



Ohio

Social Studies

100% Aligned to the
Ohio Learning Standards

Request a **FREE**
Evaluation Kit at
www.GallopadeCurriculum.com



WELCOME TO THE OHIO EXPERIENCE

Ohio Experience is an interactive, flexible K-8 social studies curriculum program designed to engage students in a multi-sensory learning experience.

- 100% ALIGNED
- PRINT & DIGITAL TEACHING OPTIONS
- ALL-IN-ONE CURRICULUM

ALIGNED.

Every Ohio Experience Student Book is written and aligned 100% to the latest (2019) Ohio Learning Standards. All strands, themes, topics, and content statements have been integrated throughout Ohio Experience. Students are equipped with the knowledge needed to become informed, engaged, and responsible citizens.

K – A Child’s Place in Time and Space

1st – Families Now and Long Ago, Near and Far

2nd – People Working Together

3rd – Communities: Past and Present, Near and Far

4th – Ohio in the United States

5th – Regions and People of the Western Hemisphere

6th – Regions and People of the Eastern Hemisphere

7th – World Studies from 750 B.C. to 1600 A.D.

8th – U.S. Studies from 1492 to 1877: Exploration through Reconstruction

EFFECTIVE.

No boring, heavy textbooks here. Students receive a consumable Student Book filled with small bites of content and reinforcement activities. Our proven approach of chunking, active learning, 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 hundreds of pre-organized – and assignable – content, tools, and resources. The all-new **Gallopade Curriculum Online** allows students to learn using a combination of Gallopade components, all of which can be assigned and completed online or in-class!



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

Ohio Experience Class Set

What's Included?

Gallopade Curriculum is sold in Class Set quantities of 25 students. Teachers and students receive print and/or digital access to a collection of engaging resources.

	Student Book	Teacher's Edition	Teacher Tools	Multimedia Resources	ExperTrack Assessments	Grading & Reporting	Teacher Portal	Digital Course	1-Year (25 Students)
K	✓	✓	✓	✓		✓	✓	✓	\$274. ⁷⁵ OHKCS1 \$10.99 per student/year
1st	✓	✓	✓	✓		✓	✓	✓	\$274. ⁷⁵ OH1CS1 \$10.99 per student/year
2nd	✓	✓	✓	✓ + 18 Digital Biographies	✓	✓	✓	✓	\$374. ⁷⁵ OH2CS1 \$14.99 per student/year
3rd	✓	✓	✓	✓	✓	✓	✓	✓	\$374. ⁷⁵ OH3CS1 \$14.99 per student/year
4th	✓	✓	✓	✓	✓	✓	✓	✓	\$449. ⁷⁵ OH4CS1 \$17.99 per student/year
5th	✓	✓	✓	✓	✓	✓	✓	✓	\$449. ⁷⁵ OH5CS1 \$17.99 per student/year
6th	✓	✓	✓	✓	✓	✓	✓	✓	\$499. ⁷⁵ OH6CS1 \$19.99 per student/year
7th	✓	✓	✓	✓	✓	✓	✓	✓	\$499. ⁷⁵ OH7CS1 \$19.99 per student/year
8th	✓	✓	✓	✓	✓	✓	✓	✓	\$499. ⁷⁵ OH8CS1 \$19.99 per student/year
<i>Access Type</i>	<i>Print & Digital</i>	<i>Print & Digital</i>	<i>Digital</i>	<i>Digital</i>	<i>Digital</i>	<i>Digital</i>	<i>Digital</i>	<i>Digital</i>	\$

View all pricing and ordering information on page 31.



FOR TEACHERS:

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

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



· *Teacher's Edition.*



· *Hundreds of 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.*

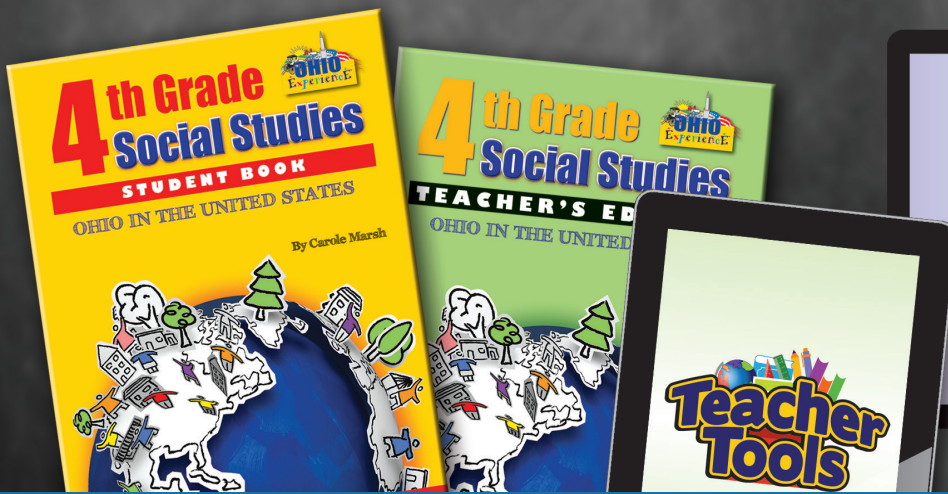
Teacher's Discount Card – Use your 20% off discount code – as much as you'd like – on hundreds of supplemental resources on Gallopade.com.

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

FOR STUDENTS:

Student Book (Print & Digital Edition) – Core component of The Ohio Experience, covering 100% of the Ohio Learning Standards for social studies. Consumable textbook + workbook all-in-one resource.

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



ExperTrack!
Assessments

Class Set Components

ALL-NEW PRINT AND DIGITAL CURRICULUM

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 needed to teach, test, and track the standards.

TEACH



Student Book

100% aligned, all-in-one resource combining textbook content with workbook activities. Filled with DOK-Levelled activities and literacy (ELA) builders. Pages are in color and perforated.

Print and digital component.

Teacher's Edition

Complete Ohio Experience Student Book with answers to all questions and activities. Includes Standards and Correlations Guide, plus a Pacing Guide. *Print and digital component.*

Teacher Tools

Hundreds of assignable tools and activities add rigor to instruction with a focus on inquiry, critical thinking, writing, literacy, and processing skills. Teacher Tools also include Unit Planners, Chapter Planners, and Unit Openers. *Digital component.*

Images, Videos, & Links

Assignable multimedia resources enhance instruction and enrich class discussions. Includes primary and secondary sources, video activities, and interactive online activities.

Digital component.

Instructional Platform

The all-new **Gallopade Curriculum Online** provides teachers with everything you need to teach the standards. Content is organized by Units and Chapters. Assign content, activities, and assessments. Grade assignments and send feedback to students.

Digital Course

Students can access and interact online with The Ohio Experience Student eBook. Complete and submit assigned resources online. View grading and teacher feedback.

TEST



ExperTrack Assessments (grades 2-8)

Auto-graded and pre-built Checkpoint, Benchmark, and End-of-Year assessments cover core content and skills. *Digital component.*

TRACK



Reporting

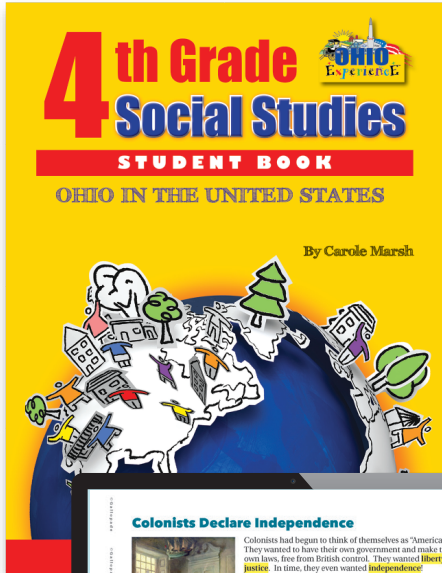
Easily measure and monitor student success with reports at the course, class, and student level. Standards-based reporting provides documentation of student progress throughout the school year. *Digital component*

TRY A FREE DEMO!

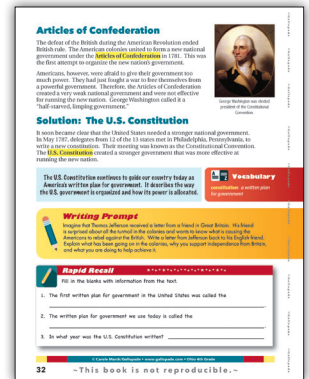
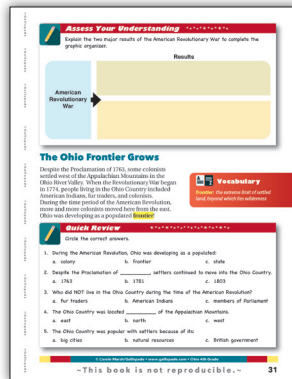
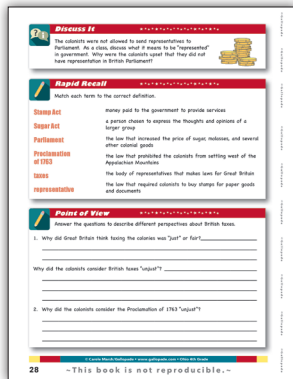
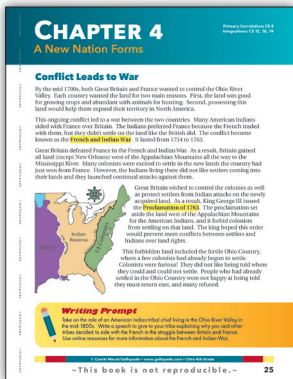
www.GallopadeCurriculum.com

Student Book

The Ohio 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 Ohio Learning Standards, while building literacy, critical thinking skills, and more.



