

Title of Material: *America: The Last Best Hope, Volume II Enhanced*\_\_

Author: William J. Bennett\_\_\_\_\_

Publisher: Team HOPE in partnership with Houghton Mifflin Harcourt

ISBN #: \_\_\_\_\_

Reviewer: Dr. Jane Foley, Senior Advisor, Team HOPE\_\_\_\_\_

Correlation to Standards: 100%\_\_\_\_\_

**Social Studies/ U.S. History II--possible 31 (Objectives)**  
(Number of Yes checks divided by 31 = percentage)

Recommend Approval \_\_\_\_ yes \_\_\_\_ no

Highly Recommend \_\_\_\_ Recommend \_\_\_\_

Recommend w/ Reservations \_\_\_\_\_

Core \_\_\_\_\_

Intervention \_\_\_\_\_

Resource Only\_\_\_\_\_

# Idaho Content Standards for Social Studies

Grade 9-12  
U.S. History II



**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

**Standard 1: History**

Students in U.S. History II build an understanding of the cultural and social development of the United States, trace the role of migration and immigration of people in the development of the United States, identify the role of American Indians in the development of the United States, analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States, and trace the role of exploration and expansion in the development of the United States.

Goal	Objective - The student will:	YES	NO
<p><b>Goal 1.1: Build an understanding of the cultural and social development of the United States.</b></p>	<p>9-12.US2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society. (498.01a)</p>	<p><b>Text:</b> Opportunities for students to see diverse enrichment of American society: Ch 1, "From the New World" (39 – 41) details immigrant contributions. Ch 4, "The Harlem Renaissance" (155 – 158) shows new literary and music contributions of African-Americans. Primary sources for poetry (16, 97, 266), songs (104, 111), speeches (452, 485, 614) showcase beliefs and values.</p>	
	<p>9-12.US2.1.1.2 Discuss the causes and effects of various compromises and conflicts in American history.</p>	<p><b>Text:</b> Ch 3, "America and the Great War" (93 – 147) details WWI &amp; debate over Treaty of Versailles (134 – 137); Ch 7 "Leading the Grand Alliance" (274 – 312) &amp; Ch 8 "America Victorious" (312 – 360) examines WWII peace negotiations; Ch 9, "A Cold War Begins" (360 – 371) rise of tensions between US and USSR; Ch 14, "We Can Do Business" (599 – 606) and VII "Tear Down This Wall" (612 – 616) shows end of Cold War. <b>Roadmap:</b> Chapter 4 Debate, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/debates">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/debates</a></p>	

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.U.S.H.2.1.1.3 Analyze significant movements for social change.</p>	<p><b>Text:</b> VIIIE analyzes several movements for social change: Chapter 1, "A Social Gospel" (23 – 25) details Addams and Hull House; Chapter 2, "T.R. and the Square Deal" (64 – 77) discusses muckrakers and progressivism; Chapter 11, "Freedom on the March" (446 – 453) details MLK, Jr. and civil rights.</p> <p><b>Roadmap:</b> Chapter 2 Skill/Project, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan</a> Chapter 11 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic</a> Chapter 12 Debate, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chatper12/debate">http://www.roadmaptolastbesthope.com/volumelle/teacher/chatper12/debate</a></p> <p><b>Premium:</b> Chapter 11 Play, <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays</a> Chapter 14 Debate, <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debate">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debate</a></p>	
--	--	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

