

Tennessee Social Studies

100% Aligned to
Tennessee Academic
Standards

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



WELCOME TO GALLOPADE CURRICULUM

Gallopade offers interactive, flexible K-8 social studies curriculum designed to engage students in a multi-sensory learning experience.

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

ALIGNED.

Gallopade has written every Tennessee Experience Student Book to align 100% with the latest Tennessee Academic Standards. All strands and Social Studies Practices (SSP) have been integrated throughout The Tennessee Experience. Gallopade Curriculum equips students with the knowledge to become informed, engaged, and responsible citizens.

K – The World Around Us

1st – Tennessee's Place in the United States

2nd – Life in the United States

3rd – Geography, Economics, & Early American & Tennessee History

4th – The History of the U.S. Colonization to Reconstruction

5th – The History of the U.S.: Industrialization to the Civil Rights Movement & Tennessee History

6th – World History & Geography: Early Civilizations through the Fall of the Western Roman Empire

7th – World History & Geography: The Middle Ages to the Exploration of the Americas

8th – U.S. History & Geography: Colonization of North America to Reconstruction

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 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 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.

Tennessee 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 | Teaching Tools | Multimedia Resources | ExperTrack Assessments | Grading & Reporting | Teacher Portal | Digital Course | 1-Year (25 Students) |
|-------------|-----------------|-------------------|----------------|----------------------|------------------------|---------------------|----------------|----------------|--|
| K | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | \$274.⁷⁵ code: 134066 \$10.99 per student/year |
| 1st | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | \$274.⁷⁵ code: 134073 \$10.99 per student/year |
| 2nd | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$374.⁷⁵ code: 134080 \$14.99 per student/year |
| 3rd | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$449.⁷⁵ code: 132376 \$17.99 per student/year |
| 4th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$449.⁷⁵ code: 132383 \$17.99 per student/year |
| 5th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$449.⁷⁵ code: 132390 \$17.99 per student/year |
| 6th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$499.⁷⁵ code: 132406 \$19.99 per student/year |
| 7th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$499.⁷⁵ code: 132413 \$19.99 per student/year |
| 8th | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | \$499.⁷⁵ code: 132420 \$19.99 per student/year |
| Access Type | Print & Digital | Print & Digital | Digital | Digital | Digital | Digital | Digital | Digital | \$ |

Save with multi-year adoptions! View all pricing and ordering information on page 31.



FOR TEACHERS:

Teacher's Edition (Print & Digital) – 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...



- Answer Keys.



- 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.

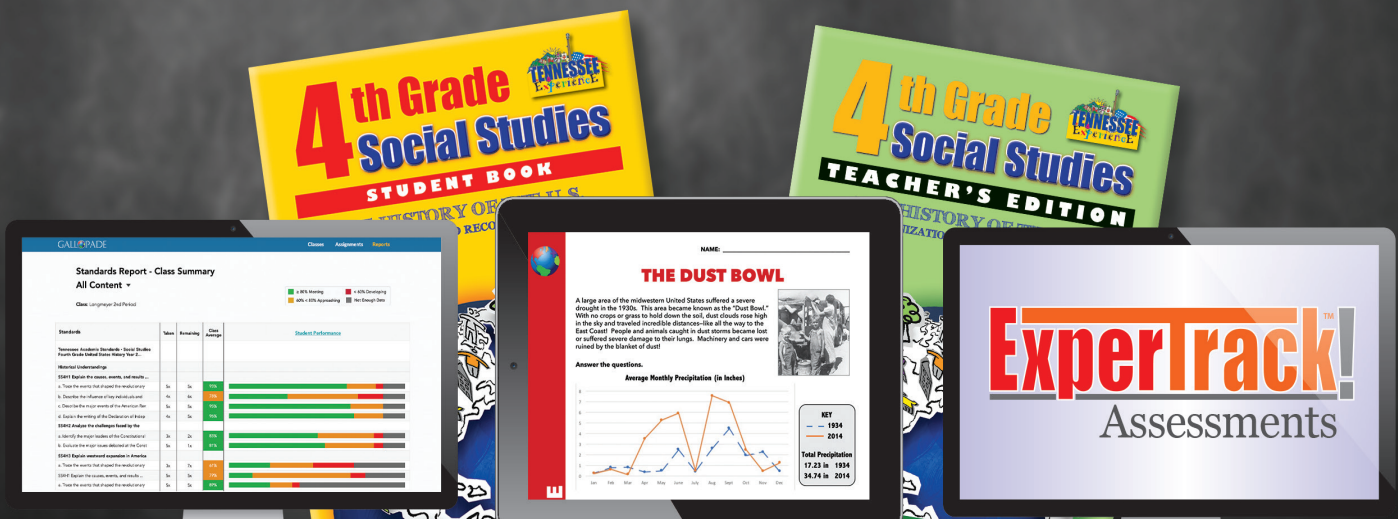
FOR STUDENTS:

Student Book (Print & Digital Edition) – Core component of Gallopade Curriculum, covering 100% of the Tennessee 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



Tennessee Experience Student Book

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

[Print and digital component](#)

Teacher's Edition

Complete Tennessee Experience Student Book with answers to all questions and activities. Includes Planning Guide, Inquiry-Based Unit Openers, Pacing Guide, and a copy of the latest Tennessee Academic Standards for Social Studies. [Print and digital component](#)

Teaching Tools

Hundreds of assignable tools and activities add rigor to instruction with a focus on inquiry, critical thinking, writing, literacy, and processing skills. [Digital component](#)

Images, Videos, & Links

Assignable multimedia resources enhance instruction and enrich class discussions. Includes primary and secondary sources, videos, and interactive online activities. [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. Grade assignments and send feedback to students.

Online Student Course

Students can access The Tennessee Experience Student eBook, complete and submit assignments, and 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



Grading & Reporting

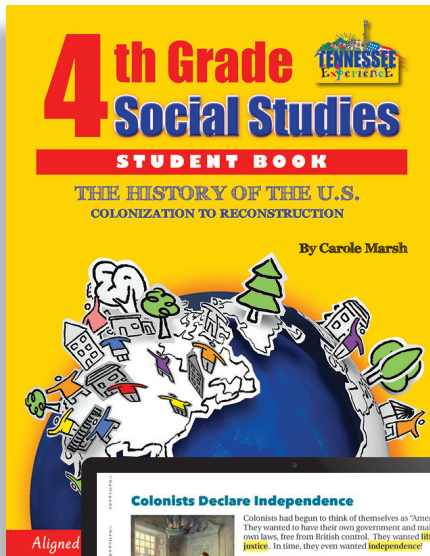
Easily measure and monitor student success with reports at the course, class, and student level. Standards-based reporting provides documentation of student progress throughout the school year. [Digital component](#)

SCHEDULE A PRESENTATION

www.GallopadeCurriculum.com

Tennessee Experience Student Book & eBook

The Tennessee 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 Tennessee Academic Standards, while building literacy, critical thinking skills, and more.



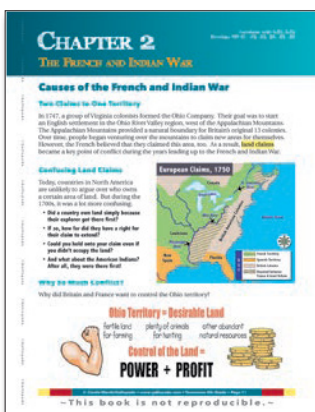
✓ **All-In-One Resource:** Combines textbook content with workbook activities into one interactive book.

✓ **100% Aligned to Tennessee 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 Tennessee's standards to exactly meet the needs of Tennessee students!

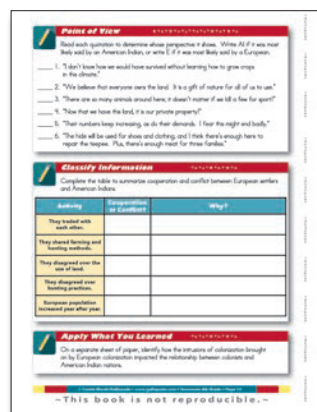
✓ **Evidence-Based Results:** Gallopade's successful formula of "small bites" of information plus reinforcing and skill-building activities creates a continuous interactive learning experience proven to be effective! Students build knowledge, deepen understanding, and develop strong comprehension and analytical skills.

✓ **No Fluff!:** The Student Book covers all content and skills required by Tennessee's standards without overwhelming students.

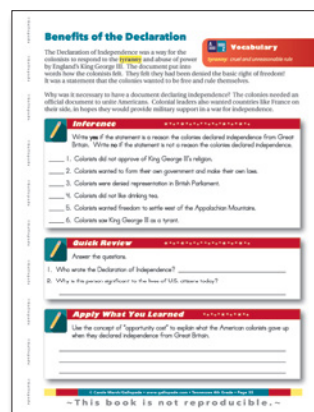
✓ **New Books Every Year:** Each student receives his or her own book to write in, highlight, and take home.