- ✓ **All-In-One Resource:** Combines textbook content with workbook activities into one interactive book.
- ✓ **100% Aligned to Ohio Learning 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 Ohio's standards to exactly meet the needs of Ohio 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 Ohio'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

Assess Your Understanding *****

Explain the two major results of the American Revolutionary War to complete the graphic organizer.

American Revolutionary War	Results
	<p>Colonists gained independence from Great Britain.</p> <p>United States gained land from Appalachian Mountains to Mississippi River.</p>

The Ohio Frontier Grows

Despite the Proclamation of 1763, some colonists settled west of the Appalachian Mountains in the Ohio River Valley. When the Revolutionary War began in 1774, people living in the Ohio Country included American Indians, fur traders, and colonists. During the time period of the American Revolution, more and more colonists moved here from the east. Ohio was developing as a populated **frontier**!

Vocabulary

frontier: the extreme limit of settled land, beyond which lies wilderness

Quick Review *****

Circle the correct answers.

- During the American Revolution, Ohio was developing as a populated:
 - colony
 - frontier**
 - state
- Despite the Proclamation of _____, settlers continued to move into the Ohio Country.
 - 1763**
 - 1781
 - 1803
- Who did NOT live in the Ohio Country during the time of the American Revolution?
 - fur traders
 - American Indians
 - members of Parliament**
- The Ohio Country was located _____ of the Appalachian Mountains.
 - east
 - north
 - west**
- The Ohio Country was popular with settlers because of its:
 - big cities
 - natural resources**
 - British government

STUDENT BOOK WITH ANSWERS

The Ohio Experience Teacher's Edition includes:

- ✓ Answers to all questions and activities in The Ohio Experience Student Book.
- ✓ Pacing Guide to stay on track throughout the year.
- ✓ Ohio Learning Standards and Correlations Guide.

4th Grade Social Studies TEACHER'S EDITION OHIO IN THE UNITED STATES

Key Concept Check-Point *****

Use the text to answer the questions.

- Describe two reasons why France and Britain had conflicts over control of land in America. Then, name the war that resulted from these conflicts.
Both countries wanted the land so they could use the abundant natural resources available there. Both countries wanted the land because it would expand their territory in North America. Britain then more power and wealth. These conflicts led to the French and Indian War.
- Which side did most American Indians choose to cooperate with? Why?
French: The French traded with American Indians but did not settle on the land, whereas the British settled on American Indian land, causing conflict between British and American Indians over land and resources.
- After the war, conflict occurred between what two groups in the Ohio River Valley?
American Indians and settlers
- Explain how the Proclamation of 1763 was an attempt to avoid conflict.

OHIO LEARNING STANDARDS FOR SOCIAL STUDIES

GRADE 4: OHIO IN THE UNITED STATES

The fourth-grade year focuses on the early development of Ohio and the United States. Students learn about the history, geography, government and economy of their state and nation. Foundations of U.S. history are laid as students study prehistoric Ohio cultures, early American life, the U.S. Constitution, and the development and growth of Ohio and the United States. Students begin to understand how ideas and events from the past have shaped Ohio and the United States today.

HISTORY

HISTORICAL THINKING AND SKILLS

Content Statement 1	The order of significant events in Ohio and the United States can be shown on a timeline.
Content Alignment	Primary Instruction and Assessment: Chapter 1 Integrated Instruction and Assessment: Chapters 5, 7
Content Statement 2	Primary and secondary sources can be used to create historical narratives.
Content Alignment	Primary Instruction and Assessment: Chapter 2 Integrated Instruction and Assessment: Chapters 6, 7, 11, 14, 19

OHIO LEARNING STANDARDS & CORRELATIONS GUIDE

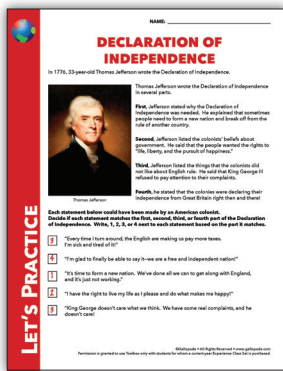
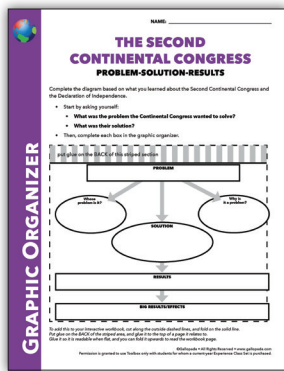
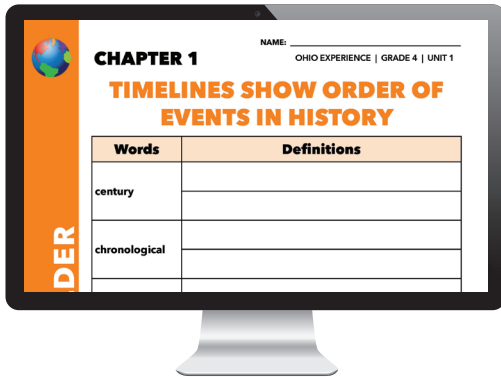
UNIT	CHAPTER	DAYS/CHPT (range)	PRIMARY OH CORRELATIONS*	INTEGRATED CONTENT & SKILLS*	
SEMESTER 1					
1 History 12-15 weeks	1	Timelines Show Order of Events in History	5 - 7	CS 1	CS 4, 8
	2	Primary and Secondary Sources	6 - 8	CS 2	
	3	Cooperation, Conflict, and Compromise	6 - 8	CS 3	
	4	A New Nation Forms	9 - 11	CS 4	CS 15, 18, 19
	5	The Northwest Ordinance	6 - 8	CS 5	CS 1, 2
	6	Conflict Leads to War	10 - 12	CS 6	CS 2, 3
	7	The Nation Divides	10 - 12	CS 7	CS 1, 2
	8	Innovations from Ohio Benefit the Nation (including content review)	7 - 9	CS 8	CS 10, 14, 21
2 Geography (partial) 2-3 weeks	9	Describing Relative Location	5 - 7	CS 9	
	10	U.S. and Ohio: Economic Influences	4 - 6	CS 10	CS 8, 11, 14

CORRELATIONS & PACING GUIDE

NEW

Teacher Tools

Teacher Tools are organized to match Student Book units and chapters, making it simple to access, choose, and print the resources you want to use. Teacher Tools enhance instruction while easing the burden of your time. We help you get exactly what you need, exactly when you need it! Teacher Tools help you...



- ✓ Launch instruction with student engagement and inquiry
- ✓ Meet local requirements to identify expectations for learning with ease
- ✓ Maximize student comprehension with scavenger hunts and study guides
- ✓ Add notes and plan strategies, differentiation, and assessments
- ✓ Boost rigor with primary source analysis, project-based learning, graphic organizers, and more
- ✓ Plan and document your instructional calendar, assignments, due dates, and test dates in your Chapter Planner
- ✓ Build literacy, vocabulary and writing skills



NEW

Images, Videos, & Internet Links

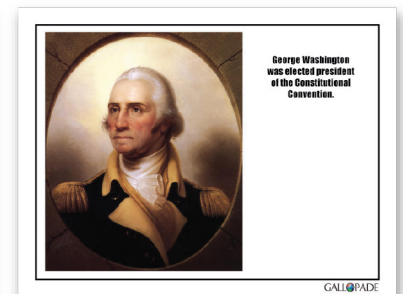
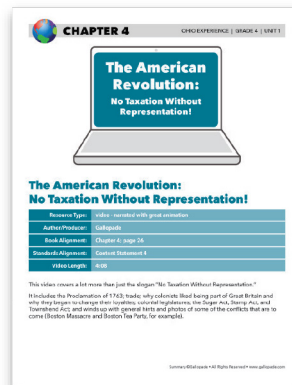
Multimedia Resource Galleries include primary and secondary sources that align to the standards, content, and skills covered throughout the Student Book. The types of resources provided include current and historical photographs, maps, political cartoons, paintings, documents, infographics, videos, and more! Links to curated Internet resources are also included. All of these great resources are organized by chapter to make it easy to access exactly what you need, exactly when you need it!



Multimedia Resources includes photographs, maps, political cartoons, paintings, infographics, videos and more!

There are many options for using the resources included in each gallery.

- ✓ Enhance instruction by illustrating the key concepts, events, and skills you are teaching
- ✓ Promote and enrich class discussions
- ✓ Get students interested in new topics as part of unit and chapter openers
- ✓ Guided lessons teach students to think critically about primary sources by analyzing purpose, POV, and other influences on messages expressed in sources
- ✓ Anticipatory activities, Think-Pair-Share activities, writing prompts, and much more!



