

***Last Best Hope* Alignment with Virginia Standards of Learning**

The Virginia Standards of Learning U.S. History standards are arguably the most specific standards in the United States. With over 250 explicit “essential knowledge” items identified, it is vital that a textbook meet the specific needs of the teacher and student. *America: The Last Best Hope* does exactly that. Over 88% of all essential knowledge items are covered in the *Last Best Hope* narrative, and when the resources from the Premium Roadmap are included, over 97% of VA U.S. History SOLs are directly covered. From exploration and the colonial period, through the end of the Cold War, virtually every Virginia standard is covered throughout Volume I, II, II Enhanced, and III. Best of all, *Last Best Hope* is a narrative history, delivering not only the content that your students must learn, but doing it in a way that is gripping and entertaining for students. In *Last Best Hope*, history is drama, romance, comedy, mystery, action, yes the tragedies, and yes the triumphs.

Standard VUS.1	
The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to	
a) identify, analyze, and interpret primary and secondary source documents, records, and data, including artifacts, diaries, letters, photographs, journals, newspapers, historical accounts, and art, to increase understanding of events and life in the United States;	<p>Text: Sources included throughout text, for example see Volume I, pp. 10-11, 18-19, 28, 40, 218, 228, 248, 287-288.</p> <p>Roadmap: Every chapter has links to historical documents discussed in text. See representative examples: Article I, Section 8, Clause 11, US Constitution: www.roadmaptolastbesthope.com/volumeI/teacher/chapter6/lesson-plan Bill of Rights: www.roadmaptolastbesthope.com/volumeI/teacher/chapter5/lesson-plan Gettysburg Address: www.roadmaptolastbesthope.com/volumeI/teacher/chapter10/lesson-plan Historic Letters: http://www.roadmaptolastbesthope.com/volumeI/teacher/chapter9/lesson-plan</p>
b) evaluate the authenticity, authority, and credibility of sources;	<p>Text: Stamp Act: Volume I, pp. 62–64, 66–70, 76 Monroe Doctrine: Volume I, pp 215-216. Dred Scott: Volume I, pp. 293-296, 299, 317, 326.</p> <p>Roadmap: Examination of sources and big ideas in every chapter. Understanding the Election of 1860: www.roadmaptolastbesthope.com/volumeI/teacher/chapter8/lesson-plan Columbus: Hero or Villain: www.roadmaptolastbesthope.com/volumeI/teacher/chapter1/lesson-plan <i>Worcester v. Georgia</i> www.roadmaptolastbesthope.com/volumeI/teacher/chapter7/lesson-plan</p>
c) formulate historical questions and defend findings, based on inquiry and interpretation;	<p>Text: Samples throughout Volumes; see discussion of Columbus in Volume I pp. 8-10; debate over slavery at the Constitutional Convention in Volume I pp. 121-125; Volume I Chapter 12 where the entire chapter debates whether the late 19th century was rather more golden than gilded.</p> <p>Roadmap: Debates and analysis of historical issues every chapter. Sherman’s Policy of War: www.roadmaptolastbesthope.com/volumeI/teacher/chapter10/debates Should Columbus Day be a Holiday: www.roadmaptolastbesthope.com/volumeI/teacher/chapter1/debates Key problems with the Articles of Confederation: www.roadmaptolastbesthope.com/volumeI/teacher/chapter4/debates</p>

