

Houghton Mifflin Harcourt
America: The Last Best Hope

correlated to the

New Mexico Social Studies Standards, Grades 9–12

Standards	Page References
STRAND: History	
Content Standard I:	Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
9-12 Benchmark 1-A	New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood:
I-A.9-12.1	Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures;
I-A.9-12.2	Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history, to include:
I-A.9-12.2.a	land grant and treaty issues unresolved to present day and continuing to impact relations between and among citizens at the state, tribal and federal government levels;
I-A.9-12.2.b	role of water issues as they relate to development of industry, population growth, historical issues and current acequia systems/water organizations;
I-A.9-12.2.c	urban development;
	Text: Volume I, Chapter 13, references the National Reclamation Bill and Roosevelt’s Inland Waterways Commission (page 502). Volume II Enhanced, Chapter 2 (page 69).

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I-A.9-12.2.d	role of the federal government (e.g., military bases, national laboratories, national parks, Indian reservations, transportation systems, water projects);	Text: Volume I, Chapter 12, Section V “Winning the West” describes Roosevelt’s first exposure to the West (pages 454 – 456) and the conservation movement/national parks is well documented in Chapter 13 “The American Dynamo” (pages 501 – 502). Volume II, Chapter 6 gives detail on Los Alamos (pages 262 – 263). Volume II Enhanced, Chapter 1 (pages 22 – 23), Chapter 2 (pages 68 – 69), and Chapter 8 (pages 354 – 355).
I-A.9-12.2.e	unique role of New Mexico in the 21st century as a “minority majority” state;	
I-A.9-12.3	Analyze the role and impact of New Mexico and New Mexicans in World War II (e.g., Navajo code talkers, New Mexico national guard, internment camps, Manhattan project, Bataan death march);	Text: Volume II, Chapter 6 “America Victorious” discusses NM’s contribution to World War II with specific detail to the Manhattan project (pages 227, 258, 262 – 263), Bataan death march (page 199), and internment of Japanese-Americans (pages 199 – 200). Volume II Enhanced, Chapter 7 (pages 291 - 292) and Chapter 8 (pages 350 and 354 – 355). Roadmap: Code talkers, VII. http://www.roadmaptolastbesthope.com/volumeII/student/chapter6/events VIII. http://www.roadmaptolastbesthope.com/volumeIIe/student/chapter8/events
I-A.9-12.4	Analyze the impact of the arts, sciences and technology of New Mexico since World War II (e.g., artists, cultural artifacts, nuclear weapons, the arms race, technological advances, scientific developments, high-tech industries, federal laboratories); and	Text: Volume II, Chapter 6 provides excellent detail on nuclear weapons, including discussion of Los Alamos (pages 227, 258, 262 – 263). Chapter 8 “Eisenhower and Happy Days” provides detail on the arms race, space race, and the military-industrial complex (pages 308 - 334). Volume II Enhanced, Chapter 8 (pages 350, 354 – 355) and Chapter 10 (pages 400 – 426).
I-A.9-12.5	Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include: analyze perspectives that have shaped the structures of historical	Text: Volume I, Chapter 7, Section XI “The Halls of Montezuma” (pages 263 – 268) provides detailed information on the Mexican-American War and New Mexico’s entry into the United States. Volume I, II, III, and the Enhanced version all offer perspectives that shaped history. A good example of this is the concept of “Manifest Destiny” (Chapter 7, pages 262 and 259), the subsequent move West, and the continued impact on Native Americans (Chapter 12, pages 451 – 456).

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	knowledge; describe ways historians study the past; explain connections made between the past and the present and their impact.	
9-12 Benchmark 1-B	United States: analyze and evaluate the impact of major eras, events and individuals in United States history since the civil war and reconstruction:	
I-B.9-12.1	Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States;	Text: Volume I, Chapter 11 “To Bind Up the Nation’s Wounds” (pages 393 – 433) gives detailed impacts and changes from Reconstruction, particularly in Section III “Reconstruction and Renewal” (pages 400 – 409).
I-B.9-12.2	Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution, including:	
I-B.9-12.2.a	innovations in technology, evolution of marketing techniques, changes to the standard of living and the rise of consumer culture;	Text: Volume I, Chapter 12 “An Age More Golden Than Gilded” (pages 434 – 474) discusses the rise of industry, technological innovations, and a new culture of immigrants and consumerism. Volume II Enhanced, Chapter 1 (pages 1 – 41).
I-B.9-12.2.b	rise of business leaders and their companies as major forces in America (e.g., John D. Rockefeller, Andrew Carnegie);	Text: Volume I, Chapter 12, “An Age More Golden Than Gilded?” provides specific detail on Rockefeller, Carnegie, Standard Oil, and trusts (pages 445 – 446, 463 – 465, and page 500 in Chapter 13). Volume II Enhanced, Chapters 1 and 2 (Rockefeller specifically referenced on pages 12 and 65, Carnegie on pages 12, 30 – 31.).
I-B.9-12.2.c	development of monopolies and their impact on economic and political policies (e.g., laissez-faire economics, trusts, trust busting);	Text: Volume I, Chapter 12, details the rise of monopolies (pages 445 – 446) and page 500 in Chapter 13. Volume I, Chapter 13 “An American Dynamo” charts the ideas of progressivism in Section VIII “A Bull Moose on the Loose: The Election of 1912” (pages 515 – 519. In addition, Section III “TR in the White House” and Section IV “TR and the Square Deal” (pages 490 – 502) provide detailed accounts of reforms and trust busting. Volume II Enhanced, Chapters 1 (pages 12 and 65) and 2 (pages 42 – 92).
I-B.9-12.2.d	growth of cities (e.g., influx of immigrants, rural-to-urban migrations, racial and ethnic conflicts that resulted);	Text: Volume I, Chapter 12, Section IV “The Golden Door” (447 – 451) gives a detailed examination of immigration; ethnic and racial conflicts are discussed on pages 461 – 471. Volume II Enhanced, Chapter 1 (pages 14 – 18, 28 - 39).

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I-B.9-12.2.e	efforts of workers to improve working conditions (e.g., organizing labor unions, strikes, strike breakers);	Text: Volume I, Chapter 12, Section VII “A Cross of Gold” (pages 462 – 472) provides details on unions, union leaders, and strikes. Volume II Enhanced, Chapter 1 (pages 29 - 39).
I-B.9-12.2.f	rise and effect of reform movements (e.g., Populists, William Jennings Bryan, Jane Addams, muckrakers);	Text: Volume I, Chapter 12, Section VI “A Social Gospel” (pages 456 – 458) provides an in-depth account and primary source of Addams; a picture and biography are on page 497; Section VII “A Cross of Gold” (pages 459 – 472) provides detail on populism; muckrakers are referenced in Chapter 12 (page 473) and Chapter 13 (pages 497, 500). Volume II Enhanced, Chapter 1 (pages 1 - 41) and Chapter 2 (page 64) Roadmap: William Jennings Bryan, audio of Cross of Gold Premium Media. http://www.roadmaptolastbesthope.com/premium/media/speeches Populists Skill/Project. VI. http://www.roadmaptolastbesthope.com/volumeI/teacher/chapter12/lesson-plan VIIIE. http://www.roadmaptolastbesthope.com/volumeIe/teacher/chapter1/lesson-plan
I-B.9-12.2.g	conservation of natural resources (e.g., the Grand Canyon, Yellowstone, Anasazi ruins at Mesa Verde, Colorado, National Reclamation Act of 1902);	Text: V I, Ch12, Section V “Winning the West” describes Roosevelt’s first exposure to the West (pp 454 – 456) and the conservation movement/national parks is well documented in Chapter 13 “The American Dynamo” (pp 501 – 502). Volume II Enhanced, Chapter 1 (pp 22 – 23), Ch 2 (pp 68 – 69). Roadmap: National Reclamation Act VI. http://www.roadmaptolastbesthope.com/volumeI/student/chapter13/laws-legislation VIIIE. http://www.roadmaptolastbesthope.com/volumeIe/student/chapter2/laws-legislation
I-B.9-12.2.h	progressive reforms (e.g., the national income tax, direct election of senators, women’s suffrage, prohibition);	Text: V I, Ch 13 “An American Dynamo” charts the ideas of progressivism in Section VIII “A Bull Moose on the Loose: The Election of 1912” (pages 515 – 519. Section III “TR in the White House” & Section IV “TR and the Square Deal” (pp 490 – 502) provide detailed accounts of reforms. V II, Ch 1 gives detail on the 18 th and 19 th Amendments (pp 50–51). Ramifications of Prohibition are found on pages 66 and 70). Volume II Enhanced, Ch 2 (pp 42 – 92), Ch 3 (pp 142–143), Ch 4 (p 158).
I-B.9-12.3	Analyze the United States’ expanding role in the world during the late 19th and 20th centuries, to include:	
I-B.9-12.3.a	causes for a change in foreign policy from isolationism to interventionism; causes and consequences of the Spanish American war;	Text: V I, Ch 13, Section I “A Splendid Little War” (pp 476 – 485) gives an in-depth treatment of American Imperialism. The war in the Philippines is further discussed (pp 487 – 488, 503 - 504) and photographs of Roosevelt as a “Rough Rider” and President are on pages 498 – 499. Volume II Enhanced, Chapter 2 (pp 42 – 92).

