Board Approval Date: August 23, 2022
Course Title: Rogues and Reformers
Course Description: This is a semester survey course. It will focus on various people, famous and infamous, well known and should be known, and why their fame continues or increases into the 21st century. We will attempt to decipher the myth and folklore from reality and hope to discern why they are in our popular culture. We will also attempt to introduce you to some new individuals that are famous and infamous and clarify the reality of the myth.

Course Sequence & Pacing			
Estimated Number of Blocks	**Semester 1 Marking Period 1**	**Estimated Number of Blocks**	**Semester 2 Marking Period 3**
11	**Unit 1: The Old West- The Quintessential American Myth** Billy The Kid Wyatt Earp Jesse James	11	**Unit 1: The Old West- The Quintessential American Myth** Billy The Kid Wyatt Earp Jesse James
11	**Unit 2: Bootleggers & Bankrobbers; Myth of 20c. (1920 1941)** Al Capone and Eliot Ness “Bonnie and Clyde” John Dillinger	11	**Unit 2: Bootleggers & Bankrobbers; Myth of 20c. (1920 1941)** Al Capone and Eliot Ness “Bonnie and Clyde” John Dillinger
Estimated Number of Blocks	**Semester 1 Marking Period 2**	**Estimated Number of Blocks**	**Semester 2 Marking Period 4**
11	**Unit 3: Literary Characters from Pages into Pop**	11	**Unit 3: Literary Characters from Pages into**

	Culture William Wallace Vlad II “Dracula” “Lizzie” Borden		**Pop Culture** William Wallace Vlad II “Dracula” “Lizzie” Borden
5	**Unit 4: Early 20th Century: Global Conflicts** Michael Collins Oskar Schindler	5	**Unit 4: Early 20th Century: Global Conflicts** Michael Collins Oskar Schindler
5	**Unit 5: Late 20th Century: Society Creation of Modern Rogue/Reformer** Malcolm X Jimmy Hoffa	5	**Unit 5: Late 20th Century: Society Creation of Modern Rogue/Reformer** Malcolm X Jimmy Hoffa

Stage 1 Desired Results

Unit Title #: Unit 1: The Old West- The Quintessential American Myth

Unit Summary: The Post Civil War industrial boom coupled with the increased arrival of immigration and a revolution in communication technology, led to the settling of the territory west of the Mississippi and the romantic notion of it, which is a false narrative

Unit h tLearning Targets

NJSLS Standards

6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Climate Change: *The move westward led to the burning of fossil fuels as well as the deforestation and strip mining of the American West*

Unit Essential Questions:	**Unit Enduring Understandings:**

In what ways did the early American policies in the western territories lead to an ungoverned society? Did the political, social, and economic conditions lead to an ungoverned Old West?	As the population grew in the West, civilization followed which led to the lower 48 states of the United States. The economic forces and immigration led to the lack of societal restraints and led to the migration West.
Students will know: Industrialization and Immgration and the lack of restriction economically, socially, and politically led to the movement of mass amount of people from the settled Eastern and Southern portions of the US to the West. The advent of the industrialization of the media led to the creation of the “cowboy” and the “freedom of the West”. Vocabulary: Billy the Kid, Pat Garret, Wyatt Earp, Doc Holliday, Bat Masterson, Jesse James, Frank James, Allen Pinkerton, John Newman Edwards, Robert Ford, Cow Town, Teamster, Regulators, Dime Novels, Marshall, Boomtown, Border State, Pinkerton Detective Agency	**Students will be able to:** Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences as well as Identify a political map of the Old West Evaluate the level of independence the settlers had while living in the West and how it changed over time. Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: Paper: Analysis on the Reality vs. the Pop Culture myth

Formative Assessments:
Chapter Quizzes on each Rogue or Reformers

Common Benchmark Assessments:
N/A

Alternative Assessments:
N/A

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Analyze the social allure and interest in the Old West	• Discuss the "Old West and its mythos. • Highlight the territories, the freedom & lawlessness of the era	2 blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE .5.aPD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Explain how the economic boom and printing revolution led to movement of people and the glamorization of the period	• Discuss the Industrialization of the Eastern U.S. an the use of misuse of labor and their conditions • Analyze the birth of the tabloid newspaper which fueled the romance of the Old West	2 blocks
6.1.12.GeoGl. 1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9	Explain how the terrain led to the rugged individualism associated with the West (e.g., climate, soil conditions, other natural resources)	• Explain how TWO geographic characteristics of the West influenced the development of the economy of that region. • Cite specific evidence from documents to support your explanation.	1 blocks