<p>d) develop perspectives of time and place, including the construction of maps and various timelines of events, periods, and personalities in American history;</p>	<p>Text: The entire book is filled with interesting and little remembered stories about important people: Andrew Jackson including his kitchen cabinet, Volume I pages 149, 177, 201, 270, 272, 287, 293, 311, 317, 319, 396, 431, 162, 194, 207-214, 216-217, 220-230, 233-234, 236, 250, 252-258, 293, 308, 452. Frederick Douglass including crawling in a window at the White House to meet with President Lincoln, Volume I pp.85-86, 125, 264,265, 277, 280, 284-286, 294, 301-302, 304, 320, 326, 328-329, 340-341, 353, 376, 386, 4-6, 410, 419, 421-22, 433, 437, 461, 465-66, 468-69, 491. John C. Calhoun: Volume I, pp. 230-234. Role of William Jennings Bryan including his presidential runs, Volume I, pages 469-472, 475, 480, 487, 489, 501, 508-509, 517-518, 427, 520-521.</p> <p>Roadmap: Every chapter has more than one timeline of events www.roadmaptolastbesthope.com/volumeI/teacher/chapter6/timeline www.roadmaptolastbesthope.com/volumeI/chapter2/timeline Every chapter includes multiple maps and images www.roadmaptolastbesthope.com/volumeI/student/chapter3/images-maps www.roadmaptolastbesthope.com/volumeI/teacher/chapter8/images-maps Key people have links to recommended outside sources www.roadmaptolastbesthope.com/volumeI/chapter8/key-people Critical events have links to recommended outside sources www.roadmaptolastbesthope.com/volumeI/chapter13/events Audio Podcasts with author discuss historical figures - Andrew Jackson: http://www.roadmaptolastbesthope.com/volumeI/teacher/chapter7/media</p>
<p>e) communicate findings orally and in analytical essays or comprehensive papers;</p>	<p>Text: Teacher-driven based on big ideas discussed throughout text such as: Cause and effects of Revolutionary War: Volume I, pages 82-110. Causes and consequences of the War of 1812: Volume I, pages 198-211. Differences in ways of life in the northern and southern states, including the growth of towns and cities in the North and the growing dependence on slavery in the South: Volume I, pages 122-123, 146-147, 233.</p> <p>Roadmap: Premium contains lessons on bringing speech to the classroom www.roadmaptolastbesthope.com/premium/how-to-incorporate-speech Students and teachers submit essays to Premium www.roadmaptolastbesthope.com/premium/lessons-projects/essays/top-submissions Lesson on How to Write a Document Based Essay www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-write-a-document-based-essay Lesson on How to Write an Effective History Essay www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-write-an-effective-history-essay</p>
<p>f) develop skills in discussion, debate, and persuasive writing with respect to enduring issues and determine how divergent viewpoints have been addressed and reconciled;</p>	<p>Text: Abraham Lincoln and Stephen Douglas: Volume I, pages 296-301, 303-310 John Calhoun, Henry Clay and Daniel Webster: Volume I, pp. 272-278. Regulation of big business: Volume I, Chapters 12-13</p> <p>Roadmap: Both Roadmap and Premium Roadmap contain discussion questions and detailed debates (with point/counter-points for each side of the issue) for every chapter War Hawks vs. Federalists www.roadmaptolastbesthope.com/volumeI/teacher/chapter6/debates Melting Pot or Salad Bowl www.roadmaptolastbesthope.com/volumeI/teacher/chapter12/debates Land of Confederates: www.roadmaptolastbesthope.com/volumeI/teacher/chapter11/debates</p>

