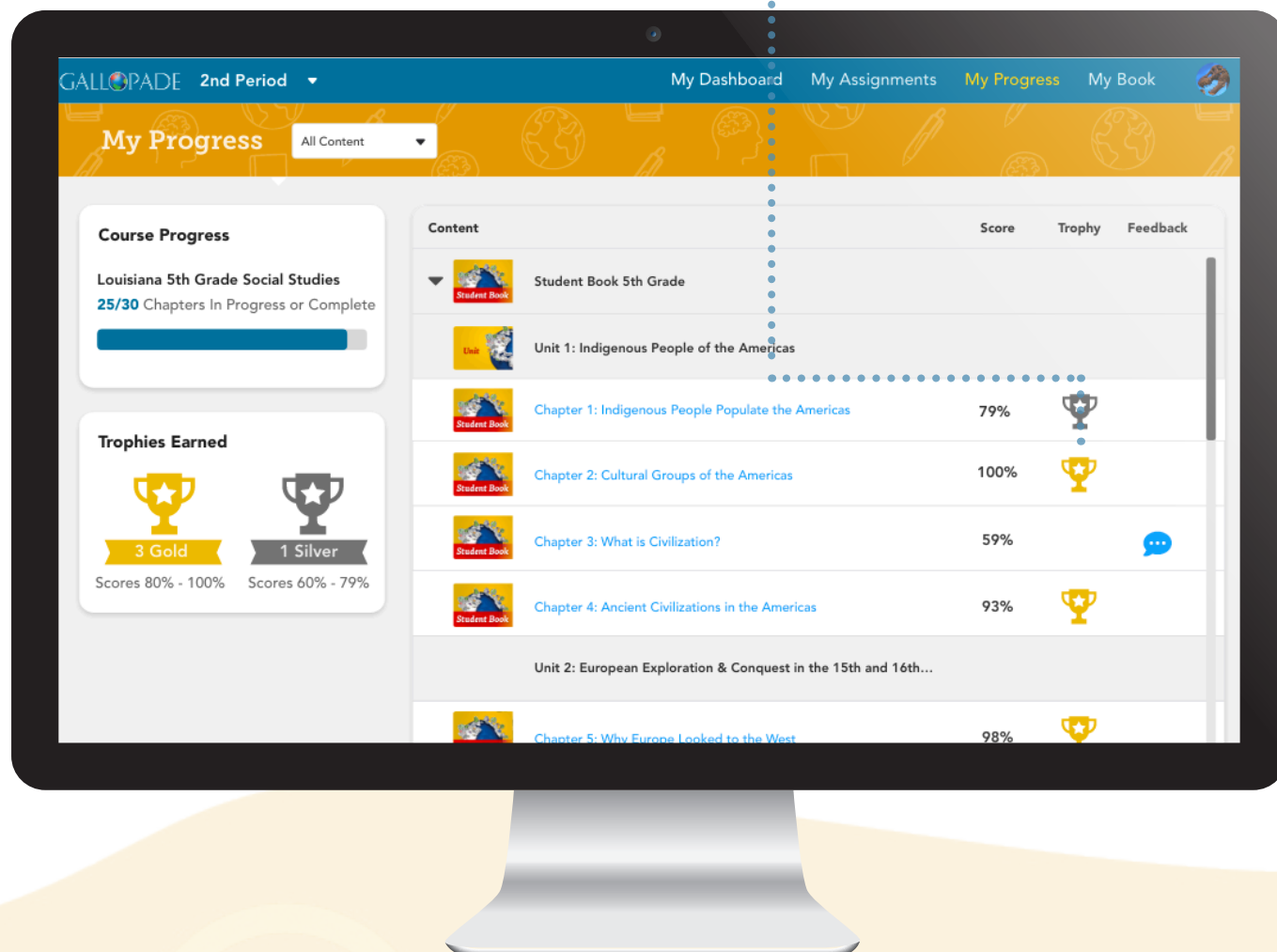
- Obstacles faced by European explorers
- Accomplishments of European explorers
- Obstacles faced by European rulers
- Reasons why European rulers hesitated to fund exploration

9

Teacher Course Reports show performance by content type at the class and student level. Easily see where students are meeting, exceeding, or needing reinforcement.