NEW

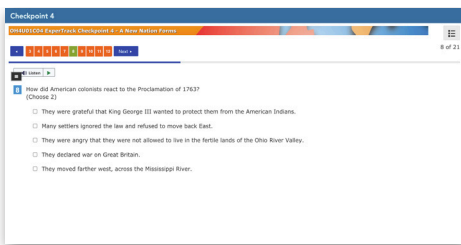
ExperTrack Online Assessments

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.

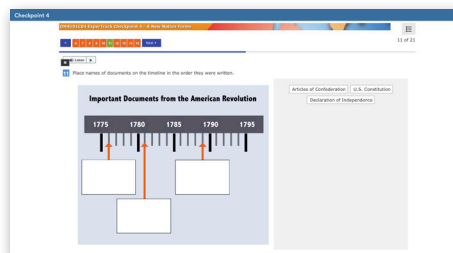


ExperTrack is more than an assessment system—it's an effective learning tool!

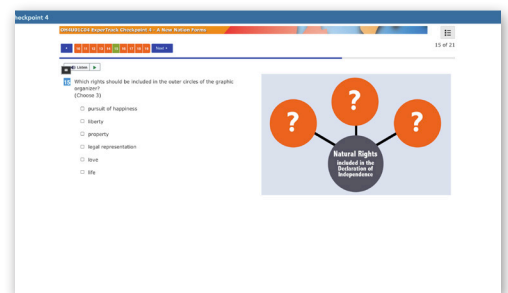
- ✓ Pre-built “Checkpoint” tests are designed to check understanding after each chapter or unit.
- ✓ “End-of-Year Tests” assess understanding of content and skills learned throughout the school year.
- ✓ Tests assess Ohio standards through a variety of question types across all DOK levels.
- ✓ “Benchmark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



SINGLE CHOICE & MULTIPLE CHOICE



TIMELINES



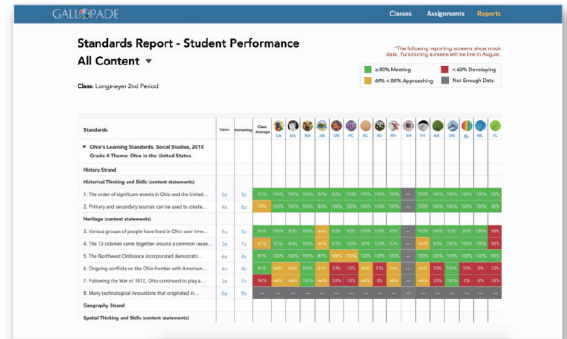
AND MORE!

NEW

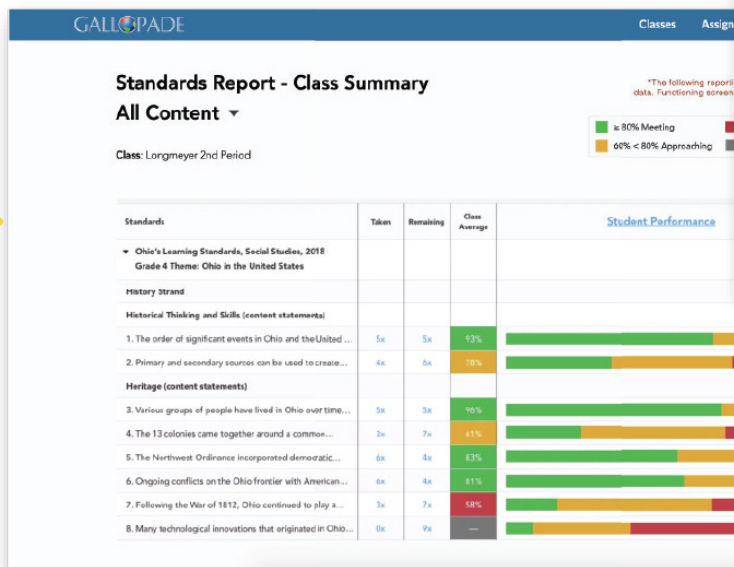
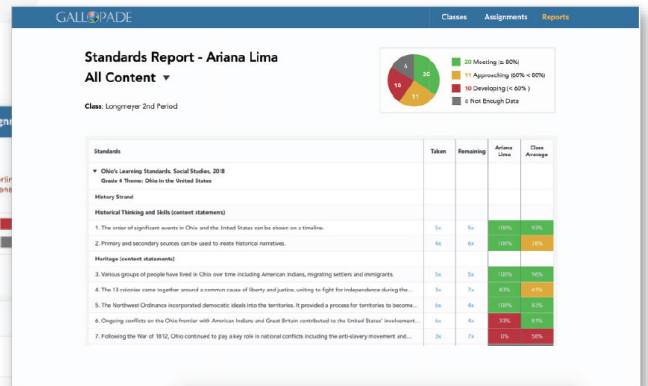
Reporting & Analytics

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 any time.

- ✓ Track Standards - View class and student averages for meeting each Ohio Learning Standard.
- ✓ Track Content - Track progress and usage data by ExperTrack or all assigned content. 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



Chapter Walkthrough

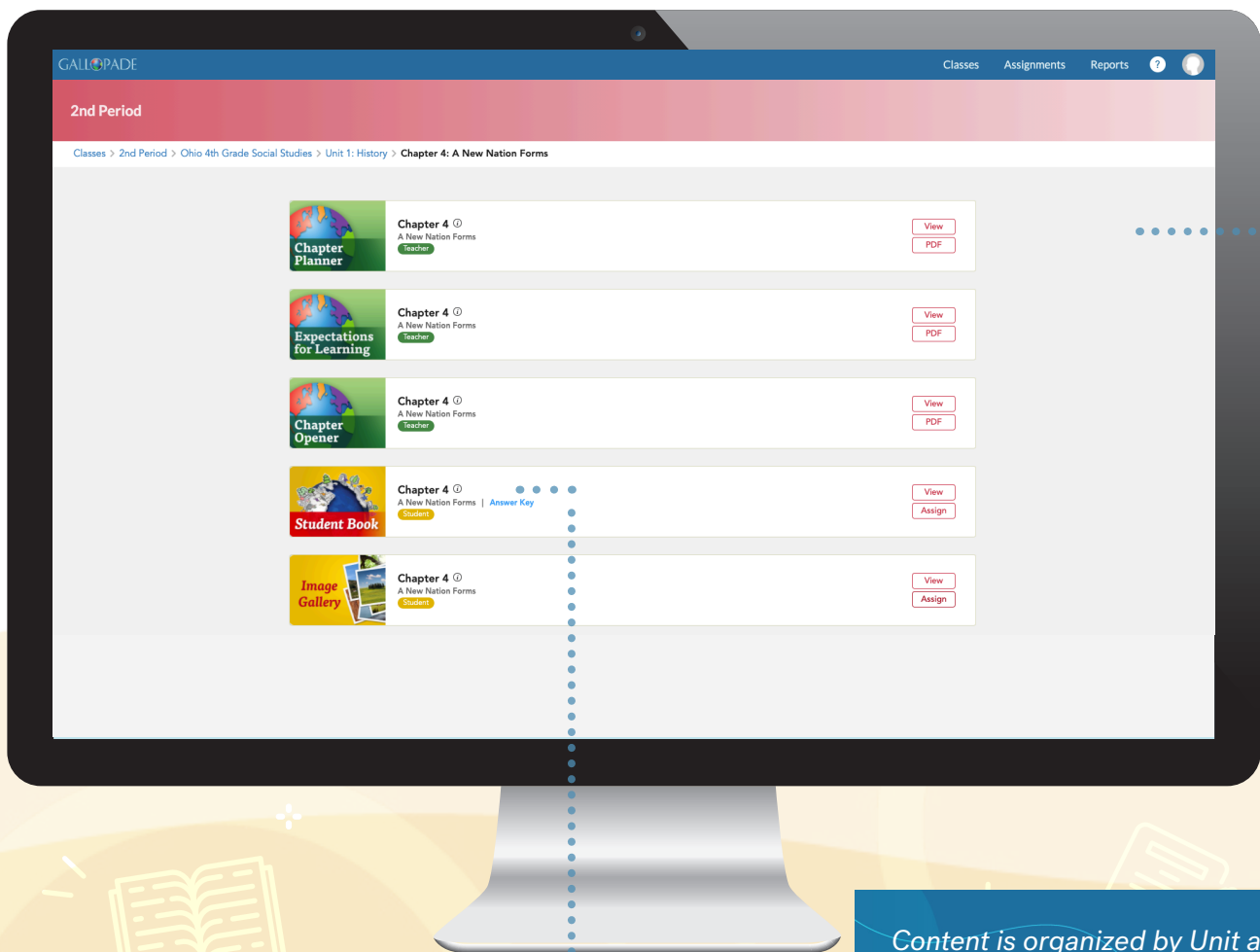
A Real Experience. We're big believers in having students engage in what they are learning. Social studies shouldn't be boring. Through an interactive experience, students discover the world around them by reading and participating in a variety of lessons and activities.



