

## ***Last Best Hope* Alignment with Arizona Standards**

William J. Bennett's *America: The Last Best Hope*, uses an engaging narrative style to capture the essence of American history. And in doing so, the book relates more than just the historical facts. It challenges students to see multiple historical points of view and, in fact, to think historically. A major theme of *Last Best Hope* is the unique American foundation on the principles of freedom and equality. Bennett makes it clear that those principles were imperfectly instituted in the beginning, but also that their very presence made contradictions like slavery all the more glaring. One of the great strengths of *Last Best Hope* is Bennett's incorporation of multiple historical points of view. He presents history as not simply a dry recitation of the "facts," but rather as an engaging story *and* a debate between conflicting views of the past. This is seen throughout both volumes of *Last Best Hope*. The author works such divergent perspectives seamlessly into his narrative: examples include the debate over the legacy of Columbus, the founding fathers and slavery, the decision to drop atomic bombs to end World War II, and the challenges laid out by the 1960s counterculture. This approach will open the door for teachers and students together to form research questions and create working theses for historical papers. This aspect of *Last Best Hope* is, more than any other feature, what separates the work from a standard textbook.

Lastly, *Last Best Hope* makes a great companion text for the Arizona Social Studies Standards. From exploration and the colonial period, through the end of the Cold War, virtually every Arizona standard is covered thoroughly in Volumes I, II, and II Enhanced. Best of all, the readability of the narrative is the book's strongest attribute, which will undoubtedly increase literacy skills. Students will also gain strength in evaluating primary sources. Bennett incorporates such sources throughout his narrative and even more primary sources are included in the accompanying *Roadmap*. Students will learn to think in a more deeply historical manner and also increase their presentation skills by their participation in multiple classroom activities, such as historical plays and historical debates, all included with each chapter in the *Roadmap*.

## Arizona Social Studies Standards Articulated by Grade Level Strand 1: American History Alignment Table

Performance Objective	Examples	Alignment with <i>Last Best Hope</i>
<b>Concept 1: Research Skills for History</b> Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events		
<b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.		See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit
<b>PO 2.</b> Distinguish among dating methods that yield calendar ages	a. dendrochronology b. numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash) d. relative ages (e.g., geologic time). <span style="float: right;">c.</span>	a-d. Not covered in text
<b>PO 3.</b> Formulate questions that can be answered by historical study and research.		See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit
<b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.		See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit
<b>PO 5.</b> Evaluate primary and secondary sources for:	a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity	See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit
<b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.		See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit
<b>PO 7.</b> Compare present events with past events:	a. cause and effect b. change over time c. different points of view	See online <i>Roadmap</i> and <i>Premium Roadmap</i> chapter activities and Teacher Toolkit

<b>Concept 2: Early Civilizations</b> The geographic, political, economic, and cultural characteristics of early civilizations made significant contributions to the later development of the United States.		
<b>PO 1:</b> Describe Prehistoric Cultures of the North American continent:	<ul style="list-style-type: none"> <li>a. Paleo-Indians, including Clovis, Folsom, and Plano</li> <li>b. Moundbuilders, including Adena, Hopewell, and Mississippian</li> <li>c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</li> </ul>	a-c. Not covered in text
<b>Concept 3: Exploration &amp; Colonization</b> The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.		
<b>PO 1.</b> Review the reciprocal impact resulting from early European contact with indigenous peoples:	<ul style="list-style-type: none"> <li>a. religious (e.g., conversion attempts)</li> <li>b. economic (e.g., land disputes, trade)</li> <li>c. social (e.g., spread of disease, partnerships)</li> <li>d. food (e.g., corn)</li> <li>e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)</li> </ul>	a-e. <i>Volume I</i> (Chapter 2)
<b>PO 2.</b> Describe the reasons for colonization of America	<ul style="list-style-type: none"> <li>a. religious freedom</li> <li>b. desire for land</li> <li>c. economic opportunity</li> <li>d. a new life</li> </ul>	a-d. <i>Volume I</i> (Chapter 2)
<b>PO 3.</b> Compare the characteristics of the New England, Middle, and Southern colonies	<ul style="list-style-type: none"> <li>a. Colonial governments</li> <li>b. geographic influences, resources, and economic systems</li> <li>c. religious beliefs and social patterns</li> </ul>	a-c. <i>Volume I</i> (Chapter 2)
<b>PO 4.</b> Describe the impact of key colonial figures	<ul style="list-style-type: none"> <li>a. John Smith</li> <li>b. William Penn</li> <li>c. Roger Williams</li> <li>d. Anne Hutchinson</li> <li>e. John Winthrop</li> </ul>	a-e. <i>Volume I</i> (Chapter 2)
<b>Concept 4: Revolution &amp; a New Nation</b> The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.		
<b>PO 1.</b> Assess the economic, political, and social reasons for the American Revolution:	<ul style="list-style-type: none"> <li>a. British attempts to tax and regulate colonial trade as a result of the French and Indian War</li> <li>b. colonists' reaction to British policy ideas expressed in the Declaration of Independence</li> </ul>	a. <i>Volume I</i> (Chapter 3)