9.4.12.CI.1 9.4.12.IML.2:			
6.1.12.GeoPP.5.a: 6.1.12.GeoHE .5.aE.1.a: RH.9-10.1 8.2.12.ETW.4: RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Analyze how the movie industry and pop culture altered the reality of the historical reality of Billy the Kid, Wyatt Earp and Jesse James	• Use the handout of the historical person and compare to the Hollywood version by viewing it • Analyze the inaccuracies from the reality	5-6 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
• Teacher created handout of each of the Historical figures • PBS American Experience Billy the Kid, Wyatt Earp and Jesse James • Movies Young Guns, Tombstone and The Assassination of Jesse James by the Coward Robert Ford	These individuals are chosen for their popular culture influence and their inaccuracy they are represented in it. This makes them perfect for analysis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Students will have pictures (primary source, videos, and Venn diagram
- Use of assisted technology
    - Talk to text, Visually Impaired Technology
- Use of prompts
    - printouts of photos and maps will be provided
- Modification of content and student products
    - large print printouts
- Testing accommodations
    - extended time and less testing options

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
    - Students elect to take Rogues & Reformers.
    - Students may conduct outside research.

Specific Strategies and Practices that Support English Language Learners:

- Oral and Written directions
    - May be provided in needed language

Stage 1 Desired Results
Unit Title #: Unit 2: Bootleggers & Bankrobbers; Myth of 20c. (1920 - 1941)
Unit Summary: The events of Prohibition and the Great Depression and their perceived view of Government provocation, coupled with the advent of the national radio broadcasting create a modern folk hero against societal ills
Unit h tLearning Targets
NJSLS Standards 6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression. 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)***:** 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking *(CS & DT)***:** 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections: RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Unit Essential Questions:	**Unit Enduring Understandings:**
How did Prohibition aid the creation of the “bootlegger”?	The passage of the 20th Amendment and the outlawing of alcohol created the market for alcohol because of demand, and organized crime filled the void.
How did the Great Depression help create the “bank robber” myth of the ’30s?	Because of the lack of New Deal safeguards (FDIC), and the loss of bank savings, most Americans saw the bank robbers as “avenging” them
Students will know:	**Students will be able to:**
The effects economically, socially, and culturally of Prohibition and Great Depression created a sense of helplessness that was alleviated by the bootlegger and the bank robber of the 1920s and 30s.	Analyze the Economical, Cultural, and Social (ECS) similarities & differences between Prohibition and the Great Depression
The advent of radio accelerated a national popular status to the individuals involved and a mythos surrounding them	Evaluate the level that radio, in an attempt to attract listeners, glorified the actions of the bootleggers and bank robbers and how it led to “influencers” of the 21st c.
Vocabulary: Al Capone, Eliot Ness, Bonnie Parker, Clyde Barrow, John Dillinger, Prohibition, 20th Amendment, Bootlegger, Untouchables, Federal Bureau of Investigation, Tommy Gun, St. Valentine’s Day Massacre, Lady in Red	Apply the vocabulary in student reading, writing, speaking, and listening.

Stage 2 Assessment Evidence

Summative Assessments:
Paper: Analysis on the Reality vs. the Pop Culture myth

Formative Assessments:
Chapter Quizzes on each Rogue or Reformer

Common Benchmark Assessments:
N/A

Alternative Assessments:
N/A

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Analyze the social allure and interest in the Bootlegger and Bankrobber	• Discuss the glamorization of the mythos of the Roaring 20s and modern outlaw of Prohibition • Highlight the territories, the freedom & lawlessness of the era	2 blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE .5.aPD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Explain how the radio and the glamorization of bootleggers and bank robbers of the period was a well-needed distraction from the degradation of the time period	• Analyze how the radio and its influence on popular opinion is shaping a new national identity	2 blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE .5.aE.1.a:	Analyze how the movie industry and pop culture altered the reality of the	• Use the handout of the historical person and compare to the Hollywood version by viewing it • Analyze the inaccuracies from the reality	7-8 blocks

