

## ***Last Best Hope* Alignment with New York Learning Standards**

William J. Bennett's *America: The Last Best Hope* uses an engaging narrative style to capture the essence of American history during this very period. 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 New York Learning Standards. From exploration and the colonial period, through the end of the Cold War, virtually every New York standard is covered thoroughly in Volume 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*.

## New York U.S. History Learning Standards Alignment Table

| <i>Performance Indicator</i>  | <b>Sample Tasks</b>   | <b>Alignment with <i>Last Best Hope</i></b>   |
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| <b>STANDARD 1.1</b> The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.        |   |   |
| The student will analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans   | Based on a study of key events in United States history, such as the American Revolution, the Civil War, the women’s suffrage movement, and the civil rights movement, discuss how at least two core civic ideas, such as individual rights and the consent of the governed, have been forces for national unity in this diverse society  | <ul style="list-style-type: none"> <li>• American Revolution: <i>Volume I</i> (Chapter 3)</li> <li>• Civil War: <i>Volume I</i> (Chapters 8-11)</li> <li>• Suffrage Movement: <i>Volume I</i> (Chapter 8); <i>Volume II</i> (Chapter 2); <i>Volume II Enhanced</i> (Chapter 4)</li> <li>• Civil Rights Movement: the struggle of African-Americans is a theme throughout both volumes. However, the modern Civil Rights Movement is covered in <i>Volume II</i> (Chapters 8-9) and <i>Volume II Enhanced</i> (Chapters 10-11)</li> </ul>  |
| The student will describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. | Analyze the decisions leading to major turning points in United States history, such as <ol style="list-style-type: none"> <li>1. the signing of the Declaration of Independence in 1776</li> <li>2. the forced relocation of Native American Indians</li> <li>3. the Mexican-American War</li> <li>4. Lincoln’s resolve to sustain the Union</li> <li>5. <i>Plessy v. Ferguson</i> Supreme Court decision</li> <li>6. Progressive reforms</li> <li>7. United States entry into World Wars I and II</li> <li>8. The decision to refrain from joining the League of Nations</li> <li>9. ratification of the Nineteenth Amendment</li> <li>10. Roosevelt’s New Deal</li> <li>11. the decision to drop the atomic bomb on Japan in 1945</li> <li>12. Rosa Parks’ decision to challenge the Jim Crow laws in</li> </ol> | <ol style="list-style-type: none"> <li>1. Declaration: <i>Volume I</i> (Chapter 3)</li> <li>2. Relocation of Native Americans: <i>Volume I</i> (Chapter 7)</li> <li>3. Mexican-American War: <i>Volume I</i> (Chapter 7)</li> <li>4. Lincoln and Union: <i>Volume I</i> (Chapters 8 and 9)</li> <li>5. <i>Plessy v. Ferguson</i>: <i>Volume I</i> (Chapter 13); <i>Volume II Enhanced</i> (Chapter 2)</li> <li>6. Progressive reforms: <i>Volume I</i> (Chapters 12 and 13); <i>Volume II Enhanced</i> (Chapters 1 and 2)</li> <li>7. U.S. and World War I: <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapter 3)</li> <li>8. U.S. and World War II: <i>Volume II</i> (Chapters 4, 5, and 6); <i>Volume II Enhanced</i> (Chapters 6, 7, and 8)</li> <li>9. League of Nations: <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapter 3)</li> <li>10. Nineteenth Amendment: <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapter 3)</li> <li>11. New Deal: <i>Volume II</i> (Chapter 3); <i>Volume II Enhanced</i> (Chapter 5)</li> <li>12. Atomic Bomb Decision: <i>Volume II</i> (Chapter 6); <i>Volume II Enhanced</i> (Chapter 8)</li> </ol> |