My Progress shows students how they've performed on assigned content. Trophies offer a quick and fun way to communicate achievement.



Standards-based reporting provides documentation of student progress throughout the school year. Track classes and students by standard, content type, and activity.

Reports > Standards Report - Class Summary

Standards Report - Class Summary
All Content ▾

Class: Longmeyer 2nd Period

Download CSV

≥ 80% Meeting
 60% < 79% Approaching
 < 60% Developing
 Not Enough Data

Standards	Taken	Remaining	Class Average	Student Performance
▼ Louisiana Academic Standards, Social Studies 5th Grade				
History Strand				
1: Historical Thinking Skills				
5.1.1 Create a timeline of key events in early American ...	5x	5x	93%	
5.1.2 Examine primary and secondary sources to research...	4x	6x	78%	
5.1.3 Compare and contrast different points of view of...	5x	5x	95%	
5.1.4 Produce clear and coherent writing for a range of...	3x	7x	61%	
Standard 2: Key Events, Ideas, and People				
5.2.1 Describe the origins, characteristics, and expansion...	6x	4x	83%	
5.2.2 Identify early explorers and their motivations...	6x	4x	81%	
5.2.3 Describe the Spanish conquests in the Americas...	3x	7x	58%	

Reports > Standards Report - Class Summary > Student Performance > Ariana Lima

Standards Report - Ariana Lima
All Content ▾

Class: Longmeyer 2nd Period

Download CSV

20 Meeting (≥ 80%)
 11 Approaching (60% < 79%)
 10 Developing (< 60%)
 6 Not Enough Data

Standards	Taken	Remaining	Ariana Lima	Class Average
▼ Louisiana Academic Standards, Social Studies 5th Grade				
History Strand				
Historical Thinking and Skills (content statements)				
5.1.1 Create a timeline of key events in early American ...	5x	5x	100%	93%
5.1.2 Examine primary and secondary sources to research...	4x	6x	100%	78%
5.1.3 Compare and contrast different points of view of...	5x	5x	100%	95%
5.1.4 Produce clear and coherent writing for a range of...	3x	7x	100%	61%
Standard 2: Key Events, Ideas, and People				
5.2.1 Describe the origins, characteristics, and expansion...	6x	4x	100%	83%
5.2.2 Identify early explorers and their motivations...	6x	4x	33%	81%
5.2.3 Describe the Spanish conquests in the Americas...	3x	7x	0%	58%

Reports > Standards Report - Class Summary > Student Performance

Standards Report - Student Performance
All Content ▾

Class: Longmeyer 2nd Period

Download CSV

≥ 80% Meeting
 60% < 79% Approaching
 < 60% Developing
 Not Enough Data

Standards	Taken	Remaining	Class Average	CA	DA	RA	AB	DB	FC	RC	RG	RH	SH	TH	AK	DK	AL	ML	TL
▼ Louisiana Academic Standards, Social Studies 5th Grade																			
History Strand																			
1: Historical Thinking Skills																			
5.1.1 Create a timeline of key events in early American ...	5x	5x	93%	100%	100%	100%	80%	83%	100%	100%	100%	100%	—	100%	100%	100%	100%	100%	80%
5.1.2 Examine primary and secondary sources to research...	4x	6x	78%	100%	100%	100%	80%	100%	100%	100%	100%	100%	—	100%	100%	100%	100%	100%	80%
5.1.3 Compare and contrast different points of view of...	5x	5x	95%	100%	100%	100%	80%	83%	100%	100%	100%	83%	—	100%	100%	100%	100%	100%	56%
5.1.4 Produce clear and coherent writing for a range of...	3x	7x	61%	100%	83%	100%	66%	83%	100%	83%	100%	83%	—	66%	83%	83%	83%	100%	50%
Standard 2: Key Events, Ideas, and People																			
5.2.1 Describe the origins, characteristics, and expansion...	6x	4x	83%	100%	100%	100%	80%	74%	70%	100%	100%	100%	—	100%	100%	100%	100%	100%	80%
5.2.2 Identify early explorers and their motivations...	6x	4x	81%	66%	66%	100%	66%	33%	33%	66%	33%	66%	—	66%	33%	100%	33%	0%	33%
5.2.3 Describe the Spanish conquests in the Americas...	3x	7x	58%	66%	66%	100%	66%	33%	33%	66%	0%	66%	—	66%	33%	100%	0%	0%	33%
5.2.4 Explain the course and consequences of the...	0x	9x	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—