<p>g) apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time;</p>	<p>Text: Volume 1 uses a historical narrative to tell the story of the growth of America across the geographical regions of the North American continent – from the eastern seaboard, across the Appalachians, on to the Great Plains, across the Rockies, and finally to the Pacific coast. Discovering the New World and the early explorers, Volume I, Chapter 1 Northwest Passage: Volume I, pages 13, 15, 43, 186 Western Expansion: Volume I, Chapters 7 and 12 Louisiana Purchase, Volume I, pages 170, 177, 185-186, 190, 197, 200, 259, 268 423 Chapter 2 shows how the swampy geography of Jamestown, Virginia led to great sickness and many deaths, yet also provided the unique geographical setting for the growing of tobacco, ultimately the salvation of the colony. Chapter 6 highlights President Jefferson’s fascination with the unknown geography of the West and his decision to send Lewis and Clark forth to explore and map that region (pp. 186-189). His Louisiana Purchase dramatically expanded the map of the United States (pp. 184-186). Students will see clearly in Chapter 7 how that map expanded even further west with the American victory in a war with Mexico (pp. 263-268). Chapter 8 makes clear the how geography impacts history as students read about the growing division between sections. The geography of the South proved far more suitable to plantation agriculture and slavery than did the geography of the North. The battle that became “Bleeding Kansas” (pp. 286-292) shows the clash between these two geographical visions.</p> <p>Roadmap: An entire student section is devoted to Geography Resources and Review www.roadmaptolastbesthope.com/volumeI/student/geography-resources Using the Five Themes of Geography www.roadmaptolastbesthope.com/sites/default/files/Geography_Applications_Voll.pdf Geography for Teachers www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-practice-geography</p>
<p>h) interpret the significance of excerpts from famous speeches and other documents;</p>	<p>Text: Bill of Rights: pp.129-131, 133, 141-143 Articles of Confederation: pp. 107-109, 117, 123, 134, 144, 294 Emancipation Proclamation: Volume I, pp. 342, 344–52, 370,375–76</p> <p>Roadmap: Student recorded excerpts of famous speeches: www.roadmaptolastbesthope.com/premium/media/speeches Cross of Gold – William Jennings Bryan http://roadmaptolastbesthope.com/premium/media/speeches/bryan Ain’t I a Woman – Sojourner Truth roadmaptolastbesthope.com/premium/media/speeches/truth Give me Liberty or Give Me Death – Patrick Henry roadmaptolastbesthope.com/premium/media/speeches/henry</p>
<p>i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p>	<p>Text: Reconstruction including Reconstruction Act: Volume I, pages 369, 371, 393-394, 400, 403, 406-410, 407-408, 416, 419, 431, 432 The tragedy of Indian Removal: Volume I, pages 240-247. Civil War and emancipation: Volume I, Chapters 10 & 11</p> <p>Roadmap: Detailed debates address historical issues debated over time. Affect of Exploration on the Native people of America roadmaptolastbesthope.com/premium/ images/ volumeI/VolIPrem_Debate_Ch1.pdf Indian Removal: roadmaptolastbesthope.com/premium/ images/ volumeI/VolIPrem_Debate_Ch7.pdf Robber Barons: roadmaptolastbesthope.com/premium/ images/ volumeI/VolIPrem_Debate_Ch12.pdf</p>

<p>VUS.2 The student will describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and American Indians.</p>	<p>Text: Volume I, Chapters 1-2, pp. 1-61 Roadmap: Play on Spanish Atrocities in the West Indies: www.roadmaptolastbesthope.com/volumeI/teacher/chapter1/plays Lesson on Columbus: Hero or Villain: www.roadmaptolastbesthope.com/volumeI/teacher/chapter1/lesson-plan Premium debate: The Suffering of Native People www.roadmaptolastbesthope.com/premium/volumeI/debates</p>
<p>VUS.3 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.</p>	<p>Text: Volume I, Chapters 1-2, pp. 1-61 Roadmap: Economic Key Points www.roadmaptolastbesthope.com/sites/default/files/VIEconomicKeyPoints(3).pdf Chapter 2 Student Summary www.roadmaptolastbesthope.com/volumeI/chapter2/summary Chapter 2 Key Historic Points www.roadmaptolastbesthope.com/volumeI/chapter2/key-points</p>
<p>VUS.4 The student will demonstrate knowledge of events and issues of the Revolutionary Period by</p>	
<p>a) analyzing how the political ideas of John Locke and those expressed in <i>Common Sense</i> helped shape the Declaration of Independence;</p>	<p>Text: Locke: Volume I, Chapter 3, pp. 64, 70 Paine and <i>Common Sense</i>: p. 81, Declaration of Independence: pp. 83-87 Roadmap: Locke, Chapter 3, Key People You Should Know www.roadmaptolastbesthope.com/volumeI/chapter3/key-people <i>Common Sense</i>, Chapter 3 Primary Sources www.roadmaptolastbesthope.com/volumeI/chapter3/sources Chapter 3, Student Summary www.roadmaptolastbesthope.com/volumeI/chapter3/summary</p>
<p>b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy;</p>	<p>Text: Volume I, Chapter 3, pp 62-106; Declaration and Bill of Rights: p. 142; Declaration and slavery: pp. 239, 252-53, 298, 309; Declaration and segregation: p. 522 Roadmap: Chapter 3, Primary Sources www.roadmaptolastbesthope.com/volumeI/chapter3/sources Chapter 4, Student Summary www.roadmaptolastbesthope.com/volumeI/chapter4/summary Chapter 4, Key Historical Points www.roadmaptolastbesthope.com/volumeI/chapter4/key-points</p>
<p>c) describing the political differences among the colonists concerning separation from Great Britain;</p>	<p>Text: Volume I, Chapter 3, pp 62-106.; French and Indian War, pp. 60-68; Proclamation of 1763, p. 68; Stamp Act, pp. 62-64, 66-70, 76; Boston Tea Party, pp. 73-74; Boston Massacre, pp. 71-72; First Continental Congress, p. 76; Loyalists, Patriots, Neutrals (throughout Chapter 3)</p>
<p>d) analyzing reasons for colonial victory in the Revolutionary War.</p>	<p>Text: Volume I, Chapter 3, pp. 79-106</p>
<p>VUS.5 The student will demonstrate knowledge of the issues involved in the creation and ratification of the Constitution of the United States and how the principles of limited government, consent of the governed, and the social contract are embodied in it by</p>	
<p>a) explaining the origins of the Constitution, including the Articles of Confederation;</p>	<p>Text: Volume I, Chapter 4, pp. 108-109, 117, 123</p>
<p>b) identifying the major compromises necessary to produce the Constitution, and the roles of James Madison and George Washington;</p>	<p>Text: Volume I, Chapter 4, pp. 107-132</p>