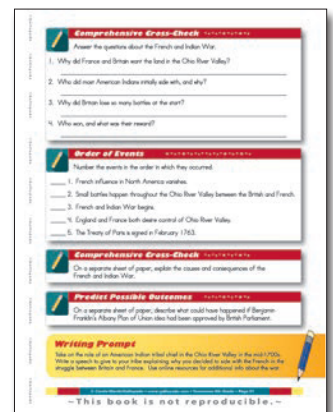
Standards Cited on Every Chapter



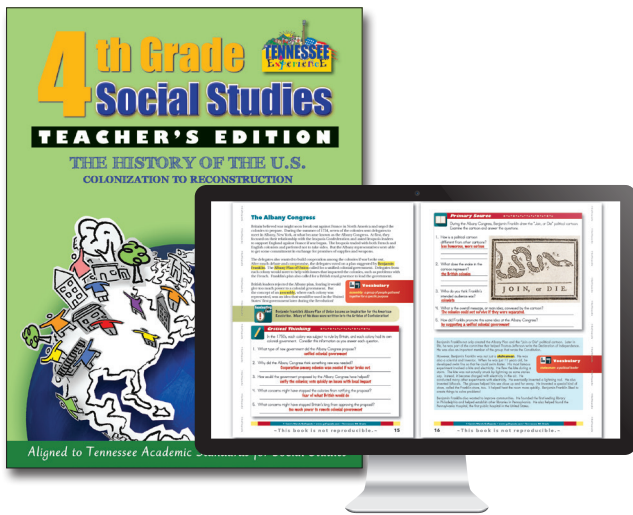
Varied Activities



Higher-Order-Thinking



ELA Integration



**Student Book with
Answers**

STUDENT BOOK PAGES WITH ANSWERS

The Tennessee Experience Teacher's Edition includes:

- ✔ An overview of Gallopade Curriculum resources and ideas on how each can be used
- ✔ Answers to the questions and activities throughout the Student Book
- ✔ A page-by-page planning guide for each unit and chapter
- ✔ A “scope and sequence” and a Pacing Guide to make it easy to know which resources to use when
- ✔ A copy of the Tennessee Standards, including SSPs and TCA requirements
- ✔ A place to plan and document your instructional calendar, assignments, due dates, test dates, strategy ideas, coverage of standards, and anything else you find beneficial

More Ways to Make Them Pay!

The French and Indian War was expensive! It had helped England's economy. To build up its health, Britain decided to tax the colonies. King George III was convinced that the colonies should pay for the war.

England began to impose **taxes** on the colonies.

The first tax came in the form of the **Stamp Act of 1765**. The Stamp Act forced colonists to pay a tax on maps, licenses, and several other goods. The Stamp 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. The Stamp Act was very unpopular. The colonists thought that paying a tax on things they needed was unfair. They argued that only people living in Britain should pay taxes. The Stamp Act of 1765 made them pay the tax.

The colonists, who were now represented in the British Parliament, thought these taxes were unfair. Britain did not allow them. The fact that the British taxed them without their consent was making them and creating some fear and anger. After all, colonists had no **representation** in Parliament and therefore no say in control over the things that they had to pay for.

To protest British taxes, the colonists adopted the **Boycott**.


"No taxation without representation!"

A recent congressional tour in Boston in 1765 found the Stamp Act. They were called the **Sons of Liberty**. This group was made up of farmers, journalists, printers, and others who were elected by the public. Within a year, there was a **Sons of Liberty** group in every colony. They chose and organized actions to protest the tax. Some of them planned to burn British ships and buildings. They also tried to force British officials to leave people who sold the tax so that they would get paid twice.

King and the rest of the Stamp Act. King, Parliament, and England, the Stamp Act had already done something England had not intended – it had helped the colonies think about their

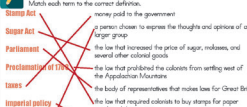
Dissolve It

An colony of Great Britain, the colonies were expected to pay taxes to the British government. However, the colonies were not allowed to say how the taxes should be used. As a result, colonists felt that a tax was to be "repressed" to government. They were the colonies just pay for their help? have any other tax and taxes made by British Parliament?



Hard Result

Main colonies to the correct direction money paid to the government a person chose to govern the thoughts and opinions of a group of people the law had not reduced the price of sugar, tobacco, and other colonial goods the law that had prohibited the colonies from selling out to the British Parliament the application of taxation had not been for Great Britain the fact that taxed colonists led to many protests for paper goods and documents plans of actions resulted in bringing up stamps



Reading for Information

Answer the questions.

- Why did Great Britain tax the colonies?
British Britain taxed the colonies to pay for the French and Indian War.
- Why did the colonies consider taxes unfair?
Colonists considered British taxes "unfair" because they were being asked to pay taxes without any representation, and the colonies had no representation in Parliament.
- Why were the Sons of Liberty called "Sons of Liberty"?
organization formed to protest the Stamp Act and to protest British taxes and other unfair and abusive actions to protest, united colonies against British Rule.

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CHAPTER PLANNING

CHAPTER 1

Geographic Tools

CHAPTER TOOLS

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Start Date: _____

End Date: _____

Notes: _____

CHAPTER PLANNING

TOOLBOX RESOURCES

TOOL:

**COORDINATES W/
STUDENT BOOK**

- ☐ Multimedia Resource Gallery throughout
- ☐ Learning Objectives + Correlations start + ongoing
- ☐ Essential Questions Activity Sheet start + ongoing
- ☐ Vocabulary Builder start + ongoing

TOOLBOX RESOURCES (CONTINUED)

| TOOL: | COORDINATES W/ STUDENT BOOK |
|--|--------------------------------|
| <input type="checkbox"/> Graphic Organizer #1 | page 6 |
| <input type="checkbox"/> Let's Practice #1 | page 8 |
| <input type="checkbox"/> Let's Practice #2 | page 8 |
| <input type="checkbox"/> Graphic Organizer #2 | page 11 |
| <input type="checkbox"/> Interactive Read Aloud #1 | page 11 |
| <input type="checkbox"/> Interactive Read Aloud #2 | page 11 |
| <input type="checkbox"/> Writing Prompt | page 11 |
| <input type="checkbox"/> Vocabulary Quiz | EOC |
| <input type="checkbox"/> Interactive Workbook Scavenger Hunt | EOC |
| <input type="checkbox"/> Study Guide Worksheet | EOC |
| <input type="checkbox"/> | |

Tennessee E

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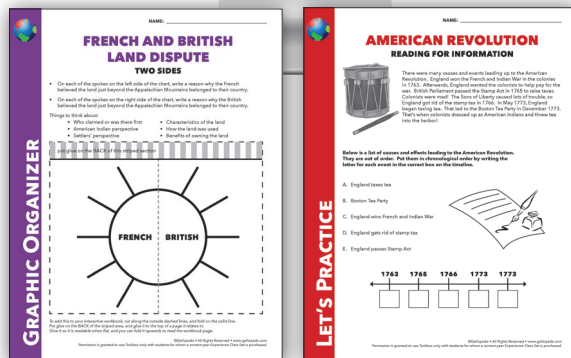
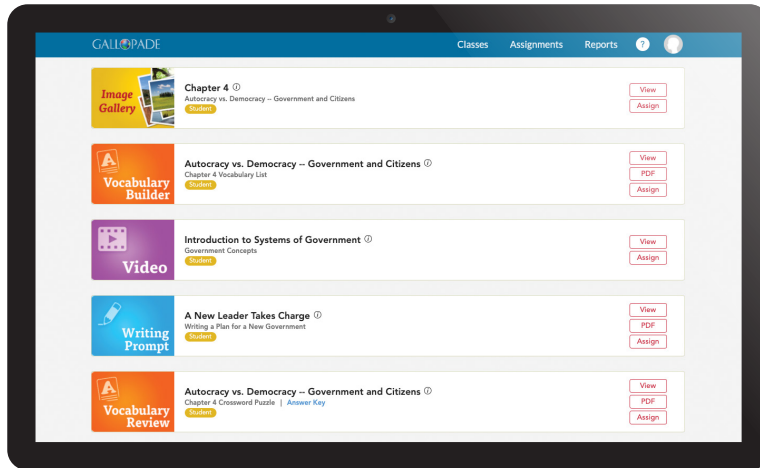
| PACING GUIDE | | | | SEMESTER 1 | | | |
|---|---------------------------------------|----------------------|--------------|---|--|--|--|
| UNIT | CHAPTER | PLAN # of Days | FLEX Days | PACING GUIDE NOTES | | | |
| SEMESTER 1: August through December complete first 3 units. | | | | | | | |
| The War for 1 Independence 1700s-1780s | 1 Colonization Leads to Conflict | 4 | 2 | Extension allows time to review the thirteen colonies studied during Grade 3. It also allows for more in-depth American history in the project. | | | |
| | 2 The French and Indian War | 7 | | Chapter Pacing (days): 2 causes of war: 1 Albany Congress and "Join or Die" cartoon; 1 war begins and Fort Loudoun; 2 war ends, consequences; and 1 review. | | | |
| | 3 Causes of the American Revolution | 10 | 2 | Chapter Pacing (days): 1 imperial policy and Proclamation of 1763; 1 Stamp and Sugar Acts and colonial responses; 2 Townsend Acts and Boston Massacre; 2 colonial protests; 2 intolerable acts and role of Patrick Henry; 1 review. Extension allows time for more in-depth tea and act projects. | | | |
| | 4 The Declaration of Independence | 3 | 2 | Extension allows time for more in-depth Declaration project. | | | |
| | 5 The American Revolution | 12 | 2 | Chapter Pacing (days): 3 groups in A.R. (Patriots, Loyalists, Sons of Liberty, Minutemen, Redcoats) and Midnight Ride of Paul Revere; 2 Battles of Lexington and Concord and Battle of Bunker Hill; 3 Washington takes charge (Ind. Valley Forge and Battle of Saratoga); 1 Battle of Yorktown and war's end; 3 contributions of Black Regiments and women; 1 review. Extension allows time for more in-depth battle geography project. | | | |
| 2 Creating a New Government 1781-1789 | 6 The Articles of Confederation | 3 | | Chapter Pacing (days): 1 weak central government provisions; 3 levels of government, distribution of power between federal and state; 3 branches of government, separation of powers, checks and balances; 2 representation in Congress (compromise); 1 review. | | | |
| | 7 The U.S. Constitution | 12 | 2 | Extension allows time for more in-depth Constitutional Convention leaders project. | | | |
| | 8 The Bill of Rights | 4 | 2 | Extension allows time for more in-depth Bill of Rights project. | | | |
| 3 Building the New Nation 1790-1830 | 9 The Presidency of George Washington | 3 | | | | | |
| | 10 The Louisiana Purchase | 6 | | Chapter Pacing (days): 2 Louisiana Purchase; 2 Lewis and Clark; 1 review. | | | |
| | 11 The War of 1812 | 6 | 2 | Chapter Pacing (days): 2 causes of war; 1 burning of DC; 1 Star-Spanned Banner; 1 war ends, Battle of New Orleans, role of Andrew Jackson; 1 review. Extension allows time for more in-depth War of 1812 journalist project. | | | |
| | 12 The Presidency of Andrew Jackson | 6 | | Chapter Pacing (days): 2 Indian Removal Act; 2 Trail of Tears; 1 preservation of Union; 1 review. | | | |
| END OF FIRST SEMESTER | | # DAYS: | 76 | 14 | | | |
| Tennessee Experience • 4th Grade Teacher's Edition • This book is not reproducible. ©Carole Marsh/Gallupade • www.gallupade.com | | | | | | | |
| page 9 | | | | | | | |