<p><b>Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.</b></p>	<p>9-12.US2.1.2.1 Identify motives for continued immigration to the United States. (495.01a)</p>	<p><b>Text:</b> VIIIE identifies motives for immigration: Chapter 1, “The Golden Door” (14 – 18) and Section VIII “From the New World” (39 – 41) discuss the immigrant experience.  <b>Premium:</b>  Read 1989 to 2009, Volume III, Online  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a>  Current issues in immigration (Ch 1, pp 17-23 and Ch 6, pp 18-19). Chapter 1 Mnemonic,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics</a>  3 complete chapters on immigration experience,  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china</a>;  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino</a>;  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez</a>  Chapter 4 Debate,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/debates</a></p>	
--	--	---	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.US2.1.2.2 Analyze the changes in the political, social, and economic conditions of immigrant groups. (495.01b)</p>	<p><b>Text:</b> Changes for immigrants: Ch 1, “A Cross of Gold” (28 – 35) shows economic conditions for immigrant laborers and “The Golden Door” (14 – 18) highlights social and cultural changes.  <b>Premium:</b>  Read 1989 to 2009, Volume III, Online  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a>  Current issues in immigration (Ch 1, pp 17-23 and Ch 6, pp 18-19).  Chapter 1 Mnemonic,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics</a>  3 complete chapters on immigration experience,  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-china</a>;  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-latino</a>;  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-chavez</a>  Syllabus,  <a href="http://www.roadmaptolastbesthope.com/volume/teacher/toolkit/syllabus-vol-III">http://www.roadmaptolastbesthope.com/volume/teacher/toolkit/syllabus-vol-III</a></p>	
	<p>9-12.US2.1.2.3 Discuss the causes and effects of 20<sup>th</sup> century migration and settlement patterns.</p>	<p><b>Text:</b> Detail regarding demographic changes and immigration in Chapter 1, “The Golden Door” (14 – 18) and urbanization in “A Social Gospel” (23 – 25).</p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

Goal	Objective - The student will:	YES	NO
<p><b>Goal 1.3: Identify the role of American Indians in the development of the United States.</b></p>	<p>9-12.USH2.1.3.1 Trace federal policies such as Indian citizenship, Indian Reorganization Act, Termination, AIM, and self determination throughout history that have impacted contemporary American Indians.</p>	<p><b>Roadmap:</b>                      Chapter 1 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/summary</a>                      Chapter 11 Laws &amp; Legislation, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/laws-legislation</a>                      Chapter 5 Laws &amp; Legislation, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation</a>                      Chapter 11 Other Resources, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources</a>                      Chapter 14 Other Resources, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter14/other-resources">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter14/other-resources</a></p>	
	<p>9-12.USH2.1.3.2 Discuss the resistance of American Indians to assimilation.</p>	<p><b>Text:</b> VIIIE discusses resistance of American Indians in Chapter 1, Section V “Winning the West” (18 – 23), including Sitting Bull and the Dawes Act.  <b>Roadmap:</b>                      Chapter 1 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/laws-legislation</a></p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

	<p>9-12.US2.1.3.3 Explain the influences of American Indians to the history and culture of the United States.</p>	<p><b>Text:</b> VIII, Chapter 1, pages 23, 40.  <b>Premium:</b>          Read 1989 to 2009, Volume III, Online  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a>          Ch 6, page 8.</p>	
<p><b>Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.</b></p>	<p>9-12.US2.1.4.1 Explain the factors that contributed to the rise of industrialization in the 19<sup>th</sup> century. (496.01a)</p>	<p><b>Text:</b> Chapter 1 gives detailed information on Edison and the changing face of urban America (11 –12, 32, 11 – 12).  <b>Roadmap:</b>          Key Historical Points,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-points</a>  <b>Premium:</b>          Chapter 1 Mnemonics,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics</a></p>	

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.US2.1.4.2 Describe the economic responses to industrialization and the emergence of the American labor movement. (496.01b)</p>	<p><b>Text:</b> Ch 1 “An Age More Golden Than Gilded” (1 – 41) provides detail on economic responses, including creation of labor unions (28 – 32), emerging labor leaders, Debs and Gompers (34 – 35). Industrialists and trusts: Rockefeller (12, 65, 189) &amp; Carnegie (12, 30, 31).</p> <p><b>Roadmap:</b>            Chapter 1 Key People, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-people">http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-people</a>            Chapter 2 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/laws-legislation</a>            Chapter 1 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter1/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter1/summary</a>            Chapter 2 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/summary</a>            Chapter 5 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary</a>            Chapter 5 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation</a></p>	
--	--	---	--

## Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.USH2.1.4.3 Analyze the political and social responses to industrialization. (496.01c)</p>	<p><b>Text:</b> Political and social responses (23 – 25) details Jane Addams, Hull House, social reforms; “A Cross of Gold” (26 – 39) immigrant experience &amp; organized labor; Ch 2, “TR in the White House” (57 – 64) and “TR and the Square Deal” (64 – 77); political reforms &amp; progressivism.</p> <p><b>Roadmap:</b>            Chapter 1 Skill/Project, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter1/lesson-plan">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter1/lesson-plan</a>            Chapter 2 Skill/Project, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan</a>            Chapter 2 Summary, <a href="http://www.roadmaptolastbesthope.com/teacher/volumelle/chapter2/summary">http://www.roadmaptolastbesthope.com/teacher/volumelle/chapter2/summary</a>            Ch 2 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points</a>            Chapter 2 Timeline, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/timeline">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/timeline</a>            Ch 2 Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/sources">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/sources</a>            Chapter 3 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/summary</a>            Chapter 3 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation</a></p>	
--	---	---	--

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

	<p>9-12.US2.1.4.4 Identify and analyze the causes of the Great Depression and its effects upon American society. (496.01e)</p>	<p><b>Text:</b> VIIIE identifies and analyzes the Great Depression in Chapter 4 "The Boom and the Bust" (148 – 202); particular detail on the stock market, Hoovervilles, and the Dust Bowl is given in "Crash!" (186 – 195).  <b>Roadmap:</b>                  Chapter 4 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/mnemonic</a>                  Chapter 4 Play, <a href="http://www.roadmaptolastbesthope.com/teacher/chapter4/plays">http://www.roadmaptolastbesthope.com/teacher/chapter4/plays</a></p>	
	<p>9-12.US2.1.4.5 Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century. (496.01f)</p>	<p><b>Text:</b> VIIIE traces the shift; Chapter 1 (3 – 8, 12, 26 – 28, 30 – 31) gives the emergence of industrialism; Chapter 4 "The Boom and the Bust" (148 – 202) details the rise of the stock market (187 – 188) and assembly line manufacturing (163 – 164).  <b>Premium:</b>                  Read 1989 to 2009, Volume III, Online <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a>                  Chapter 3, Section VI "The World Pivots on a Grain of Sand (16-21) details the shift to a technological society.</p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

Goal	Objective - The student will:	YES	NO
<p><b>Goal 1.5: Trace the role of exploration and expansion in the development of the United States.</b></p>	<p>9-12.US2.1.5.1 Describe the factors that contributed to the expansion of the United States. (494.01d)</p>	<p><b>Text:</b> Chapter 1, "Winning the West" (18 – 23) details economic motives and conflict with <b>Native Americans.</b>  <b>Premium:</b>                      Chapter 1 Mnemonics,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics</a></p>	

**Standard 2: Geography**

Students in U.S. History II analyze the spatial organizations of people, places, and environment on the earth's surface, and explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.

Goal	Objective - The student will:	YES	NO
<p><b>Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.</b></p>	<p>9-12.US2.2.1.1 Develop and interpret different kinds of maps, globes, graphs, charts, databases and models. (485.01a)</p>	<p><b>Text:</b> Maps (437) and opportunities for data analysis, including data on WWII mobilization (297) and economic indicators (182).  <b>Roadmap:</b>                      Maps every chapter see example,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter8/images-maps">http://www.roadmaptolastbesthope.com/volumelle/student/chapter8/images-maps</a>                      Geography resources,  <a href="http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources">http://www.roadmaptolastbesthope.com/volumellenhanced/student/geography-resources</a>;  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography">http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/how-to-practice-geography</a>                      More maps,  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/master-maps">http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/master-maps</a></p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

<p><b>Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.</b></p>	<p>9-12.US2.2.2.1 Analyze ways in which the physical environment affected political and economic development.</p>	<p><b>Text:</b> VIII examines the impact of the physical environment, including the demand for natural resources such as gold (71), construction of canals (53, 71 – 73), early conservation movements and national parks (22 – 23), and TVA rural electrification (236).</p>	
---	---	---	--

**Standard 3: Economics**

Students in U.S. History II explain basic economic concepts, identify different influences on economic systems, analyze the different types of economic institutions, and explain the concepts of good personal finance.