<p>c) examining the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights;</p>	<p>Text: Volume I, Chapters 4 and 5; Virginia Statute for Religious Freedom, pp. 110-111, 129; Bill of Rights, pp.129-131, 133, 141-143 Roadmap: Virginia Declaration of Rights: roadmaptolastbesthope.com/volumeI/student/chapter4/laws-legislation Virginia Statute of Religious Freedom, Chapter 4 Summary www.roadmaptolastbesthope.com/volumeI/chapter4/summary Virginia Statute of Religious Freedom, Laws & Legislation www.roadmaptolastbesthope.com/volumeI/student/chapter4/laws-legislation Role of Virginia, Chapter 4 Debates www.roadmaptolastbesthope.com/volumeI/teacher/chapter4/debates</p>
<p>d) assessing the arguments of Federalists and Anti-Federalists during the ratification debates and their relevance to political debate today;</p>	<p>Text: Volume I, Chapters 4 and 5; Anti-Federalists vs. Federalists pp. 127–28, 131–32, 142–43</p>
<p>e) appraising how John Marshall’s precedent-setting decisions established the Supreme Court as an independent and equal branch of the national government.</p>	<p>Text: <i>Marbury v. Madison</i>, VI, p. 192 <i>McCulloch v. Maryland</i>, pp. 249, 326 Roadmap: <i>Gibbons v. Ogden and Marbury v. Madison</i> http://roadmaptolastbesthope.com/volumeI/student/chapter6/laws-legislation <i>Marbury v. Madison</i> http://www.roadmaptolastbesthope.com/volumeI/chapter6/key-points <i>McCullough v. Maryland</i> http://www.roadmaptolastbesthope.com/volumeI/student/chapter7/laws-legislation</p>
<p>VUS.6 The student will demonstrate knowledge of the major events from the last decade of the eighteenth century through the first half of the nineteenth century by</p>	
<p>a) explaining the principles and issues that prompted Thomas Jefferson to organize the first opposition political party;</p>	<p>Text: Volume I, Chapter 5, pp. 133-176</p>
<p>b) identifying the economic, political, and geographic factors that led to territorial expansion and its impact on the American Indians;</p>	<p>Text: Volume I, Chapter 6, pp. 177-219 (Louisiana Purchase, War of 1812, Lewis and Clark, Monroe Doctrine, Eli Whitney) Volume I, Chapter 7, pp. 220-268 (westward settlers, Texas and the Alamo, Mexican War, Manifest Destiny, Trail of Tears, Oregon Territory) Volume I, Chapter 8, pp. 278-281 (growth of railroads)</p>
<p>c) examining the reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation;</p>	<p>Text: Volume I, Chapter 6, pp. 198-212</p>
<p>d) relating the changing character of American political life in “the age of the common man” (Jacksonian Era) to increasing popular participation in state and national politics;</p>	<p>Text: Volume I, Chapter 7, pp. 220-268 (Jacksonian era) Volume I, Chapter 8, pp. 283, 289-292 (Know-Nothings)</p>
<p>e) describing the cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women’s suffrage movements, and the role of the states in the Union.</p>	<p>Text: Volume I, Chapter 6, pp. 177-219; Missouri Compromise, pp. 214–15 Volume I, Chapter 7, pp. 220-268 (Jacksonian era); Debate over tariffs, Nullification, and Jackson threatens S.C. with federal troops 234, 236–38, 340–41, 244–45; Nat Turner, p. 238; William Lloyd Garrison, pp. 238, 264–65, 268, 284–86, 314 Volume I, Chapter 8, pp. 269-310; Compromise of 1850, pp. 270-278; Kansas-Nebraska Act, pp. 290-291; Fugitive Slave Act, pp. 273-277 Seneca Falls, p. 281-282</p>

