

Understanding Checks:

Directions: These will be given at various times during each week. These prompts 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 my Google Classroom Site (when Chromebooks have been issued).

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 on your Warm Up. If you receive anything less, you need to revise your response and resubmit it to me.

[Understanding Check Rubric](#)

Trimester One

1. [Historiography - The Same Historical Event, Different Perspectives](#) - Directions: Watch the video on historiography and then complete the organizer. Refer to what the video discussed in your answer. **Historiography Definition:** The writing of history; especially :the writing of history based on the critical examination of sources, the selection of particulars from the authentic materials, and the synthesis of particulars into a narrative that will stand the test of critical methods. (Merriam-Webster) **Prompt:** How might a Red Sox fan and a Yankees fan describe the same Red Sox vs. Yankee game differently after watching it together?
2. [Analyzing a Political Cartoon](#) - Directions: Look at the political cartoon created by Benjamin Franklin and answer the prompt. Then use the web to find a more contemporary (current) political cartoon and explain what it is supposed to mean. **Prompt:** Why do you think Benjamin Franklin drew this political cartoon and how did he want people to perceive it?
3. [Frame of Reference](#) - Directions: Read the definition below of what frame of reference means then answer the prompt using this definition in your response. **Definition of Frame of Reference:** Frame of reference/perspective is all the factors that influence how we interpret the world. Examples include age, gender, religious beliefs, time period, family/friends, education, life experience, etc. Historians would say that there are at least two perspectives/Frame of reference to arguments, if not more. Each person would most likely have their own perspective or story to tell, and they may each vary slightly from the truth in order to make their case stronger. **Prompt:** Provide an example of a factor (or factors) that might influence a historian's frame of reference when writing about a historical event?
4. [The Effects of Colonization](#) - Directions: Watch the video and then defend the claim using evidence from the video. **Claim:** European exploration and colonization of the Americas seriously changed life for the people (Native Americans) already living there.
5. [What was the Point of the War?](#) Directions: Watch the video and then answer the prompt using evidence. **Prompt:** What was the main reason for the French and Indian War?

6. [The Albany Plan of Union](#) - Directions: Watch the video on the Albany Plan of Union and defend the claim using evidence from the video. **Claim:** The Albany Plan of Union is a precursor to the United States Constitution **Precursor Definition:** a person or thing that precedes (comes before), as in a job, a method, etc.; predecessor.
7. [The Reasons for War](#) - Directions: Watch the video and then describe at least 4 reasons the Colonists decided to go to war with Britain. Use evidence from the video in your answer.

Trimester Two

1. [The People \(Men and Women\) Behind the Protests](#) - Directions: Complete the organizer using evidence from both videos.
2. [Taxation and Representation](#) - Directions: Watch the video and then answer the prompt below using evidence from this resource. **Prompt:** If you were a colonist, why might you be upset that you were being taxed without having government representation (an elected representative that works for you in the government)?
3. [Mercantalism: The Colonial Trade System That Inspired Protest](#) - Directions: Watch the video and respond to the claim using evidence from the source. You may use other resources in your answer. **Claim:** The colonial trade system of mercantalism inspired colonial anger and protests.
4. [The Molasses Act and Smuggling by N.E. Colonists](#) - Directions: Watch the video and complete the organizer using evidence from this source. You may use other sources in your responses. **Claim:** The Molasses Act of 1733 encouraged smuggling by the New England colonists.
5. [Patriots = Treason?](#) - **Directions:** Watch the two videos on treason and the story of Guy Fawkes then respond to the prompt using evidence from these sources. You may use additional sources if you want. **Prompt:** You've learned much about the complaints the Patriots had against the King and Parliament. Yet, why might Loyalists view the Patriots and their actions as treasonous? (Consider how Guy Fawkes was treated in 1605.)
6. [A Change Between Government and the People](#) - **Directions:** Watch the video on the divine right of kings and the American enlightenment then answer the prompt using evidence from these sources. **Prompt:** How did the way people viewed their relationship with their government change over this time period?
7. [Opponent's Perspective?](#) - Directions: From your research of the other side's arguments (Loyalists or Patriots), what is the best point they make, in your opinion?