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I-B.9-12.3.b	expanding influence in the western hemisphere (e.g., the Panama canal, Roosevelt corollary added to the Monroe doctrine, the “big stick” policy, “dollar diplomacy”);	Text: Volume I, Chapter 13, Section V “Wielding the Big Stick” (pages 503 -510) provides a detailed examination of Latin American relationships and the Canal (also on page 492). Volume II Enhanced, Chapter 2 (pages 42 – 92).
I-B.9-12.3.c	events that led to the United States’ involvement in World War I; United States’ rationale for entry into World War I and impact on military process, public opinion and policy;	Text: Volume II, Chapter 1 “America and the Great War” (pages 1 – 55) describes the entry of the United States and gives a detailed treatment of WWI and its impact on the military, public opinion, and policies. Volume II Enhanced, Chapter 3 (pages 93 – 147).
I-B.9-12.3.d	United States’ mobilization in World War I (e.g., its impact on politics, economics and society);	Text: Volume II, Chapter 1, Section IV “Over There!” (pages 23 – 33) gives specific detail on mobilization efforts and their impacts. Volume II Enhanced, Chapter 3 (pages 115 – 125).
I-B.9-12.3.e	United States’ impact on the outcome of World War I; United States’ role in settling the peace (e.g., Woodrow Wilson, treaty of Versailles, league of nations, Senator Henry Cabot Lodge, Sr.);	Text: Volume II, Chapter 1, Section V “Wilson in Paris” (pages 34 – 43) and Section VI “A War to End All Wars” (pages 44 – 55) provide a comprehensive treatment on the outcome of WWI and the U.S. role. Volume II Enhanced, Chapter 3 (pages 126 – 147).
I-B.9-12.4	Analyze the major political, economic and social developments that occurred between World War I and World War II, to include:	
I-B.9-12.4.a	social liberation and conservative reaction during the 1920s (e.g., flappers, prohibition, the Scopes trial, the red scare);	Text: Volume II, Chapter 2 “The Boom and the Bust” offers a detailed treatment of the Red Scare (pages 50 and 62), the trial of Sacco & Vanzetti (pages 88 – 89), and immigrant restriction (pages 70 -71). Flappers and a new social liberation are in Section I “The Roaring Twenties” (pages 56 – 57) and Prohibition is referenced (pages 66 and 70). Volume II Enhanced, Chapters 3 and 4 (pp 142, 148 – 151, 154, and 180 - 181).
I-B.9-12.4.b	causes of the great depression (e.g., over production, under consumption, credit structure);	Text: Volume II, Chapter 2 “The Boom and the Bust” provides detailed information on causes & effects of Great Depression in Section IX “Crash” (pp 94 – 103). Volume II Enhanced, Chapter 4 (pages 186 – 195).
I-B.9-12.4.c	rise of youth culture in the “jazz age”;	Text: Volume II, Chapter 2, Section I “The Roaring Twenties” (pages 56 – 57) discusses youth culture while Section III “Harlem Renaissance” (pages 63 – 66) provides meaningful detail the “jazz age”. Volume II Enhanced, Chapter 4 (pages 148 – 151, 155 – 158)

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I-B.9-12.4.d	development of mass/popular culture (e.g., rise of radio, movies, professional sports, popular literature);	Text: Volume II, Chapter 2, Section I “The Roaring Twenties” (pages 56 – 59), Section III “The Harlem Renaissance” (pages 63 – 66) and Section VII “Peace and Prosperity” gives information on the first “talkie” (page 87). Chapter 3 (pages 143 – 146) offers insight into sports, radio, and architecture. Volume II Enhanced, Chapter 4 (pages 148 – 151, 155 – 158, 179, and 236 – 238 in Chapter 5).
I-B.9-12.4.e	human and natural crises of the great depression, (e.g., unemployment, food lines, the dust bowl, western migration of midwest farmers);	Text: Volume II, Chapter 2, Section IX “Crash” (pages 96 – 100) provides the human and natural impacts of the Great Depression. Volume II Enhanced, Chapter 4 (pages 186 – 195).
I-B.9-12.4.f	changes in policies, role of government and issues that emerged from the new deal (e.g., the works programs, social security, challenges to the supreme court);	Text: Volume II, Chapter 3 “FDR and the New Deal” (pages 111 – 146) provides comprehensive information about the changes in policies and roles of government post-Great Depression. Volume II Enhanced, Chapter 5 (pages 203 – 238).
I-B.9-12.4.g	role of changing demographics on traditional communities and social structures;	Text: Volume I, Chapter 12, Section IV “The Golden Door” (447 – 451) gives a detailed examination of immigration. Volume II Enhanced, Chapter 1 (pages 14 – 18).
I-B.9-12.5	Analyze the role of the United States in World War II, to include:	
I-B.9-12.5.a	reasons the United States moved from a policy of isolationism to involvement after the bombing of Pearl Harbor;	Text: Volume II, Chapter 5 “Leading the Grand Alliance” (pages 182 – 221) gives excellent detail, particularly in Section II “A Day of Infamy” (pages 189 – 202). Volume II Enhanced, Chapter 7 (pages 274 – 311).
I-B.9-12.5.b	events on the home front to support the war effort (e.g., war bond drives, mobilization of the war industry, women and minorities in the work force);	Text: Volume II, Chapter 5, Section III “The World at War” provides a detailed examination of mobilization, the home front, and new roles for women (pages 205 – 208). Volume II Enhanced, Chapter 7 (pages 294 – 300).
I-B.9-12.5.c	major turning points in the war (e.g., the battle of Midway, D-Day invasion, dropping of atomic bombs on Japan);	Text: Volume II, Chapter 5 “Leading the Grand Alliance” includes detailed examination of the major events of WWII, including the Battle of Midway (212 – 213), D-Day (pages 224 – 232, with photos on page 225), and the atomic bomb (pages 227, 263 -- 265). Volume II Enhanced, Chapter 7 (pages 301 – 311), Chapter 8 (pp 312 – 359).

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I-B.9-12.6	Analyze the development of voting and civil rights for all groups in the United States following reconstruction, to include:	
I-B.9-12.6.a	intent and impact of the 13th, 14th and 15th Amendments to the constitution;	Text: Volume I, Chapter 11 provides detail on the 13 th (page 404), 14 th (page 406), and 15 th (page 421 – 422) Amendments.
I-B.9-12.6.b	segregation as enforced by Jim Crow laws following reconstruction;	Text: Volume I, Chapter 8 (page 280) provides the background of Jim Crow, and there is further elucidation on pages 421, 436, 469. Volume II Enhanced, Chapters 1 and 2 (pages 36, 58, 90).
I-B.9-12.6.c	key court cases (e.g., Plessy v. Ferguson, Brown v. Board of Education of Topeka, Roe v. Wade);	Text: Volume I (page 491) describes <i>Plessy v. Ferguson</i> . Volume II, Chapter 8, Section III “Freedom Rising” (pages 320 – 322, 327); Chapter 10 Section VI “Roe V. Wade: Raw Judicial Power” (pp 433 – 438). Volume II Enhanced, Chapter 2 (page 58), Chapter 10 (pages 386, 412 – 413), and Chapter 12 (pages 525 – 528).
I-B.9-12.6.d	roles and methods of civil rights advocates (e.g., Martin Luther King, Jr., Malcolm X, Rosa Parks, Russell Means, César Chávez);	Text: Volume II, Chapter 8 “Eisenhower and Happy Days” provides information on Parks’ and King’s leadership in the Montgomery Bus Boycott (pp 321- 322). Volume II, Chapter 9 “Passing the Torch” gives excellent detail in Section IV “Freedom on the March” (pages 356 – 361), excerpts from “Letter from a Birmingham Jail” (page 358) and “I Have a Dream” speech (page 360), plus a photograph of MLK Jr. from the March on Washington (page 370). Volume II, Chapter 10 (page 401) gives detail on Malcolm X. Volume II, Chapter 10 provides information on Cesar Chavez (page 421). Volume II Enhanced, Chapter 10 (pages 411 – 416), Chapter 11 (pages 451 – 452, 462, and 493), and Chapter 12 (page 513).
I-B.9-12.6.e	the passage and effect of the voting rights legislation on minorities (e.g., 19th amendment, role of Arizona supreme court decision on Native Americans, their disenfranchisement under Arizona constitution and subsequent changes made in other state constitutions regarding Native American voting rights - such as New Mexico, 1962, 1964 Civil Rights Act, Voting Act of 1965, 24th Amendment);	Text: Volume II, Chapter 1 gives detail on the 19 th Amendments (pages 50 – 51). Volume II, Chapter 9 “Passing the Torch” provides detailed analysis in Section IX “We Shall Overcome” (pages 380 – 381), Section VI “An Idea Whose Time Has Come” (pages 364 – 367), and a photograph of LBJ signing the Civil Rights Act of 1964 (page 371). Volume II, Chapter 10 “Nixon’s the One” gives details regarding the impact of the Voting Act of 1965 (page 399). Volume II Enhanced, Chapter 3 (pages 142 – 143), Chapter 11 (pages 456 – 459, 472 – 474).