| | | TENNESSEE ACADEMIC STANDARDS | |
|--|--|--|--|
| TENNESSEE 4TH GRADE SOCIAL STUDIES STANDARDS – The History of the United States: Colonization to Reconstruction | | | |
| Course Description: Fourth grade students will learn about the early development of domestic institutions, including the ideas and events that led to the independence of the thirteen colonies, the American Revolution, and the establishment of a federal government. Students will continue to learn about the development and growth of the United States through Manifest Destiny and the division of new territory. Finally, students will explore the causes and effects of the Civil War and Reconstruction. Students will utilize primary source documents, geographic tools, analysis, and critical thinking within this concentrated study of early U.S. history. | | | |
| This course can be used in compliance with T.C.A. § 49-6-102, in which all district curriculum that a project-based class assessment is given at least one in grade 4 and one at grade 9.12. | | | |
| | | | |
| Overview (1700s-1780s) | | | |
| Standards: Students will explore the causes, events, and legacies of the American Revolution. | | | |
| 4.01 | Identify and analyze the impact of conflicts between colonists and American Indian leaders brought on by the intrusions of colonization. | C, G, H, P | |
| 4.02 | Describe the contributions of Benjamin Franklin during this time, including the development of the Albany Plan of Union and the "Join or Die" political cartoon. | C, H, P | |
| 4.03 | Analyze the causes and consequences of the British and Indian War, and recognize that Lord Dunmore's role in it is. | C, G, H, P | |
| 4.04 | Examine how political, religious, and economic ideas and values brought about the American Revolution, including: • The resistance to imperial policy (Proclamation of 1763) • "Taxation without Representation" • The Stamp Act, 1765 • The Townsend Acts, 1767 • The Tea Act, 1773 • The role of Patrick Henry | C, G, H, P | |
| 4.05 | Explain the different forms of protest colonists used to promote change in British policies. | C, G, H, P | |
| 4.06 | Describe the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson and John Hancock. (T.C.A. § 49-6-102) | H, T, P | |
| 4.07 | Contrast how the principles are seen in the Declaration of Independence clashed with treatment of different categories including: women, slaves, and American Indians. | C, G, H, P | |
| 4.08 | Determine the importance of the following groups to the American Revolution: • Cavaliers (British) • Minutemen • Sons of Liberty | C, G, H, P | |
| 4.09 | Examine major events and battles of the American Revolution, including: • Military Rule of Paul Revere • Battles of Lexington and Concord • Battle of Bunker (Breed's) Hill • The capture of the Red Bank | G, H, P | |
| 4.10 | Examine the contributions made by women during the American Revolution: • Abigail Adams • Mary Leaky (Betsy) Flycatcher | C, H, I | |
| | | | |
| C – Culture, E – Economics, G – Geography, H – History, P – Politics/Government, T – Tennessee | | TCA – Tennessee Code Annotated. These standards are legally required to be taught. | |
| Tennessee Educators' e-Portfolio, 4th Grade Teacher's Edition | | © Carle-Marie MacGillivray • www.galeupdatetn.com | |

Tennessee Academic Standards

Teaching Tools

We organized our Teaching Tools to match Gallopade Curriculum units and chapters, making it simple to access, choose, and print the resources you want to use. Teaching Tools enhance instruction while easing the burden of your time.

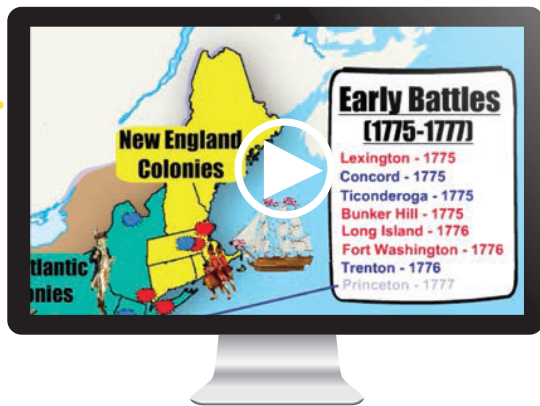


- ✓ Launch instruction with student engagement and inquiry
- ✓ Maximize student comprehension with scavenger hunts and study guides
- ✓ Add notes and plan strategies, differentiation, and assessments
- ✓ Boost rigor with primary source analysis, project-based learning, graphic organizers, and more
-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



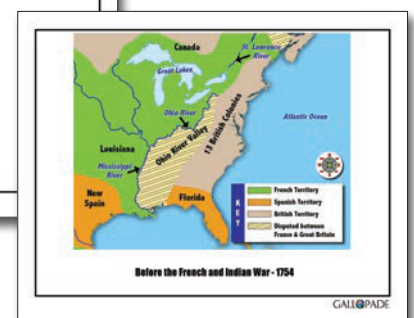
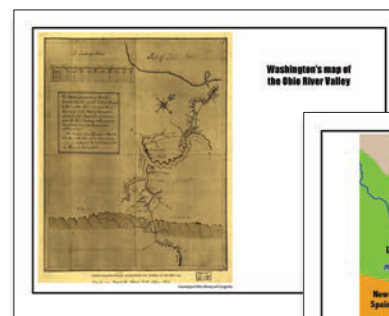
Images, Videos, & Internet Links

Students will engage with primary and secondary sources including current and historical photographs, maps, political cartoons, paintings, documents, infographics, videos, and more! Use curated video links to enhance lessons and illustrate key topics. Each easy-to-use multimedia resource is broken down by chapter for optimized organization.



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

- ✓ 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!