Testimonials

“

My students learned the standards because of the materials provided by your company! It was my first year teaching Social Studies. I learned as much as my students. Your product helped me cover the Standards and also promoted reading at the same time. It was a lifesaver for me and my students!

- **Gwen**, Georgia Educator

“

HATS OFF to Gallopade! My teachers love the materials. Not only are they friendly to use, they are correlated to the Standards. Every famous person in our standards has a matching biography that let teachers integrate reading with social studies... true teaching. It is wonderful to find expert materials that enable teachers to create exceptional lessons that engage students. **Thank you!**

- **Rena**, Director of Standards-Based Learning

“

Kindergarten and first grade teachers in our district have responded with enthusiasm to the Gallopade resources to enhance their social studies instruction. They are pleased that the activities are developmentally appropriate and are tied explicitly to the Standards. We also appreciate your responsiveness whenever a question may arise. Kudos to you!”

- **JoAnn**, Elementary School Teacher

“

Gallopade Curriculum has been a great tool in helping our teachers meet the needs of our students. They include everything that our students need to know and present the information in a way that is fun and interactive! Before finding these resources, we were using several textbooks that did not correlate to the Standards. **Now that we have these materials, we can focus more on our students then where we are getting the next resources.**

- **Ashley**, Elementary School Teacher

“

Honestly, the book that I bought is BETTER than the textbooks the students have. I would be lost without these materials. It is by far the best purchase I have made this school year.

- **Tammy**, 7th Grade Teacher

SCHEDULE A PRESENTATION

www.GallopadeCurriculum.com



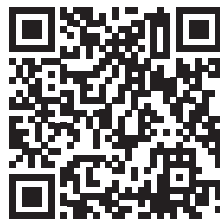
THOUSANDS OF RESOURCES ON GALLOPADE.COM!



**FREE TEACHER
DISCOUNT CARD**
with all Class Set purchases

Gallopade.com offers hundreds of supplemental resources that align to your grade's standards and expand on topics found throughout Gallopade Curriculum.

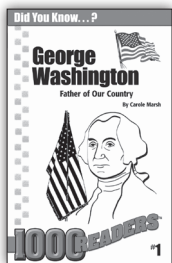
Class Set orders include a 20% off preferred customer discount card with a customized code for your school. This coupon can be used on non-curriculum, supplemental resources for the entire school year.



**VIEW GRADE-LEVEL
RESOURCES COVERING
TOPICS IN THE
LOUISIANA STANDARDS**

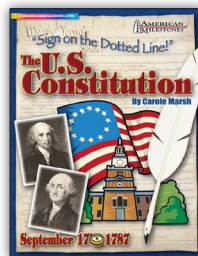
Just scan the QR code with your phone camera.
Use the filter features to view products specific
to your grade.