<b>PO 2.</b> Analyze the effects of European involvement in the American Revolution on the outcome of the war.		<i>Volume I</i> (Chapter 3)
<b>PO 3.</b> Describe the significance of major events in the Revolutionary War:	<ul style="list-style-type: none"> <li>a. Lexington and Concord</li> <li>b. Bunker Hill</li> <li>c. Saratoga</li> <li>d. writing and ratification of the Declaration of Independence</li> <li>e. Yorktown</li> </ul>	a-e: <i>Volume I</i> (Chapter 3)
<b>PO 4.</b> Analyze how the new national government was created:	<ul style="list-style-type: none"> <li>a. Albany Plan of Union influenced by the Iroquois Confederation</li> <li>b. Articles of Confederation</li> <li>c. Constitutional Convention</li> <li>d. struggles over ratification of the Constitution</li> <li>e. creation of the Bill of Rights</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume I</i> (Chapter 2) p. 55</li> <li>b-e. <i>Volume I</i> (Chapter 4)</li> </ul>
<b>PO 5.</b> Examine the significance of the following in the formation of a new nation:	<ul style="list-style-type: none"> <li>a. presidency of George Washington</li> <li>b. economic policies of Alexander Hamilton</li> <li>c. creation of political parties under Thomas Jefferson and Alexander Hamilton</li> <li>d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as <i>Marbury v. Madison</i></li> </ul>	<ul style="list-style-type: none"> <li>a-c. <i>Volume I</i> (Chapter 5)</li> <li>d. <i>Volume I</i> (Chapter 6) pp. 192-193</li> </ul>
<b>PO 6.</b> Examine the experiences and perspectives of the following groups in the new nation:	<ul style="list-style-type: none"> <li>a. property owners</li> <li>b. African Americans</li> <li>c. women</li> <li>d. Native Americans</li> <li>e. indentured servants</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume I</i> (Chapter 5)</li> <li>b. <i>Volume I</i> (Chapters 2-8)</li> <li>c. <i>Volume I</i> (Chapters 5-6)</li> <li>d. <i>Volume I</i> (Chapters 5-7)</li> <li>e. <i>Volume I</i> (Chapter 2)</li> </ul>
<b>Concept 5: Westward Expansion</b> Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.		
<b>PO 1.</b> Trace the growth of the American nation during the period of western expansion:	<ul style="list-style-type: none"> <li>a. Northwest Territory</li> <li>b. Louisiana Territory</li> <li>c. Florida</li> <li>d. Texas</li> <li>e. Oregon Country</li> <li>f. Mexican Cession</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume I</i> (Chapters 3-4)</li> <li>b. <i>Volume I</i> (Chapter 6)</li> <li>c. <i>Volume I</i> (Chapter 6)</li> <li>d-f. <i>Volume I</i> (Chapter 7)</li> </ul>