Goal	Objective - The student will:	YES	NO
<p><b>Goal 3.1: Explain basic economic concepts.</b></p>	<p>9-12.US2.3.1.1 Describe the emergence of the modern corporation.</p>	<p><b>Text:</b> VIII, Chapter 1 “An Age More Golden Than Gilded” examines rise of the modern corporation with Rockefeller (12, 65, 189) and Carnegie (12, 30 – 31); Ch 4 details Henry Ford and assembly-line manufacturing (79—80, 163 – 164).  <b>Roadmap:</b>                      Economics,  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>;  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf</a>  <b>Premium:</b>                      Chapter 1 Mnemonic,  <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/mnemonics</a></p>	

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.US2.3.1.2 Describe the development of a consumer economy.</p>	<p><b>Text:</b> VIIIE, Chapter 4 “The Boom and the Bust”, “Two Chickens in Every Pot” (181 – 186) details prosperous 1920s and consumer-driven culture; Chapter 10 (425 – 426) discusses the affluent society of the 1950s.</p> <p><b>Roadmap:</b> Economics, <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>; <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf</a> Chapter 4 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/summary</a> Ch 4 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points</a> Ch 11 Critical Events, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/events">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/events</a></p>	
--	---	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

Goal	Objective - The student will:	YES	NO
<p><b>Goal 3.1: Explain basic economic concepts.</b></p>	<p>9-12.USH2.3.1.3 Analyze the role of the modern United States in the global economy.</p>	<p><b>Premium:</b>            Read 1989 to 2009, Volume III, Online  <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a>            VIII analyzes the role of the modern United States in the global economy: Chapter 3, Section VI "The World Pivots on a Grain of Sand" (16-21) details technology and globalization; global trade and NAFTA are profiled (Ch 2, p 41), as is the new service based economy (57).  <b>Roadmap:</b>            Economics,  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>;  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf</a>            Chapter 14 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/summary</a>  <b>Premium:</b>            Beyond LBH Clinton Summary, Historical Points, Timeline, Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points</a></p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

<p><b>Goal 3.2: Identify different influences on economic systems.</b></p>	<p>9-12.US2.3.2.1 Analyze the role of government policy in the economic development of the modern United States. (484.01b)</p>	<p><b>Text:</b> Each chapter provides detailed analysis of government policy and economic development; a good example of this is in VIIE, Chapter 14 “Reagan and Revival”, Section I “1981: A New Beginning” (573 – 583) which details supply-side economics.  <b>Roadmap:</b>          Economics,  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>;  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIEconomicKeyPoints(1).pdf</a>          Chapter 14 Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter14/laws-legislation</a></p>	
--	--	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

<p><b>Goal 3.3: Analyze the different types of economic institutions.</b></p>	<p>9-12.US2.3.3.1 Evaluate the role of financial institutions in the economic development of the United States.</p>	<p><b>Text:</b> Ch 4 “The Boom and the Bust” (148 – 202) discusses Great Depression &amp; government reaction; Ch 5 “FDR and the New Deal” (203 – 239) details federal programs: Social Security (221, 224—225, 237), Federal Reserve (87, 166, 579).  <b>Roadmap:</b>  Economics,  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>;  <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIEconomicKeyPoints(1).pdf</a>  Chapter 2 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/summary</a>  Chapter 2 Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/laws-legislation</a>  Chapter 3 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/summary</a>  Chapter 3 Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation</a>  Chapter 5 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary</a>  Chapter 5 Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/laws-legislation</a></p>	
---	---	--	--

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

<p><b>Goal 3.4: Explain the concepts of good personal finance.</b></p>	<p>9-12.US2.3.3.1 Analyze how economic conditions affect personal finance.</p>	<p><b>Text:</b> VIIIE provides a historical narrative of economic conditions affecting individuals; a good example of this is Chapter 4, "Crash" (186 – 195) which details the effects of the Depression on farmers and the veterans of World War I.</p> <p><b>Roadmap:</b> Economics, <a href="http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf">http://www.roadmaptolastbesthope.com/sites/default/files/HowtoIncorporateEconomics%281%29.pdf</a>; <a href="http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf">http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEconomicKeyPoints(1).pdf</a> Chapter 4 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/summary</a> v Chapter 4 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter4/mnemonic</a></p>	
--	--	--	--

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

**Standard 4: Civics and Government**

Students in U.S. History II build an understanding of the organization and formation of the American system of government, build an understanding that all people in the United States have rights and assume responsibilities, and build an understanding of the evolution of democracy.