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 and activities.



EXPECTATIONS FOR LEARNING

CHAPTER 4

OHIO EXPERIENCE | GRADE 4 | UNIT 1

A NEW NATION FORMS

Students will be able to:

- Explain how interactions between American Indians and American colonists resulted in cooperation, compromise, and conflict.
- Explain why the American colonists united to fight for independence from Great Britain and form a new nation, identifying the two British practices that colonists felt were particularly unjust.
- Explain the purpose of the Declaration of Independence.
- Identify that the defeat of the British during the American Revolution ended British rule of the American colonies.
- Describe how the new nation established its first government, the main problem with that government, and how that problem was solved.
- Explain that a constitution is a written plan for government.
- Explain that the U.S. Constitution provided government with limited power and protections for the rights of citizens.
- Construct a timeline of significant events related to the American Revolution and the forming of the United States, demonstrating an understanding of chronological order.
- Identify and analyze primary and secondary sources to distinguish between perspectives of a historical event.
- Explain citizens' rights to liberty, life, and the pursuit of happiness in our democratic government.

Ohio 4 th Grade Learning Standards and Model Curriculum for Social Studies	
Primary Instructional Focus:	Content Statement 4
Integrated Connections:	Content Statements 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100

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Permission is granted to use Toolbox only with students for whom a current-year Experience Class Set is purchased.

Begin each chapter by reviewing the Expectations for Learning and alignment to Learning Standards and Model Curriculum.



START WITH THIS ACTIVITY
Hook & engage to boost curiosity, inquiry, motivation, and interest

INQUIRY-BASED LEARNING

CHAPTER 4

OHIO EXPERIENCE | GRADE 4 | UNIT 1

A NEW NATION FORMS

CHAPTER OPENER

Set the stage for events leading to the American Revolution:

1. Tell students there are some new classroom rules you would like them to know about before you continue your lesson.

Say:

In order to help the school build up its funds, I will be charging a fee for some of our classroom activities beginning immediately.

Here is the list of new fees that you should be aware of:

POSTED EFFECTIVE IMMEDIATELY

- Sitting at a desk: \$.50 per day
- Asking a question: \$.01 per question
- Sharpening a pencil: \$.05 per use of sharpener
- Borrowing a pencil or pen: \$.25 per day
- Handouts (provided to you by me): \$.10 each
- Computer use: \$1.00 per hour
- Hand sanitizer: \$.03 per pump
- Tissue or paper towel: \$.01 each
- Use of a hall pass: \$.10 per use
- Parent-teacher conference: \$5.00 each

2. Display the list on the whiteboard for students to see.

CONTINUED...

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Inquiry-Based Learning Activities activate existing knowledge and real world experiences while sparking curiosity and interest.

CHAPTER 4

A New Nation Forms

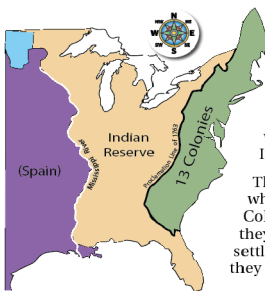
Primary Correlation: CS 4
Integrations: CS 15, 18, 19

Conflict Leads to War

By the mid 1700s, both Great Britain and France wanted to control the Ohio River Valley. Each country wanted the land for two main reasons. First, the land was good for growing crops and abundant with animals for hunting. Second, possessing this land would help them expand their territory in North America.

This ongoing conflict led to a war between the two countries. Many American Indians sided with France over Britain. The Indians preferred France because the French traded with them, but they didn't settle on the land like the British did. The conflict became known as the **French and Indian War**. It lasted from 1754 to 1763.

Great Britain defeated France in the French and Indian War. As a result, Britain gained all land (except New Orleans) west of the Appalachian Mountains all the way to the Mississippi River. Many colonists were excited to settle in the new lands the country had just won from France. However, the Indians living there did not like settlers coming into their lands and they launched continual attacks against them.



Great Britain wished to control the colonies as well as protect settlers from Indian attacks on the newly acquired land. As a result, King George III issued the **Proclamation of 1763**. The proclamation set aside the land west of the Appalachian Mountains for the American Indians, and it forbade colonists from settling on that land. The king hoped this order would prevent more conflicts between settlers and Indians over land rights.

This forbidden land included the fertile Ohio Country, where a few colonists had already begun to settle. Colonists were furious! They did not like being told where they could and could not settle. People who had already settled in the Ohio Country were not happy at being told they must return east, and many refused.

Writing Prompt

Take on the role of an American Indian tribal chief living in the Ohio River Valley in the mid-1800s. Write a speech to give to your tribe explaining why you and your tribes decided to side with the French in the struggle between Britain and France. Use online resources for more information about the French and Indian War.

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Standards cited on each chapter.
Student Books are consumable.
Students can write, highlight,
and tear out perforated pages.
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.

Taxing the Colonies

The French and Indian War was expensive! It depleted Great Britain's treasury. Britain needed to rebuild its funds. To King George III, it made perfect sense that the colonies should help pay for the war since the colonies benefited from Britain's victory. So, Britain began to impose **taxes** on the colonies.

Vocabulary

taxes: money collected from individuals and businesses to pay for services provided by the government

The first tax came in the form of the **Sugar Act of 1764**. The Sugar Act forced colonists to pay a tax on sugar, molasses, and several other goods. The Sugar Act was soon repealed because of colonial complaints.

The **Stamp Act of 1765** required colonists to buy a government stamp for almost every paper document they used. These included newspapers, legal documents, and even playing cards. The Stamp Act of 1765 really made the colonists mad.



The colonists, who were **not** represented in the British Parliament, thought these taxes were unfair. Colonists did not like the fact that Parliament, an entire ocean away, was making laws and creating taxes for the colonies. After all, colonists had **no representatives** in Parliament and therefore no say or control over laws being made for the colonies.

To protest British taxes, the colonists adopted the **slogan**:

"No taxation without representation!"

That's Not Fair!

American colonists felt that two British actions were particularly unjust:

- ➔ High taxation without representation
- ➔ Proclamation of 1763

What Was the British Parliament?

The British Parliament was the legislative body in Great Britain. It passed numerous laws and acts in the 1700s that affected the American colonies. This illustration depicts the Palace of Westminster in London, England, where Parliament met, before it was destroyed by fire in 1834. Today, the British Parliament remains the supreme law-making body in the United Kingdom.

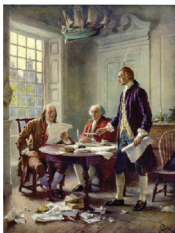


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27

Colonists Declare Independence



Painting shows Benjamin Franklin, John Adams, and Thomas Jefferson writing the Declaration of Independence.

Colonists had begun to think of themselves as "Americans." They wanted to have their own government and make their own laws, free from British control. They wanted **liberty** and **justice**. In time, they even wanted **independence!**

However, Great Britain did not want to give up its control of the colonies. Great Britain wanted the colonists to obey its laws.

The king was prepared to use his military to keep the colonists under British rule. But, many American colonists were willing to fight for their freedom. On April 19, 1774, the first battle between British soldiers and American colonists took place at Lexington and Concord in Massachusetts.

The American colonists joined together to write the **Declaration of Independence**. This document announced the colonists' decision to free themselves from the rule of Great Britain. The 13 colonies united around a common cause of liberty and justice. They united to fight for their independence and to form a new nation.

Representatives, called delegates, from the colonies met in the summer of 1775 at the Second Continental Congress to decide how to solve their grievances, or complaints, with Great Britain. They decided the best solution was to free themselves from the rule of Great Britain and form a new nation! Thomas Jefferson and several other delegates then spent many months writing the Declaration of Independence. The Declaration of Independence was signed in 1776.

Inference

Write **yes** by each statement that describes a reason the colonies declared independence from Great Britain. Write **no** by each statement that does not describe a reason the colonies declared independence from Great Britain.

1. The colonists did not approve of King George III's religion.
2. The colonists desired the freedom to form their own government.
3. The colonists were denied representation in British Parliament.
4. The colonists wanted freedom to settle west of the Appalachian Mountains.
5. The colonists desired the liberty to make their own laws.
6. The colonists wanted the British to help them defeat the American Indians.

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Articles of Confederation

The defeat of the British during the American Revolution ended British rule. The American colonies united to form a new national government under the **Articles of Confederation** in 1781. This was the first attempt to organize the new nation's government.

Americans, however, were afraid to give their government too much power. They had just fought a war to free themselves from a powerful government. Therefore, the Articles of Confederation created a very weak national government and were not effective for running the new nation. George Washington called it a "half-starved, limping government."



George Washington was elected president of the Constitutional Convention.

Solution: The U.S. Constitution

It soon became clear that the United States needed a stronger national government. In May 1787, delegates from 12 of the 13 states met in Philadelphia, Pennsylvania, to write a new constitution. Their meeting was known as the Constitutional Convention. The **U.S. Constitution** created a stronger government that was more effective at running the new nation.

The U.S. Constitution continues to guide our country today as America's written plan for government. It describes the way the U.S. government is organized and how its power is allocated.