TEACHER FAVORITES



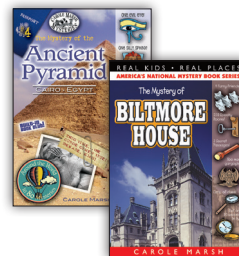
Biography Readers

362 Historical Figures
\$29.70 (Pack of 30)



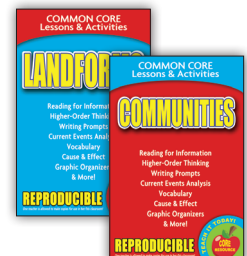
American Milestones

22 Book Series
\$6.99



Chapter Books

102 Books
\$3.99-\$7.99



Common Core

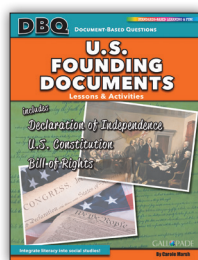
60 Book Series
\$4.99



**Best
Seller**

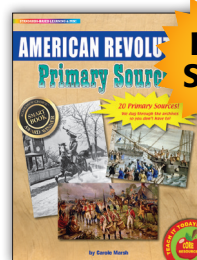
Louisiana State Products

50+ Products



DBQ

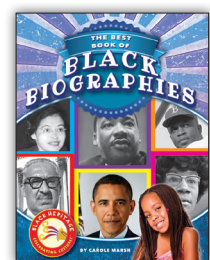
4 Book Series
\$9.99



**Best
Seller**

Primary Sources

33 Book Series
\$12.99



Black Heritage

16+ Products

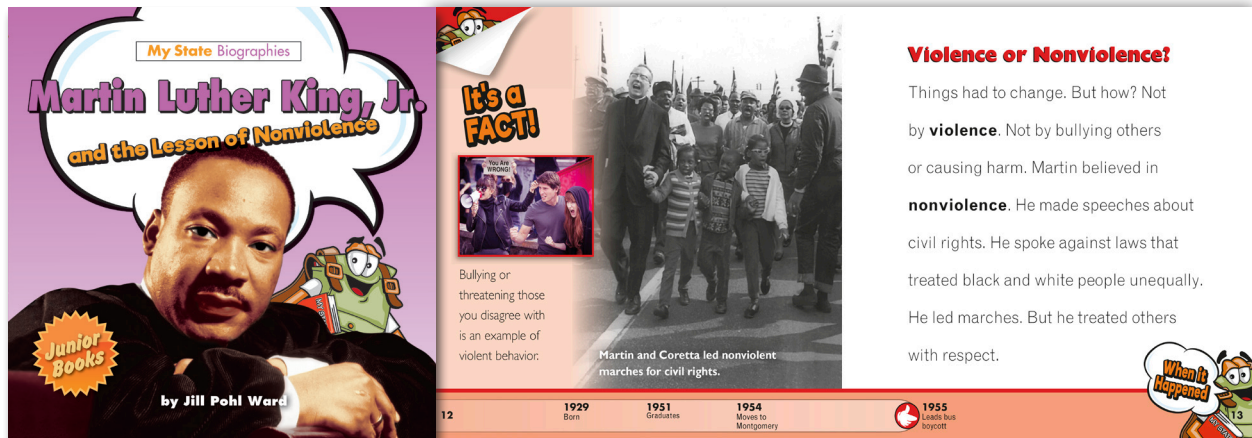
America, My Country Biographies

My State Biographies



- ✓ 24 Page 8" x 8" book
- ✓ Comprehension Questions
- ✓ Leveled Informational Text
- ✓ Full Page Photos
- ✓ Glossary & Index

Gallopade is excited to offer State Standards books to our collection. These leveled-informational texts are non-fiction and introduce young readers to key aspects of history. Written to teach standards content, ELA, and reading comprehension.