	g. Gadsden Purchase h. Alaska	g. <i>Volume I</i> Roadmap (Chapter 8, Laws & Legislation) h. <i>Volume I</i> (Chapter 11)
<b>PO 2.</b> Analyze how the following events affected the political transformation of the developing nation:	a. Jefferson's Presidency b. War of 1812 c. Jackson's Presidency	a-b. <i>Volume I</i> (Chapter 6) c. <i>Volume I</i> (Chapter 7)
<b>PO 3.</b> Identify how economic incentives and geography influenced early American explorations:	a. explorers (e.g., Lewis and Clark, Pike, Fremont) b. fur traders c. miners d. missionaries (e.g., Father Kino, Circuit Riders)	a. <i>Volume I</i> (Chapters 6, 8) b. <i>Volume I</i> (Chapter 1) c. <i>Volume I</i> (Chapter 13) d. <i>Volume I</i> (Chapter 7)
<b>PO 4.</b> Describe the impact of European-American expansion on native peoples.		<i>Volume I</i> (Chapter 7, 11)
<b>PO 5.</b> Describe the impact of the following aspects of the Industrial Revolution on the United States:	a. transportation improvements (e.g., railroads, canals, steamboats) b. factory system manufacturing c. urbanization d. inventions (e.g., telegraph, cotton gin, interchangeable parts)	a. <i>Volume I</i> (Chapters 7, 8) b. <i>Volume I</i> (Chapter 12) c. <i>Volume I</i> (Chapter 12) d. <i>Volume I</i> (Chapters 6, 8); <i>Volume II</i> (Chapter 2); <i>Volume II Enhanced</i> (Chapter 4)
<b>Concept 6: Civil War &amp; Reconstruction</b> Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.		
<b>PO 1.</b> Explain the economic, social, and political causes of the Civil War:	a. economic and social differences between the North, South, and West b. balance of power in the Senate (e.g., Missouri and 1850 Compromises) c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act) d. role of abolitionists (e.g., Frederick Douglass and John Brown) e. debate over popular sovereignty/states rights f. Presidential election of 1860	a. <i>Volume I</i> (Chapters 5-8) b. <i>Volume I</i> (Chapters 6-8) c-f. <i>Volume I</i> (Chapter 8)
<b>PO 2.</b> Analyze aspects of the Civil War:	a. changes in technology b. importance of resources c. turning points d. military and civilian leaders e. effect of the Emancipation Proclamation f. effect on the civilian populations	a-f. <i>Volume I</i> (Chapters 9-10)

<p><b>PO 3.</b> Analyze immediate and long term effects of Reconstruction in post Civil War America:</p>	<p>a. various plans for reconstruction of the South  b. Lincoln’s assassination  c. Johnson’s impeachment  d. Thirteenth, Fourteenth and Fifteenth Amendments  e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</p>	<p>a-e. <i>Volume I</i> (Chapter 11)</p>
<p><b>Concept 7: Emergence of the Modern U.S.</b> Economic, social, and cultural changes transformed the U.S. into a world power.</p>		
<p><b>PO 1.</b> Analyze how the following aspects of industrialization transformed the American economy beginning in the late 19<sup>th</sup> century:</p>	<p>a. mass production  b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act)  c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver)  d. labor movement (e.g., Bisbee Deportation)  e. trade</p>	<p>a-e. <i>Volume I</i> (Chapters 12-13); <i>Volume II Enhanced</i> (Chapters 1-2)</p>
<p><b>PO 2.</b> Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p>	<p>a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, <i>Plessy v. Ferguson</i>)  b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act, Immigration Act of 1924)  c. urbanization and social reform (e.g., health care, housing, food &amp; nutrition, child labor laws)  d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)  e. consumerism (e.g., advertising, standard of living, consumer credit)  f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</p>	<p>a. <i>Volume I</i> (Chapters 8, 11-12); <i>Volume II Enhanced</i> (Chapter 1)  b. <i>Volume I</i> (Chapter 12); <i>Volume II</i> (Chapter 2); <i>Volume II Enhanced</i> (Chapters 1, 4)  c. <i>Volume I</i> (Chapters 12); <i>Volume II Enhanced</i> (Chapter 1)  d. <i>Volume I</i> (Chapters 11, 13); <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapters 2, 3)  e. <i>Volume II</i> (Chapter 2); <i>Volume II Enhanced</i> (Chapter 4)  f. <i>Volume II</i> (Chapter 2); <i>Volume II Enhanced</i> (Chapter 4)</p>
<p><b>PO 3.</b> Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p>	<p>a. Indian Wars (e.g., Little Bighorn, Wounded Knee)  b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)  c. Progressive Movement (e.g., Sixteenth through Nineteenth Amendments, child labor)  d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)</p>	<p>a. <i>Volume I</i> (Chapter 12); <i>Volume II Enhanced</i> (Chapter 1)  b. <i>Volume I</i> (Chapter 13); <i>Volume II Enhanced</i> (Chapter 2)  c. <i>Volume I</i> (Chapter 12); <i>Volume II Enhanced</i> (Chapter 1)  d. <i>Volume I</i> (Chapter 13); <i>Volume II Enhanced</i> (Chapter 2)</p>