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I-B.9-12.6.f	impact and reaction to the efforts to pass the Equal Rights Amendment,	Text: Volume II, Chapters 10, 11, 12 (pages 420 – 421, 461, 467, and 496) all give detail on the ERA. Volume II Enhanced (pages 512 – 513, 553, and 588).
I-B.9-12.6.g	rise of black power, brown power, American Indian movement, united farm workers;	Text: Volume II, Chapter 2, Section III offers detail on the rise of black power (pages 63 – 66), and Chapter 10 provides information on Cesar Chavez (page 421). Volume II Enhanced, Chapter 12 (page 513).
I-B.9-12.7	Analyze the impact of World War II and the cold war on United States’ foreign and domestic policy, to include:	
I-B.9-12.7.a	origins, dynamics and consequences of the cold war tensions between the United States and the Soviet Union;	Text: V II, Ch 7, Section I “A Cold War Begins” (pp 269 – 279) gives excellent detail, as does Ch 8, Section II “The Kremlin’s Long Shadow” (pp 313- 319). Volume II Enhanced, Chapter 9 (pp 360 – 399) and Chapter 10 (pp 400 – 426).
I-B.9-12.7.b	new role of the United States as a world leader (e.g., Marshall plan, NATO);	Text: Volume II, Chapter 7 “Truman Defends the Free World” (pages 268 – 307) provides moving and detailed analysis, specifically including the Marshall Plan (page 217) and NATO (pages 268, 295 – 296). Volume II Enhanced, Chapter 9 (pp 360 – 399) and Chapter 10 (pp 400 – 426).
I-B.9-12.7.c	need for, establishment and support of the United Nations;	Text: Volume II, Chapter 7 provides specific references to the UN (pages 273, 282, 291, 294, 298 – 299, 301, and 305). Volume II Enhanced, Chapter 9 (pages 360 – 399).
I-B.9-12.7.d	implementation of the foreign policy of containment, including the Truman doctrine;	Text Volume II, Chapter 7 “Truman Defends the Free World” (pages 268 – 307) provides detail on the Truman Doctrine (page 277), containment policy (302). Volume II Enhanced, Chapter 9 (pp 360 – 399) and Chapter 10 (pp 400 – 426).
I-B.9-12.7.e	Red Scare (e.g., McCarthyism, House Un-American Activities Committee, nuclear weapons, arms race);	Text: Volume II, Chapter 7, Section II “Red Stars in Hollywood” (pages 279 – 282) and Chapter 8 Section II “The Kremlin’s Long Shadow” (pages 315 – 319) discusses McCarthyism and the Red Scare in detail. Volume II Enhanced, Chapter 9 (pp 371 – 373) and Chapter 10 (pp 405 - 411).
I-B.9-12.7.f	external confrontations with communism (e.g., the Berlin blockade, Berlin wall, Bay of Pigs, Cuban missile crisis, Korea, Vietnam war);	Text: V II, Ch 7, Section I “A Cold War Begins” (pp 269 – 279) & Section IV “The Berlin Airlift” (pp 283 – 284) gives detail on Berlin & commitment to Europe. Volume II, Chapter 9, Section 1 “The New Frontier” gives detail on the Bay of Pigs (page 341) and the Cuban Missile Crisis (photo on page 345, detailed analysis in Section III “Eyeball to Eyeball Over Cuba”, pages 350 – 353). Volume II, Chapter 7, Section VII “The Korean Conflict” (pages 298 – 305) provides extensive coverage of Korea V II, Ch 10, Section X “Vietnam” (pp 382 – 391), includes detailed discussion of Vietnam. V II Enh, Ch 9 (pp 360 – 399), Ch 10 (pp 400 – 426), Ch 11 (pp 427 – 489).

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I-B.9-12.7.g	Sputnik and the space race;	Text: Volume II, Chapter 8 “Eisenhower and Happy Days” provides detail on the Space Race (Sputnik I, page 308), as does Section IV “We Will Bury You” (pages 328 – 331). Volume II Enhanced, Chapter 10 (pages 405 – 411, 420 – 422).
I-B.9-12.7.h	image of 1950s affluent society;	Text: Volume II, Chapter 8, Section V “Ike’s Last Years” (pages 331 – 334) discuss the affluent society. Volume II Enhanced, Chapter 10 (pages 423 – 426).
I-B.9-12.7.i	political protests of Vietnam war;	Text: Volume II, Chapter 10, Section X “Vietnam” (pages 382 – 391), includes a detailed discussion of Vietnam protests, as does Chapter 11 (pages 411 – 415). Volume II Enhanced, Chapter 11 (pp 474 – 483) and Ch 12 (pp 503 – 507).
I-B.9-12.7.j	counterculture in the 1960s;	Text: Volume II, Chapter 11 (pages 406 – 411) provides extensive detail on the counterculture. Volume II Enhanced, Chapter 12 (pages 498 – 503).
I-B.9-12.8	Analyze the impact of the post-cold war Era on United States’ foreign policy, to include:	
I-B.9-12.8.a	role of the United States in supporting democracy in eastern Europe following the collapse of the Berlin wall;	Text: Volume II, Chapter 12, Section VII “Tear Down This Wall!” (pages 520 –524) provides detail, as do pages 511 and 489 (photograph). Volume II Enhanced, Chapter 14 (pages 612 – 614)
I-B.9-12.8.b	new allegiances in defining the new world order;	Text: Volume II, Chapter 12, provides detail on the post-Soviet world, in particular Section IV “We Can Do Business” (pages 507 –515) and Section V “Reykjavik: The Clash” (pages 515 – 517). Volume II Enhanced, Chapter 14 (pages 572 – 622)
I-B.9-12.8.c	role of technology in the information age; and	Text: Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives detailed information on the background of the information age and technology.
I-B.9-12.9	Explain how United States history represents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:	
I-B.9-12.9.a	analyze perspectives that have shaped the structures of historical knowledge;	Text: Volumes I, II, III, and the Enhanced version all provide perspectives. A good example is the role of the muckrakers in Volume I, Chapter 12 (page 473) and Chapter 13 (pages 497, 500). Volume II Enhanced, Chapter 2 (page 64).

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I-B.9-12.9.b	describe ways historians study the past;	<p>Text: Volumes I, II, III, and the Enhanced version include many primary sources and analysis of primary sources, including those in Volume I, (pages 10-11, 18-19, 28, 40, 218, 228, 248, 287-288). 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>
I-B.9-12.9.c	explain connections made between the past and the present and their impact.	<p>Text: Volumes I, II, III, and the Enhanced version include numerous examples of connecting past to present. A good example of this is the lack of trust in government since Watergate in Volume II, Chapter 10, Section VII “Watergate Spills Over” (pages 438 – 443). Volume II Enhanced, Chapter 12 (pages 530 – 535).</p>
9-12 Benchmark 1-C	World: analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience:	
I-C.9-12.1	Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include:	
I-C.9-12.1.a	development of renaissance artistic and literary traditions (e.g., Michelangelo, Leonardo da Vinci, Shakespeare);	
I-C.9-12.1.b	development of protestantism (e.g., Martin Luther, John Calvin);	
I-C.9-12.1.c	religious conflict and persecutions (e.g., Spanish inquisition);	
I-C.9-12.2	Analyze and evaluate the actions of competing European nations for colonies around the world and the impact on indigenous populations;	<p>Text: Volume I, Chapter 1 (pages 1 – 29) offers extensive detail, including Section II “Scramble for Empire” (pages 12 – 23).</p>
I-C.9-12.3	Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects on political, economic and cultural institutions, to include:	
I-C.9-12.3.a	Copernican view of the universe and Newton’s natural laws;	