<p>VUS.7 The student will demonstrate knowledge of the Civil War and Reconstruction Era and their importance as major turning points in American history by</p>	
<p>a) evaluating the multiple causes of the Civil War, including the role of the institution of slavery as a principal cause of the conflict;</p>	<p>Text: Volume I, Chapter 8, pp. 269-310</p>
<p>b) identifying the major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglass;</p>	<p>Text: Volume I, Chapter 9, pp. 311-355 Volume I, Chapter 10, pp. 356-392</p>
<p>c) analyzing the significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address;</p>	<p>Text: Volume I, Chapters 9 and 10; Emancipation Proclamation, pp. 342, 344, 346–52, 370,375–76 Gettysburg Address, p. 367</p>
<p>d) examining the political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the Constitution of the United States;</p>	<p>Text: Volume I, Chapter 11, pp. 393-433</p>
<p>e) examining the social impact of the war on African Americans, the common soldier, and the home front, with emphasis on Virginia;</p>	<p>Text: African-Americans as soldiers, Volume I, Chapter 9, pp. 311-355; Impact on common soldiers and women, Volume I, Chapter 10, pp. 356-392. Specific references to Virginia during the Civil War are included on pages 273, 284, 301, 302-303, 307, 309, 313, 318-319, 321, 323, 325,327-330, 336, 338, 342-344, 345, 348, 351,355, 354, 356, 359, 361, 364, 372-373, 375, 380, 383-384, 386-387, 390, 402. Roadmap: NYC Draft Riots, Chapter 10 Critical Events www.roadmaptolastbesthope.com/volumeI/chapter10/events Chapter 9, Summary www.roadmaptolastbesthope.com/volumeI/chapter9/summary Chapter 9, Lesson on Historic Letters www.roadmaptolastbesthope.com/volumeI/teacher/chapter9/lesson-plan Chapter 9 Debate on <i>Ex Parte Merryman</i> www.roadmaptolastbesthope.com/volumeI/teacher/chapter9/debates Chapter 10, Key Historical Points www.roadmaptolastbesthope.com/volumeI/chapter10/key-points</p>
<p>f) explaining post-war contributions of key leaders of the Civil War.</p>	<p>Text: Volume I, Chapter 11, pp. 393-433</p>
<p>VUS.8 The student will demonstrate knowledge of how the nation grew and changed from the end of Reconstruction through the early twentieth century by</p>	
<p>a) explaining the relationship among territorial expansion, westward movement of the population, new immigration, growth of cities, the role of the railroads, and the admission of new states to the Union;</p>	<p>Text: Volume I, Chapter 12, pp. 434-474 Volume II Enhanced, Chapter 1, pp. 1-41</p>
<p>b) describing the transformation of the American economy from a primarily agrarian to a modern industrial economy and identifying major inventions that improved life in the United States;</p>	<p>Text: Volume I, Chapter 12, pp. 434-474 Volume II Enhanced, Chapter 1, pp. 1-41</p>