RH.9-10.1 8.2.12.ETW.4: RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	historical reality of Capone/Ness, Bonnie and Clyde and John Dillinger		

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
• Teacher created handout of each of the Historical figures • Teacher created movie permission slip • PBS American Experience Capone, Bonnie and Clyde, and John Dillinger • Movies The Untouchables, Bonnie and Clyde and Public Enemies	These individuals are chosen for their popular culture influence and their inaccuracy they are represented in it. This makes them perfect for analysis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  - Students will have pictures (primary source, videos, and Venn diagram
- Use of assisted technology
  - Talk to text, Visually Impaired Technology
- Use of prompts
  - printouts of photos and maps will be provided
- Modification of content and student products
  - large print printouts
- Testing accommodations
  - extended time and less testing options

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
  - Students elect to take Rogues & Reformers.
  - Students may conduct outside research.

Specific Strategies and Practices that Support English Language Learners:

- Oral and Written directions
  - May be provided in needed language

Stage 1 Desired Results
Unit Title #: Unit 3: Literary Characters from Pages into Pop Culture
Unit Summary: With the advent of technological revolutions in printing and the creation of the motion picture in the late 19th and early 20th c, regional rogues and reformers become icons and trailblazers in the a new consumable pop culture that will alter their historical realities
Unit h tLearning Targets
NJSLS Standards • 6.2.8.HistoryCC.4.d: Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas
Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes. 9.4.12.IML.2: Evaluate digital sources for the timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
Computer Science & Design Thinking *(CS & DT)*: 8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.
Interdisciplinary Connections:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Climate Change:

Amistad: N/A

Unit Essential Questions:	**Unit Enduring Understandings:**
Why are people intrigued by the myth of vampires? What is the attraction to the noble criminal?	As the scientific advancement of the 19c threatened religion, the “supernatural” becomes a interest in popular culture As class structure calcifies in the Victorian Era, the appeal of the ' ‘noble criminal” has a soporific effect for the wealthy and poor.
Students will know:	**Students will be able to:**
Industrialization and the Victorian Era led to advancements in technology which allowed for the books and magazines to create popular culture Vocabulary: William Wallace, Vlad II, Lizzie Borden, Yeoman, Claymore, Vampire, Impalement, Boyar, Norman, Saxon, Crusades, *Ivanhoe,* Tabloid Newspapers, Victorian Era, Blue Blood	Evaluate how the magazine and books of the late 19th c. drove pop culture and gave inspiration to t of the early 20c and beyond Apply the vocabulary in student reading, writing, speaking, and listening.

Stage 2 Assessment Evidence			
Summative Assessments: Paper: Analysis on the Reality vs. the Pop Culture myth			
Formative Assessments: Chapter Quizzes on each Rogue or Reformer			
Common Benchmark Assessments: N/A			
Alternative Assessments: N/A			
Stage 3 Learning Plan			
Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Analyze the social allure and interest in the vampire.	• Discuss the repressive Victorian Era economic social and political structures and how escapism fueled its mythos. • Research the legends of vampires globally and identify two	2 blocks
6.1.12.GeoPP.5.a:	Explain how the economic boom and printing revolution	• Discuss Industrialization of the use of misuse of labor and their conditions	2 blocks

6.1.12.GeoHE.5.aPD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	led to movement of people and the glamorization of antisocial behavior	• Analyze the birth of the tabloid newspaper which fueled the interest in crime stories	
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.aE.1.a: RH.9-10.1 8.2.12.ETW.4: RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Analyze how the movie industry and pop culture altered the reality of the historical reality of Williiam Wallace and Dracula	• Use the handout of the historical person and compare to the Hollywood version by viewing it • Analyze the inaccuracies from the reality	5-6 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*

• Teacher created handout of each of the Historical figures • Teacher created movie permission slip • History Channel Lizzie Borden documentary • Movies Braveheart and Bram Stoker's Dracula	These individuals are chosen for their popular culture influence and their inaccuracy they are represented in it. This makes them perfect for analysis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
  - Students will have pictures (primary source, videos, and Venn diagram
- Use of assisted technology
  - Talk to text, Visually Impaired Technology
- Use of prompts
  - printouts of photos and maps will be provided
- Modification of content and student products
  - large print printouts
- Testing accommodations
  - extended time and less testing options

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
  - Students elect to take Rogues & Reformers.
  - Students may conduct outside research.