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I-C.9-12.3.b	tension and cooperation between religion and new scientific discoveries;	
I-C.9-12.3.c	impact of Galileo’s ideas and the introduction of the scientific method as a means of understanding the universe;	
I-C.9-12.3.d	events and ideas that led to parliamentary government (English civil war, glorious revolution);	
I-C.9-12.3.e	enlightenment philosophies used to support events leading to American and French revolutions;	Text: Volume I, Chapter 3 “The Greatest Revolution” (pages 62 -- 106) gives detail on Paine and the events leading up to the American Revolution; Chapter 5 (pages 153 – 160) gives detail on the French Revolution.
I-C.9-12.3.f	Napoleonic era (e.g., codification of law); Latin America’s wars of independence;	
I-C.9-12.4	Analyze the pattern of historical change as evidenced by the industrial revolution, to include:	
I-C.9-12.4.a	conditions that promoted industrialization;	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 282) provides excellent background and detail on growing industrialization.
I-C.9-12.4.b	how scientific and technological innovations brought about change;	Text: Volume I, Chapter 12 gives detailed information on scientific and technological change (pages 436, 444 – 445). Volume II Enhanced, Chapter 1 (pages 1 – 41).
I-C.9-12.4.c	impact of population changes (e.g., population growth, rural-to-urban migrations, growth of industrial cities, emigration out of Europe);	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 282) gives information on changing demographics. Volume I, Chapter 12, Section IV “The Golden Door” (447 – 451) gives a detailed examination of immigration. Volume II Enhanced, Chapter 1 (pages 14 – 18).
I-C.9-12.4.d	evolution of work/business and the role of labor (e.g., the demise of slavery, division of labor, union movement, impact of immigration);	Text: Volume I, Chapter 6 (pages 251 – 253) and Chapter 7 “The Rising Storm” (pages 269 - 310) provides detailed information on slavery in politics and the abolition movement. Volume I, Chapter 12 describes the rise of unions and impact of immigration in detail in Section VII “A Cross of Gold (pages 461 -- 472). Chapter 13 (page 520) provides further detail. Volume II Enhanced, Chapter 1 (pages 28 – 39).

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I-C.9-12.4.e	political and economic theories of capitalism and socialism (e.g., Adam Smith, Karl Marx);	Text: Volume I, II, and III all reference economic systems such as capitalism and socialism throughout. A good example where both can be found is in the treatment of the Great Depression (Chapter 2 “The Boom and the Bust”, pages 56 – 110). Volume II Enhanced, Chapter 4 (pages 148 – 202).
I-C.9-12.4.f	status and roles of women and minorities;	Text: Volume I contains on-going detail and references regarding Stanton (pages 86, 469), Seneca Falls (pages 281 – 282), and suffrage efforts for both women and minorities (pages 421 - 422).
I-C.9-12.5	Analyze and evaluate the impact of 19th century imperialism from varied perspectives, to include:	
I-C.9-12.5.a	clash of cultures;	Text: Volume I, Chapter 13, Section I “ A Splendid Little War” (pages 476 – 485) gives an in-depth treatment of American Imperialism. Volume II Enhanced, Chapter 2 (pages 42 – 92).
I-C.9-12.5.b	British empire expands around the world;	
I-C.9-12.5.c	nationalism (e.g., competition and conflict between European nations for raw materials and markets, acquisition of colonies in Africa and Asia, impact on indigenous populations);	
I-C.9-12.6	Describe and analyze the geographic, political, economic, religious and social structures of the civilizations of east Asia;	
I-C.9-12.7	Analyze and evaluate the causes, events and effects of World War I, to include:	
I-C.9-12.7.a	rise of nationalism (e.g., unification of Germany, Otto Von Bismarck’s leadership);	Text: Volume II, Chapter 1, Section I (pages 2 – 9) discusses the rise of Germany, nationalism, and Bismarck. Volume II Enhanced, Chapter 3 (pages 94-101).
I-C.9-12.7.b	rise of ethnic and ideological conflicts (e.g., the Balkans, Austria-Hungary, decline of the Ottoman empire);	Text:

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I-C.9-12.7.c	major turning points and the importance of geographic, military and political factors in decisions and outcomes;	Text: Volume II, Chapter 1, Section IV “Over There!” (pages 23 – 33) provides detailed strategic information on WWI. Volume II Enhanced, Chapter 3 (pages 115 – 125).
I-C.9-12.7.d	human costs of the mechanization of war (e.g., machine-gun, airplane, poison gas, submarine, trench warfare, tanks);	Text: Volume II, Chapter 1, Section II “Too Proud to Fight” (pages 9 – 18) discusses new technology in WWI. Volume II Enhanced, Chapter 3 (pages 101 – 110).
I-C.9-12.7.e	effects of loss of human potential through devastation of populations and their successive generations;	Text: Volume II, Chapter 1, Section V “Wilson in Paris” (pages 34 – 44) outlines the devastation of populations. Volume II Enhanced, Chapter 3 (pages 126 – 136).
I-C.9-12.7.f	effects of the Russian revolution and the implementation of communist rule;	Text: Volume II, Chapter 1 (page 36) references the Russian Revolution. Volume II Enhanced, Chapter 3 (page 128).
I-C.9-12.8	Analyze and evaluate the causes, events and impacts of World War II from various perspectives, to include:	
I-C.9-12.8.a	failures and successes of the treaty of Versailles and the league of nations; rise of totalitarianism (e.g., Nazi Germany’s policies of European domination, holocaust);	Text: Volume II, Chapter 1, Section IV “Over There” describes Wilson’s Fourteen Points (pages 28 – 29) and Section V “Wilson in Paris” (pages 34 – 44) further discusses the Treaty of Versailles and the League of Nations (pages 39, 44 – 50). Volume II, Chapter 3 (pages 133 – 143) provides detail on the rise of Nazi Germany. Volume II Enhanced, Chapter 3 (pages 123 – 147), Chapter 5 (pp 225 – 235).
I-C.9-12.8.b	political, diplomatic and military leadership (e.g., Winston Churchill, Joseph Stalin, Franklin Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Francisco Franco);	Text: Volume II, Chapter 3 (pages 133 – 143) gives information on leaders of Europe during WWII, and Chapter 4 (pages 147 – 181) provides a thorough examination of these figures. Volume II Enhanced, Chapter 5 (pages 225 – 235) and Chapter 6 (pages 239 – 273).
I-C.9-12.8.c	principal theaters of battle, major turning points and geographic factors in military decisions and outcomes (e.g., Pearl Harbor, “island-hopping,” D-Day invasion, Stalingrad, atomic bombs dropped on Japan);	Text: Volume II, Chapter 5 “Leading the Grand Alliance”(pages 182 – 219) and Chapter 6 “America Victorious” (pages 220 – 267) include detailed examination of the major events of WWII, including Pearl Harbor, the Battle of Midway, D-Day, Stalingrad, and the atomic bombs dropped on Japan. Volume II Enhanced, Chapter 7 (pages 274 – 311) and Chapter 8 (pages 312 – 359).

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Standards		Page References
I-C.9-12.9	Analyze and evaluate international developments following World War II, the cold war and post-cold war, to include:	
I-C.9-12.9.a	war crime trials;	Text: Volume II, Chapter 7 (pages 274 – 275). Volume II Enhanced, Chapter 9 (pages 365 – 366).
I-C.9-12.9.b	creation of the state of Israel and resulting conflicts in the middle east;	Text: Volume II, Chapter 7, Section III “Ha Tikva – The Hope of Israel” (pages 282 – 283) provides detail on Israel. Volume II Enhanced, Chapter 9 (pages 374 – 375).
I-C.9-12.9.c	rebuilding of western Europe (e.g., Marshall Plan, NATO);	Text: Volume II, Chapter 7 “Truman Defends the Free World” (pages 268 – 307) provides moving and detailed analysis, specifically including the Marshall Plan (page 217) and NATO (pages 268, 295 – 96) Volume II Enhanced, Chapter 9 (pages 360 – 399) and Chapter 10 (pages 400 – 426).
I-C.9-12.9.d	Soviet control of eastern Europe (e.g., Warsaw pact, Hungarian revolt);	Text: Volume II, Chapter 7 “Truman Defends the Free World” (pages 268 – 307) provides excellent detail in Section I “The Cold War Begins” (pages 269 – 279) and Section IV “The Berlin Airlift” (pages 283 – 284). The Warsaw Pact is referenced on page 395 and Hungary on page 383). Volume II Enhanced, Chapter 9 (pages 360 – 399) and Chapter 10 (pages 400 – 426).
I-C.9-12.9.e	creation and role of the United Nations;	Text: Volume II, Chapter 7 provides detail on the creation and role of the UN (pages 273, 282, 291, 294, 298 – 299, 301, and 305). Volume II Enhanced, Chapter 9 (pages 360 – 399).
I-C.9-12.9.f	Mao Zedong and the Chinese revolution (e.g., long march, Taiwan, cultural revolution);	Text: Volume II, Chapter 7, Section VI “Under the Cloud of War” (pages 295 - 298) provides insight into the Chinese Revolution and Mao Zedong is referenced (pages 296, 301, 325, and 415). Volume II Enhanced, Chapter 9 (pages 383 – 390).
I-C.9-12.9.g	national security in the changing world order;	Text: Volume II, Chapter 8 “Eisenhower and Happy Days” provides detail on the role of national security in the face of communism, as does Section IV “We Will Bury You” (pages 328 – 331); the entire Section II “The Kremlin’s Long Shadow” (pages 313 – 319) includes the impacts of the Cold War. Volume II Enhanced, Chapter 10 (pages 405 – 411, 420 – 422).
I-C.9-12.9.h	technology’s role in ending the cold war;	Text: Volume II, Chapter 12 (pages 493, 512, and 517) discuss SDI. Volume II Enhanced, Chapter 14 (pages 585, 608—609).
I-C.9-12.9.i	fluidity of political alliances;	Text: Volume III, Chapter 1 (pages 27 – 33) discusses the changing Eastern European order under George H.W. Bush.