c) analyzing prejudice and discrimination during this time period, with emphasis on “Jim Crow” and the responses of Booker T. Washington and W.E.B. Du Bois;	<p>Text: Volume I, Chapter 11, pp. 393-433; Discrimination and segregation against African Americans, pp. 409, 461; Jim Crow Laws, pp. 280, 421, 436, 469; <i>Plessy v. Ferguson</i>, pp. 491; Booker T. Washington, pp. 427, 491-492, 523; W.E.B. Du Bois, pp. 427, 491-492 Volume II Enhanced: Chapter 1, pp. 1-41; Chapter 2, pp. 42-92</p> <p>Roadmap: Jim Crow, Chapter 11, Summary www.roadmaptolastbesthope.com/volumeI/chapter11/summary Chapter 11, Key Historical Points www.roadmaptolastbesthope.com/volumeI/chapter11/key-points Chapter 13, Laws & Legislation www.roadmaptolastbesthope.com/volumeI/student/chapter13/laws-legislation Washington & Du Bois, Chapter 13, Key Historical Points www.roadmaptolastbesthope.com/volumeI/chapter13/key-points Chapter 13, Primary Source www.roadmaptolastbesthope.com/volumeI/chapter13/sources Chapter 13, Timeline www.roadmaptolastbesthope.com/volumeI/chapter13/timeline</p>
d) identifying the causes and impact of the Progressive Movement, including the excesses of the Gilded Age, child labor and antitrust laws, the rise of labor unions, and the success of the women’s suffrage movement.	<p>Text: Volume I, Chapter 12, pp. 434-474 Volume II Enhanced, Chapter 1, pp. 1-41 Volume I, Chapter 13, pp. 475-526 Volume II Enhanced, Chapter 2, pp. 42-92</p>
VUS.9 The student will demonstrate knowledge of the emerging role of the United States in world affairs by	
a) explaining the changing policies of the United States toward Latin America and Asia and the growing influence of the United States in foreign markets;	<p>Text: Volume I, Chapter 13, pp. 475-526 Volume II Enhanced, Chapter 2, pp. 42-92</p>
b) evaluating United States involvement in World War I, including Wilson’s Fourteen Points, the Treaty of Versailles, and the national debate over treaty ratification and the League of Nations.	<p>Text: Volume II, Chapter 1, pp. 1-55 Volume II Enhanced, Chapter 3, pp. 93-147</p>
VUS.10 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by	
a) analyzing how radio, movies, newspapers, and magazines created popular culture and challenged traditional values;	<p>Text: Volume II, Chapter 2, pp. 56-110 Volume II Enhanced, Chapter 4, pp. 148-202</p>
b) assessing the causes and consequences of the stock market crash of 1929;	<p>Text: Volume II, Chapter 2, pp. 56-110 Volume II Enhanced, Chapter 4, pp. 148-202</p>
c) explaining the causes of the Great Depression and its impact on the American people;	<p>Text: Volume II, Chapter 2, pp. 94-110 Volume II Enhanced, Chapter 4, pp. 186-202</p>
d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.	<p>Text: Volume II, Chapter 3, pp. 111-146 Volume II Enhanced, Chapter 5, pp. 203-238</p>
VUS.11 The student will demonstrate knowledge of World War II by	
a) analyzing the causes and events that led to American involvement in the war, including military assistance to the United Kingdom and the Japanese attack on Pearl Harbor;	<p>Text: Volume II, Chapter 4, pp. 147-181 (War in Europe) Volume II Enhanced, Chapter 6, pp. 239-273 (War in Europe) Volume II, Chapter 5, pp. 182-219 (War in Pacific, Pearl Harbor) Volume II Enhanced, Chapter 7, pp. 274-311 (War in Pacific, Pearl Harbor)</p>