Title:	AR	Lexile	GRL/DRA	Paperback	Library Bound
3rd					
America, My Country-Lewis and Clark	2	400	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-Thomas Jefferson	2.3	460	I/18	\$10.60 \$7.95	\$22.60 \$16.95
Explorers- Hernando de Soto	3.9	680	O/P/34/38	\$13.26 \$9.95	\$26.60 \$19.95
My State Biographies-Ruby Bridges	3.1	550	M/28	\$14.60 \$10.95	\$30.60 \$22.95
4th					
My State Biographies-Martin Luther King, Jr.	2.7	560	M/28	\$14.60 \$10.95	\$30.60 \$22.95
America, My Country-Lewis and Clark	2	400	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-Abraham Lincoln	2.2	420	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-George Washington	2.1	460	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-Thomas Jefferson	2.3	460	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-Benjamin Franklin	2.2	490	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-Christopher Columbus	3.7	590	O/P/34/38	\$13.26 \$9.95	\$26.60 \$19.95
America, My Country-Juan Ponce de Leon	3.8	680	O/P/34/38	\$13.26 \$9.95	\$26.60 \$19.95

Title:	AR	Lexile	GRL/DRA	Paperback	Library Bound
5th					
My State Biographies-James Oglethorpe	2.4	540	M/28	\$14.60 \$10.95	\$30.60 \$22.95
My State Biographies-Tomochichi	2.4	490	L/24	\$14.60 \$10.95	\$30.60 \$22.95
America, My Country-Benjamin Franklin	2.2	490	I/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-George Washington	2.1	460	I/18	\$10.60 \$7.95	\$22.60 \$16.95
Native Peoples-Pawnee	5	780	R/40	\$14.60 \$10.95	\$30.60 \$22.95
Native Peoples-Hopi	4.9	800	S/40	\$14.60 \$10.95	\$30.60 \$22.95
Native Peoples-Inuit	5.4	890	S/40	\$14.60 \$10.95	\$30.60 \$22.95
Native Peoples-Kwakiutl	5.4	870	R/S/40	\$14.60 \$10.95	\$30.60 \$22.95
Native Peoples-Nez Perce	5.3	840	R/S/40	\$14.60 \$10.95	\$30.60 \$22.95
Native Peoples-Seminole	5.4	870	S/40	\$14.60 \$10.95	\$30.60 \$22.95
Explorers- Christopher Columbus	3.7	590	O/P/34/38	\$13.26 \$9.95	\$26.60 \$19.95
Explorers- Vasco Nunez de Balboa	4.6	800	P/38	\$13.26 \$9.95	\$26.60 \$19.95
Explorers- Hernando de Soto	3.9	680	O/P/34/38	\$13.26 \$9.95	\$26.60 \$19.95
Explorers- John Cabot	4.3	700	P/38	\$13.26 \$9.95	\$26.60 \$19.95
Explorers- Henry Hudson	4.4	720	P/38	\$13.26 \$9.95	\$26.60 \$19.95