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Standards		Page References
I-C.9-12.9.j	new threats to peace;	Text: Volume III, Chapter 4 “Bush and the Age of Terror” Sections II, III, IV, VI, VII all provide detailed analysis of 9/11 (pages 159 – 173), Afghanistan (pages 173 – 192), and Iraq (pages 192 – 201).
I-C.9-12.9.k	reasons for the collapse of the Soviet Union and the end of the cold war;	Text: Volume II, Chapter 12 “Reagan & Revival”, Section VII “Tear Down This Wall” (pages 520 – 524), and Section VIII “Into the Sunset” (pages 524 – 530) give excellent detail on the collapse of the USSR. Volume II Enhanced, Chapter 14 “Reagan & Revival” (pages 572 – 623).
I-C.9-12.9.l	use of technology in the information age;	Text: Volume III, Chapter 3, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives comprehensive detail of technology.
I-C.9-12.10	Evaluate the ideologies and outcomes of independence movements in the emerging third world to include:	
I-C.9-12.10.a	French Indochina and the Vietnam war (e.g., the role of Ho Chi Minh);	Text: Volume II, Chapter 9 provides extensive information in Section X “Vietnam” (pages 382 – 391). Volume II Enhanced, Chapter 11 (pages 474 – 483).
I-C.9-12.10.b	Mohandas Gandhi’s non-violence movement for India’s independence;	
I-C.9-12.10.c	apartheid in South Africa and evolution from white minority government (e.g., Nelson Mandela, Desmond Tutu);	
I-C.9-12.10.d	middle east conflicts (Israel, Palestine, Egypt);	Text: Volume II, Chapter 7, Section III “Ha Tikva – The Hope of Israel” (pages 282 – 283) provides detail on Israel. Volume II, Chapter 11 “The Years the Locust Ate” provides information on the Camp David Accords (page 464) and extensive treatment of the Iranian Hostage Crisis in Section IV “Americans Held Hostage” (pages 469 – 472, 481). Volume II Enhanced, Chapter 9 (pages 374 – 375) and Chapter 13 (pages 556, 558 – 564).
I-C.9-12.11	Analyze historical and modern-day policies of the western hemisphere, with emphasis on Mexico and Canada, to include:	
I-C.9-12.11.a	expansion of democracy in western hemisphere;	Text: Volume II, Chapter 12 (pages 494 – 497) provides detail about democratic insurgent movements in Latin America. Volume II Enhanced, Chapter 14 (pages 572 – 623).

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Standards		Page References
I-C.9-12.11.b	immigration and migration issues;	<p>Text: Volume III, Chapter 3 (pages 146 – 147) and Chapter 6 (pages 246 – 247) deal with immigration and reform.</p> <p>Roadmap: Chinese and Latino immigration experience, VII. http://www.roadmaptolastbesthope.com/premium/volumeII/beyond VIII. http://www.roadmaptolastbesthope.com/premium/volumeIIenhanced/beyond</p>
I-C.9-12.11.c	changes in foreign policy brings spiraling impact on each nation and international relations, trade;	<p>Text: Volume II and III provide excellent detail on presidential foreign policy for all of the 20th and 21st century; a good example includes Volume II, Chapter 10 Section IV “Nixon to China” (pages 415 – 417). Volume II Enhanced (“Nixon to China” pages 507 – 511).</p>
I-C.9-12.12	Explain how world history presents a framework of knowledge and skills within which to understand the complexity of the human experience, to include:	
I-C.9-12.12.a	analyze perspectives that have shaped the structures of historical knowledge;	<p>Text: Volumes I, II, III, and the Enhanced Version all include multiple perspectives – from leaders in government to reform movements. A few examples include: * Andrew Jackson including his kitchen cabinet, Volume I (pp 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 (pages 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, (pages 230-234). Role of William Jennings Bryan and populism, 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>
I-C.9-12.12.b	describe ways historians study the past;	<p>Text: Volumes I, II, III, and the Enhanced Version all include the use of primary sources as a means for studying the past. Sources are included throughout text, for example see Volume I, (pages 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</p>

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		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
I-C.9-12.12.c	explain connections made between the past and the present and their impact.	Text: Volumes I, II, III, and the Enhanced Version include connections between the past and present. One example of this is the history of the environmental movement outlined in Volume II, Chapter 10 (page 420) and its role today. Volume II Enhanced, Chapter 12 (pages 446 and 512).
9-12 Benchmark 1-D	Skills: use critical thinking skills to understand and communicate perspectives of individuals, groups and societies from multiple contexts:	
I-D.9-12.1	Understand how to use the skills of historical analysis to apply to current social, political, geographic and economic issues;	Text: Volumes I, II, III, and the Enhanced Version all provide excellent historical analysis in understanding social, political, geographic, and economic issues. For example: 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. 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_VolI.pdf Geography for Teachers www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-practice-geography

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I-D.9-12.2	Apply chronological and spatial thinking to understand the importance of events;	<p>Text: Volumes I, II, III, and the Enhanced Version provide a linear and thematic approach to history. One example of this is the thorough examination of presidencies in Volume III (Chapters 1, 2, 3, 4, 5, and 6), including both foreign and domestic policies from George H.W. Bush through Barack Obama.</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>
I-D.9-12.3	Describe primary and secondary sources and their uses in research;	<p>Text: Volumes I, II, III, and the Enhanced Version include numerous primary and secondary sources. Sources are 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>
I-D.9-12.4	Explain how to use a variety of historical research methods and documents to interpret and understand social issues (e.g., the friction among societies, the diffusion of ideas);	<p>Text: Volumes I, II, III, and the Enhanced Version provide numerous document and citations in order to thoroughly understand divisive social issues. A good example of this the abolition movement in Volume I, Chapter 6 (pages 251 – 253) and Chapter 7 “The Rising Storm” (pages 269 – 310) which provides quotes and speeches.</p>
I-D.9-12.5	Distinguish “facts” from authors’ opinions and evaluate an author’s implicit and explicit philosophical assumptions, beliefs or biases about the subject;	<p>Text: Volumes I, II, III, and the Enhanced Version give multiple perspectives and provide numerous opportunities to discuss bias in documents, speeches, and quotes. A few examples include: * Stamp Act: Volume I (pages 62–64, 66–70, 76) * Monroe Doctrine: Volume I (pages 215-216) * Dred Scott: Volume I (pages 293-296, 299, 317, 326)</p> <p>Roadmap: Examination of sources and big ideas in every chapter. Understanding the Election of 1860:</p>

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Standards		Page References
		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
I-D.9-12.6	Interpret events and issues based upon the historical, economic, political, social and geographic context of the participants;	Text: Volumes I, II, III, and the Enhanced Version are filled with interesting and engaging historical events, people, and issues. One in-depth example is found in analyzing the Pullman Strike in Chapter 12, Section VII “A Cross of Gold” (pages 467 – 468). Volume II Enhanced, Chapter 1 (pages 34 – 35).
I-D.9-12.7	Analyze the evolution of particular historical and contemporary perspectives; and	Text: Volumes I, II, III, and the Enhanced Version all include analysis of multiple historical and contemporary perspectives, including: * Abraham Lincoln and Stephen Douglas: Volume I (pages 296-301, 303-310) * John Calhoun, Henry Clay and Daniel Webster: Volume I (pages 272-278) * Regulation of big business: Volume I, Chapters 12-13 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
I-D.9-12.8	Explain how to use technological tools to research data, verify facts and information, and communicate findings.	
STRAND : Geography		
Content Standard II	Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.	
9-12 Benchmark 2-A	analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills, and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:	
2-A.9-12.1	Evaluate and select appropriate geographic representations to analyze and explain natural and man-made issues and problems;	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