Vocabulary
constitution: a written plan for government

Writing Prompt

Imagine that Thomas Jefferson received a letter from a friend in Great Britain. His friend is surprised about all the turmoil in the colonies and wants to know what is causing the Americans to rebel against the British. Write a letter from Jefferson back to his English friend. Explain what has been going on in the colonies, why you support independence from Britain, and what you are doing to help achieve it.

Rapid Recall

Fill in the blanks with information from the text.

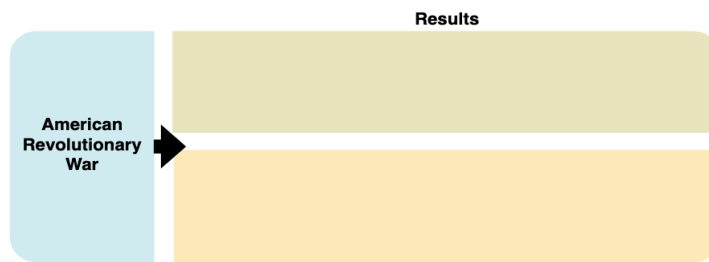
1. The first written plan for government in the United States was called the _____.
2. The written plan for government we use today is called the _____.
3. In what year was the U.S. Constitution written? _____.

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Assess Your Understanding

Explain the two major results of the American Revolutionary War to complete the graphic organizer.



The Ohio Frontier Grows

Despite the Proclamation of 1763, some colonists settled west of the Appalachian Mountains in the Ohio River Valley. When the Revolutionary War began in 1774, people living in the Ohio Country included

Vocabulary

frontier: the extreme limit of settled

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

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

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

*ACTIVITIES VARY BY GRADE



Assess Your Understanding *****

Describe how life changed after the invention of the light bulb.

Before	After
<ul style="list-style-type: none"> • People used expensive oil lamps and candles in their homes. • People could not work after dark. • Businesses and factories closed down after dark. • People could not play after dark. 	

Describe how life changed after the invention of the phonograph.

Before	After
<ul style="list-style-type: none"> • People had to leave the house to be entertained. • Only wealthy people could afford expensive concerts. • Information and entertainment was difficult for most people to get. 	



Cause and Effect *****

Match each cause on the left to the correct effect on the right.

- | | |
|---|---|
| ___ 1. Garrett Morgan witnesses a terrible accident at an intersection. | A. Fewer car accidents happen at intersections. |
| ___ 2. Garrett Morgan’s gas mask is featured on the national news. | B. Garrett Morgan is inspired to create a traffic safety device. |
| ___ 3. Traffic signals are built to help control traffic. | C. Firefighters and U.S. soldiers are better protected against smoke and chemicals. |
| ___ 4. Gas masks are used by firefighters and U.S. soldiers. | D. Fire departments around the country want to buy gas masks. |



Order of Events *****

Number the events in the order they occurred.

- ___ France gives land between Appalachian Mountains and the Mississippi River to Britain.
- ___ French and Indian War begins.
- ___ French and Indian War ends.
- ___ British king issues the Proclamation of 1763.
- ___ Britain and France both desire control of Ohio River Valley.
- ___ Colonists cannot settle west of the Appalachian Mountains.



WRITING PROMPT:

Imagine that Thomas Jefferson received a letter from a friend in Great Britain. His friend is surprised about all the turmoil in the colonies and wants to know what is causing the Americans to rebel against the British. Write a letter from Jefferson back to his English friend. Explain what has been going on in the colonies, why you support independence from Britain, and what you are doing to help achieve it.

Discuss It *****

What were the differences between life in the North and life in the South? Think about the climate of each region and how people living there made a living. How and why did those differences lead to conflict over the issue of slavery?

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

Critical Thinking *****

Answer the questions.

1. What did Charles Kettering do to improve James Ritty's cash register?

2. Why did the electric starter cause a huge jump in car sales?

3. What effect did the electric starter have on the automobile industry?

4. Why did people eventually stop using leaded ethyl gasoline?

Problem-Solution *****

Complete the graphic organizer by identifying who solved each problem, what innovation was invented, and how it solved the problem.

Problem	What innovation solved the problem?	How did it solve the problem?
Sales clerks can easily steal money or accidentally miscount money		
Car engines must be cranked by hand		
Car engines often make a "knocking" sound		

Fascinating Fact !

The Declaration of Independence became official on July 4, 1776. That's why we celebrate Independence Day on the Fourth of July!

Point of View *****

Who said that? Write C by statements a colonist might have made. Write B by statements that King George III or the British Parliament might have made.

- ___ 1. "The land west of the Appalachians is off limits!"
- ___ 2. "We do a great job of governing ourselves!"
- ___ 3. "Let them help pay for the war. After all, we fought the war to protect them!"
- ___ 4. "The king is a tyrant! He doesn't really care about us."
- ___ 5. "It is our right to make any laws we think are necessary for the good of Britain and its colonies."
- ___ 6. "We should not have to obey laws that we did not help make."

Apply What You Learned *****


What actions could Parliament have taken to reduce the colonists' anger over taxes? Write a ✓ next to the best answers.

- ___ 1. Give colonists representation in British Parliament
- ___ 2. Issue more taxes
- ___ 3. Allow colonists to vote on new taxes

The Revolutionary War

In 1775, the Continental Congress appointed **George Washington** to lead the American Continental Army against the British. The challenges he faced were huge! The Continental Army was made of untrained volunteers. They did not have many supplies or proper uniforms. At times, some soldiers did not even have shoes!

After many years of fighting, the British army surrendered to George Washington at the **Battle of Yorktown** in 1781. In 1783, the **Treaty of Paris** officially ended the American Revolutionary War. The colonists had fought the American Revolution to gain their independence from Great Britain—and they succeeded! From the treaty, the new nation gained the lands west of the Appalachian Mountains all the way to the Mississippi River—including Ohio!



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





Teachers can extend beyond the Student Book with hundreds of additional online tools and resources - organized by chapter - for reinforcement, remediation, and enrichment.

CHAPTER TOOLS MAY INCLUDE*

- Expectations for Learnings
- Inquiry-Based Learning
- Vocabulary Builder
- Graphic Organizer
- Let's Practice!
- Interactive Read-Aloud
- Writing Prompt
- Vocabulary Quiz
- Leveled Literacy
- Map Skill-Builder
- Let's Review!
- One More for Fun
- Project-Based Learning
- Primary Source Analysis
- Artistic Expression
- Let's Research!
- Study Guide Worksheet
- Interactive Workbook
- DBQ

*ACTIVITIES VARY BY GRADE

Keep track of when students have started and completed assignments.

CHAPTER 7

How Physical Environments Influence Human Activities

Primary Correlation: CS 7
Integration: CS 2

Where We Live Determines How We Live


Human activities are the things that people do every day. Human activities develop in response to **physical environments**. What people wear, what they eat, what they do for a living, and how they build their houses are responses to where they live in the world.

For example, if you lived in the desert, you would wear lightweight clothing most days because of the heat. If you lived high in the mountains, you would need jackets and boots to be comfortable in the cold weather. Therefore, your physical environment influences the clothes you wear.

Features including text read aloud and translation are in place to help students fully understand material.

LET'S PRACTICE

AMERICAN READING FOR



There were many revolutions in 1776. Colonies in 1776 pay for the war to rise taxes. lots of trouble in December 1773, England. In December 1773, England.

Below is a list order by writing the letter for each event.

- England taxes tea
- Boston Tea Party
- England wins French and Indian War
- England gets rid of stamp tax
- England passes Stamp Act

PROJECT-BASED LEARNING

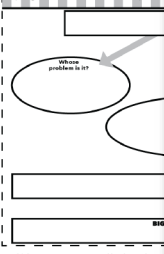
THE SOUTH CONTINENT

PROBLEM-SOLVING

Complete the diagram based on what you know about the Declaration of Independence.

- Start by asking yourself:
 - What was the problem?
 - What was the solution?
- Then, complete each box in the graphic organizer.

plug glue on the BACK of this striped area



To add this to your interactive workbook, cut along the top edge on the BACK of this striped area, and glue it in. Glue it in if it is readable when flat, and you can hold it in place.

INTERACTIVE READ ALOUD

TAXATION REPRESENTATION PROJECT

Process:

- Join a group: You will work as part of a group.
- Select a tax: Each group should research a different tax on the American colonists.
- Create a T-chart with your group to show the tax on the left side of the T-chart, and the facts of the tax from the perspective of the British Parliament on the right side. Include details about what the tax was on, when it was put in place, and if it was part of a larger tax act. Also explain who was required to pay the tax, how the tax was to be paid, and the purpose of the tax, why the colonists were subject to it, and anything else you know.
- Next, brainstorm with your group to name your tax on. Also think of non-monetary taxes. Choose one of the actions that your group will take. (See guidelines.)
- Create a simple sign to announce and explain each person in your group is responsible for.
 - keep a tally of how many times each person has enforced the tax by reminding others to "tickle" as a consequence.
 - observe and record classroom behavior.
- Each group will come to class to present their tax. Track payments, tickets, and consequences.
- Once the tax period is over as determined by your teacher, record all the details about your tax on the T-chart.
- Record the results of the tax on the T-chart: payments, tickets, and how class members felt about the tax. What gave you the perspective of your classmates.
- Help your group present your two T-charts to the class.
- As a class, discuss similarities between taxes within your class. What gave you the perspective of your classmates?