Free Training & Support



IN-SERVICE TRAINING



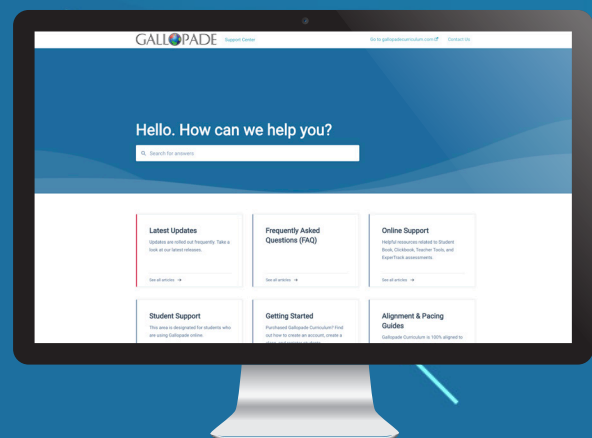
LIVE WEB-BASED TRAINING



**ONLINE USER GUIDES,
IS TUTORIALS & VIDEOS**



IN-APP HELP AND SUPPORT



Schedule Your Training

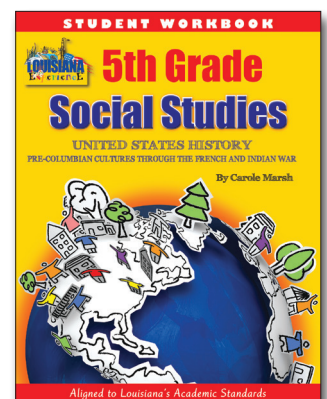
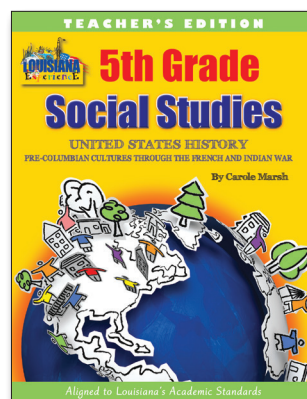
Contact support@gallopade.com

View Tutorials, Guides, Standards Alignments, and Pacing Guides at

support.gallopade.com

Follow Us on Facebook

For tips, tricks, and ongoing digital support
www.facebook.com/gallopadeCurriculum



Pricing & Ordering

SCHEDULE A PRESENTATION

www.gallopadecurriculum.com/schedule

Louisiana Experience Class Set of 30

****All Class Sets receive access to the NEW instructional platform for teachers & digital course for students****

Grade	Includes	1 - Year
3rd	Student Book & eBook FREE Teacher's Edition FREE Teaching Tools ExperTrack Assessments Grading & Reporting	\$579.⁷⁰ LACS3 \$19.32 per student/year
3rd	Student Book & eBook FREE Teacher's Edition & FREE Teaching Tools ExperTrack Assessments Grading & Reporting Biography Readers	\$885.⁰⁰ LADLX3 \$29.50 per student/year
4th	Student Book & eBook FREE Teacher's Edition FREE Teaching Tools ExperTrack Assessments Grading & Reporting	\$579.⁷⁰ LACS4 \$19.32 per student/year
4th	Student Book & eBook FREE Teacher's Edition & FREE Teaching Tools ExperTrack Assessments Grading & Reporting Biography Readers	\$885.⁰⁰ LADLX4 \$29.50 per student/year
5th	Student Book & eBook FREE Teacher's Edition FREE Teaching Tools ExperTrack Assessments Grading & Reporting	\$579.⁷⁰ LACS5 \$19.32 per student/year
5th	Student Book & eBook FREE Teacher's Edition & FREE Teaching Tools ExperTrack Assessments Grading & Reporting Biography Readers	\$885.⁰⁰ LADLX5 \$29.50 per student/year

Ordering is easy!

Mail or Fax your Purchase Order:

Gallopade
P.O. Box 2779
Peachtree City, GA 30269

Fax: 800-871-2979

- ✓ Order Online at Gallopade.com
- ✓ Call 800-536-2438 Ext.13
- ✓ Fill out a Quote Form at GallopadeCurriculum.com

Shipping Standard Shipping – 3-8 business days 10%, \$10 minimum.
Saver Shipping – 7-10 business days 6%, \$5 minimum. If no shipping method is specified by the customer, standard shipping will be used.

Payment Terms All public institutions and/or established accounts with authorized purchase orders may charge their orders. Terms are Net 30 days. Prices subject to change. Not responsible for errors or omissions in this catalog. Gallopade is a sole source provider for the Louisiana Curriculum products. **Please include catalog code LA21 on all ordering methods!**

Louisiana Experience Student Books are not reproducible. Copying any portion of Gallopade Curriculum is illegal. Returned items must be in original condition.

30-DAY RISK-FREE PREVIEW

You have 30 days to preview your purchase. 100% customer satisfaction is guaranteed.



P.O. Box 2779
Peachtree City, GA 30269

tel: 800-536-2438
fax: 800-871-2979
orders@gallopade.com
www.gallopade.com

**Your Trusted Solution
for 40 Years.**

View a Demo & Request a Sample at
at www.GallopadeCurriculum.com

2021-2022
3rd-5th

Louisiana Social Studies

All-New Flexible & Interactive Curriculum