b) describing and locating the major battles and turning points of the war in North Africa, Europe, and the Pacific, including Midway, Stalingrad, the Normandy landing (D-Day), and Truman’s decision to use the atomic bomb to force the surrender of Japan;	Text: Volume II, Chapter 6, pp. 220-267 Volume II Enhanced, Chapter 8, pp. 312-359
c) describing the role of all-minority military units, including the Tuskegee Airmen and Nisei regiments;	Text: Tuskegee Airmen, Volume II, p. 201, Volume II Enhanced, p. 293 Nisei Regiments, Volume II, p. 200, Volume II Enhanced, p. 292 Navajo codes, Volume II Roadmap, Chapter 6, Critical Events Navajo codes, Volume II Enhanced Roadmap, Chapter 8, Critical Events
d) examining the Geneva Convention and the treatment of prisoners of war during World War II;	Text: Volume II, Chapter 5, 199 Volume II Enhanced, Chapter 7, p. 291
e) analyzing the Holocaust (Hitler’s “final solution”), its impact on Jews and other groups, and the postwar trials of war criminals.	Text: Volume II, Chapter 6, pp. 220-267 Volume II Enhanced, Chapter 8, pp. 312-359
VUS.12 The student will demonstrate knowledge of the effects of World War II on the home front by	
a) explaining how the United States mobilized its economic, human, and military resources;	Text: Volume II, Chapter 5, 206-208 Volume II Enhanced, Chapter 7, p. 298-301
b) describing the contributions of women and minorities to the war effort;	Text: African-Americans Volume II, Chapters 5 and 6 Volume II Enhanced, Chapters 7 and 8 Women Volume II, Chapter 5, pp. 206-208 Volume II Enhanced, Chapter 7, pp. 298-301
c) explaining the internment of Japanese Americans during the war;	Text: Volume II, Chapter 5, 199-201 Volume II Enhanced, Chapter 7, pp. 291-293
d) describing the role of media and communications in the war effort.	Text: Volume II, Chapter 5, 206-208 Volume II Enhanced, Chapter 7, pp. 298-301
VUS.13 The student will demonstrate knowledge of United States foreign policy since World War II by	
a) describing outcomes of World War II, including political boundary changes, the formation of the United Nations, and the Marshall Plan;	Text: Volume II, Chapter 7, pp. 268-307 Volume II Enhanced, Chapter 9, pp. 360-399
b) explaining the origins of the Cold War, and describing the Truman Doctrine and the policy of containment of communism, the American role in wars in Korea and Vietnam, and the role of the North Atlantic Treaty Organization (NATO) in Europe;	Text: Volume II, Chapter 7, pp. 268-307 Volume II Enhanced, Chapter 9, pp. 360-399 Volume II, Chapter 8, pp. 308-334 Volume II Enhanced, Chapter 10, pp. 400-426 Volume II, Chapter 9, pp. 335-397 Volume II Enhanced, Chapter 11, pp. 427-489
c) explaining the role of America’s military and veterans in defending freedom during the Cold War;	Text: Volume II, Chapter 9, pp. 335-397 Volume II Enhanced, Chapter 11, pp. 427-489 Volume II, Chapter 10, pp. 398-443 Volume II Enhanced, Chapter 12, pp. 490-535
d) explaining the collapse of communism and the end of the Cold War, including the role of Ronald Reagan in making foreign policy;	Text: Volume II, Chapter 12, pp. 480-530 Volume II Enhanced, Chapter 12, pp. 572-622

<p>e) explaining the impact of presidents of the United States since 1988 on foreign policy.</p>	<p>Roadmap: George H.W. Bush online chapter www.roadmaptolastbesthope.com/premium/images/beyond/Bush_I_Summary.pdf Bill Clinton online chapter www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf George W. Bush online chapter www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Summary.pdf</p>
<p>VUS.14 The student will demonstrate knowledge of the Civil Rights movement of the 1950s and 1960s by</p>	
<p>a) identifying the importance of the <i>Brown v. Board of Education</i> decision, the roles of Thurgood Marshall and Oliver Hill, and how Virginia responded;</p>	<p>Text: Volume II, pages 294, 320-321, 381. The Civil Rights Movement is at the very center of Volume II of <i>Last Best Hope</i>. See pages 32, 63-66, 132, 202, picture on 267, 270, 286-287, 290, 293, 295-296, 298, 308, 310, 321-322, 333, 335-337, 357-361, 364-367, pictures on pages 370-371, 380, 391, 399, 401, 420, 423, 425, 429, 499, 503. Bennett makes clear that the struggle of African Americans to secure their rights and the continued journey of all Americans to live up to their founding principles is at the heart of America's greatest story. Volume II Enhanced, Chapter 10, pp. 400-426. Chapter 11, pp 427-489. Roadmap: Thurgood Marshall: www.roadmaptolastbesthope.com/volumeII/student/chapter9/key-people www.roadmaptolastbesthope.com/volumeIIe/student/chapter10/key-people www.roadmaptolastbesthope.com/volumeIIe/student/chapter11/key-people <i>Brown v. Board</i> www.roadmaptolastbesthope.com/volumeII/student/chapter8/sources www.roadmaptolastbesthope.com/volumeII/student/chapter8/key-points www.roadmaptolastbesthope.com/volumeIIe/student/chapter10/summary www.roadmaptolastbesthope.com/volumeI/student/chapter13/laws-legislation</p>
<p>b) describing the importance of the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, and the Voting Rights Act of 1965.</p>	<p>Text: Volume II, Chapter 8, pp. 308-334 Volume II Enhanced, Chapter 10, pp. 400-426 Volume II, Chapter 9, pp. 335-397 Volume II Enhanced, Chapter 11, pp. 427-489</p>
<p>VUS.15 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by</p>	
<p>a) examining the role the United States Supreme Court has played in defining a constitutional right to privacy, affirming equal rights, and upholding the rule of law;</p>	<p>Text: Volume I, pp. 433-438, 522-524 Volume II Enhanced, pp. 525-528, 614-616</p>
<p>b) analyzing the changing patterns of immigration, the reasons why new immigrants choose to come to this country, their contributions to contemporary America, and the debates over immigration policy;</p>	<p>Text: Volume II, pages 1, 70-71 Roadmap: Chinese Immigration Chapter www.roadmaptolastbesthope.com/premium/beyond-volII-china Hispanic Immigration Chapter www.roadmaptolastbesthope.com/premium/beyond-volII-latino Essay www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Essays.pdf Debate www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Debates.pdf</p>