Goal	Objective - The student will:	YES	NO
<p><b>Goal 4.2: Build an understanding of the organization and formation of the American system of government.</b></p>	<p>9-12.US2.4.2.1 Analyze the relationship between the three federal branches of government.</p>	<p><b>Text:</b> VIII analyzes the relationship between the branches of the federal government in almost every chapter; a good example of this is Nixon and the Watergate scandal (521, 530 – 531, 537 – 538).  <b>Roadmap:</b>                      Chapter 5 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/summary</a>                      Ch 5 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter5/key-points</a>                      Chapter 12 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary</a>  <b>Premium:</b>                      Beyond LBH Clinton Summary, Debates, Critical Events, <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volle-clinton">http://www.roadmaptolastbesthope.com/premium/beyond-volle-clinton</a></p>	

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

<p><b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b></p>	<p>9-12.US2.4.3.1 Identify the impact of landmark United States Supreme Court cases, including <i>Plessy v. Ferguson</i> and <i>Brown v. Board of Education of Topeka</i>. (490.01b, c)</p>	<p><b>Text:</b> Landmark Supreme Court cases are detailed: <i>Plessy v. Ferguson</i> (58, 224) and <i>Brown v. Board of Education of Topeka</i> (412).  <b>Roadmap:</b>  <i>Plessy</i> in Chapter 2 Summary, <a href="http://www.roadmaptolastbesthope.com/teacher/volume/chapter2/summary">http://www.roadmaptolastbesthope.com/teacher/volume/chapter2/summary</a>            Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volume/student/chapter2/sources">http://www.roadmaptolastbesthope.com/volume/student/chapter2/sources</a>            Laws &amp; Legislation, <a href="http://www.roadmaptolastbesthope.com/volume/student/chapter2/laws-legislation">http://www.roadmaptolastbesthope.com/volume/student/chapter2/laws-legislation</a>  <i>Brown</i> in Chapter 10, Laws &amp; Legislation, <a href="http://www.roadmaptolastbesthope.com/volume/student/chapter10/laws-legislation">http://www.roadmaptolastbesthope.com/volume/student/chapter10/laws-legislation</a>            Summary, <a href="http://www.roadmaptolastbesthope.com/volume/student/chapter10/summary">http://www.roadmaptolastbesthope.com/volume/student/chapter10/summary</a>            Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volume/student/chapter10/sources">http://www.roadmaptolastbesthope.com/volume/student/chapter10/sources</a></p>	
--	---	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

Goal	Objective - The student will:	YES	NO
<p><b>Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.</b></p>	<p>9-12.US2.4.3.2 Provide and evaluate examples of social and political leadership in American history. (490.01e)</p>	<p><b>Text:</b> Social leadership with Jane Addams Ch 1, "A Social Gospel" (23 – 25). MLK, Jr. Ch 11, "Freedom on the March" (446 – 453). Political leadership with profiles all presidents; examples Nixon Ch12 "Nixon's the One" (490 – 535), Reagan Ch 14 "Reagan and Revival" (572 – 622).  <b>Roadmap:</b>                      J Addams Ch 1 People, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-people">http://www.roadmaptolastbesthope.com/volumelle/student/chapter1/key-people</a>                      Rosa Parks Ch 10 Play, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/plays">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/plays</a>                      MLK in Chapters 10 &amp; 11, Chapter 11 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/summary</a>                      Chapter 10 Key People, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/key-people">http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/key-people</a>                      Ch 11 Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/sources">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/sources</a>                      Ch 11 Other Resources, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources</a>                      Ch 11 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic</a></p>	

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

<p><b>Goal 4.4: Build an understanding of the evolution of democracy.</b></p>	<p>9-12.US2.4.4.1 Trace the development and expansion of political, civil, and economic rights. (490.01b, c)</p>	<p><b>Text:</b> Detailed analysis of political, civil, and economic rights, including civil rights (411 – 420, 446 – 453, 456 – 459), labor rights (224 – 225, 237), women’s suffrage and feminism (36, 143, 149, 512 – 514, 528 – 530), and human rights (383, 555).  <b>Roadmap:</b>                  Women’s Rights, Chapter 2 Skill/Project, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/lesson-plan</a>                  Chapter 3 Timeline, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/timeline">http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/timeline</a>                  Chapter 3 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter3/laws-legislation</a>                  Civil Rights, Chapter 9 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/summary</a>                  Ch 9 Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/sources">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/sources</a>                  Rosa Parks Ch 10 Play, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/plays">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/plays</a>                  MLK in Chapters 10 &amp; 11, Chapter 11 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/summary</a>                  Chapter 10 Key People, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/key-people">http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/key-people</a></p>	
---	--	---	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