Specific Strategies and Practices that Support English Language Learners:

- Oral and Written directions
  - May be provided in needed language

Stage 1 Desired Results

Unit Title #: Unit 4: Early 20th Century: Global Conflicts (1914-1945)

Unit Summary: The War Years (1914-1918, 1939-45) lead to unspeakable horror but also examples of courage to help others and reshape the national destiny of nations and how they achieve it

Unit h tLearning Targets

NJSLS Standards

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

• 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, and Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th-century massacres in China.

• 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.

6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)***:**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Climate Change: N/A	
Holocaust *We will highlight, and analyze the Holocaust and identify the signs to prevent another*	
Unit Essential Questions: What is justice? Do the ends justify the means?	**Unit Enduring Understandings:** Those who stand by as political crimes are created are just as culpable as the perpetrator and those who stand up should be heralded The actions of individuals can be labeled as either positive or negative depending on one's social, economic, or political views or ideologies.
Students will know: The Holocaust was a systematic state-sponsored murder of over 10 million, 6 million being Jews Nationalism of the late 19c of European colonies led to the rebellious in the pre and post-WW I and WWII Urban guerrilla warfare was created in the early 20c; has been used by freedom fighters and terrorists into the 21c and the point of view politically determines it's delineation Vocabulary: Michael Collins, Eamon DeValera, Harry Boland, Kitty Kiernan, Oskar Shindler, Amon Goerth, Fenian Movement, Easter Rising, IRA, Urban Guerrilla Warfare, Final Solution, the SS	**Students will be able to:** Analyze the Political, Economical, Cultural, and Social (PECS) reasons for the Nazis rise and political opportunism of a global financial disaster that allowed for their acquisition of power Evaluate the level of independence movement of Irelan and other colonies and draw a comparison between their struggle and our own in the American Revolution Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: Paper: Analysis of the Reality vs. the Pop Culture myth

Formative Assessments:
Chapter Quizzes on each Rogue or Reformer

Common Benchmark Assessments:
N/A

Alternative Assessments:
N/A

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Analyze the Holocaust and the perpetrators and the plan in action	• Discuss the sinister calculation of the Holocaust and discuss in-depth	1 block
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a PD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2.	Analyze that one's political, social, and economic status determines how historically individuals are perceived	• Use the example of George Washington, in the US, hero; in Britain, traitor. • Research and identify other individuals throughout world history who are perceived in this way. They can be either social, economic, or political “rogue or reformer”	1 block

WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:			
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.aE.1.a: RH.9-10.1 8.2.12.ETW.4: RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Analyze how the movie industry and pop culture altered the reality of the historical reality of Michael Collins and Oskar Schindler	• Use the handout of the historical person and compare to the Hollywood version by viewing it • Analyze the inaccuracies from the reality	3-4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
• Teacher created handout of each of the Historical figures • Teacher created movie permission slip • Movies Micahel Collins and Oskar Schindler	These individuals are chosen for their popular culture influence and their inaccuracy they are represented in it. This makes them perfect for analysis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Students will have pictures (primary source, videos, and Venn diagram
- Use of assisted technology
    - Talk to text, Visually Impaired Technology
- Use of prompts
    - printouts of photos and maps will be provided
- Modification of content and student products
    - large print printouts
- Testing accommodations
    - extended time and less testing options

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
    - Students elect to take Rogues & Reformers.
    - Students may conduct outside research.

Specific Strategies and Practices that Support English Language Learners:

- Oral and Written directions
    - May be provided in needed language

Stage 1 Desired Results
Unit Title 5#: Late 20th Century: Society Creation of Modern Rogue/Reformer (1950-1970)
Unit Summary: Post WW II America led to questioning of social and economic mores and strata that will no longer be accepted and some methods for change will not be peaceful and lead to vilification
Unit Learning Targets
NJSLS Standards 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

• 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to the United States

6.1.12.HistoryCC.13.a: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking *(CS & DT)*:

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.