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	Standards	Page References
		<p>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.</p> <p>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).</p> <p>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_VolI.pdf Geography for Teachers www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-practice-geography</p>
2-A.9-12.2	Understand the vocabulary and concepts of spatial interaction, including an analysis of population distributions and settlement patterns	<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.</p> <p>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</p> <p>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.</p> <p>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).</p> <p>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</p>

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Standards		Page References
		Using the Five Themes of Geography www.roadmaptolastbesthope.com/sites/default/files/Geography_Applications_VolI.pdf Geography for Teachers www.roadmaptolastbesthope.com/volumeI/teacher/toolkit/how-to-practice-geography
9-12 Benchmark 2-B	analyze natural and man-made characteristics of worldwide locales; describe regions, their interrelationships and patterns of change:	
2-B.9-12.1	Analyze the interrelationships among natural and human processes that shape the geographic connections and characteristics of regions, including connections among economic development, urbanization, population growth and environmental change;	Text: Volume I, Chapter 1 “Westward the Course” (pages 1 – 29) provides excellent detail on the Columbian Exchange and demographic shifts due to disease in the New World.
2-B.9-12.2	Analyze how the character and meaning of a place is related to its economic, social and cultural characteristics, and why diverse groups in society view places and regions differently;	Text: Volume II, Chapter 3, Section VI “Rebuilding America” (pages 143 – 144) discusses the importance of landmark architecture and public art as a key piece of American culture. Volume II Enhanced, Chapter 5 (pages 236 – 238).
2-B.9-12.3	Analyze and evaluate changes in regions and recognize the patterns and causes of those changes (e.g., mining, tourism); and	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 280) provides a thorough treatment of railroad construction and its impact on the West, North, and South. Volume II Enhanced, Chapter 1 (pages 1 – 41).
2-B.9-12.4	Analyze and evaluate why places and regions are important to human identity (e.g., sacred tribal grounds, culturally unified neighborhoods).	Text: Volume I, Chapter 12, Section V (451 – 456) “Winning the West” provides detailed accounts of the expansion conflicts and the importance of regions to the Native American identity. Volume II Enhanced, Chapter 1 (pages 18 – 23).
9-12 Benchmark 2-C	analyze the impact of people, places and natural environments upon the past and present in terms of our ability to plan for the future:	

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2-C.9-12.1	Analyze the fundamental role that geography has played in human history (e.g., the Russian winter on the defeat of Napoleon’s army and the same effect in World War II);	Text: Volume III, Chapter 6, Section II “The Storms Hit” (pages 235 – 241) provides detail on the impact of Hurricane Katrina on humans in Louisiana. Roadmap: Yalta and Potsdam, VII. http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter6/lesson-plan VIII. http://www.roadmaptolastbesthope.com/volumeIIe/teacher/chapter8/lesson-plan
2-C.9-12.2	Compare and contrast how different viewpoints influence policy regarding the use and management of natural resources;	Text: Volume I, Chapter 13, references the debate over the National Reclamation Bill and Roosevelt’s Inland Waterways Commission (page 502). Volume II Enhanced, Chapter 2 (page 69).
2-C.9-12.3	Analyze the role that spatial relationships have played in effecting historic events; and	Text: Volume II, Chapter 9, includes discussion of the Bay of Pigs invasion and the Cuban Missile Crisis (including an aerial map on page 345). Volume II Enhanced, Chapter 11 (page 437).
2-C.9-12.4	Analyze the use of and effectiveness of technology in the study of geography;	
9-12 Benchmark 2-D	analyze how physical processes shape the earth’s surface patterns and biosystems:	
2-D.9-12.1	Analyze how the earth’s physical processes are dynamic and interactive;	
2-D.9-12.2	Analyze the importance of ecosystems in understanding environments;	
2-D.9-12.3	Explain and analyze how water is a scarce resource in New Mexico, both in quantity and quality; and	
2-D.9-12.4	Explain the dynamics of the four basic components of the earth’s physical systems (atmosphere, biosphere, lithosphere and hydrosphere).	
9-12 Benchmark 2-E	analyze and evaluate how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict:	

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Standards		Page References
2-E.9-12.1	Analyze the factors influencing economic activities (e.g., mining, ranching, agriculture, tribal gaming, tourism, high tech) that have resulted in New Mexico's population growth;	
2-E.9-12.2	Analyze the effects of geographic factors on major events in United States and world history;	Text: Volume I, II, and III all provide extensive discussion of the role of geography in United States history.
2-E.9-12.3	Analyze the interrelationships among settlement, migration, population-distribution patterns, land forms and climates in developing and developed countries;	Text: Volume I, Chapter 7 "Jackson and Democracy", Section V "The Tragedy of Indian Removal" (pages 240 – 247) and Section X "Reannexing Texas and Reoccupying Oregon" (pages 258 – 262) provide a thorough treatment of expansion and changing demographics in the United States.
2-E.9-12.4	How cooperation and conflict are involved in shaping the distribution of political, social and economic factors in New Mexico, United States and throughout the world (e.g., land grants, border issues, United States territories, Israel and the middle east, the former Soviet Union, and Sub-Saharan Africa);	Text: Volume I, Chapter 7, Section XI "The Halls of Montezuma" (pages 263 – 268) provides detailed analysis of the Mexican-American War as a conflict that shaped the United States and NM.
2-E.9-12.5	Analyze how cultures shape characteristics of a region;	Text: Volume I, Chapter 1 (pages 1 – 29) discusses the impact of religion and culture of European countries on the Western hemisphere during the Age of Exploration.
2-E.9-12.6	Analyze how differing points of view and self-interest play a role in conflict over territory and resources (e.g., impact of culture, politics, strategic locations, resources); and	Text: Volume I, Chapter 7 "Jackson and Democracy", Section V "The Tragedy of Indian Removal" (pages 240 – 247) and Section X "Reannexing Texas and Reoccupying Oregon" (pages 258 – 262) discuss the self-interest of settlers and the conflict between settlers and Native Americans.

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2-E.9-12.7	Evaluate the effects of technology on the developments, changes to, and interactions of cultures;	Text: Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives detailed information on the impact of technology in creating a new global marketplace. Roadmap: Technology, Premium Media http://www.roadmaptolastbesthope.com/premium/monthly-podcasts
9-12 Benchmark 2-F	analyze and evaluate the effects of human and natural interactions in terms of changes in the meaning, use, distribution and importance of resources in order to predict our global capacity to support human activity	
2-F.9-12.1	Compare the ways man-made and natural processes modify the environment and how these modifications impact resource allocations;	Text: Volume II, Chapter 3 “FDR and the New Deal” explores the creation of the TVA (pages 112) and its environmental/economic impact on rural America (page 144). Volume II Enhanced, Chapter 5 (pages 204, 236).
2-F.9-12.2	Analyze how environmental changes bring about and impact resources; and	Text: Volume III, Chapter 6, Section II “The Storms Hit” (pages 235 – 241) provides detail on Hurricane Katrina.
2-F.9-12.3	Analyze the geographic factors that influence the major world patterns of economic activity, economic connections among different regions, changing alignments in world trade partners and the potential redistribution of resources based on changing patterns and alignments.	
STRAND: Civics and Government		
Content Standard III	Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.	
9-12 Benchmark 3-A	compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents:	
3-A.9-12.1	Analyze the structure, powers and role of the legislative branch of the United States government, to include: specific powers delegated	Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) offers extensive analysis of the Constitution, specifically referencing <i>The Federalist Papers</i> and the anti-federalist position (pages 127 – 129).

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Standards		Page References
	in Article I of the constitution; checks and balances described in the federalist papers, Number 51; lawmaking process; role of leadership within congress; federalist and antifederalist positions;	Roadmap: Article I VI. http://www.roadmaptolastbesthope.com/volumeI/student/chapter4/laws-legislation VI. http://www.roadmaptolastbesthope.com/volumeI/teacher/chapter9/summary VII. http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter7/summary VIII. http://www.roadmaptolastbesthope.com/volumeIIe/teacher/chapter9/summary
3-A.9-12.2	Analyze the structure, powers and role of the executive branch of the United States government, to include: specific powers delegated in Article II of the constitution; checks and balances; development of the cabinet and federal bureaucracy; roles and duties of the presidency, including those acquired over time such as “head of state” and “head of a political party;”	Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) gives excellent detail on the framing and underlying philosophies. Chapter 5 “The New Republic” (pages 133 – 176) gives detail on George Washington’s role in shaping the executive branch.
3-A.9-12.3	Examine the election of the president through the nomination process, national conventions and electoral college;	
3-A.9-12.4	Analyze the structure, powers and role of the judicial branch of the United States government, including landmark United States supreme court decisions, to include: specific powers delegated by the Constitution in Article III and described in the federalist papers, Numbers 78-83; checks and balances; judicial review as developed in <i>Marbury v. Madison</i> ; issues raised in <i>McCulloch v.</i>	Text: Volume I, Chapter 4 (pages 107 – 132), gives detailed information on the Constitution, including <i>Federalist 78</i> (page 128); the influence of the Supreme Court is further shown in analysis of <i>Marbury v. Madison</i> (page 192) and <i>McCulloch v. Maryland</i> (pages 249, 326).