		<p>Ch 11 Primary Sources, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/sources">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/sources</a></p> <p>Ch 11 Other Resources, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/other-resources</a></p> <p>Ch 11 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/mnemonic</a></p> <p>Human Rights, Chapter 13 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter13/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter13/laws-legislation</a></p> <p><b>Premium:</b> Chapter 10 &amp; 11 Plays, <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays</a></p>	
--	--	--	--

**Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II**

**Standard 5: Global Perspectives**

Students in U.S. History II build an understanding of multiple perspectives and global interdependence.

Goal	Objective - The student will:	YES	NO
<p><b>Goal 5.1: Build an understanding of multiple perspectives and global interdependence.</b></p>	<p>9-12.USH2.5.1.1 Compare competing belief systems of the 20<sup>th</sup> century, including communism, totalitarianism, isolationism, and internationalism.</p>	<p><b>Text:</b> Communism (29, 128, 195, 207–208, 272), totalitarianism (361–371, 405–411), fascism (130, 240–245), isolationism (101–110, 136–137), internationalism (375–376, 589, 599–607, 612–14)</p> <p><b>Roadmap:</b>            Global interdependence, Ch 2 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points</a>            Chapter 2 Mnemonic, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/mnemonic">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter2/mnemonic</a>            Chapter 2 Summary, <a href="http://www.roadmaptolastbesthope.com/teacher/volume/chapter2/summary">http://www.roadmaptolastbesthope.com/teacher/volume/chapter2/summary</a>            Chapter 7 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter7/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter7/summary</a>            Chapter 9 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/summary</a>            Chapter 12 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary</a>            Chapter 14 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter14/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter14/summary</a></p>	

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

		<p>Communism, Chapter 4 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/summary</a></p> <p>Chapter 9 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/summary</a></p> <p>Ch 9 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-points</a></p> <p>Chapter 9 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/laws-legislation</a></p> <p>Chapter 10 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter10/summary</a></p> <p>Chapter 10 Debate, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/debates">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/debates</a></p> <p>Chapter 11 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary</a></p> <p>Chapter 11 Laws, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/laws-legislation</a></p> <p>Isolationism Ch 4 Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/key-points</a></p> <p>Totalitarianism Ch 7 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter7/summary">http://www.roadmaptolastbesthope.com/volumelle/student/chapter7/summary</a></p>	
--	--	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

		Chapter 11 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary</a> <b>Premium:</b> Chapter 14 Play, <a href="http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays">http://www.roadmaptolastbesthope.com/premium/volumellenhanced/plays</a>	
--	--	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.US2.5.1.2 Trace the major foreign policy positions that have characterized the United States' relations with the world in the 20<sup>th</sup> century.</p>	<p><b>Text:</b> Foreign policy after WWII in detail, including isolationism (101 – 110), Truman's containment policy and the Cold War (Chapter 9, 360 – 390), McCarthyism (405 – 411), competition with the USSR (420 – 423), and the collapse of the Soviet Union (616 – 622).</p> <p><b>Roadmap:</b>          VIIE Syllabus,  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/syllabus-vol-IIE">http://www.roadmaptolastbesthope.com/volumelle/teacher/toolkit/syllabus-vol-IIE</a>          Chapter 2 Summary,  <a href="http://www.roadmaptolastbesthope.com/teacher/volIIE/chapter2/summary">http://www.roadmaptolastbesthope.com/teacher/volIIE/chapter2/summary</a>          Ch 2 Historical Points,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter2/key-points</a>          Chapter 3 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter3/summary</a>          Chapter 4 Laws,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/laws-legislation">http://www.roadmaptolastbesthope.com/volumelle/student/chapter4/laws-legislation</a>          Chapter 5 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter5/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter5/summary</a>          Chapter 9 Summary,  <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter9/summary</a>          Ch 9 Historical Points,  <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter9/key-points</a></p>	
--	--	---	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

