

Understanding Checks:

Directions: These will be given at various times. These prompts or claims are meant to get you thinking about a topic we are covering, see what you know about the topic, or gain an understanding of what you have learned so far. The Understanding Checks are posted below and will eventually need to be submitted through Google Classroom Site. Your responses will be graded based on the Understanding Check Rubric. Make sure you follow the directions for each and reference the content provided or provide evidence as directed. You need to attain a 3 or above. If you receive anything less, you need to revise your response and resubmit it to me.

[Understanding Check Rubric](#)

[Model Example Student Response](#)

Trimester One

1. [Calendar Notation \(B.C. vs A.D. & B.C.E. vs C.E.\)](#) **Directions:** Read the article and watch the video below to complete the organizer using evidence from both sources.
2. [Crime Scene Investigation Team Directions:](#) Detectives use many specialists to help them solve a crime. Think about TV shows or movies you might have seen and think about all of the types of investigators or people needed to gather evidence. **Prompt:** What specialists are needed to help gather all the evidence needed to investigate the scene of a murder case and why?
3. [History Changing?](#) **Claim:** History is always changing. **Directions:** Literally, this statement doesn't make sense. Yet, it is true. Why? Defend this claim.
4. [King Tut's Cause of Death](#) - **Directions:** Watch the video clip (below) about King Tut's cause of death and write a brief explanation of what the experts believe caused the death of King Tutankhamun. Use some analysis words (listed below) in your response to connect the evidence.
5. [Theorizing Evolution - From Chimps to Humans?](#) - **Directions:** Watch the video, "What is Evolution?" (by Stated Clearly) and the video, "The Theory of Evolution Made Simple" (by BBC) then defend the claim below. Use evidence from the video and your imagination to briefly explain how this might have happened. Videos below. **Claim:** Over millions of years, humans evolved from chimpanzees.
6. [Natural Selection and Bipedality \(walking on two feet\)](#) **Directions:** Watch the video, "What is Natural Selection?" (by Stated Clearly) and then the video clip on bipedality from Becoming Human. (Both videos on lesson webpage). Respond to the claim below using evidence from the videos. **Claim:** Bipedality in human evolution was a result of natural selection.
7. [Humans Control Fire](#) - **Directions:** Watch the video clip from Mankind: The Story of All of Us on the control of fire (on the lesson webpage) and respond to the claim using evidence from it. **Claim:** The control of fire was one of the greatest events in human history.

8. [Farming and Human Population](#) - **Directions:** Watch the video, "The Birth of Farming" and look at the chart on world population. Then watch the video on world population growth since 1 C.E. Use these sources to respond to the claim below, providing evidence from all sources in your response. (See video clip at bottom to explain exponential population growth.) **Claim:** The birth of agriculture (farming) has led to a huge increase in human population.

9. [Farming and Selective Breeding](#) - **Directions:** Read the definition of DOMESTICATION, Look at the images of wild and domesticated rice and pigs below, then watch the video on the process of selective breeding. Use these resources (evidence) to answer the prompt below. **Prompt:** How have humans domesticated plants and animals to provide a reliable or stable food supply that supports large populations?

10. [The Stone Age Religion of the Hunter and Gatherer](#) - **Direction:** Watch the TED-Ed video, The Origin of Religion, and answer the prompt below using evidence from the video. Review the vocabulary words prior to viewing (listed on lesson page). **Prompt:** How did people view the supernatural world during the Stone Age?

11. [Geography and Farming - Ancient Times to Today](#) - **Directions:** Analyze the different maps as they relate to each other. Use analysis words. Then answer the prompt at the end using evidence from these sources and the corresponding video.

Trimester Two

12. [Inventions and Their Impact](#) - **Directions:** Watch the video, Top 10 Inventions of All Time, and answer the prompt below using evidence from the video and your own opinion. **Prompt:** Choose an invention mentioned in the video that you believe is most important. Then briefly describe its impact when invented and explain what impact it has still today.

13. [Social Hierarchy](#) - **Hierarchy Definition** - any system of persons or things ranked one above another. **Directions:** Read the definition of hierarchy (above) and look at the chart of Sumerian Social Order (below). Notice the king is on top with the most power (all others below him), while the slave is at the very bottom. Use this model as an example to create the hierarchy within your school. Organize (Cut and paste into the pyramid graphic) the roles or persons (below) according to the school's hierarchy. Once you are finished, answer the prompt. **Prompt:** Is there a need for this order of power? Explain.

14. [Writing & Civilization](#) - **Directions:** Watch the video and respond to the claim using evidence from this source. **Claim:** Writing is essential to a civilization.

15. [Should We Have the Death Penalty?](#) - **Directions:** Watch the video, "The History of Capital Punishment in the United States." Using evidence from the video (and other research you are welcome to do) answer the following **Prompt:** Should the government of the U.S. be able to put someone to death for a crime they have been proven guilty of in a court of law?

16. [Why did the ancient Egyptians live where they did?](#) - **Directions:** Look at the map of ancient Egypt (on lesson webpage), focusing on the location of the ancient cities and consider the geography of Egypt. Then use Google Maps and search "Nile River." Switch to Satellite view and zoom in and follow the Nile River, looking at the physical geography. **Prompt:** Why do you think the ancient Egyptians lived where they did?
17. [Why do we live the way we do? - U.S. Culture Viewed from an Outsider](#) - **Directions:** Read the article, "An Adventure in American Cultures and Values," and respond to the prompt below using evidence from the article. **Prompt:** Why are we the way we are?
18. [The Hittites](#) - **Directions:** Watch the video and respond to the prompt using evidence from this source. **Prompt:** Who were the Hittites?
19. [Hieroglyphics vs. English](#) – **Directions:** Use the Egyptian Hieroglyphics Resource Handout to find the corresponding letters to create your name in the Cartouche template on Your Name in Hieroglyphics handout.
20. [Egyptian Women in Daily Life](#) - **Directions:** Watch the video and complete the organizer using evidence from this source.
21. [Polytheism vs. Monotheism](#) - **Directions:** Watch the video and complete the organizer using evidence from this source.
22. [What do the Jews believe?](#) - **Directions:** Watch the video to complete the organizer using evidence from this source.
23. [Who Really Built the Pyramids?](#) - **Directions:** Watch the National Geographic video, "Who Built the Pyramids?" and answer the prompt below using evidence from the video. **Prompt:** History books usually credit a pharaoh with building a pyramid or ancient monument that stands today, yet this is not even close to the whole story. Why?