

**Title:** What the Bleep Do We Know?

**Essential Question:** How does perspective impact the interpretation of historical events?

**Guiding Questions:**

- How do I discriminate between sources?
- Who writes history?
- How do I detect bias and slant in text and art?

**Learning Targets:**

1. Students analyze the political principles underlying the U.S. Constitution
2. Students understand the foundation of the American political system and the ways in which citizens participate in it
3. Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced
4. Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced
5. Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
6. Students analyze the multiple causes, key events, and complex consequences of the Civil War.
7. Students analyze the transformation of the American economy
8. Students analyze the changing social and political conditions in the United States in response to the Industrial Revolution.

**Kick Off:**

Historical Scavenger Hunt around Truckee

**Culminating Product/Event:**

Political Cartoon Art Show

<p><b>Case Study #1 (LT #1, 2)</b> Rebel, Rebel <b>Overview:</b> Students learn about the founding of our nation and the principles that underline our government. Students compare the saying “we the people” with actual events in history. Students study the restrictions placed on African-Americans.</p> <p><b>Project:</b> Political Cartoon and Explanation Bill of Rights book Constitutional Posters Slave Scrapbook</p> <p><b>Literature Used:</b> <u>Fiction:</u> Follow the River</p> <p><u>Non-Fiction:</u> Zinn: A Young People’s History of the US</p> <p><b>Writing Assignments:</b> <u>Narrative:</u> Slave Scrapbook</p> <p><u>Expository:</u> Research: Causes of the American Revolution</p> <p><u>Argument:</u> Political Cartoon Explanation</p> <p><b>Other Assessments:</b> TCI unit questions</p> <p><b>Fieldwork:</b> Downtown Truckee Sacramento Capitol Building</p> <p><b>Experts:</b> Veronica Lichter – Artist</p> <p><b>Service Learning:</b></p> <p><b>Character/Adventure:</b> Mt. Rose Summit Hike</p>	<p><b>Case Study #2 (LT #3, 4)</b> Movement of the People <b>Overview:</b> Students study immigration from Europe and the challenges they faced. Students also learn about local immigration trends, such as Chinese immigration and discrimination in Truckee and San Francisco. We study Westward Expansion in the context of what it meant for the Native Americans.</p> <p><b>Project:</b> Immigrant Scrapbook Jacksonian Policy Political Cartoons Book Club Projects</p> <p><b>Literature Used:</b> <u>Fiction:</u> Various Book club selections</p> <p><u>Non-Fiction:</u> Zinn: A Young People’s History of the US</p> <p><b>Writing Assignments:</b> <u>Narrative:</u> San Francisco Reflective Essay Immigrant Scrapbook</p> <p><u>Expository:</u></p> <p><u>Argument:</u> Political Cartoon Explanation</p> <p><b>Other Assessments:</b> TCI unit questions</p> <p><b>Fieldwork:</b> Angel Island Immigration Station Cartoon Art Museum – Political Cartoon Display</p> <p><b>Experts:</b> Tour @ Angel Island</p> <p><b>Service Learning:</b> Glide Memorial Church <b>Character/Adventure:</b> Interviewing immigrants in Chinatown</p>	<p><b>Case Study #3 (LT #5, 6)</b> Conflict &amp; Civil Rights <b>Overview:</b> Students study the wars that formed the current policies and geography of the US including the Civil War, the War of 1812, and the Mexican-American War. Students also study civil rights movements post Civil War.</p> <p><b>Project:</b> Soldier Scrapbook Civil Rights Political Cartoons</p> <p><b>Literature Used:</b> <u>Fiction:</u></p> <p><u>Non-Fiction:</u> Warriors Don’t Cry Zinn: A Young People’s History of the US</p> <p><b>Writing Assignments:</b> <u>Narrative:</u> Soldier Scrapbook</p> <p><u>Expository:</u></p> <p><u>Argument:</u> *Compare and contrast documentary and book (same content). *Political Cartoon Explanation</p> <p><b>Other Assessments:</b> TCI unit questions</p> <p><b>Fieldwork:</b> Truckee Town Hall</p> <p><b>Experts:</b> Truckee Mayor: Alicia Barr</p> <p><b>Service Learning:</b></p> <p><b>Character/Adventure:</b></p>	<p><b>Case Study #3 (LT #7, 8)</b> Blood and Money <b>Overview:</b> Students study the growth of industry in the US with a focus on workers’ rights.</p> <p><b>Project:</b> Final Political Cartoon &amp; Explanation</p> <p><b>Literature Used:</b> <u>Fiction:</u> Independent student selections</p> <p><u>Non-Fiction:</u> Zinn: A Young People’s History of the US The Week Magazine</p> <p><b>Writing Assignments:</b> <u>Narrative:</u></p> <p><u>Expository:</u></p> <p><u>Argument:</u> Political Cartoon Explanation - FINAL Independent Book Selections – Reviews</p> <p><b>Other Assessments:</b> TCI unit questions</p> <p><b>Fieldwork:</b> Lava Beds National Monument</p> <p><b>Experts:</b></p> <p><b>Service Learning:</b></p> <p><b>Character/Adventure:</b> Lava Beds: Reflections</p>
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