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	Maryland; dual court system of state and federal governments, including their organization and jurisdiction;	
3-A.9-12.5	Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, press, assembly, and petition; 4th, 5th and 6th Amendments address search and seizure, rights of the accused, right to a fair and speedy trial, and other legal protections; 14th Amendment protection of due process and equal protection under the law; conflicts which occur between rights, including tensions between the right to a fair trial and freedom of the press and between majority rule and individual rights; expansion of voting rights, limitation of presidential terms, etc;	Text: Volume I, Chapter 5, Section II “Madison’s Bill of Rights” (pages 141 – 144) includes detail on the first ten Amendments to the Constitution. Later Amendments are referenced throughout Volumes I, II, and II Enhanced.
3-A.9-12.6	Compare and contrast the structure and powers of New Mexico’s government as expressed in the New Mexico constitution with that of the United States constitution, to include: direct democracy in the	

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	initiative, referendum and recall process; impeachment process; process of voter registration and voting; role of primary elections to nominate candidates; how a bill becomes a law; executive officers and their respective powers; New Mexico courts, appointment of judges, and election and retainment processes for judges; organization of county and municipal governments; and	
3-A.9-12.7	Describe and analyze the powers and responsibilities (including the concept of legitimate power) of local, state, tribal and national governments.	
9-12 Benchmark 3-B	analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity:	
3-B.9-12.1	Analyze the qualities of effective leadership;	Text: Volumes I, II, and III all provide excellent examples of effective leadership of presidents and important leaders. For example, Volume I, Chapter 3, Section VII “A Dangerous Peace” (pages 102 – 106) discusses the qualities of effective leadership in regard to George Washington.
3-B.9-12.2	Evaluate the impact of United States political, tribal and social leaders on New Mexico and the nation;	
3-B.9-12.3	Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels; and	Text: Volume I, Chapter 6 (page 207) provides detail on Key’s “The Star-Spangled Banner”.
3-B.9-12.4	Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time.	Text: Volume I, II, III, and the Enhanced Version all include detail on famous symbols, icons, and songs. For example, Volume I (page 42) provides a famous excerpt from <i>The New England Primer</i> .

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9-12 Benchmark 3-C	compare and contrast the philosophical foundations of the United States’ political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world:	
3-C.9-12.1	Analyze the structure, function and powers of the federal government (e.g., legislative, executive, and judicial branches);	Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) and Chapter 5 “The New Republic” (pages 133 – 176) provide a historic perspective on the structure of the United States.
3-C.9-12.2	Analyze and explain the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government, to include: Iroquois league and its organizational structure for effective governance; basic philosophical principles of John Locke expressed in the second treatise of government (nature, equality, and dissolution of government); foundation principles of laws by William Blackstone (laws in general and absolute rights of individuals); importance of the founders of the rights of Englishmen, the Magna Carta and representative government in England;	Text: * Volume I, Chapter 3 references Locke (pages 64 and 70), the Magna Carta (pages 64 – 65) and provides detail on the philosophical underpinnings of the Founding Fathers. 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
3-C.9-12.3	Analyze the fundamental principles in the declaration of independence;	Text: Volume I, Chapter 3 (pages 83 – 86) provide excellent analysis of the Declaration, including a portrait of Jefferson (page 85).
3-C.9-12.4	Analyze the historical sources and ideals of the structure of the United States government, to include: principles of democracy; essential principles of a republican form of government; code of law	Text: Volume I, Chapter 3 references Locke (pages 64 and 70), the Magna Carta and the English Bill of Rights (pages 64 – 65), and provides comprehensive information on the Founding Fathers during the Revolution. 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

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	put forth in the Code of Hammurabi; separation of powers as expressed by the Baron of Montesquieu; checks and balances as expressed by Thomas Hobbs; ideas of individual rights developed in the English bill of rights; role of philosophers in supporting changes in governments in the 18th and 19th centuries (e.g., Locke, Rousseau, Voltaire);	Chapter 3, Student Summary www.roadmaptolastbesthope.com/volumeI/chapter3/summary
3-C.9-12.5	Compare and contrast the concepts of courts and justice from Henry II of England to the court system of today;	
3-C.9-12.6	Compare and contrast the unitary, confederate and federal systems;	
3-C.9-12.7	Analyze the ways powers are distributed and shared in a parliamentary system;	
3-C.9-12.8	Compare and contrast the different philosophies, structures and institutions of democratic versus totalitarian systems of government;	Text: Volumes II and III provide numerous examples of democracy vs. totalitarian governments. A good example is in Volume III, Chapter 4 “Bush and Age of Terror” (pages 153 – 201) where the regime of Saddam Hussein is detailed.
3-C.9-12.9	Analyze and evaluate the concept of limited government and the rule of law;	Text: Volume I, Chapter 3 “The Greatest Revolution” (pages 62 – 106) provides analysis of the colonists’ desire for limited government and rule of law while under British rule.
3-C.9-12.10	Compare and contrast the characteristics of representative governments;	Text: Volume I, Chapter 4 “Reflection and Choice: Framing the Constitution” (pages 107 – 132) and Chapter 5 “The New Republic” (pages 133 – 176) give detail on the democratic experiment of representative government in the United States.

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3-C.9-12.11	Compare and contrast characteristics of Native American governments with early United States government;	
3-C.9-12.12	Compare and contrast the philosophical foundations of forms of government to understand the purpose of the corresponding political systems (e.g., socialism, capitalism, secular, theocratic, totalitarian); and	Text: Volume I, II, II Enhanced, and III all provide comparisons between the democracy in the United States and differing forms of government. A good example is the discussion of theocracies in the Middle East in Volume III, Chapter 3 (pages 136 – 140, 151 – 152).
3-C.9-12.13	Analyze the role that the United States has played as a constitutional republican government for nations around the world.	Text: Volume I, Chapter 5, Section IV “Hurricane Genet” (pages 153 – 160) discusses the influence of the American Revolution on France.
9-12 Benchmark 3-D	understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing	
3-D.9-12.1	Describe and analyze the influence of the non-elected (e.g., staff, lobbyists, interest groups);	
3-D.9-12.2	Analyze the rights and obligations of citizens in the United States, to include: connections between self-interest, the common good and the essential element of civic virtue, as described in the federalist papers, Numbers 5 and 49; obeying the law, serving on juries, paying taxes, voting, registering for selective service and military service.;	
3-D.9-12.3	Demonstrate the skills needed to participate in government at all levels, including: analyze public	

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	issues and the political system; evaluate candidates and their positions; debate current issues;	
3-D.9-12.4	Analyze factors that influence the formation of public opinion (e.g., media, print, advertising, news broadcasts, magazines, radio); and	<p>Text: Volume II provides numerous examples of the influence of the media (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). Volume II Enhanced (Chapters 5 – 14).</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>

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Standards		Page References
3-D.9-12.5	Evaluate standards, conflicts and issues related to universal human rights and their impact on public policy.	Text: Volume II, Chapter 11, Section III “Moral Equivalent of War” (pages 459 -- 466) provides detail on Carter and human rights. Volume II Enhanced, Chapter 13 (pages 551 -- 558).
STRAND: Economics		
Content Standard IV	Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.	
9-12 Benchmark 4-A	analyze the ways individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:	
4-A.9-12.1	Analyze “opportunity costs” as a factor resulting from the process of decision making;	
4-A.9-12.2	Understand how socioeconomic stratification (SES) arises and how it affects human motivation, using data;	
4-A.9-12.3	Understand the relationship between socioeconomic stratification and cultural values;	
4-A.9-12.4	Analyze and evaluate the impact of economic choices on the allocation of scarce resources;	
4-A.9-12.5	Describe and analyze how economic incentives allow individuals, households, businesses, governments and societies to use scarce human, financial and natural resources more efficiently to meet economic goals;	
4-A.9-12.6	Evaluate present and future economic costs and economic risks in the use of productive resources associated with	

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Standards		Page References
	investments;	
4-A.9-12.7	Understand labor markets and how they work;	
4-A.9-12.8	Describe and analyze the three major divisions of economics: macro-, micro- and consumer;	
4-A.9-12.9	Understand the relationship between essential learning skills and workforce requirements (e.g., school to work initiatives, service learning) as they relate to supply and demand in the labor market;	
4-A.9-12.10	Use quantitative data to analyze economic information;	
4-A.9-12.11	Analyze various investment strategies available when meeting personal and business goals;	
4-A.9-12.12	Understand the basis of supply and demand and marginal productivity; and	
4-A.9-12.13	Understand personal financing (e.g., banking, credit, debit, lending institutions).	
9-12 Benchmark 4-B	analyze and evaluate how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:	
4-B.9-12.1	Analyze the historic origins of the economic systems of capitalism, socialism and communism;	Text: Volume I, II, and III all reference economic systems such as capitalism and socialism throughout. A good example where both can be found is in the treatment of the Great Depression (Chapter 2 “The Boom and the Bust”, pages 56 – 110). Volume II Enhanced, Chapter 4 (pages 148 – 202).
4-B.9-12.2	Compare the relationships between and among contemporary countries with differing economic systems;	Text: Volume II, Chapter 12 “Reagan and Revival” (pages 480 – 530) gives excellent analysis of capitalism (US) vs. communism (USSR) and changing relationship between the two. Volume II Enhanced, Chapter 14 (pages 572 – 622).