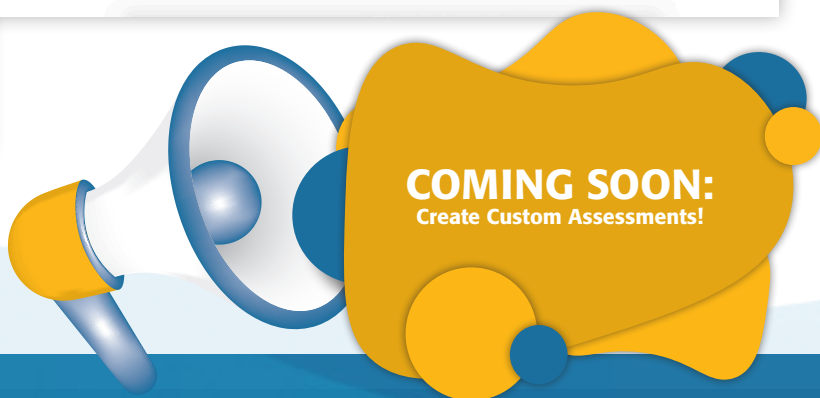
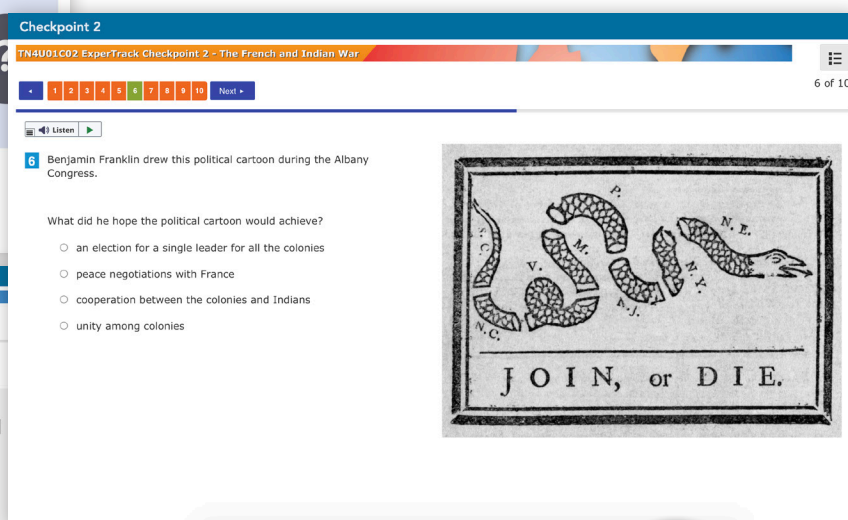
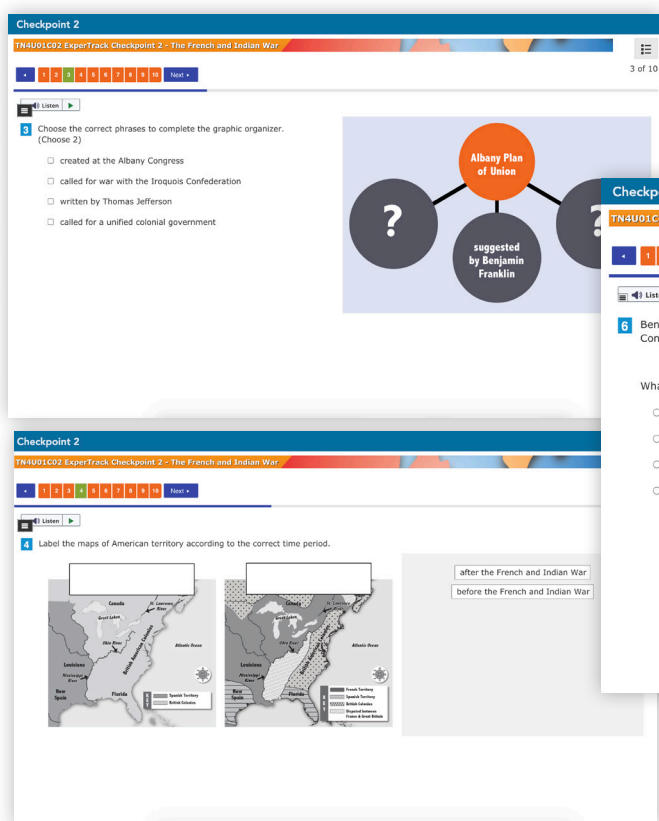
ExperTrack Assessments

ExperTrack includes hundreds of high-quality, auto-graded assessment questions per grade. ExperTrack helps improve learning outcomes by engaging students 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 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.
- ✓ “Benchmark Test” measures and documents annual student improvement.
- ✓ Tests assess Tennessee standards through a variety of question types across all DOK levels.
- ✓ “End-of-Year Tests” assess understanding of content and skills learned throughout the school year.
- ✓ ExperTrack is a great tool to correct misconceptions and reinforce learning when used on a whiteboard for review.

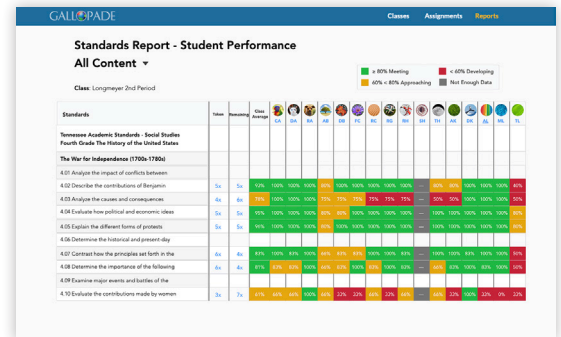


NEW

Reporting & Analytics

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

- Track Standards - View class and student averages for meeting each Tennessee Academic 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

Standards Report - Class Summary

All Content

Class: Longmeyer 2nd Period

| Standards | Taken | Remaining | Class Average | Student P |
|---|-------|-----------|---------------|-----------|
| Tennessee Academic Standards - Social Studies | | | | |
| Fourth Grade The History of the United States | | | | |
| The War for Independence (1700s-1780s) | | | | |
| 4.01 Analyze the impact of conflicts between | | | | |
| 4.02 Describe the contributions of Benjamin | 5x | 5x | 93% | |
| 4.03 Analyze the causes and consequences | 4x | 6x | 78% | |
| 4.04 Evaluate how political and economic ideas | 5x | 5x | 95% | |
| 4.05 Explain the different forms of protests | 4x | 5x | 96% | |
| 4.06 Determine the historical and present-day | | | | |
| 4.07 Contrast how the principles set forth in the | 3x | 2x | 83% | |
| 4.08 Determine the importance of the following | 5x | 1x | 81% | |
| 4.09 Examine major events and battles of the | 3x | 7x | 61% | |
| 4.10 Evaluate the contributions made by women | | | 79% | |

Standards Report - Ariana Lima

All Content

Class: Longmeyer 2nd Period



| Standards | Taken | Remaining | Ariana Lima | Class Average |
|--|-------|-----------|-------------|---------------|
| Tennessee Academic Standards - Social Studies | | | | |
| Fourth Grade The History of the United States | | | | |
| The War for Independence (1700s-1780s) | | | | |
| 4.01 Analyze the impact of conflicts between colonists and American Indian nations brought on by the intrusions of | 5x | 5x | 100% | 93% |
| 4.02 Describe the contributions of Benjamin Franklin during this era, including the development of the Albany Plan of Union and | 4x | 6x | 100% | 78% |
| 4.03 Analyze the causes and consequences of the French and Indian War, and recognize Fort Loudoun's role in it. | 5x | 5x | 100% | 95% |
| 4.04 Evaluate how political and economic ideas and interests brought about the American Revolution, including | 5x | 5x | 100% | 96% |
| 4.05 Explain the different forms of protests colonists used to promote change in British policies, including the Boston Tea Party | 5x | 5x | 100% | 96% |
| 4.06 Determine the historical and present-day significance of the Declaration of Independence, including the roles of Thomas Jefferson | 5x | 5x | 100% | 95% |
| 4.07 Contrast how the principles set forth in the Declaration of Independence clashed with treatment of different groups including | 4x | 4x | 100% | 83% |
| 4.08 Determine the importance of the following groups to the American Revolution | 4x | 4x | 83% | 81% |
| 4.09 Examine major events and battles of the American Revolution, including | | | | |

How it Works

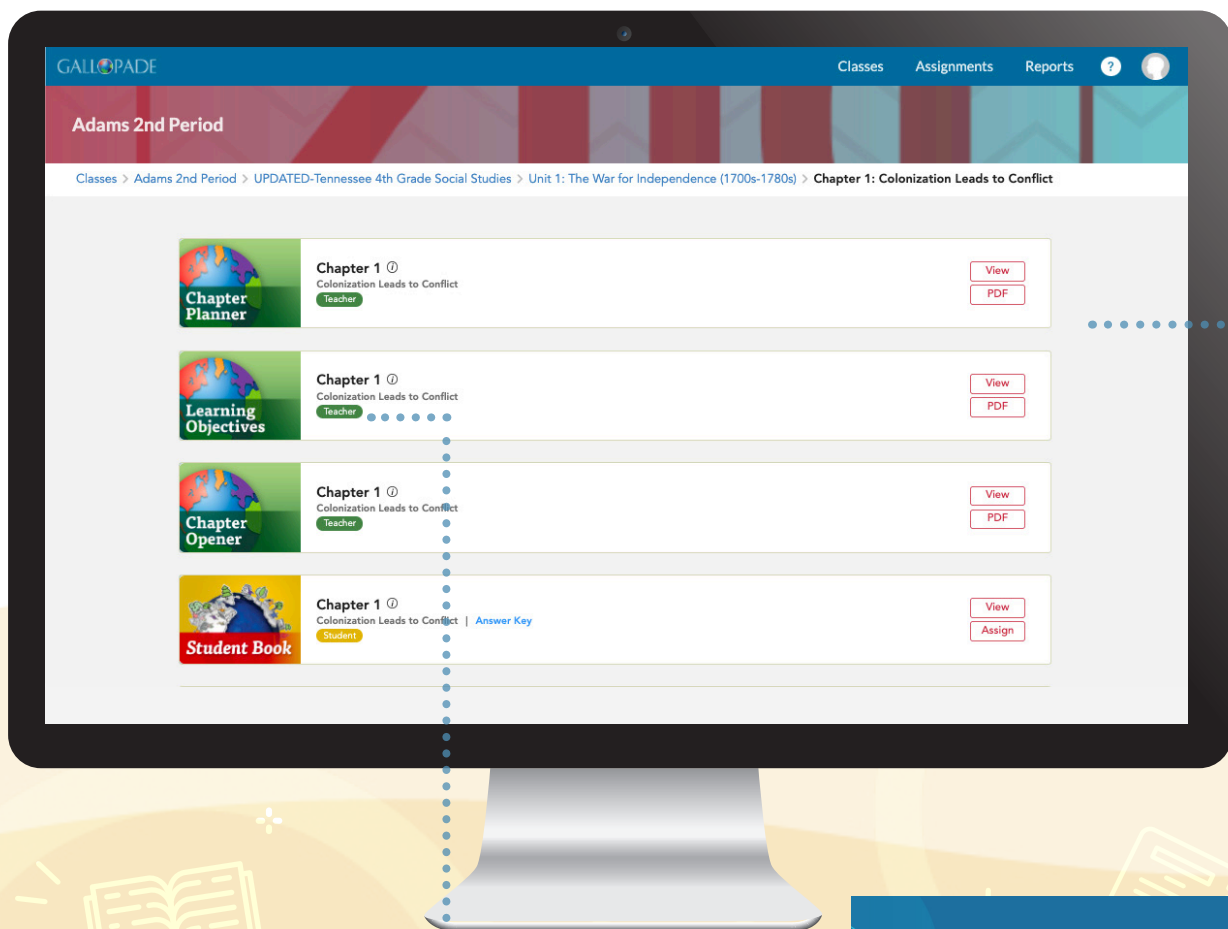
A Real Experience. We're big believers in having students engage in what they are learning. Social studies shouldn't be boring. Through an interactive experience, students discover the world around them by reading and participating in a various lessons and activities.