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|  | 13. Alabama in 1955<br>14. American involvement in Southeast Asia in the 1960s and 1970s<br>15. the end of the Cold War and the democratic revolutions in Eastern European countries  | 13. Rosa Parks and Alabama in 1955: <i>Volume II</i> (Chapter 8); <i>Volume II Enhanced</i> (Chapter 10)<br>14. Vietnam War: <i>Volume II</i> (Chapters 9 and 10); <i>Volume II Enhanced</i> (Chapters 11 and 12)<br>15. End of Cold War: <i>Volume II</i> (Chapter 12); <i>Volume II Enhanced</i> (Chapter 14)   |
| <b>STANDARD 1.2.</b> Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives. |   |   |
| The student will discuss several schemes for periodizing the history of New York State and the United States   | Discuss several schemes for periodizing the history of the United States: <ol style="list-style-type: none"> <li>1. Three Worlds and Their Meeting in the Americas (Beginnings to 1607)</li> <li>2. Colonization, Settlement and Communities (1607 to 1763)</li> <li>3. The Revolution and the New Nation (1763 to 1815)</li> <li>4. Expansion and Reform (1801 to 1861)</li> <li>5. Crisis of the Union: Civil War and Reconstruction (1850 to 1877)</li> <li>6. The Development of Modern America (1865 to 1920)</li> <li>7. Modern America and the World Wars (1914 to 1945)</li> <li>8. Contemporary America (1945 to Present)</li> </ol> | <ol style="list-style-type: none"> <li>1. Exploration and Americas: <i>Volume I</i> (Chapter 1)</li> <li>2. Colonization: <i>Volume I</i> (Chapter 2)</li> <li>3. Revolution and New Nation: <i>Volume I</i> (Chapters 3, 4, 5, and 6)</li> <li>4. Expansion and Reform: <i>Volume I</i> (Chapters 6, 7, and 8)</li> <li>5. Civil War and Reconstruction: <i>Volume I</i> (Chapters 9, 10, and 11)</li> <li>6. Modern America: <i>Volume I</i> (Chapters 11, 12, and 13); <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapters 1, 2, and 3)</li> <li>7. World Wars: <i>Volume II</i> (Chapters 1, 4, 5, and 6); <i>Volume II Enhanced</i> (Chapters 3, 6, 7, and 8)</li> <li>8. Contemporary America: <i>Volume II</i> (Chapters 7-12); <i>Volume II Enhanced</i> (Chapters 9-14); Premium Roadmap (Beyond <i>Last Best Hope</i>)</li> </ol> |
| The student will compare and contrast the experiences of different groups in the United States   | Explain the contributions of specific groups of people to American society and culture; analyze the metaphors of the “melting pot” and the “salad bowl” to explain the experiences of the first immigrant groups (e.g., Dutch, Irish, English, African American, Spanish, German) as compared to those of later groups (e.g., Italian, Greek, Eastern European, Chinese, Latino, Vietnamese) & present an analysis, supported by historical evidence, of alternative metaphors, such as “a tapestry” or “a mosaic”  | <ul style="list-style-type: none"> <li>• Immigrants are covered throughout both volumes, with focus in: <i>Volume I</i> (Chapters 2, 7, 8, 11, 12); <i>Volume II Enhanced</i> Chapter 1; <i>Volume II</i> (Chapters 2, 12) <i>Volume II Enhanced</i> 4, 14</li> </ul>   |