<p>c) explaining the media influence on contemporary American culture and how scientific and technological advances affect the workplace, health care, and education;</p>	<p>Text: Influence of Media, Volume II, pages 119, 233, 145, 147, 162, 166, 348, 369, 388, 399, 400, 408, 411, 416, 433, 437-439, 446, 458, 467, 468, 487, 490, 496, 502, 512-513, 519, 520, 522 Influence of Technology, Volume II, page 493 Influence of Science: Volume II, pages 79, 346 Workplace Issues, Volume II, pages, 12,52, 117, 145, 208, 239, 268, 275, 278, 456</p> <p>Roadmap: Influence of Media www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf Health care www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_KeyPoints.pdf www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Laws_Legis.pdf www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Laws_Legis.pdf Internet www.roadmaptolastbesthope.com/premium/images/beyond/Bush_I_Historic_Terms.pdf Influence of Science: Cloning www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Timeline.pdf This Day in American History Parade features dates of scientific and space breakthroughs www.roadmaptolastbesthope.com/premium/ Education: <i>No Child Left Behind</i> and the use of data to track student performance www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Laws_Legis.pdf www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Summary.pdf Technology influencing Education: The entire Roadmap (www.roadmaptolastbesthope.com/) and Premium (www.roadmaptolastbesthope.com/premium/) are a model for how technology is influencing education, notable examples below: One or two audio Podcasts per Chapter on the Roadmap www.roadmaptolastbesthope.com/volumeII/student/chapter6/media One audio Podcast per month on the Premium www.roadmaptolastbesthope.com/premium/monthly-podcasts are examples of a technological tool used for education. Premium includes audio recordings of all Chapters www.roadmaptolastbesthope.com/premium/volumeII/audio-recordings All Volumes available for download to Sony and Kindle Readers www.roadmaptolastbesthope.com/premium/volumeII/book-reader Online text for all Volumes www.roadmaptolastbesthope.com/premium/volumeII/read-online Students can interact send questions to Ask Team HOPE and see answers posted online http://www.roadmaptolastbesthope.com/premium/ask-teamhope/top-questions</p>
<p>d) examining the impact of the “Reagan Revolution” on federalism, the role of government, and state and national elections since 1988;</p>	<p>Text: Volume II, Chapter 12 Volume II Enhanced, Chapter 14</p>
<p>e) assessing the role of government actions that impact the economy;</p>	<p>Text: Federal Reserve, Volume II, pp. 12, 74, 99, 487 Federal Reserve, Volume II Enhanced, pp. 87, 105, 166, 579 Tax and spending policies, Volume II, Chapters 11 and 12 Tax and spending policies, Volume II Enhanced, Chapters 13 and 14</p>

f) assessing the role of the United States in a world confronted by international terrorism.

Text: Volume II, pages 394, 427, 486

Roadmap:

www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_KeyPoints.pdf

www.roadmaptolastbesthope.com/premium/images/beyond/Bush_II_Summary.pdf

www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Key_Historical_Points.pdf

www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf

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