	<ul style="list-style-type: none"> <li>e. corruption (e.g., Tammany Hall, spoils system)</li> <li>f. World War I (e.g., League of Nations, Isolationism)</li> <li>g. Red Scare/Socialism</li> <li>h. Populism</li> </ul>	<ul style="list-style-type: none"> <li>e. <i>Volume I</i> (Chapters 11-12); <i>Volume II Enhanced</i> (Chapter 1)</li> <li>f. <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapter 3)</li> <li>g. <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapter 3)</li> <li>h. <i>Volume I</i> (Chapter 12); <i>Volume II Enhanced</i> (Chapter 1)</li> </ul>
<b>PO 4.</b> Analyze the effect of direct democracy on Arizona statehood.	<ul style="list-style-type: none"> <li>a. initiative</li> <li>b. referendum</li> <li>c. recall</li> </ul>	a-c. <i>Volume I</i> (Chapter 13); <i>Volume II Enhanced</i> (Chapter 2)
<b>Concept 8: Great Depression &amp; WWII</b> Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.		
<b>PO 1.</b> Describe causes and consequences of the Great Depression:	<ul style="list-style-type: none"> <li>a. economic causes of the Depression (e.g., economic policies of 1920s, investment patterns and stock market crash)</li> <li>b. Dust Bowl (e.g., environmental damage, internal migration)</li> <li>c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines)</li> <li>d. changes in expectations of government (e.g., New Deal programs)</li> </ul>	a-d. <i>Volume II</i> (Chapters 2-3); <i>Volume II Enhanced</i> (Chapters 4-5)
<b>PO 2.</b> Describe the impact of American involvement in World War II:	<ul style="list-style-type: none"> <li>a. movement away from isolationism</li> <li>b. economic recovery from the Great Depression</li> <li>c. homefront transformations in the roles of women and minorities</li> <li>d. Japanese, German, and Italian internments and POW camps</li> <li>e. war mobilization (e.g., Native American Code-Talkers, minority participation in military units, media portrayal)</li> <li>f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki</li> </ul>	a-f. <i>Volume II</i> (Chapters 4-6); <i>Volume II Enhanced</i> (Chapters 6-8)
<b>Concept 9: Postwar</b> U.S. Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.		
<b>PO 1.</b> Analyze aspects of America's post World War II foreign policy:	<ul style="list-style-type: none"> <li>a. international activism (e.g., Marshall Plan, United Nations, NATO)</li> <li>b. Cold War (e.g., domino theory, containment, Korea, Vietnam)</li> <li>c. Arms Race (e.g., Cuban Missile Crisis, SALT)</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume II</i> (Chapter 7); <i>Volume II Enhanced</i> (Chapter 9)</li> <li>b. <i>Volume II</i> (Chapters 7-9); <i>Volume II Enhanced</i> (Chapters 9-11)</li> <li>c. <i>Volume II</i> (Chapters 9-11); <i>Volume II Enhanced</i> (Chapters 11-13)</li> </ul>