Unit Essential Questions:	**Unit Enduring Understandings:**
To what extent did the labor unions affect America politically, socially, and economically from 1935-1950?	The emergence of the working middle class changed the power structures of society and the struggle to rise and hold social, economic, and political power in the post-WW II years Malcolm X's methods and religious motivation (Islam) were extremely foreign to US sociry in the 1940s,50s & 60s, which led to fear amongst the greater US population and put him at odds with those who could have aided his cause

To what extent was Malcolm X's militant approach harmful or helpful to achieving the goal of the Civil Rights Movement?	
Students will know: The wealth of post-WWII America was forged by the rising working middle class and the nation prospers from the advancements The civil rights movement was a complicated amalgamation of ideas and views, more than just the well-known nonviolence movement. Vocabulary: Malcolm X, Elijah Mohammed, JImmy Hoffa, Robert Kennedy, Teamsters, Union, Strike, Racketeering, Nation of Islam, Black Nationalism	**Students will be able to:** Evaluate how the modern labor movement advancement mirrors the struggles of all groups looking for freedoms in the US and comparison to the civil rights movement Analyze the Political, Economical, Cultural, and Social (PECS) reasons for the civil rights movement of post-WWII America and how there were multiple movements happening other than MLK's movement of nonviolence and delineate the differences and commonality Apply the vocabulary in student reading, writing, speaking and listening.

Stage 2 Assessment Evidence
Summative Assessments: Paper: Analysis of the Reality vs. the Pop Culture myth
Formative Assessments: Chapter Quizzes on each Rogue or Reformer
Common Benchmark Assessments: N/A

Alternative Assessments:
N/A

Stage 3 Learning Plan

Standard	***Skill***	***Learning Activities & Differentiation*** *(Asian American & Pacific Islanders, LGBTQ and People with Disabilites, Diversity, Equity & Inclusion [DEI], G&T, ELL)*	***Timeframe*** Estimated Number of Blocks
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.CT.2 9.4.12.CT.4	Evaluate how the modern labor movement advancement mirrors the struggles of all groups looking for freedoms in the US and comparison to the civil rights movement	• Discuss the modern labor movement and have the students use their Chromebook to research similarities and differences between this movement and other social or economic or political movements of the 20thc.	1 block
6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.a PD.1.a: RH.9-10.1 RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Analyze that one's political, social, and economic status determines how Malcolm X was received during his lifetime and the years since. .	• Students will use their Chromebooks to research various newspapers and periodicals of the times of Malcolm X; they will use a traditional press(NYT, WP, etc) as well as traditional Black press of the time (Jet magazine) and highlight the similarities and differences between the two • Students will then look at the periodical “Muhammed Speaks”, the NOI’s periodical of the time and compare that between Jet and itself and see comparisons	1 block

6.1.12.GeoPP.5.a: 6.1.12.GeoHE.5.aE.1.a: RH.9-10.1 8.2.12.ETW.4: RH.9-10.9 WHST.9-10.2. WHST.9-10.9 9.4.12.CI.1 9.4.12.IML.2:	Analyze how the movie industry and pop culture altered the reality of the historical reality of Malcolm X and Jimmy Hoffa	• Use the handout of the historical person and compare to the Hollywood version by viewing it • Analyze the inaccuracies from the reality	3-4 blocks

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts/Resources	*Notes*
• Teacher created handout of each of the Historical figures • Teacher created movie permission slip • Movies Malcolm X and Hoffa	These individuals are chosen for their popular culture influence and their inaccuracy they are represented in it. This makes them perfect for analysis

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:
Specific examples applied to the unit

- Use of visual and multisensory formats
    - Students will have pictures (primary source, videos, and Venn diagram
- Use of assisted technology
    - Talk to text, Visually Impaired Technology
- Use of prompts
    - printouts of photos and maps will be provided
- Modification of content and student products
    - large print printouts
- Testing accommodations
    - extended time and less testing options

Specific Strategies and Practices that Support Gifted & Talented Students:

- Interest-based content
    - Students elect to take Rogues & Reformers.
    - Students may conduct outside research.

Specific Strategies and Practices that Support English Language Learners:

- Oral and Written directions
    - May be provided in needed language