



THE **STRENGTH** OF A PEOPLE.  
THE **POWER** OF COMMUNITY.

June 4, 2018

Lacy Noel  
Textbook Coordinator  
Tennessee Department of Education  
2107 Jacksboro Pike  
LaFollette, TN 37766

Dear Ms. Noel,

This year, at our request, the Institute for Curriculum Services reviewed materials that have been submitted for consideration by the state in the 2018 Textbook and Instructional Materials Adoption. They have made recommendations, which we endorse, to correct errors and misleading information regarding Judaism and Jewish history.

The Jewish Federation of Nashville and Middle Tennessee, the Jewish Federation of Chattanooga, the Memphis Jewish Federation, and the Knoxville Jewish Alliance, Inc. appreciate the longstanding and fruitful relationship we have enjoyed with the Tennessee Department of Education. As Jewish community relations organizations and Federations serving Tennessee, we appreciate the rigorous review process you have put in place to ensure that our state adopts high quality instructional materials for our children. We welcome the opportunity to comment and do so in a spirit of partnership. As supporters of strong public schools, we want the very best for Tennessee K-12 students so they have all the tools they need to succeed as good citizens of our state, country, and world.

The Institute for Curriculum Services (ICS), our partner, is a national initiative dedicated to promoting accurate instructional materials and instruction on Jews, Judaism, and Israel for K-12 students and works in partnership with Jewish organizations, publishers, and educators in Tennessee and around the country. Its team employs a scholarly approach, applying a wealth of content knowledge and expertise in teaching, research, and curriculum mapping to its work.

The reviews address quality, accuracy, and balance. We believe that the Institute for Curriculum Services' recommended changes should be made in the interest

**Chip Rayman**  
President

**Adam Brown**  
Interim Treasurer

**Debbie Abrams-Cohen**  
Secretary

**Jean Begue**  
VP Education & Culture

**Chip Rayman**  
Interim VP Campaign

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VP Children & Youth

**Wes Johnson**  
VP Public Relations

**Bryan Goldberg**  
VP Community Service

**Leah Arneson**  
VP Administration

**Adam Brown**  
Immediate Past President



**Knoxville Jewish Alliance**  
6800 Deane Hill Drive  
Knoxville, Tennessee 37919

**Phone (865) 690-6343**  
**Fax (865) 694-4861**  
**www.JewishKnoxville.org**

Programs Supported by the KJA: Adult & Cultural Arts, Archives, Friendship, Institute for Jewish Studies, Knoxville, Jewish Family Services, Ha'Kol community newsletter, Milton Collins Day Camp, Israel Partnership (P2G), Early Childhood Program/Preschool, UTK Hillel/Jewish Student Organization; Summer Programs: Pool, Swim Team, Tennis

of historical accuracy and consistency for the sake of Tennessee teachers and students. Students rely on the body of knowledge presented in classrooms to help them reason, problem solve, communicate, and navigate the information they will face in the future. We kindly request that the errors addressed in the attached reviews be corrected prior to the final disposition of the state adoption. Given the level of inaccuracy and bias in Social Studies School Service's Active Classroom, the Jewish communities of Tennessee believe this resource, in its current form, is not suitable for adoption. Our short submission for SSSS highlights a few examples that illustrate the serious problems with the text. The reviews will arrive as one final PDF submitted to the Tennessee Department of Education.

We know ICS looks forward to working with all of the publishers to make appropriate edits to the texts. We also ask that if and when issues are identified and corrected in textbooks, conforming edits are made to the corresponding ancillary materials so that students will not be presented with contradictory information.

ICS is also sending these reviews to the publishers as we all believe that, by and large, publishers share our goal of producing accurate and balanced instructional materials. In particular, we would like to thank Pearson and McGraw-Hill for the many improvements made to their textbooks based on earlier ICS recommendations. These have resulted in more accurate learning resources for Tennessee students.

Thank you very much for your time, consideration, and dedication to ensuring high quality and accurate instructional materials during the final deliberations about materials considered for Tennessee's 2018 Textbooks and Instructional Materials History and Social Science Adoption.

Yours sincerely,

Charles R. Rayman, President  
**Knoxville Jewish Alliance, Inc.**

Bluma Zuckerbrot-Finkelstein, Director, Community Impact  
**Memphis Jewish Federation**

Michael Dzik, Executive Director  
**Jewish Federation of Chattanooga**

Deborah Oleshanky, Director of Community Relations,  
**Jewish Federation of Nashville and Middle Tennessee**

Institute for Curriculum Services (ICS) Review on behalf of  
 the Jewish Federation of Nashville and Middle Tennessee,  
 Jewish Federation of Chattanooga,  
 Memphis Jewish Federation,  
 Knoxville Jewish Alliance, Inc.  
 Studies Weekly,