1

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.



LEARNING OBJECTIVES & CORRELATIONS

CHAPTER 2

TENNESSEE EXPERIENCE | GRADE 4 | UNIT 1

THE FRENCH AND INDIAN WAR

LEARNING TARGETS

Students will be able to:

- Describe Benjamin Franklin's contribution during this era through the Albany Plan of Union.
- Describe Benjamin Franklin's contribution during this era through the *Join or Die* political cartoon.
- Analyze causes of the French and Indian War.
- Analyze consequences of the French and Indian War.
- Recognize Fort Loudoun's role in the French and Indian War.

CORRELATIONS

| Tennessee 4 th Grade Social Studies Standards | |
|--|----------------------------|
| Correlates with: | 4.02, 4.03 |
| Develops: | SSP.01, .02, .03, .04, .05 |

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2

Kickoff each chapter by reviewing the Learning Objectives and alignment to Tennessee Academic Standards.



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

UNIT 1

TENNESSEE EXPERIENCE | GRADE 4 | UNIT 1

THE WAR FOR INDEPENDENCE

1700S-1780S

UNIT 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.

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

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

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

CONTINUED...

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INQUIRY-BASED LEARNING

3

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

CHAPTER 2

THE FRENCH AND INDIAN WAR

Correlates with 4.02, 4.03
Develops SSP.01, .02, .03, .04, .05, .06

Causes of the French and Indian War

Two Claims to One Territory

In 1747, a group of Virginia colonists formed the Ohio Company. Their goal was to start an English settlement in the Ohio River Valley region, west of the Appalachian Mountains. The Appalachian Mountains provided a natural boundary for Britain's original 13 colonies. Over time, people began venturing over the mountains to claim new areas for themselves. However, the French believed that they claimed this area, too. As a result, **land claims** became a key point of conflict during the years leading up to the French and Indian War.

Confusing Land Claims

Today, countries in North America are unlikely to argue over who owns a certain area of land. But during the 1700s, it was a lot more confusing.

- Did a country own land simply because their explorer got there first?
- If so, how far did they have a right for their claim to extend?
- Could you hold onto your claim even if you didn't occupy the land?
- And what about the American Indians? After all, they were there first!



Why So Much Conflict?

Why did Britain and France want to control the Ohio territory?

Ohio Territory = Desirable Land



fertile land
for farming

plenty of animals
for hunting

other abundant
natural resources

Control of the Land =
POWER + PROFIT

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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.

The Albany Congress

Britain believed war might soon break out against France in North America and urged the colonies to prepare. During the summer of 1754, seven of the colonies sent delegates to meet in Albany, New York, at what became known as the Albany Congress. At first, they focused on their relationship with the Iroquois Confederation and asked Iroquois leaders to support England against France if war began. The Iroquois traded with both French and English colonists and preferred not to take sides. But the Albany representatives were able to get some commitment in exchange for promises of supplies and weapons.

The delegates also wanted to build cooperation among the colonies if war broke out. After much debate and compromise, the delegates voted on a plan suggested by **Benjamin Franklin**. The **Albany Plan of Union** called for a unified colonial government. Delegates from each colony would meet to help with issues that impacted the colonies, such as problems with the French. Franklin's plan also called for a British royal governor to lead the government.

British leaders rejected the Albany plan, fearing it would give too much power to a colonial government. But the concept of an **assembly**, where each colony was represented, was an idea that would be used in the United States' first government later during the Revolution!

Vocabulary

assembly: a group of people gathered together for a specific purpose



Fascinating Fact Benjamin Franklin's Albany Plan of Union became an inspiration for the American Revolution. Many of his ideas were written into the Articles of Confederation!



Critical Thinking

In the 1750s, each colony was subject to rule by Britain, and each colony had its own colonial government. Consider this information as you answer each question.

1. What type of new government did the Albany Congress propose?
2. Why did the Albany Congress think something new was needed?
3. How would the government proposed by the Albany Congress have helped?
4. What concerns might have stopped the colonies from ratifying the proposal?
5. What concerns might have stopped Britain's king from approving the proposal?

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

The War Goes On

The French dominated the British during the early years of the conflict due to poor leadership and not understanding the territory's geography. However, as new leadership rose to power in Britain, the British realized that a defeat would bring a standstill to their growing empire.

The British began borrowing money to finance their war effort, and the tide of war quickly turned in favor of the British. Britain began winning strategic battles against the French, and the French realized they needed help. Spain joined forces with France and began attacking the British in other areas of the world. Quickly, all three countries began to feel the pressure of financing a global war.

Treaty of Paris

Both France and Britain were ready to end the Seven Years' War. Britain, France, and Spain signed the **Treaty of Paris** on February 10, 1763. Under terms of the treaty, France gave up all of its land claims in North America. Most of France's influence in North America vanished.



Treaty of Paris details included:

- France gave Canada to Britain.
- France gave up any claims on land east of the Mississippi River to Britain.
- France gave its lands west of the Mississippi River to Spain.
- France gave New Orleans to Spain.
- Spain gave Florida to Britain.
- Britain gave Cuba back to Spain.
- Britain was granted rights to freely navigate the Mississippi River.
- France was allowed to keep its West Indian sugar islands and islands off the coast of Newfoundland.

The French and Indian War was officially over!

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The French and Indian War is also known as the Seven Years' War. The main conflict occurred from 1756-1763, but the war between Great Britain and France actually started in 1754!

American Indians Choose Sides

As Europeans began fighting, American Indians were caught in the middle. Tribes were struggling with the impact of the growing population in the Ohio River Valley. While they might have wished all Europeans would just leave, that was not an option. So, they faced the question, "French or English—which is better...which is worse?"

French

Some tribes chose to support the French. French fur traders had built trade relations with the Indians for many years. They did not settle in the region like the English were beginning to do.

English

Some tribes chose to support the English. French explorers in the 1600s had attacked and killed many of the Iroquois. Because of this history, the Iroquois nation decided to side with any enemy of the French.

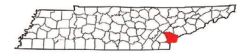
Point of View

Read each quotation and determine who would have most likely said it. Write E for English, F for French, and A for American Indian.

1. "We don't want to live here, but we want to protect our right to trade for fur pelts."
2. "We believe that everyone owns the land. It is a gift of nature for all of us to use."
3. "There are so many animals around here; it doesn't matter if we kill a few for sport!"
4. "Now that we have settled on this land, it is our private property!"

Rise and Fall of Fort Loudoun

Construction of **Fort Loudoun** began in 1756, shortly after the British declared war on France. It was built on the edge of British territory in present-day Monroe County with the goal of establishing friendly relations with local Cherokee Indian tribes.



Fort Loudoun was located in Monroe County.

The British had hoped that this alliance would encourage the Cherokee to fight with the British against the French. To build the relationship, the British traded European goods, such as guns, tools, and clothes, with the Cherokee.

Things were going great at first. However, they took a turn for the worse. The British in the fort stopped trading with the Cherokee by the late 1750s. There had also been some fighting between the Cherokee and the British throughout the area. Fort Loudoun was next. In 1760, the Cherokee surrounded the fort and cut off the supplies going to the settlers. In August 1760, the settlers surrendered and left Fort Loudoun. The Cherokee attacked the settlers after they left the fort. The Cherokee killed some of the settlers and took the rest prisoner. It is believed that the Cherokee destroyed the fort shortly after the British left the area.

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5

Using our PDF markup tools to highlight, draw, and take notes, students can read and complete eBook activities online.

Classify Information

List Benjamin Franklin's contributions as a statesman in the first column and his contributions as a scientist in the second column.

| Benjamin Franklin's Contributions | |
|-----------------------------------|-----------|
| Statesman | Scientist |
| | |

Highlight Create Note Strikeout Draw Delete Annotations

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-Solution
- Predict Possible Outcomes
- Writing Prompts

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



Point of View

Read each quotation and determine who would have most likely said it. Write E for English, F for French, and A for American Indian.