INTERACTIVE READ ALOUD

YANKEE DOODLE

Tradition has it that the song "Yankee Doodle" had its origins in the French and Indian War when colonial troops joined British Major General Braddock's forces at Fort Niagara. Unlike the professional British army with marching uniforms, the colonials were a ragtag bunch dressed in clothing made of buckskin and fur. Dr. Richard Schuckburg, a British army surgeon, is said to have written the tune ridiculing the colonial soldiers.


Despite the fact that it began as a insult, the colonials claimed the song for their own. Countless verses were written, many of which made fun of their officers, including George Washington. When British General Cornwallis surrendered to the Americans during the Revolutionary War at Yorktown, Virginia, it is said that while the British band played "The World Turned Upside Down," the American musicians played "Yankee Doodle."

During pre-revolutionary America when the song first became popular, the word "mascaron" in the line "Stuck a feather in his cap and called it macaroni" did not refer to a type of pasta. Instead, "mascaron" was a fancy and overdone "dandy" style of Italian clothing widely imitated in England at that time. So, by sticking a feather in his cap and calling it "mascaron," Yankee Doodle was proudly proclaiming that he was indeed a country boy, because that was how the British regarded most colonials at that time.

YANKEE DOODLE

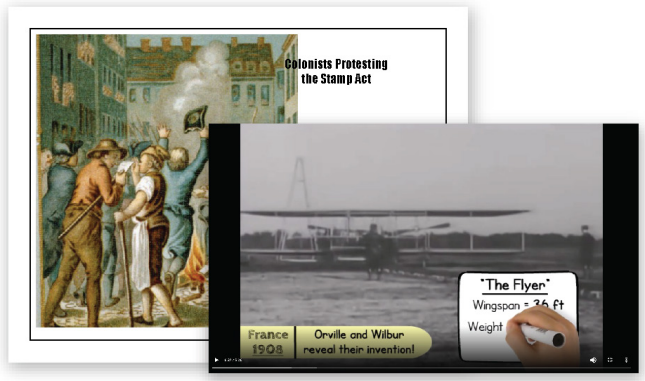
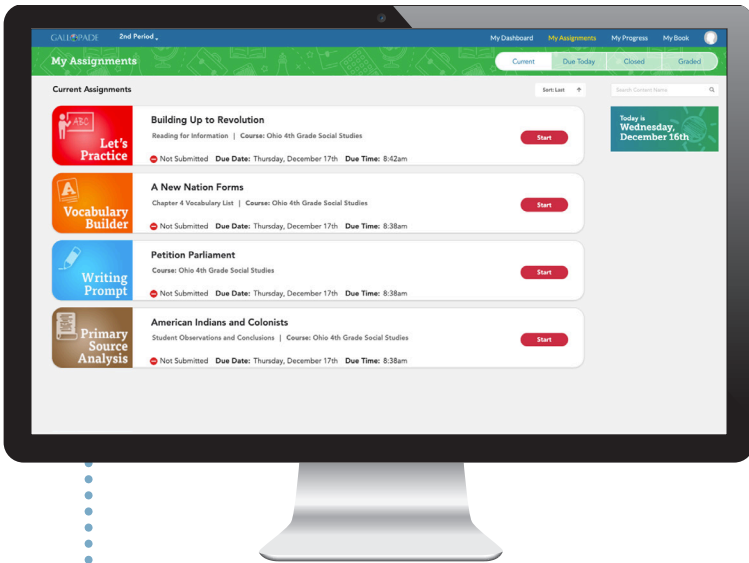
Yankee Doodle went to town
riding on a pony,
Stuck a feather in his cap
and called it macaroni!

Chorus
Yankee doodle, keep it up,
Yankee doodle dandy,
Mind the music and the step
And with the girls be handy.



Interactive Discussion Questions:

- Why do you think the colonials adopted the song when it was originally meant to ridicule them?
- What is the value of having a special song when fighting for an important cause?



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

Teachers and students receive access to a collection of multimedia resources.

The screenshot shows the teacher's view of an assignment. On the left, there is a sidebar with a 'Vocabulary Builder' icon, 'Edit' and 'Export' buttons, and assignment details including class name, dates, and status. The main area displays the assignment title and a progress summary: Started: 3/4, Submitted: 3/4, Graded: 2/4, and Average Score: 93.00%. Below this is a table of student submissions.

	First Name	Last Name	Status	Submitted	Student Version	Grade	Feedback
1	Max	P	Submitted	10/30/2020	View	97%	Feedback
2	Sally	S	Submitted	10/30/2020	View	Edit	Feedback
3	Toby	T	Submitted	10/30/2020	View	89%	Feedback
4	Zoey	Z	Not Started	—	—	—	Feedback

Assignments can be graded manually and released to students. Write and submit feedback to the students. Export results.



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

The screenshot shows the student's view of the 'A New Nation Forms' assignment. The assignment is listed under 'Graded' with a 'Vocabulary Builder' icon. It shows the submission status as 'Submitted' with a 'Grade: 97%' badge. There are 'Review' and 'Feedback' buttons. The interface also includes a navigation bar with 'My Dashboard', 'My Assignments', 'My Progress', and 'My Book', and a date indicator for Friday, October 30th.

Study Guides are detailed, key-point reviews of what students need to know. They make a great reverse roadmap for each chapter or unit. Assign them as homework, an “open book test,” or in-class review!



CHAPTER 4

NAME: _____

OHIO EXPERIENCE | GRADE 4 | UNIT 1

AMERICAN INDEPENDENCE

9. What was the purpose of the Declaration of Independence?

10. What three “inalienable rights” were listed in the Declaration of Independence?

11. How did the American colonies gain their independence?

12. How did the new nation establish its first government?

13. What was the main problem with that government?

14. How was that problem solved?

15. What is a constitution?

16. What did the U.S. Constitution limit in order to protect the rights of citizens?

17. Why was doing this especially important to American colonists?

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STUDY GUIDE PAGE 2

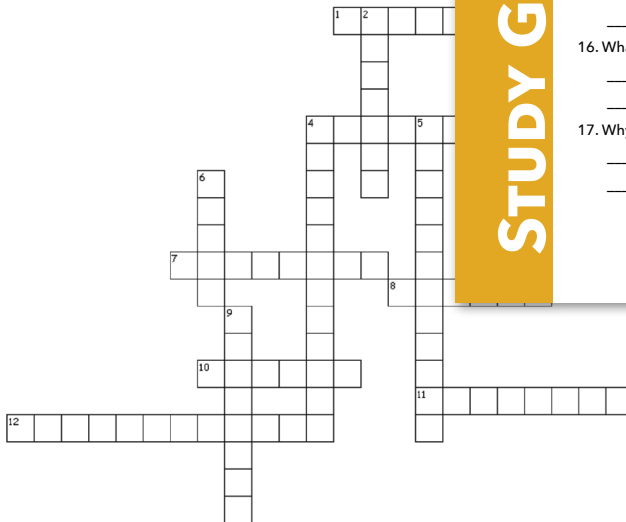


CHAPTER 4

NAME: _____

OHIO EXPERIENCE

Complete the crossword puzzle.



Across

1. a short, catchy phrase to express an idea or opinion
4. the group of people who make laws in Great Britain
7. a person chosen by a group to speak or vote for them at a meeting
8. unfair
10. to refuse to allow something
11. a person who lives in a colony
12. a document that describes the system of government and founding principles of a state, nation, or organization

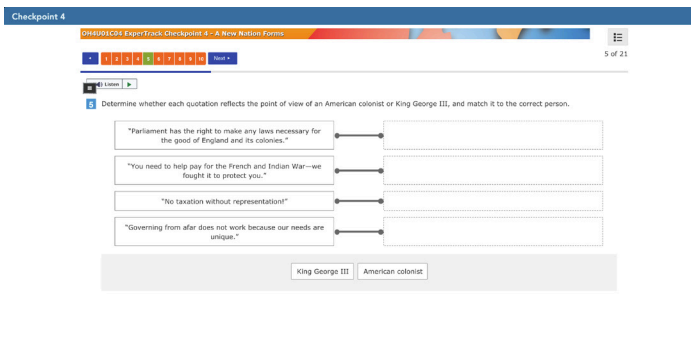
Down

2. the power to act as one pleases
3. a settlement controlled by a country often located far away
5. important matter
6. freedom from another's control
9. money collected from citizens and businesses to pay for services provided by the government
11. the extreme limit of settled land, beyond which lies wilderness

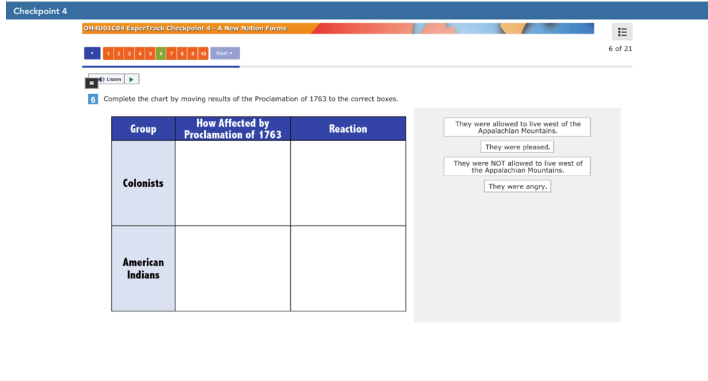
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VOCABULARY REVIEW

ExperTrack (for grades 2-8) includes hundreds of pre-built, high-quality, auto-graded assessment questions per grade.

