

How to...

Use the *Roadmap* Study and Review Tools

In the “Student View” section of the *Roadmap*, teachers and students will find a variety of tools that will be extremely helpful in reinforcing and reviewing each chapter of *America: The Last Best Hope*.

Students can use these tools on their own to review for examinations, strengthen written work, or to prepare for class discussions. Teachers may also create assignments using these tools.

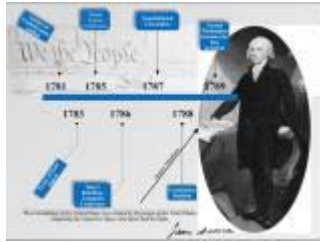
Each chapter contains the following study and review tools:

Summary: The author himself has an introduction for each chapter that is a type of summary. But whereas his introductions are thematic, the *Roadmap* summaries for students are more strictly content based and are a brief synopsis of key events and issues covered in the chapter. Teachers should note that the “Teacher View” section of the *Roadmap* contains an extended summary that includes commentary on Dr. Bennett’s arguments, other issues to consider, and critical thinking points that can be used to deepen class discussions of the readings.



Students can read chapter summaries on the *Roadmap* in preparation for class discussions or as reinforcement when preparing for chapter examinations.

Key Historical Points: These points are an even briefer synopsis of each chapter's key events and issues. These will be helpful for students as they review each chapter. Teachers can use them when constructing exams or quizzes. These points should certainly be assessed in any comprehensive test on the chapter's material.



Timelines: These offer a basic chronology that can be used to see the relation of key events in time. Teachers might also use the timelines to ask students about cause and effect and the consequences and results of key events.



Key People You Should Know; Critical Events; Historic Terms and Places: Each of these tools links to lists that are drawn directly from the chapter. They again serve as helpful resources for reviewing readings. Many items on these lists are linked to quality websites that contain more information. Teachers will find these lists helpful when constructing examinations. Most make excellent "identifications" on a test ("Identify and tell the significance of the following people or terms."). These lists can also be divided among students in a class and used to make review flashcards. Once the class produces a "deck", the teacher can walk among the students and have them randomly draw cards to see if they can identify and tell the significance of the people, places, or events listed without looking at the answers on the back of the cards.



Primary Sources: Many of the primary sources included are mentioned in the chapter. Teachers may choose to produce copies for students to read in class. Reading the sources themselves gives students the chance to do the work of historians in critically analyzing and interpreting writings, photographs, or speeches from the past. The National Archives offers teachers an excellent series of [worksheets](#) that can be used to help students evaluate multiple types of primary sources – written, visual, or audio. Teachers can also use the primary sources linked to by the *Roadmap* when constructing Document Based Questions (DBQs).



Laws and Legislation: This tool gives additional information on laws, court decisions, key legislation and other important historical terms referred to in the chapter. This should be helpful for both students and teachers when they feel they need more background or context for the author's narrative.