1. “We don’t want to live here, but we want to protect our right to trade for fur pelts.”
2. “We believe that everyone owns the land. It is a gift of nature for all of us to use.”
3. “There are so many animals around here; it doesn’t matter if we kill a few for sport!”
4. “Now that we have settled on this land, it is our private property!”



Reading for Information

Fill in the blanks.

Colonists argued the British had no right to tax them under the claim of _____. To express themselves, many colonies formed committees to _____ to other colonies in hopes of uniting the colonies against imperial policy. Some colonies even sent formal _____ to the British king asking for the acts to be repealed. Some merchants and other colonists agreed to _____ British goods to avoid paying many of the taxes. By protesting, colonists _____ to promote change in British policies.



Order of Events

Number the events in the order they occurred.

- George Washington delivered a letter to Dinwiddie in Virginia.
- George Washington delivered a letter to French leader Saint Pierre at Fort Le Boeuf.
- Robert Dinwiddie wrote a letter demanding the French leave the territory immediately.
- Saint Pierre sent a reply to Dinwiddie.
- An angry Dinwiddie formed a plan to attack the French.



WRITING PROMPT:

Take on the role of an American Indian tribal chief in the Ohio River Valley in the mid-1700s. Write a speech to give to your tribe explaining why you decided to side with the French in the struggle between Britain and France. Use online resources for additional info about the war.



Predict Possible Outcomes

On a separate sheet of paper, describe what could have happened if Benjamin Franklin's Albany Plan of Union idea had been approved by British Parliament.



Classify Information

List Benjamin Franklin's contributions as a statesman in the first column and his contributions as a scientist in the second column.

| Benjamin Franklin's Contributions | |
|-----------------------------------|-----------|
| Statesman | Scientist |
| | |



Problem-Solution

Complete the graphic organizer to show how Great Britain attempted to solve problems in the American colonies.

| Great Britain's Problems | Great Britain's Solutions |
|---|---------------------------|
| Great Britain had spent lots of money in the French and Indian War. | |
| Great Britain established colonies for its own benefit, but often the colonies chose to trade with other countries. | |
| The colonies established colonial legislatures to make their own rules, but sometimes those rules were not okay with Great Britain. | |

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



Students are exposed to varied activities that challenge them to communicate understandings, while encouraging analysis and critical thinking.



Critical Thinking

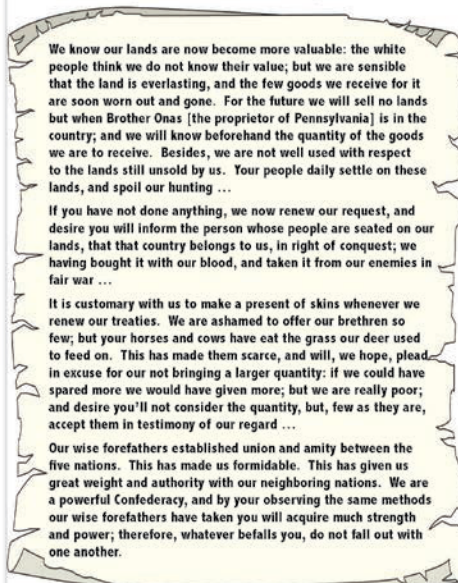
On a separate sheet of paper, explain the purpose of Fort Loudoun during the French and Indian War. Then describe what happened there during the mid-1700s.



Primary Source

Chief Canassatego's Speech to the English and Colonists

This speech was delivered by the Onondaga Chief Canassatego many years before the start of the French and Indian War. It shows the relationship between the indigenous people, the colonists, and the British government. Read the speech and answer the questions.



1. Summarize, in your own words, what Chief Canassatego meant in the first paragraph.

2. What did he mean by, "Your people daily settle on these lands, and spoil our hunting."

3. Explain whether this speech shows conflict or cooperation between the indigenous peoples and the colonists.

4. What could have happened if the British colonists had actually listened to Chief Canassatego's speech and respected the American Indians' lands?

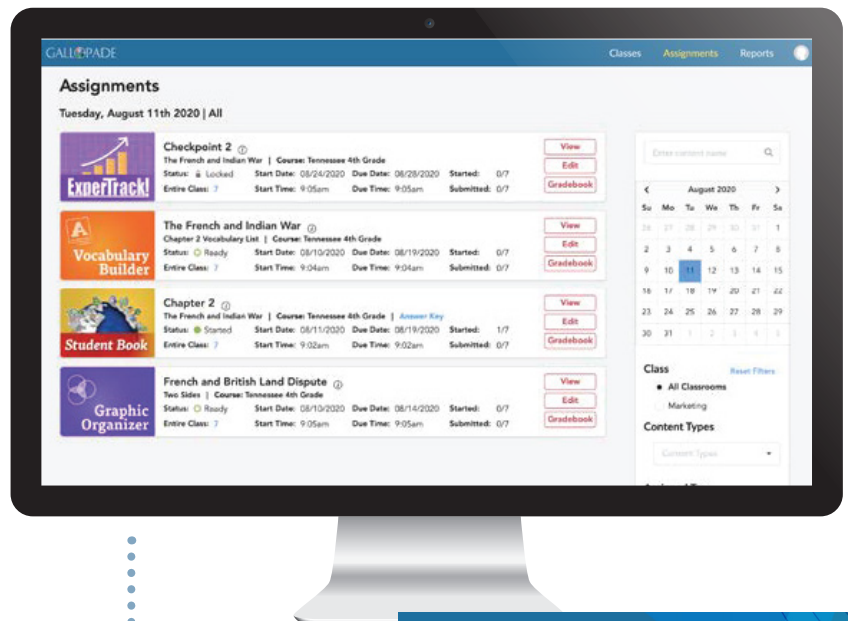
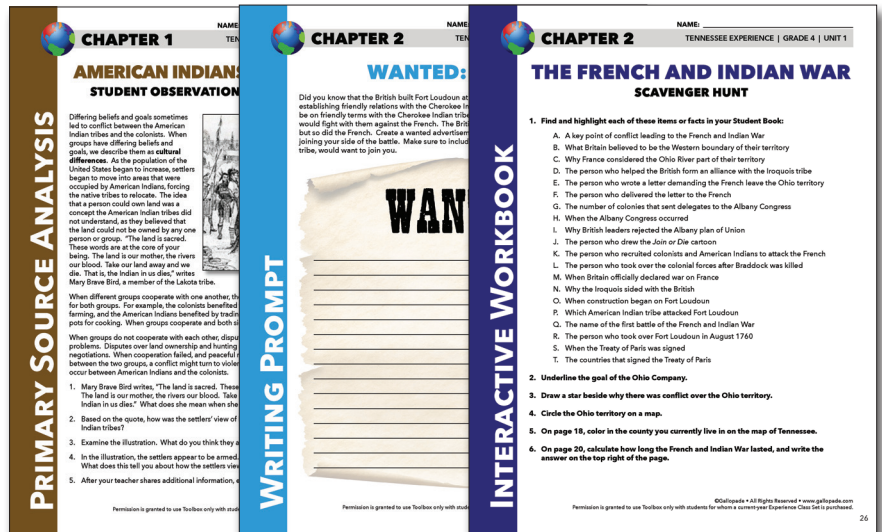


Teachers can extend beyond the Student Book with hundreds of additional online tools and resources - organized by chapter - for reinforcement, remediation, and enrichment.

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.

Grade

The screenshot shows the Gallopade Gradebook interface. At the top, there are tabs for 'Classes', 'Assignments', and 'Reports'. The 'Assignments' tab is selected, showing the 'Gradebook' for the assignment 'Colonists and American Indians'. The assignment is titled 'Two Sides'. On the left, there is a sidebar with a 'Graphic Organizer' icon, 'Edit' and 'Export' buttons, and assignment details: 'Entire Class: 5', 'Start Date: 02/05/2021', 'Start Time: 2:18pm', 'Due Date: 02/06/2021', 'Due Time: 2:18pm', 'Assigned By: Edna Crabapple (02/05/2021)', 'Assignment Status' (Locked, Not Started, Started, Closed, Graded), and 'Report Settings'. The main area shows a table of student performance.

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

7

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 'My Assignments' interface. At the top, there are tabs for 'My Dashboard', 'My Assignments', 'My Progress', and 'My Book'. The 'My Assignments' tab is selected. Below the tabs, there are filters for 'Current', 'Due Today', 'Closed', and 'Graded'. The 'Graded' filter is selected. The main area shows a list of graded assignments. The first assignment is 'Colonists and American Indians' by 'Two Sides', 'Course: Tennessee 4th Grade - Training'. It is marked as 'Completed' with a 'Due Date: Thursday, August 27th' and 'Submitted: Yes'. The 'Grade' is '94%'. There is a 'Review' button next to the assignment. On the right, there is a date widget showing 'Today is Tuesday, August 18th'.