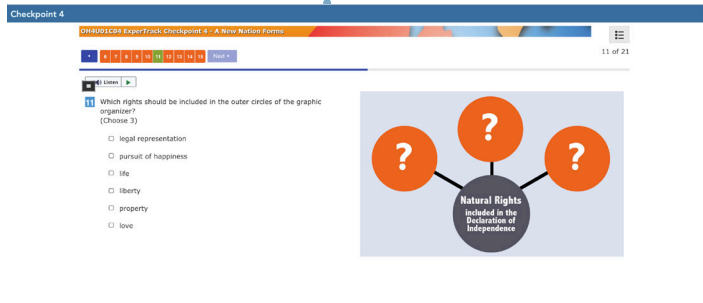
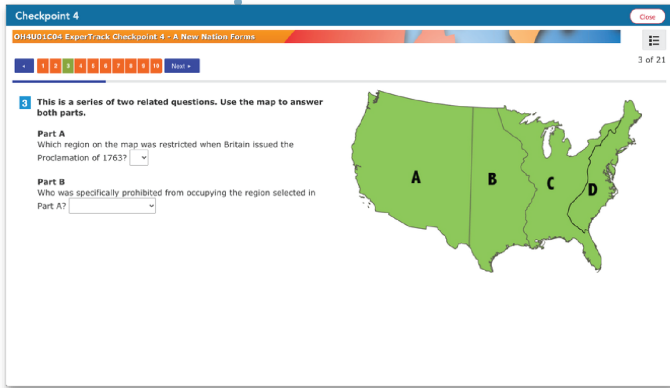


Varied question formats and alternate response types encourage critical thinking.



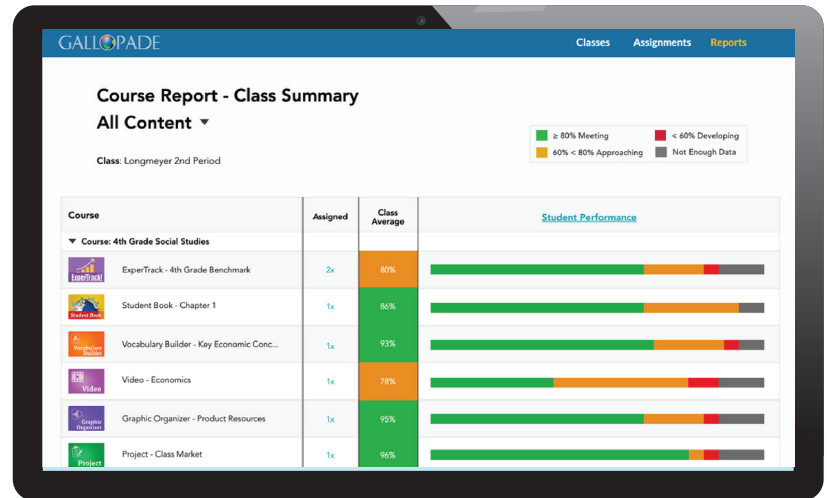
“Checkpoint” tests are designed to check understanding at the end of each chapter.

“Benchmarks” are designed to check understanding at the beginning and end of the year.

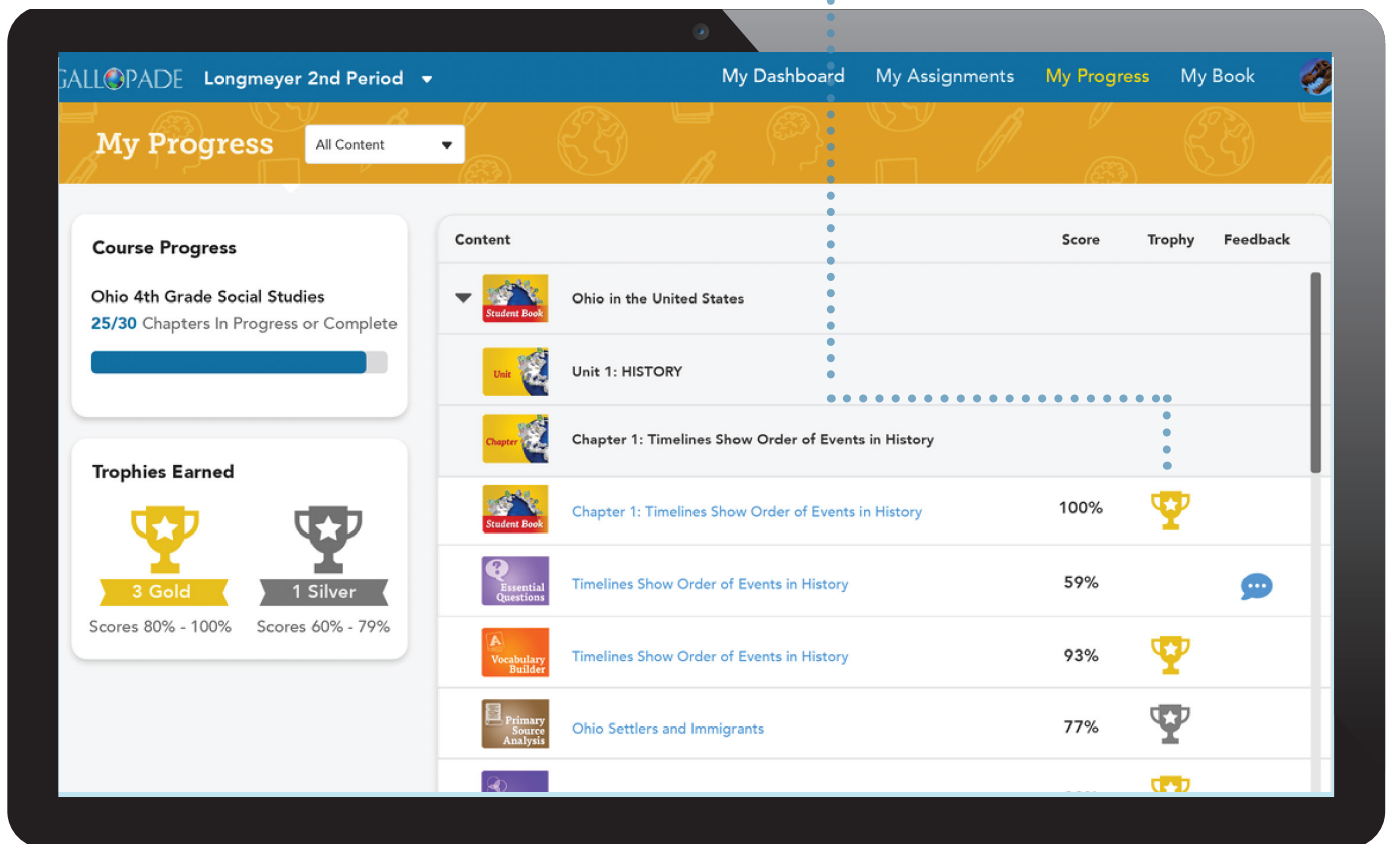


“End-of-Year Tests” assess understanding of content and skills learned throughout the school year.