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Standards		Page References
4-B.9-12.3	Understand the distribution and characteristics of economic systems throughout the world, to include: (e.g., characteristics of command, market, and traditional economies; how command, market and traditional economies operate in specific countries; comparison of the ways that people satisfy their basic needs through the production of goods and services);	
4-B.9-12.4	Analyze the importance of, and issues related to the location and management of the factors of production;	
4-B.9-12.5	Describe how changes in technology, transportation and communication affect the location and patterns of economic activities in New Mexico and the United States;	Text: Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives detailed information on the impact of the internet revolution on the economy of the United States. <i>(No specific information on New Mexico.)</i>
4-B.9-12.6	Analyze the roles played by local, state, tribal and national governments in both public and private sectors of the United States system;	
4-B.9-12.7	Understand the relationship between the United States’ governmental policies and international trade;	Text: Volume III (pages 87, 93 – 94) provides excellent detail on NAFTA and steel tariffs (page 233). Roadmap: NAFTA, Premium. www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Timeline.pdf http://www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Laws_Legis.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Debates.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Key_Historical_Points.pdf

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Standards		Page References
4-B.9-12.8	Evaluate economic systems by their ability to achieve broad societal goals (e.g., efficiency, equity, security, employment, stability, economic growth);	
4-B.9-12.9	Explain how businesses (e.g., sole proprietorships, partnerships, corporations, franchises) are organized and financed in the United States economy;	
4-B.9-12.10	Interpret measurements of inflation and unemployment and relate them to the general economic “health” of the national economy;	<p>Text: Volume II and III reference inflation, unemployment, and economic health, often in relation to the contemporary presidents. One example is Volume III, Chapter 1 (pages 36 – 40) that discusses economic woes during the Bush administration.</p> <p>Roadmap: Stagflation,</p> <p>VII. http://www.roadmaptolastbesthope.com/sites/default/files/VIIChapter11OverviewHandoutforStudents(1).pdf http://www.roadmaptolastbesthope.com/volumeII/teacher/chapter11/mnemonic</p> <p>VIII. http://www.roadmaptolastbesthope.com/sites/default/files/VIIIEChapter13OverviewHandoutforStudents(1).pdf http://www.roadmaptolastbesthope.com/volumeIIE/teacher/chapter13/mnemonic</p>
4-B.9-12.11	Analyze the impact of fiscal policy on an economic system (e.g., deficit, surplus, inflation);	<p>Text: Volume III, Chapter 4 (page 155) gives historic insight into the role of the Federal Reserve as well as surpluses (page 157).</p>
4-B.9-12.12	Compare and contrast different types of taxes (e.g., progressive, regressive, proportional);	
4-B.9-12.13	Analyze the effects of specific government regulations on different economically- designated groups (e.g., consumers, employees, businesses);	
4-B.9-12.14	Compare, analyze and evaluate the positive and negative aspects of American capitalism in relationship to other economic systems;	<p>Text: Volume II, Chapter 12 “Reagan and Revival” (pages 480 – 530) gives excellent economic comparisons between the United States and the USSR. Volume II Enhanced, Chapter 14 (pages 572 – 622).</p>

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Standards		Page References
4-B.9-12.15	Describe and evaluate how the United States economy moved from being manufacturing-based to information-driven;	Text: Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) provides detail on an information-driven economy.
4-B.9-12.16	Analyze the reasons for uneven economic growth-based changes (e.g., demographic, political, economic); and	Text: Volume II and III both provide historic examples of uneven growth, including the recent financial collapse (Volume III, Chapter 6, pages 266 – 270).
4-B.9-12.17	Analyze the economic ramifications of entrepreneurship	
9-12 Benchmark 4-C	analyze and evaluate the patterns and results of trade, exchange and interdependence between the United States and the world since 1900:	
4-C.9-12.1	Analyze foreign and domestic issues related to United States economic growth since 1900;	Text: Volume I, Chapter 8, Section II “Railroads and Reform” (pages 278 – 282) provides excellent background and detail on the rise of industry, as does Chapter 12 (pages 434 – 474). Volume II Enhanced, Chapter 1 (pages 1 – 41).
4-C.9-12.2	Analyze significant economic developments between World War I and World War II, to include: economic growth and prosperity of the 1920s; causes of the great depression and the effects on United States economy and government; new deal measures enacted to counter the great depression; expansion of government under new deal;	Text: Volume II, Chapter 2 “The Boom and the Bust” (pages 56 – 110) and Chapter 3 “FDR and the New Deal” (pages 111 – 148) provide superb detail on the 1920s and 1930s economic policies. Volume II Enhanced, Chapter 4 (pages 148 – 202) and Chapter 5 (pages 203 – 238).
4-C.9-12.3	Analyze the effects of World War II, the cold war and post-cold war on contemporary society, to include: economic effects of World War II on the home front; United States prosperity of the 1950s; impact of the cold war on business cycle and defense	Text: Volume II, Chapters 7, 8, 9, 10, 11, and 12 all provide insight into the economic effects of the Cold War, with Chapter 12 also including detail on the 1980s Recession. Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives detailed information on the tech boom and bust. Volume II Enhanced, Chapters 9, 10, 11, 12, 13, and 14.

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Standards		Page References
	spending; recession of 1980s; technology boom and consequent economic slow-down of 2000;	
4-C.9-12.4	Describe the relationship between the United States' international trade policies and its economic system;	<p>Text: Volume III (pages 87, 93 – 94) provides excellent detail on NAFTA and steel tariffs (page 233).</p> <p>Roadmap: NAFTA, Premium. www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Timeline.pdf http://www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Laws_Legis.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Debates.pdf http://www.roadmaptolastbesthope.com/premium/images/beyond/Clinton_Key_Historical_Points.pdf</p>
4-C.9-12.5	Identify and analyze the international differences in resources, productivity and prices that are a basis for international trade;	
4-C.9-12.6	Explain the comparative advantage of a nation when it can produce a product at a lower “opportunity cost” than its trading partner;	
4-C.9-12.7	Evaluate the effect on international trade of domestic policies that either encourage or discourage exchange of goods and services and investments abroad;	<p>Text: Volume II (pages 98 – 99) provides detail on the Smoot-Hawley tariff. Volume III, Chapter 5 (page 233) discusses the negative impacts of tariffs. Volume II Enhanced (pages 190 – 191).</p>
4-C.9-12.8	Analyze and evaluate how domestic policies can affect the balance of trade between nations;	<p>Text: Volume III, Chapter 5 (page 233) discusses the impact of the steel tariff on international trade.</p>
4-C.9-12.9	Explain and describe how the federal reserve system and monetary policies (e.g., open market, discount rate, change in reserve requirements) are used to promote price stability, maximum employment, and economic growth;	

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4-C.9-12.10	Identify how monetary policies can affect exchange rates and international trade;	
4-C.9-12.11	Analyze and evaluate the use of technology affecting economic development;	Text: Volume III, Section VI “The World Pivots on a Grain of Sand” (pages 132 – 136) gives detailed information on technological innovations and their economic impact.
4-C.9-12.12	Describe and analyze multinational entities (e.g., NAFTA, European Union) in economic and social terms.	Text: Volume III (pages 87, 93 – 94) provides excellent discussion of NAFTA. Roadmap: NAFTA, Premium. www.roadmaptolastbesthope.com/premium/ images/ beyond/Clinton_Timeline.pdf http://www.roadmaptolastbesthope.com/premium/sites/default/files/Clinton%20_Summary.pdf http://www.roadmaptolastbesthope.com/premium/ images/ beyond/Clinton_Laws_Legis.pdf http://www.roadmaptolastbesthope.com/premium/ images/ beyond/Clinton_Debates.pdf http://www.roadmaptolastbesthope.com/premium/ images/ beyond/Clinton_Key_Historical_Points.pdf