8

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 2

NAME: _____
TENNESSEE EXPERIENCE | GRADE 4 | UNIT 1

BENJAMIN FRANKLIN'S CONTRIBUTIONS

1. What was Benjamin Franklin's involvement with the Albany Plan of Union?

2. What was the result of the Albany Plan of Union?

3. Who created the *Join or Die* political cartoon?

4. What was the purpose of the *Join or Die* political cartoon?

5. How did the *Join or Die* political cartoon try to achieve this purpose?

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STUDY GUIDE

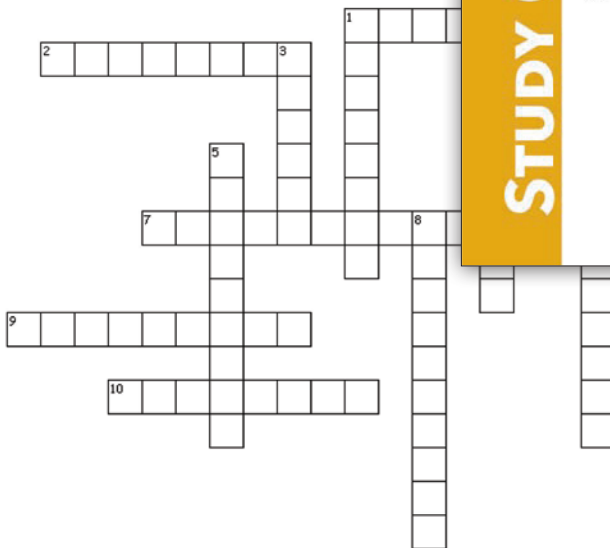


CHAPTER 2

NAME: _____
TENNESSEE EXPERIENCE

THE FRENCH AND INDIANS

Complete the crossword puzzle.



Across

- a surprise attack
- a person who determines the size, shape, and boundaries of land
- a cartoon designed to express or influence opinions rather than to entertain
- a river or stream that flows into a larger river or stream
- a group of people gathered together for a specific purpose

Down

- a relationship where people or groups agree to assist each other when needed
- refusal to accept or agree to something
- an official agreement between countries
- representatives who meet for a special purpose
- the line where one area ends and another begins
- assertions of land ownership

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VOCABULARY REVIEW

Assess

9



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

Checkpoint 2
TN4091C02 ExperTrack Checkpoint 2 - The French and Indian War

1 of 10

1 Choose the correct phrase to complete the cause-and-effect graphic organizer.

- ☐ France gave up all its land claims in North America.
- ☐ The Iroquois Confederation declared war on Great Britain.
- ☐ Spain claimed the Mississippi River and all its tributaries.
- ☐ France gave Florida to Great Britain.

| | |
|--------|--|
| CAUSE | The British won the French and Indian War. |
| EFFECT | |

Varied question formats and alternate response types encourage critical thinking.

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

Checkpoint 2
TN4091C02 ExperTrack Checkpoint 2 - The French and Indian War

8 of 10

6 Place each country's land claim in North America in the correct boxes to complete the table.

| Competing Claims | |
|------------------|-------------|
| Country | Land Claims |
| Great Britain | |
| France | |

land from Florida north to Maine with no western boundary
land west of the Mississippi River and its tributaries

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

Checkpoint 2
TN4091C02 ExperTrack Checkpoint 2 - The French and Indian War

4 of 10

4 Label the maps of American territory according to the correct time period.

after the French and Indian War
before the French and Indian War

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

Checkpoint 2
TN4091C02 ExperTrack Checkpoint 2 - The French and Indian War

3 of 10

3 Choose the correct phrases to complete the graphic organizer. (Choose 2)

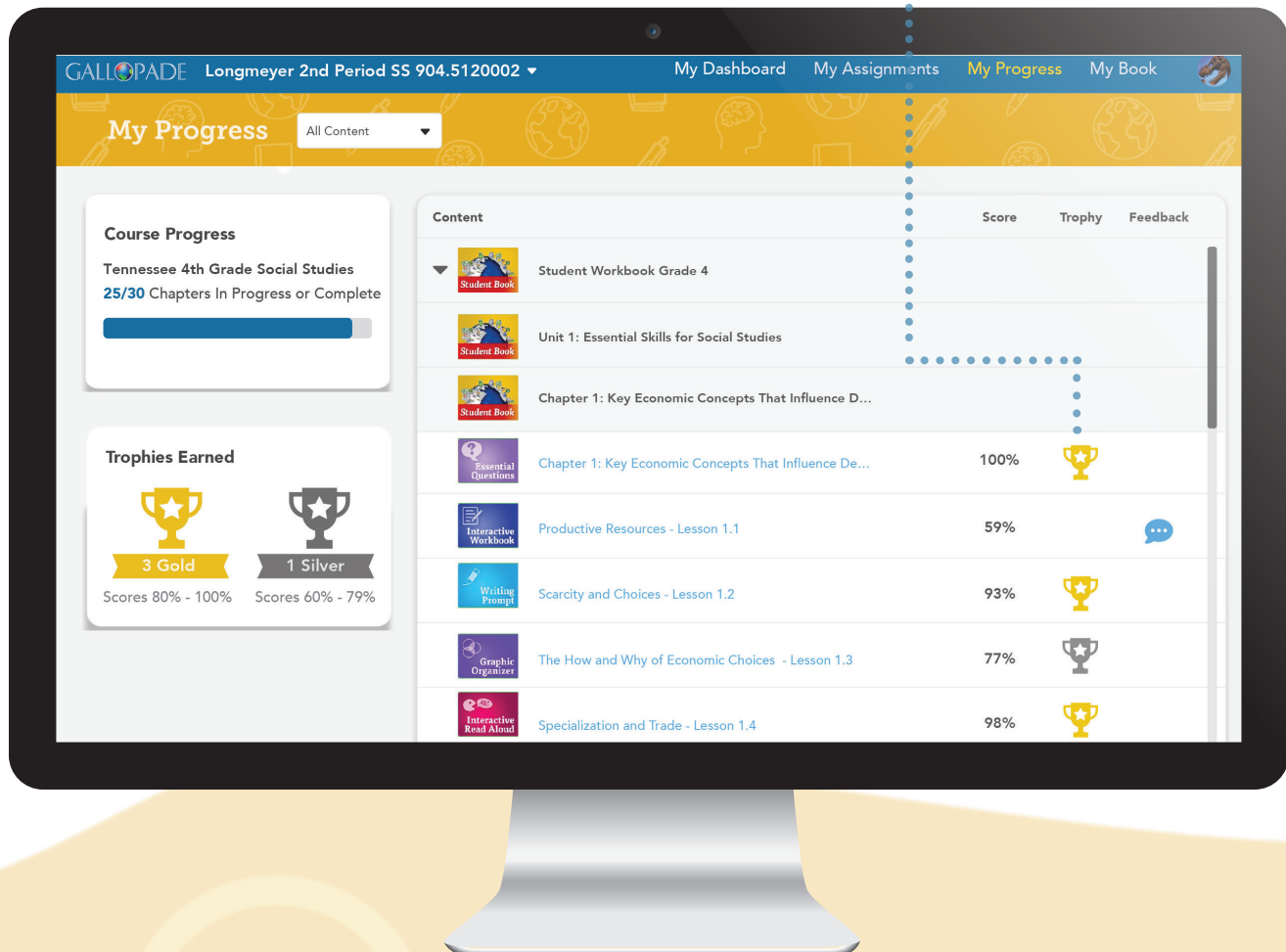
- ☐ created at the Albany Congress
- ☐ called for war with the Iroquois Confederation
- ☐ written by Thomas Jefferson
- ☐ called for a unified colonial government