	d. United States as a superpower (e.g., political intervention and humanitarian efforts)	d. <i>Volume II</i> (Chapters 7-12); <i>Volume II Enhanced</i> (Chapters 9-14)
<b>PO 2.</b> Describe aspects of American post-World War II domestic policy:	<ul style="list-style-type: none"> <li>a. McCarthyism</li> <li>b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)</li> <li>c. Supreme Court Decisions (e.g., the Warren and Burger Courts)</li> <li>d. Executive Power (e.g., War Powers Act, Watergate)</li> <li>e. social reforms Great Society and War on Poverty</li> <li>f. Space Race and technological developments</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume II</i> (Chapter 7); <i>Volume II Enhanced</i> (Chapter 9)</li> <li>b. <i>Volume II</i> (Chapters 8-9); <i>Volume II Enhanced</i> (Chapters 10-11)</li> <li>c. <i>Volume II</i> (Chapters 8-10); <i>Volume II Enhanced</i> (Chapters 10-12)</li> <li>d. <i>Volume II</i> (Chapter 10); <i>Volume II Enhanced</i> (Chapter 12)</li> <li>e. <i>Volume II</i> (Chapter 9); <i>Volume II Enhanced</i> (Chapter 11)</li> <li>f. <i>Volume II</i> (Chapter 9); <i>Volume II Enhanced</i> (Chapter 11)</li> </ul>
<b>PO 3.</b> Describe aspects of post World War II American society:	<ul style="list-style-type: none"> <li>a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill)</li> <li>b. popular culture (e.g., conformity v. counter-culture, mass-media)</li> <li>c. protest movements (e.g., anti-war, women's rights, civil rights, farm workers, César Chavez)</li> <li>d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)</li> <li>e. shift to increased immigration from Latin America and Asia</li> </ul>	<ul style="list-style-type: none"> <li>a. <i>Volume II</i> (Chapter 7); <i>Volume II Enhanced</i> (Chapter 9)</li> <li>b. <i>Volume II</i> (Chapter 10); <i>Volume II Enhanced</i> (Chapter 12)</li> <li>c. <i>Volume II</i> (Chapters 9-10); <i>Volume II Enhanced</i> (Chapters 11-12)</li> <li>d. <i>Volume II</i> (Chapter 9); <i>Volume II Enhanced</i> (Chapter 11)</li> <li>e. see <i>Premium Roadmap</i></li> </ul>
<b>Concept 10: Contemporary U.S.</b> Current events and issues continue to shape our nation and our involvement in the global community.		
<b>PO 1.</b> Describe current events using information from class discussions and various resources	<ul style="list-style-type: none"> <li>a. newspapers</li> <li>b. magazines</li> <li>c. television</li> <li>d. Internet</li> <li>e. books</li> <li>f. maps</li> </ul>	Teacher driven. Also, Premium Roadmap will include a current events blog related to American history as of fall 2009.
<b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources	<ul style="list-style-type: none"> <li>a. newspapers</li> <li>b. magazines</li> <li>c. television</li> <li>d. Internet</li> <li>e. books</li> <li>f. maps</li> </ul>	Teacher driven. Also, Premium Roadmap will include a current events blog related to American history as of fall 2009.

<p><b>PO 3.</b> Describe how key political, social, environmental, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States</p>	<ul style="list-style-type: none"><li>a. Watergate</li><li>b.. OPEC/oil crisis</li><li>c. Central American wars/Iran-Contra</li><li>d. End of Cold War</li><li>e. first Gulf War</li><li>f. September 11</li></ul>	<ul style="list-style-type: none"><li>a-d. <i>Volume II</i> (Chapters 10-12); <i>Volume II Enhanced</i> (Chapters 12-14)</li><li>e-f. see <i>Premium Roadmap</i> "Beyond Last Best Hope"</li></ul>
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