		<p>Chapter 10 Debate, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/debates">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter10/debates</a></p> <p>Chapter 11 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter11/summary</a></p> <p>Ch 11 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter11/key-points</a></p> <p>Chapter 12 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter12/summary</a></p> <p>Chapter 13 Summary, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter13/summary">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter13/summary</a></p> <p>Ch 13 Historical Points, <a href="http://www.roadmaptolastbesthope.com/volumelle/student/chapter13/key-points">http://www.roadmaptolastbesthope.com/volumelle/student/chapter13/key-points</a></p>	
--	--	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

	<p>9-12.US2.5.1.3 Explain the significance of principal events in the United States' relations with the world, such as World Wars I and II, formation of the United Nations, Marshall Plan, NATO, Korean and Vietnam Wars, end of the Cold War, and interventions in Latin America and the Middle East. (497.01d, e, f, g, h)</p>	<p><b>Text:</b> Excellent coverage of causes and consequences of World War I (Chapter 3, 93 – 147), World War II (Chapters 7 and 8, pages 274 – 359), Marshall Plan (360), formation of NATO (360), formation of the UN (343), Cold War (Chapter 9, 360 – 390), Korean Conflict (390 – 397), Vietnam (Chapter 11, 474 – 483), end of the Cold War (Chapter 14, 583 – 588, 599 – 609, 612 – 622).</p> <p><b>Roadmap:</b> Chapter 13 Debate, <a href="http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter13/debates">http://www.roadmaptolastbesthope.com/volumelle/teacher/chapter13/debates</a></p> <p><b>Premium:</b> Read 1989 to 2009, Volume III, Online <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-read-volIII-online</a> Interventions in Panama with Noriega (Ch 1, pp 34-36), Operation Desert Storm (Ch 1, pp 39-43), Afghanistan (Ch 3, pp 29-32, 62. Ch 4 pp 1, 8, 17-19, 21-26, 32, 47), and Operation Iraqi Freedom (Ch 3, pp 8-11, 30-34, Ch 6, pp 20-21).</p> <p>Beyond LBH Bush I Summary, Historical Points, Events, Primary Sources, People, Resources, <a href="http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushI">http://www.roadmaptolastbesthope.com/premium/beyond-volIII-bushI</a></p>	
--	---	--	--

Compatibility with the Idaho Content Standards: Grade 9-12 – U.S. History II

		<p>Beyond LBH Bush II Summary, Historical Points, Timeline, People, Events, Resources, <a href="http://www.roadmaptolastbesthope.com/premium/eyond-volle-bushII">http://www.roadmaptolastbesthope.com/premium/eyond-volle-bushII</a></p>	
	<p>9-12.US2.5.1.4 Explain how and why the United States assumed the role of world leader after World War II and analyze its leadership role in the world today. (497.01e)</p>	<p><b>Text:</b> VIII explains the new role of the United States after World War II in Chapter 9 “Truman Defends the Free World” (360 – 371, 375 – 376) and Chapter 10 “Eisenhower and Happy Days” (405 – 411, 420 – 423). Chapter 14 “Reagan and Revival” (572 – 622) evaluates role of US as the lone superpower.  <b>Premium:</b>  Read 1989 to 2009, Volume III, Online <a href="http://www.roadmaptolastbesthope.com/premium/eyond-volIII-read-volIII-online">http://www.roadmaptolastbesthope.com/premium/eyond-volIII-read-volIII-online</a>  VIII details role US and the growing threat of terrorism (Ch 3, pp 8-122, 35-26), including 9/11 (Ch 4, pp 7-14).  Beyond LBH Clinton Summary, <a href="http://www.roadmaptolastbesthope.com/premium/eyond-volle-clinton">http://www.roadmaptolastbesthope.com/premium/eyond-volle-clinton</a>  Beyond LBH Bush II Summary, <a href="http://www.roadmaptolastbesthope.com/premium/eyond-volle-bushII">http://www.roadmaptolastbesthope.com/premium/eyond-volle-bushII</a></p>	