10

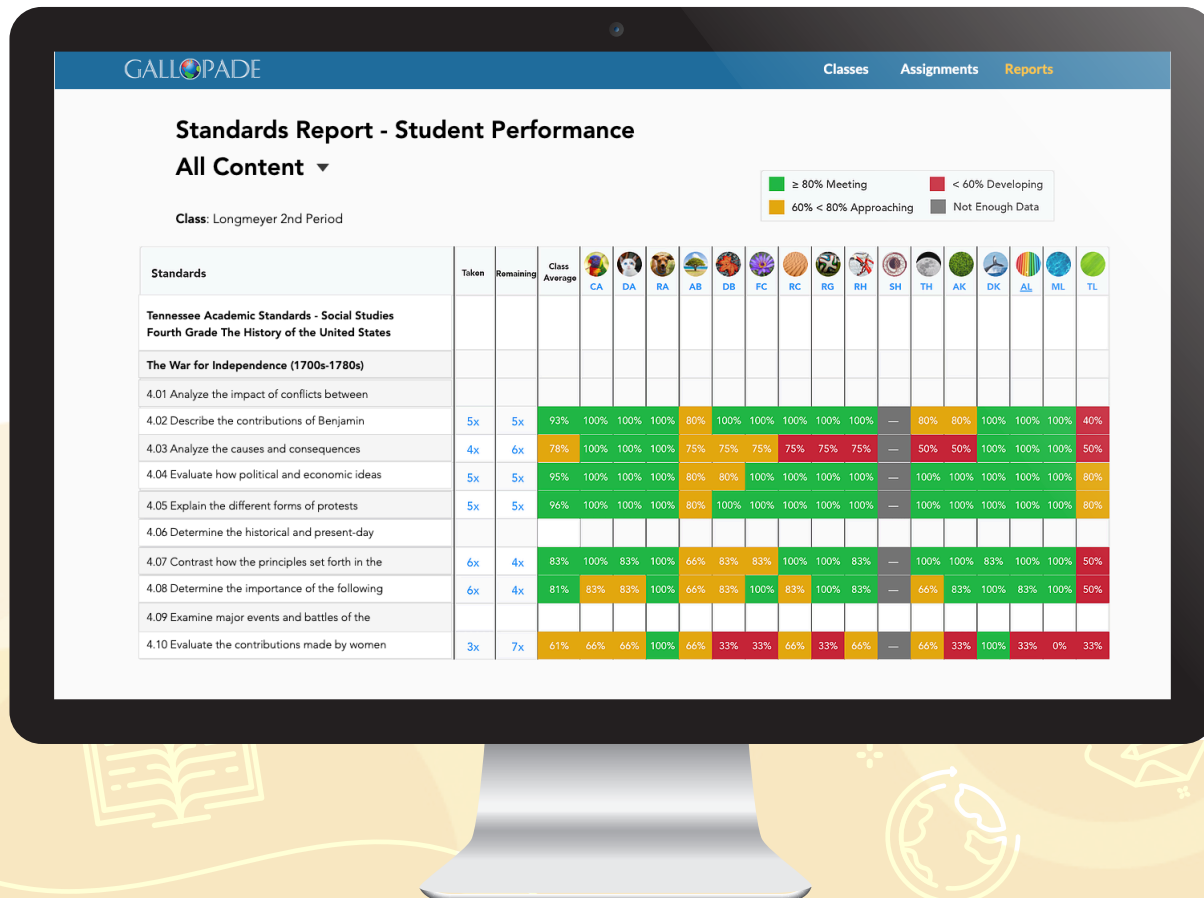
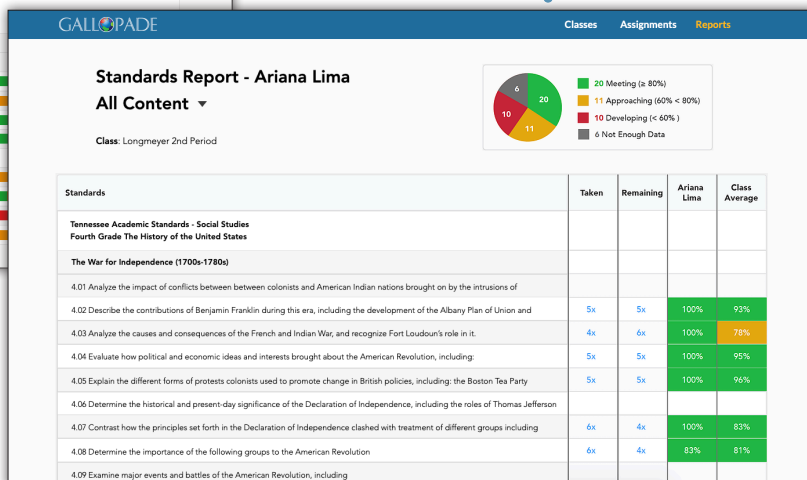
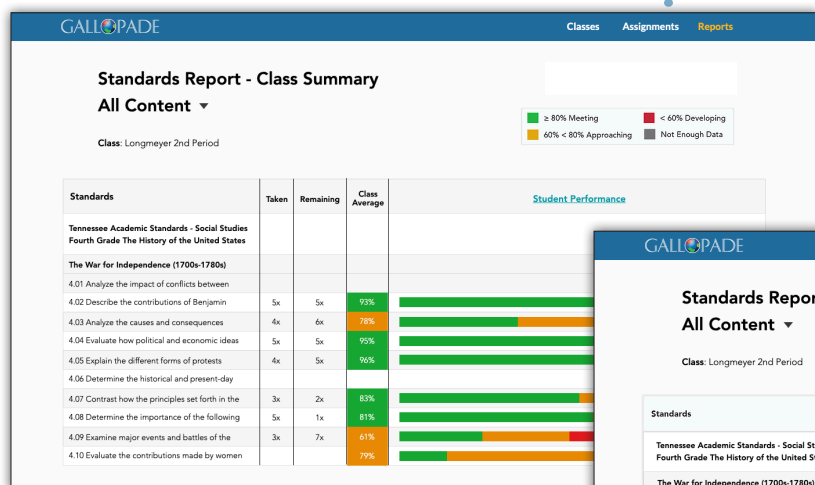
Teacher Reports show performance by content or standards at the class and student level.



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**, Tennessee Educator

“

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

“

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

“

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

“

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



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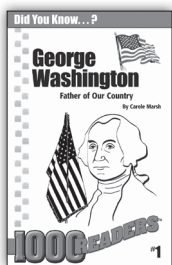
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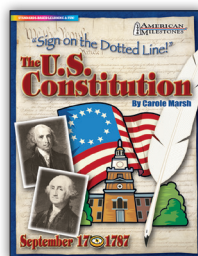
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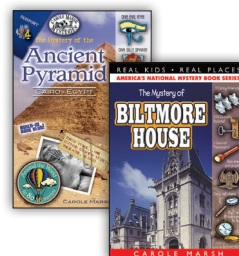
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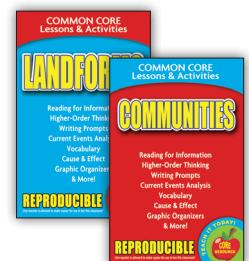
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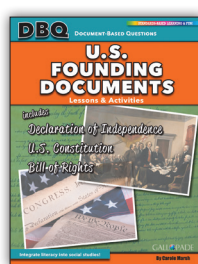
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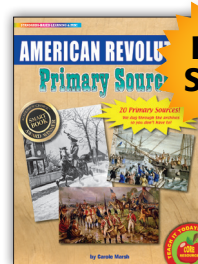
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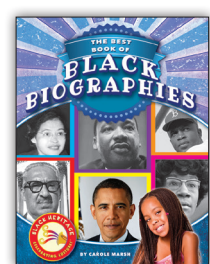
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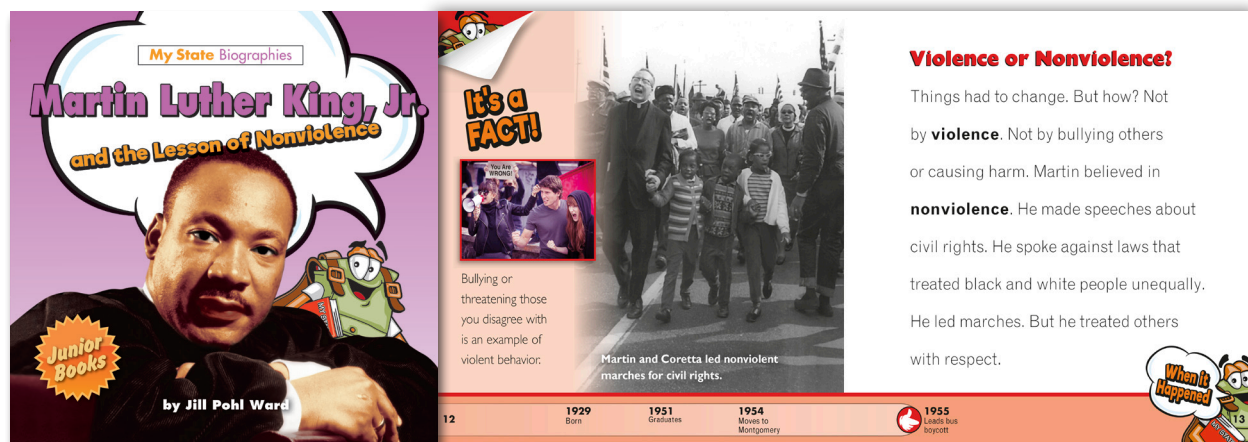
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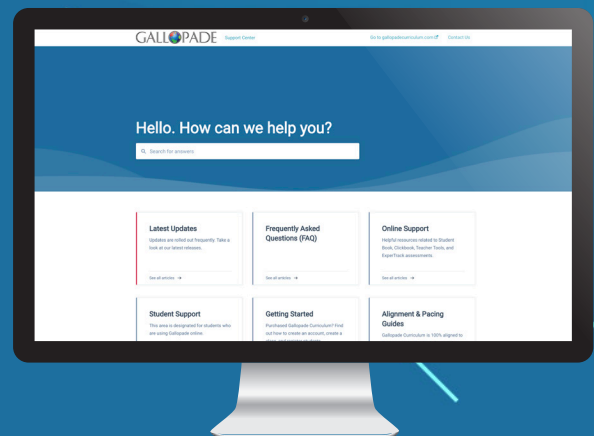
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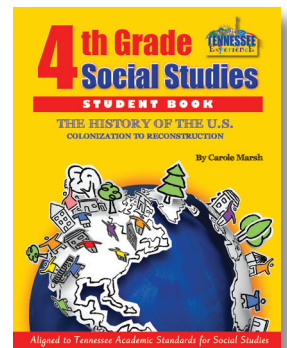
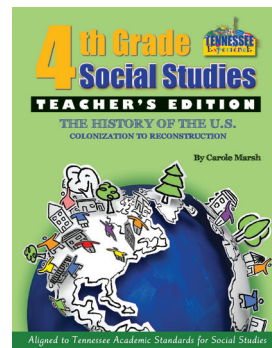
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