

Name _____

Date _____

United States History

Tick the correct answer!

1. What is American History all about?
 - A. It describes how the republic developed from colonial times up to the present day
 - B. It talks about the colonial period
 - C. It talks about the recent days
2. In which century was America colonised?
 - A. 14th century
 - B. 16th century
 - C. 12th century
3. Who were the people who colonised America?
 - A. The British
 - B. The French
 - C. The Portuguese
4. What's the name of the explorer who first arrived in America?
 - A. Amerigo Vespucci
 - B. Vasco Núñez de Balboa
 - C. Christopher Columbus
5. What was the main reason which brought the Europeans to America?
 - A. Trade, precious metal and spread of Christianity
 - B. Jobs and marriages
 - C. Culture and socialisation
6. What were the primary reasons which pulled the British to America?
 - A. Unemployment
 - B. Land problems
 - C. Christianity and the search for land in England
7. Among the colonies of the America, which colony was known as the slave-based tobacco colony?
 - A. Massachusetts
 - B. Virginia
 - C. Chesapeake
8. How many colonies were there in the US History?
 - A. 14
 - B. 13
 - C. 15
9. Which year did the United States gain her independence?
 - A. 1781
 - B. 1783
 - C. 1681
10. Under which treaty was the independence of US recognised by the British?
 - A. The treaty of France
 - B. The treaty of Paris
 - C. The treaty of America

Answers For Assessment For American History

Yi-Tong Ma



Answers For Assessment For American History:

Document-based Assessment Activities for U.S. History Classes Kenneth Hilton,1999 Covers significant eras in U S history Encourages students to analyze evidence documents and other data to make informed decisions Includes guidelines for students answer prompts and a scoring rubric Develops essential writing skills **Reader's Guide to American**

History Peter J. Parish,2013-06-17 There are so many books on so many aspects of the history of the United States offering such a wide variety of interpretations that students teachers scholars and librarians often need help and advice on how to find what they want The Reader s Guide to American History is designed to meet that need by adopting a new and constructive approach to the appreciation of this rich historiography Each of the 600 entries on topics in political social and economic history describes and evaluates some 6 to 12 books on the topic providing guidance to the reader on everything from broad surveys and interpretive works to specialized monographs The entries are devoted to events and individuals as well as broader themes and are written by a team of well over 200 contributors all scholars of American history

Education Indicators ,1989 **The Condition of Education** ,1989 Includes a section called Program and plans which describes the Center s activities for the current fiscal year and the projected activities for the succeeding fiscal year

Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings Dr. Patricia J. Larke,Dr. Gwendolyn Webb-Hasan,Dr. Jemimah L. Young,2016-12-01 chapters discuss issues impacting the education of African American girls and many of challenges that they encounter during their schooling experiences The chapters were written by 24 authors including a school superintendent university administrator and professors classroom teacher mother and a 10th grade African American student The 20 chapters of the book are organized into four sections Section one introduces the book and provides critical perspectives Section Two focuses on Curriculum and instruction Section Three shares information from significant stakeholders while the last section includes other schooling experiences and ends with a powerful poem by a tenth grade African American girl entitled Proud The forward of the book written by a Japanese American scholar Valerie Pang denotes the urgency of the book noting that the book warms the heart The book ends with an epilogue written by an African American scholar Tyrone Howard who has a vested interest in African American males He shares commanding interest in this scholarship because what happens to African American females impacts African American males and the entire African American community Resources in Education ,2001-04 *Focus on U.S. History*

Kathy Sammis,1997 Early colonists Colonial conflicts and Native Americans Rise of individualism abd the seeds of democracy Religious diversity and freedom Social and cultural life Colonial economy Rise of slavery Reproducible student activities cover colonial experiences including interaction with Native Americans family and social life the beginnings of slavery and the seeds democracy **Nation's Report Card: U.S. History 2010** Samantha Burg,2011 Developing Historical Thinkers Bruce A. Lesh,2023 This practical book addresses the consistent questions that were posed by secondary social

studies teachers during professional learning sessions In particular it examines ways to break through the inclination and perception expressed by many teachers that My kids cannot do that Drawing on 22 years as a high school history teacher 7 years as a state level curriculum specialist and extensive work with in service teachers across the country the author provides research based guidance for engaging students in investigating the past Lesh examines ways to develop effective questions that guide historical inquires how to utilize discussion in the classroom and how to align assessment to inquiry He also shows teachers how to incorporate difficult histories within an inquiry framework Each chapter uses a specific lesson framed by student work to illuminate approaches in real classroom scenarios Topics include The Pullman Strike of 1894 the Marcus Garvey question Dust Bowl Migrants Mao and Communist China the LGBTQ fight for rights and multiple lessons from World War I This follow up to the author s book Why Won t You Just Tell Us the Answer fills in gaps and expands tools and classroom examples to assist today s teachers Book Features Offers ways to promote teacher growth as it pertains to historical thinking Demonstrates how to align investigating the past with the needs of reluctant readers and students with special needs Provides lesson materials and instructional guidance Addresses how to teach difficult subjects such as LGBTQ history Aligns historical literacy with inquiry based instruction *Language Power: Grades 3-5 Level B Teacher's Guide*
Christine Dugan,2012-10-30

Decoding **Answers For Assessment For American History**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Answers For Assessment For American History**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers embark on an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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