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| <p>The student will examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions</p>   | <p>Examine the effects of immigration on various Native American groups</p>  | <ul style="list-style-type: none"> <li>Immigrants effects on Native American groups: <i>Volume I</i> (Chapters 2, 7, 8, and 12); <i>Volume II Enhanced</i> (Chapter 1)</li> </ul>  |
| <p>The student will analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies</p>  | <p>Investigate how the United States' democratic principles have influenced the constitutions and governments of other nations; view this sharing as a two-way exchange, with the United States influencing and being influenced by other nations.</p>   | <ul style="list-style-type: none"> <li>In-depth coverage of the U.S. Constitution: <i>Volume I</i> (Chapter 4)</li> </ul>  |
| <p><b>STANDARD 1.3</b> Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</p>   |  |  |
| <p>The student will compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture</p>   | <p>Investigate how Americans have reconciled the inherent tensions and conflicts over minority versus majority rights by researching the abolitionist and reform movements of the nineteenth century, the civil rights and women's rights movements of the twentieth century, or the social protest movements of the 1960s and 1970s</p> | <ul style="list-style-type: none"> <li>Abolitionist movement: <i>Volume I</i> (Chapters 7-8)</li> <li>Reforms in nineteenth century: <i>Volume I</i> (Chapters 8, 12, and 13); <i>Volume II Enhanced</i> (Chapters 1 and 2)</li> <li>Civil Rights 20<sup>th</sup> century: <i>Volume II</i> (Chapters 7-9); <i>Volume II Enhanced</i> (Chapters 9-11)</li> <li>Women's Rights: <i>Volume II</i> (Chapters 2, 10-12); <i>Volume II Enhanced</i> (Chapters 4, 12-14)</li> <li>Social Protests: <i>Volume II</i> (Chapters 9-10); <i>Volume II Enhanced</i> (Chapters 11-12)</li> </ul>   |
| <p>The student will research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary US)</p> | <p>Colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States</p>   | <ul style="list-style-type: none"> <li>Colonization: <i>Volume I</i> (Chapter 2)</li> <li>Revolution and New Nation: <i>Volume I</i> (Chapters 3, 4, 5, and 6)</li> <li>Immigrants are covered throughout both volumes, with focus in: <i>Volume I</i> (Chapters 2, 7, 8, 11, 12); <i>Volume II</i> (Chapters 2, 12); <i>Volume II Enhanced</i> (Chapters 1,4, and 14)</li> <li>Expansion and Reform: <i>Volume I</i> (Chapters 6, 7, and 8)</li> <li>Civil War and Reconstruction: <i>Volume I</i> (Chapters 9, 10, and 11)</li> <li>Labor Movement: <i>Volume I</i> (Chapters 11-13); <i>Volume II</i> (Chapters 7-9); <i>Volume II Enhanced</i> (Chapters 2, 9-11)</li> </ul> |

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|  |   | <ul style="list-style-type: none"> <li>• Great Depression: <i>Volume II</i> (Chapters 2-3); <i>Volume II Enhanced</i> (Chapters 4-5)</li> <li>• Modern America: <i>Volume I</i> (Chapters 11, 12, and 13); <i>Volume II</i> (Chapter 1); <i>Volume II Enhanced</i> (Chapters 1, 2, and 3)</li> <li>• World Wars: <i>Volume II</i> (Chapters 1, 4, 5, and 6); <i>Volume II Enhanced</i> (Chapters 3, 6, 7, and 8)</li> <li>• Contemporary America: <i>Volume II</i> (Chapters 7-12); <i>Volume II Enhanced</i> (Chapters 9-14); Premium Roadmap (<i>Beyond Last Best Hope</i>)</li> </ul>  |
| The student will prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history   | Compare and analyze the major arguments for and against major political developments in New York State and United States history, such as the ratification of the United States Constitution, Reconstruction, the New Deal, and the Great Society programs of the 1960s | <ul style="list-style-type: none"> <li>• Ratification of the U.S. Constitution: <i>Volume I</i> (Chapter 4)</li> <li>• New Deal: <i>Volume II</i> (Chapter 3); <i>Volume II Enhanced</i> (Chapter 5)</li> <li>• Great Society Programs: <i>Volume II</i> (Chapter 9); <i>Volume II Enhanced</i> (Chapter 11)</li> </ul>   |
| The student will understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom).  | Research how leaders, such as Frederick Douglass, Harriet Tubman, Theodore Parker, Sojourner Truth, David Walker, and Sarah and Angelina Grimke, fought for the rights of African Americans.  | <ul style="list-style-type: none"> <li>• Frederick Douglass: <i>Volume I</i>: pp. 85–86, 125, 264–65, 277, 280, 284–86, 294, 301–2, 304, 320, 326, 328–29, 340–41, 353, 376, 386, 406, 410, 419, 421–22, 433, 437, 461, 465–66, 468–69, 491 and government, 125, 304, 326, 376, 386, 406 ideals, 264–65, 280, 284–86, 301–2, 340–41, 421–22, 461, 465–66</li> <li>• Harriet Tubman: <i>Volume I</i>, p. 277</li> <li>• Theodore Parker: <i>Volume I</i>, p. 264</li> <li>• Sojourner Truth: See Audio speeches on Premium Roadmap under Premium Media</li> <li>• David Walker: <i>Volume I</i> Roadmap, Chapter 7, Key People You Should Know</li> <li>• Sarah and Angelina Grimke: <i>Volume I</i> Roadmap, Chapter 7, Key People You Should Know</li> </ul> |
| <p><b>STANDARD 1.4</b> The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.</p> |   |   |

