

Part 3: Multiple Choice (20 Points)

21. Benedict Arnold was wounded at what battle?
- A. Trenton
 - B. Bunker Hill
 - C. **Saratoga**
 - D. Long Island
22. What was the bloody year on the Western Front?
- A. 1775
 - B. **1777**
 - C. 1776
 - D. 1778
23. What created the process for territories to become states?
- A. Articles of Confederation
 - B. Land Ordinance
 - C. The Constitution
 - D. **Northwest Ordinance**
24. Who favored a strong central government?
- A. **Federalists**
 - B. Anti-Federalists
 - C. Tories
 - D. Nobody
25. Who wrote the most Federalist Papers?
- A. John Jay
 - B. James Madison
 - C. **Alexander Hamilton**
 - D. They were divided evenly
26. Bunker Hill took place right outside of which city?
- A. Philadelphia
 - B. **Boston**
 - C. Baltimore
 - D. New York City
27. What battle was the last major military conflict of the American Revolution?
- A. **Yorktown**
 - B. Long Island
 - C. Trenton
 - D. Saratoga
28. What River did Lewis and Clark refer to as "Great Muddy"?
- A. Colorado
 - B. **Missouri**
 - C. Mississippi
 - D. Ohio
29. What treaty did the Natives give up land in the Old Northwest?
- A. Pickney's Treaty
 - B. Jay Treaty

Kamico Us History Assessment 8 Answers

American Book Company



Kamico Us History Assessment 8 Answers:

HOLT US HIST STUDENT/E Holt Rinehart and Winston,2007 *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 **Document-based Assessment for U.S. History** Kenneth Hilton,2006 U.S. History Framework for the 2006 National Assessment of Educational Progress National Assessment Governing Board, Washington, DC.,2006 This document provides a guide for the development of the 2006 National Assessment of Education Progress NAEP U S History Assessment NAEP measures the U S history knowledge and skills of students in grades 4 8 and 12 According to the NAEP U S history framework the assessment should be organized around three dimensions historical themes chronological periods and ways of knowing and thinking about U S history Four historical themes intended to cover all major branches of historical study are the core organizing structure of the framework 1 Change and continuity in American democracy ideas institutions events key figures and controversies 2 Gathering and interactions of peoples cultures and ideas 3 Economic and technological changes and their relation to society ideas and the environment and 4 America s changing role in the world Eight at times overlapping chronological periods were used in developing the assessment focusing attention on several major eras of U S history 1 Beginnings to 1607 2 Colonization settlement and communities 1607 to 1763 3 Revolution and the new nation 1763 to 1815 4 Expansion and reform 1801 to 1861 5 Crisis of the Union Civil War and Reconstruction 1850 to 1877 6 Development of modern America 1865 to 1920 7 Modern America and the World Wars 1914 to 1945 and 8 Contemporary America 1945 to present Two cognitive domains of knowing and thinking were used as a guide to develop questions 1 Historical knowledge and perspective includes knowing and understanding people events concepts themes movements contexts and historical sources sequencing events recognizing multiple perspectives and seeing an era or movement through the eyes of different groups and developing a general conceptualization of U S history and 2 Historical analysis and interpretation includes explaining issues identifying historical patterns establishing cause and effect relationships finding value statements establishing significance applying historical knowledge weighing evidence to draw sound conclusions making defensible generalizations and rendering insightful accounts of the past The report contains 2 appendixes 1 NAEP U S History Framework Project and 2 Released Items from the NAEP U S History Assessment Contains 5 tables Developed for the National Assessment Governing Board by the Council of Chief State School Officers with the American Historical Association American Institutes for Research National Council for History Education and National Council for the Social Studies **CCR U. S. History Assessment** American Book Company,2019 Johns Hopkins University Game Cards Answer Sheets Assessment Book 8 Hofus Johns Hopkins University Center For Soci,Johns Hopkins University Center for Social Organization of Schools,2005-11 The Talent Development Middle Grades United States history

curriculum brings together the award winning ten volume series A History of US by Joy Hakim and ten teaching guides and resource books developed by TDMG at Johns Hopkins University The curriculum includes the use of primary sources simulations writing assignments extension activities and assessments This curriculum is aligned with National Standards for United States History Each Teaching Guide and Resource Book includes twenty five lessons five review lessons and five assessments Each lesson includes a focus activity interactive instructional and reading activities a student team learning activity a review and reflection activity and extension activities to encourage learning across the curriculum The student sheets and transparency masters provide all material needed for individual and team activities

Document-Based Assessment for U.S. History, High School Kenneth Hilton, 2006 Sharpen critical thinking and increase students understanding for U S History Provides complete document based questions for 22 significant events in U S history Guides students through the process of answering DBQs Encourages students to analyze documents in order to draw their own conclusions Sharpen critical thinking and increase students understanding for U S History Provides complete document based questions for 22 significant events in U S history Guides students through the process of answering DBQs Encourages students to analyze documents in order to draw their own conclusions

United States History Objectives, 1987 The 1988 assessment of U S history objectives by the National Assessment of Educational Progress NAEP is the first such assessment in U S history This booklet presents a framework of objectives for U S history courses including 1 the chronology of people events documents and interrelationships that form U S history 2 the context of political economic cultural social and intellectual life within each chronological period and 3 the reasoning skills necessary to expand knowledge extend inquiry and understand how the past is interpreted The bulk of the booklet is an outline of eight historical periods in U S history from exploration and colonization to the present and suggested percentage distributions of course work for grade 4 8 and 12 The outline which includes more elaboration in the last two periods covering World War II to the present is not intended to be definitive it includes subjects considered of central importance to the teaching of history and is presented as a guide to development of questions for the history assessment Also included in this booklet is a list of advisory committee members development consultants and reviewers who participated in the development of the history objectives JGL

Document Based Assessment U.S. History: Middle School Kenneth Hilton, 2006-07 Contains twenty document based essay questions covering a variety of issues in U S History designed for the middle school classroom

U.S. History Framework for the 2010 National Assessment of Educational Progress National Assessment Governing Board, 2009 This framework identifies the main ideas major events key individuals and unifying themes of American history as a basis for preparing the 2010 assessment The framework recognizes that U S history includes powerful ideas common and diverse traditions economic developments technological and scientific innovations philosophical debates religious movements and the interconnection of all these forces The teaching of history should introduce students to the process of historical inquiry

This process requires critical examination of evidence thoughtful consideration of conflicting claims and careful weighing of facts and hypotheses Historical inquiry provides experience in the kind of reasoned and informed decisionmaking that should characterize each citizen s participation in their American democracy The framework organizes U S history into four central themes Each theme is described briefly and more fully in chapter two of the framework This document contains the following chapters 1 U S History in Elementary Middle and High Schools 2 The Framework for the 2010 NAEP U S History Assessment and 3 Desired Attributes of the Assessment and Its Exercises and Items Appendices include 1 NAEP U S History Framework Staff Committee Members and Subcontractors and 2 Released Items From the NAEP U S History Assessment Contains 5 tables This document was developed under contract number RN 91072001 by the Council of Chief State School Officers with the American Historical Association the American Institutes for Research the National Council for History Education and the National Council for the Social Studies

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