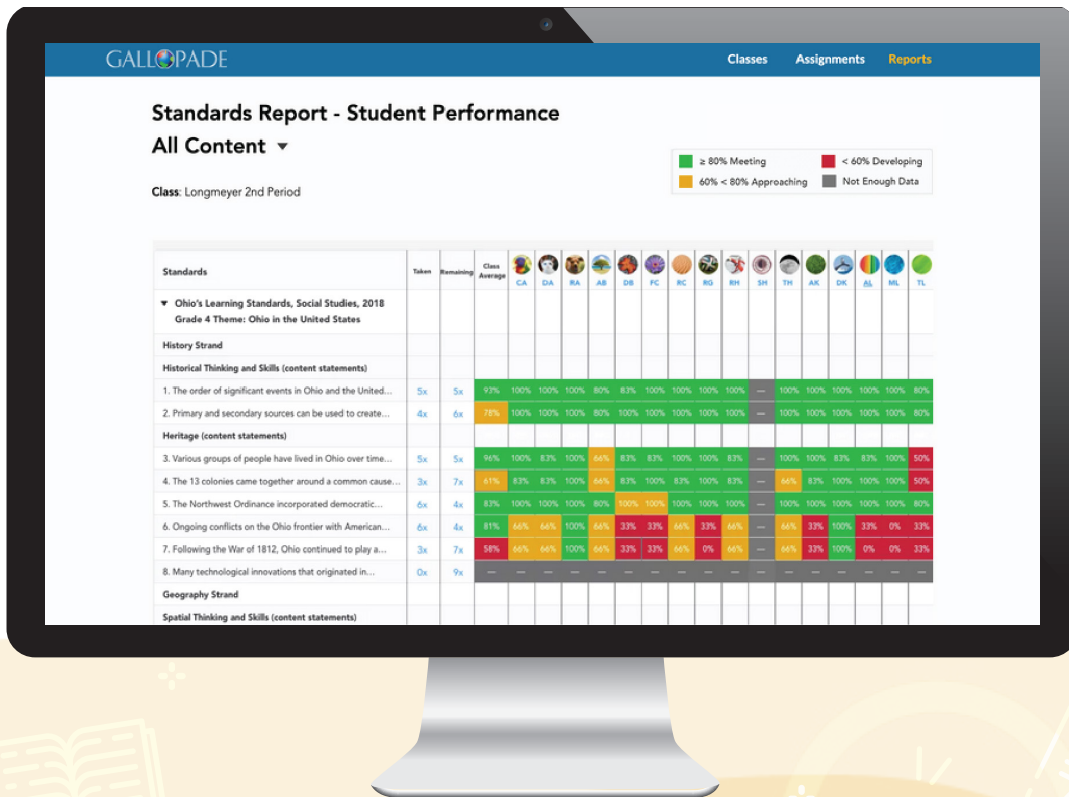
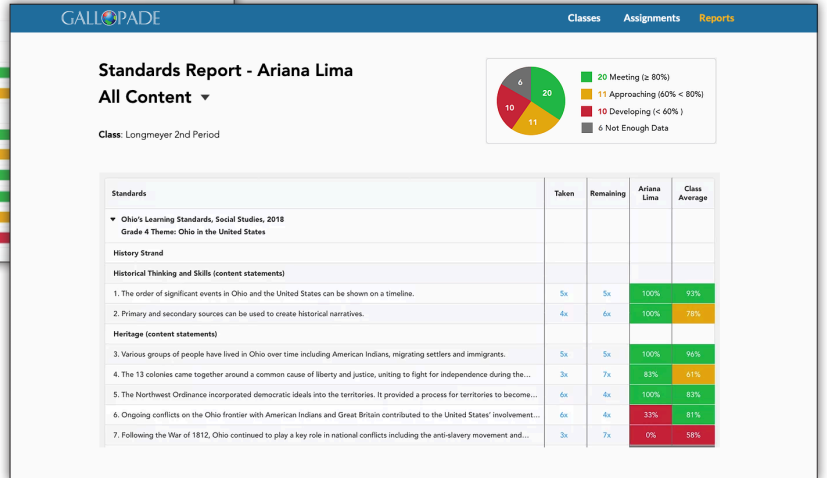
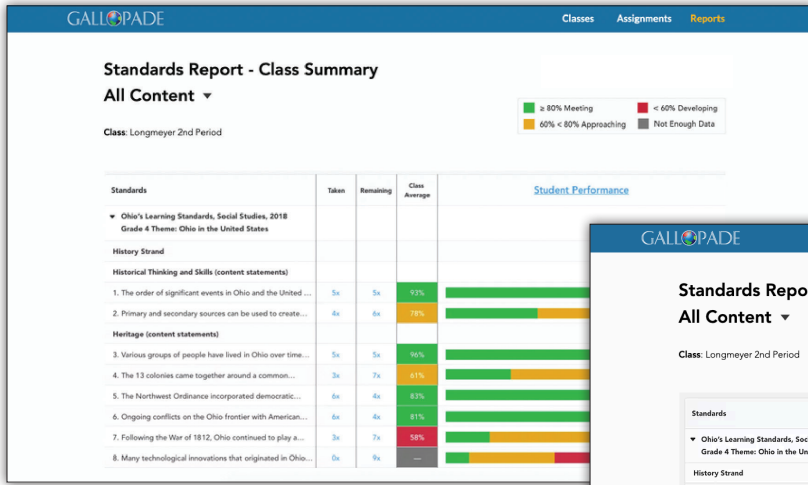
Teacher Reports show performance by content or standards at the class and student level.



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.



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 than 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

TRY A FREE DEMO!

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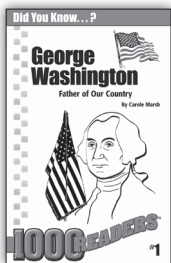
Class Set orders include a 20% off preferred customer discount card with a customized code for your school. This coupon can be used on non-curriculum, supplemental resources for the entire school year.



**View grade-level
resources covering topics
in the Ohio Standards**

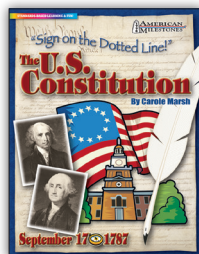
Just scan the QR code with your phone camera. Use the filter features to view products specific to your grade.

TEACHER FAVORITES



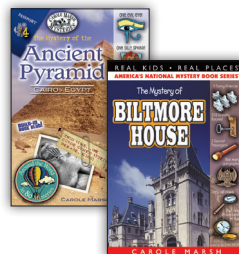
Biography Readers

362 Historical Figures
\$29.70 (Pack of 30)



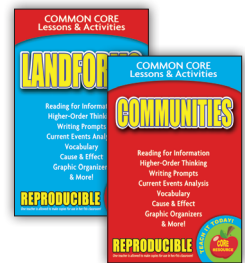
American Milestones

22 Book Series
\$6.99



Chapter Books

102 Books
\$3.99-\$7.99



Common Core

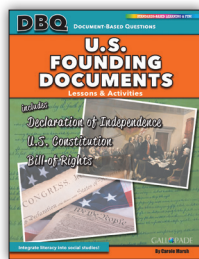
60 Book Series
\$4.99



**Best
Seller**

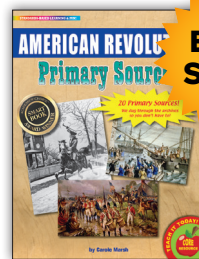
Ohio State Products

50+ Produces
Best Seller!



DBQ

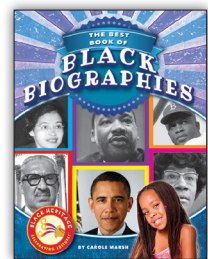
4 Book Series
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**Best
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NEW

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.

It's a FACT!

Bullying or threatening those you disagree with is an example of violent behavior.

Martin and Coretta led nonviolent marches for civil rights.

Violence or Nonviolence?

Things had to change. But how? Not by **violence**. Not by bullying others or causing harm. Martin believed in **nonviolence**. He made speeches about civil rights. He spoke against laws that treated black and white people unequally. He led marches. But he treated others with respect.

1929
Born

1951
Graduates

1954
Moves to Montgomery

1955
Leads bus boycott

Title:	AR	Lexile	GRL/DRA	Paperback	Library Bound
2nd					
My State Biographies-Martin Luther King, Jr.	2.7	470	M/28	\$14.60 \$10.95	\$30.60 \$22.95
My State Biographies-Jackie Robinson	2.6	500	M/28	\$14.60 \$10.95	\$30.60 \$22.95
My State Biographies-Sequoyah	2.4	520	M/28	\$14.60 \$10.95	\$30.60 \$22.95
America, My Country-George Washington Carver	2.2	410	J/18	\$10.60 \$7.95	\$22.60 \$16.95
America, My Country-George Washington	2.1	460	J/18	\$10.60 \$7.95	\$22.60 \$16.95
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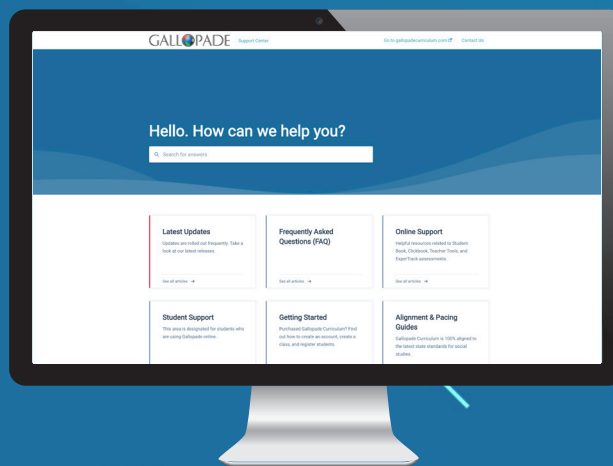
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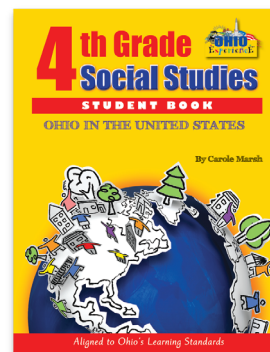
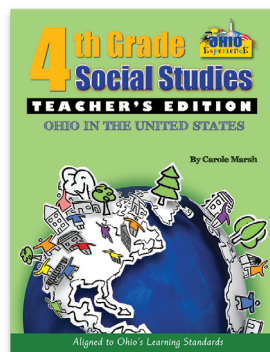
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