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| <p>The student will analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives</p>  | <p>Analyze important debates in American history (e.g., ratification of the United States Constitution, abolition of slavery, regulation of big business, restrictions on immigration, the New Deal legislation, women's suffrage, United States involvement in foreign affairs and wars), focusing on the opposing positions and the historical evidence used to support these positions</p>   | <ul style="list-style-type: none"> <li>• Ratification of the United States Constitution: <i>Volume I</i> (Chapter 4)</li> <li>• Abolition of slavery: <i>Volume I</i> (Chapter 7-9)</li> <li>• Regulation of big business: <i>Volume I</i> (Chapter 12-13); <i>Volume II Enhanced</i> (Chapter 1-2)</li> <li>• Restrictions on immigration: <i>Volume I</i> (Chapters 2, 7, 8, 11, 12); <i>Volume II</i> (Chapters 2, 12); <i>Volume II Enhanced</i> (Chapters 1, 4 and 14)</li> <li>• New Deal legislation: <i>Volume II</i> (Chapter 3); <i>Volume II Enhanced</i> (Chapter 5)</li> <li>• Women's suffrage: <i>Volume I</i> (Chapters 8, 11, 13); <i>Volume II Enhanced</i> (Chapter 1)</li> <li>• United States involvement in foreign affairs and wars: <i>Volume I</i> (Chapter 13); <i>Volume II</i> (Chapters 1, 3, 4, 9, 10); <i>Volume II Enhanced</i> (Chapters 1, 3, 5, 6, 11,12)</li> </ul> |
| <p>The student will consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations</p>   | <p>Prepare extended research papers on an important issue, problem or theme from New York State or United States history, including an analysis of the differing or competing interpretations of the issue or problem</p>   | <ul style="list-style-type: none"> <li>• See <i>Roadmap</i> and/or <i>Premium Roadmap</i> for sample essays and debates on issues in United States history (multiple essays and debates are available for every chapter in both Volumes)</li> </ul>   |
| <p>The student will evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (Adapted from <i>National Standards for United States History</i>)</p> | <p>Develop hypotheses about important events, eras, or issues; move from chronicling to explaining historical events and issues; use information collected from diverse sources (e.g., diaries, census reports, city directories and maps, newspaper and journal accounts, graphs and charts, cartoons, autobiographies, government documents, and other primary and secondary sources) to produce cogently written reports and document based essays; apply the skills of historiography by comparing, contrasting, and evaluating the interpretations of different historians of an event, era, or issue.</p> | <ul style="list-style-type: none"> <li>• See <i>Roadmap</i> and/or <i>Premium Roadmap</i> for sample essays and debates on issues in United States history (multiple essays and debates are available for every chapter in both Volumes)</li> </ul>   |