

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
 - 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

George Cunnningham



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 **Changing Assessments** Bernard R. Gifford,Mary Catherine O'Connor,2012-12-06 Bernard R Gifford As we edge toward the year 2000 the information age is a reality the global marketplace is increasingly competitive and the U S labor force is shrinking Today more than ever our nation s economic and social well being hinges on our ability to tap our human resources to identify talent to nurture it and to assess abilities and disabilities in ways that help every individual reach his or her full potential In pursuing that goal decision makers in education industry and government are relying increasingly on standardized tests sets of question with identical directions time limits and tasks for all test takers designed to permit an inference about what someone knows or can do in a particular area CALIBRATING DIFFERENCE Our emphasis on standardized testing rests on a premise that is so basic it often escapes notice that we humans are different from each other in ways that are both meaningful and measurable We differ in terms of cognitive ability aptitude for performing different kinds of mental and physical tasks temperament and interests But somehow without sufficient examination we have taken a great collective leap from that commonplace to the notion that there are precise measurable gradations of innate ability that can be used to direct children to the right classrooms and adults to the right job slots

Data Volume for the National Education Goals Report ,1998 CliffsNotes® Praxis II®: Elementary Education (0011, 0012, 0014) Test Prep Jocelyn L. Paris,2012 **Assessment In The Classroom** George Cunnningham,2005-08-09 Educational assessment at one time a relatively uncontroversial subject is now riven by a diversity of views The most crucial division is between those who continue to believe in the effectiveness of objective assessment techniques and those who favour alternative methods This book presents an analysis of the strengths weaknesses and rationales for both

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Teacher Assessment and the Quest for Teacher Quality Mary Kennedy, 2010-02-15 TEACHER ASSESSMENT AND THE QUEST FOR TEACHER QUALITY Teacher Assessment and the Quest for Teacher Quality is an essential resource that provides school leaders administrators and teacher educators with a wide range of perspectives on the complex issue of teacher quality The book examines assessment in the context of preparation licensure hiring tenure and even dismissal and explores a wealth of relevant topics Comprehensive in scope the handbook includes contributions from leading experts in the field of teacher quality and teacher assessment This important book contains basic information on a variety of approaches to teacher assessment and teacher quality topics including the science and psychology of teacher selection performance based assessments and hiring decisions In addition the contributors explore the role of formative assessments in new teacher induction assessing for teacher tenure various approaches to annual performance assessments assessing teacher contributions to student achievement and the law regarding teacher dismissals The expert authors also tackle broader assessment issues including the interpretation of assessments standards for teacher evaluation and the inherent dilemma posed by measuring the quality of teaching For the goal of ensuring quality teaching for all our students Teacher Assessment and the Quest for Teacher Quality is an important resource and a lasting contribution to the literature on the topic

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The Teaching American History Project Rachel G. Ragland, Kelly A. Woestman, 2010-05-26 The premise of the Teaching American History TAH project a discretionary grant program funded under the U S Department of Education s Elementary and Secondary Education Act is that in order to teach history better teachers need to know more history Unique among professional

development programs in emphasizing specific content to be taught over a particular pedagogical approach TAH grants assist schools in implementing scientifically based research methods for improving the quality of instruction professional development and teacher education in American history Illustrating the diversity of these programs as they have been implemented in local education agencies throughout the nation this collection of essays and research reports from TAH participants provides models for historians teachers teacher educators and others interested in the teaching and learning of American History and presents examples of lessons learned from a cross section of TAH projects Each chapter presents a narrative of innovation documenting collaboration between classroom community and the academy that gives immediate and obvious relevance to the teaching and learning process of American history By sharing these narratives this book expands the impact of emerging practices from individual TAH projects to reach a larger audience across the nation **NAEP 1994 U.S. History Report Card** Alexandra S. Beatty, 1996 This book describes results from the 1994 National Assessment of Educational Progress NAEP assessment in U S history conducted at grades 4 8 and 12 Included in this report card are the results of students achievement at each grade and within various subgroups of the general population The report discusses the relationships between student performance and instructional and home background variables This information gives educators a context for evaluating the U S history achievement of students and the results that may be used to guide reform efforts Chapters include 1 NAEP 1994 U S History Assessment 2 U S History Results for the Nation and Regions 3 U S History Achievement Levels 4 Contexts in which Students Learn History and 5 What Students Know and Can Do in U S History A conclusion three appendices 52 tables and 13 figures complete the book EH *Teaching American History in a Global Context* Carl J. Guarneri, Jim Davis, 2015-07-17 This comprehensive resource is an invaluable teaching aid for adding a global dimension to students understanding of American history It includes a wide range of materials from scholarly articles and reports to original syllabi and ready to use lesson plans to guide teachers in enlarging the frame of introductory American history courses to an international view The contributors include well known American history scholars as well as gifted classroom teachers and the book s emphasis on immigration race and gender points to ways for teachers to integrate international and multicultural education America in the World and the World in America in their courses The book also includes a Views from Abroad section that examines problems and strategies for teaching American history to foreign audiences or recent immigrants A comprehensive annotated guide directs teachers to additional print and online resources

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