*Kindergarten Tennessee Studies Weekly: The World Around Us*, ISBN: 25768859-

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*First Grade Tennessee Studies Weekly: Our Place in the United States*,  
 ISBN: 25768824-1

*Second Grade Tennessee Studies Weekly: Life in the United States*,  
 ISBN: 25768735-1

*Third Grade Tennessee Studies Weekly: Geography, Economics & Early History*,  
 ISBN: 25768751-1

*Fourth Grade U.S. History Studies Weekly Tennessee Edition: Colonization to  
 Reconstruction*, ISBN: 25768778-1

*Fifth Grade U.S. History Studies Weekly Tennessee Edition: Industrialization to  
 the Civil Rights Movement*, ISBN: 25768794-1

May 2018

**Kindergarten Tennessee Studies Weekly: The World Around Us**  
**ISBN: 25768859-1**

**General Comments:** Tennessee Studies Weekly Kindergarten "The World Around Us" is a delightful and thoroughly engaging entry point to social studies. The read-aloud feature on each page can benefit different kinds of learners. Students who are learning to read, for example, can read along with the audio. ICS commends all coverage of ordinary and extraordinary people that helps young students appreciate the range and continuity of human experience and effectively reinforces the concepts of courage, self-control, justice, deliberation, and individual responsibility. The text evokes historical empathy for how people lived and worked long ago, reinforcing the concept of civic behavior. Adding more information about American Jewry will help to diversify the narrative and include an even broader range of family traditions and customs amongst a variety of cultures, both past and present (see Tennessee State Standard K.03).

**Recommended edits:**

Tennessee Kindergarten Studies Weekly, Week 10: Holidays Fall on all Days of the Week, Content Video, Intro. to U.S. Culture, text, paragraph 3, **Change:** “As immigrants came to America, they brought their own religious and cultural traditions with them. For example, many Eastern European Jewish immigrants came between 1875 and WWI, and the Catholic population ~~ballooned~~ from Southern Europe expanded in the 19th century. Religious and cultural diversity ~~is~~ continues to be a big part of American life.”

**Comments:** The voiceover on the video states WWII, instead of the correct WWI noted in the text.

For the text, ICS recommends adding this more precise language for greater accuracy. Over two million Eastern European Jewish immigrants arrived during this time period. In addition to religious traditions, Jewish and Catholic immigrants also brought their cultural traditions to America. For example, Jews brought with them a rich culture steeped in the Yiddish language and literature (for more information, see “Yiddish Literature,” The Yiddish Book Center. <https://www.yiddishbookcenter.org/language-literature-culture/yiddish-literature>. Accessed May 16, 2018).

Tennessee Kindergarten Studies Weekly, Week 10: Holidays Fall on all Days of the Week, Content Video, Intro to U.S. Culture, paragraph 4, **Change:** “Certain American ideals remain consistent despite religious, ~~and~~ racial, ~~and~~ ethnic differences ~~variation~~. The principles of equality, democracy, individualism, and religious freedom ~~faith~~ transcend many cultural differences in the United States.”

**Comments:** ICS recommends this change. “Faith” is not a basic American principle, but rather the freedom to express one’s religious faith - or better put, “freedom of religion.”

Tennessee Kindergarten Studies Weekly, Week 23: Family traditions, Articles, “Clothing,” screen 1, **Change:** “We all do not dress the same. Some wear a tunic. Some wear a Sari. People from various traditions ~~Some~~ wear a special belt or head covering such as a kippah (as in the picture), turban, or hijab.”

**Comments:** ICS recommends providing an example of a belt for greater accuracy.

Because the picture includes a Jewish child in a kippah, the text should explain the head covering in the photo. It may be helpful to share some other examples of head coverings worn from other religious traditions.

### **First Grade Tennessee Studies Weekly: Our Place in the United States** **ISBN: 25768824-1**

**General comments:** Tennessee Studies Weekly First Grade “Our Place in the United States” is a delightful and thoroughly engaging entry point to social studies. The read-aloud feature on each page offers benefits for different kinds of learners. Students who are learning to read can read along with the audio, for example. The writing is clear and age-appropriate. The material is inclusive of many religious and national traditions, which are presented so as not to privilege one over another. Overall, the series provides a fun and innovative way to learn, with certain advantages over traditional textbooks.

However, there is no coverage of Jews in relation to immigration or the growth and development of Tennessee. Many Jews immigrated to Tennessee. Their Jewish heritage should be acknowledged, as are the backgrounds of other ethnic immigrants

whose efforts proved vital to the state's development. This issue notwithstanding, this is a generally well-written and approachable text that will likely be popular with students.

The Tennessee standards for first grade ask that many different cultures be covered, and so Jews should therefore be added. See "Standard 1.02 Define multiculturalism as many different cultures living within a community, state or nation".

### **Recommended edits:**

Tennessee First Grade Studies Weekly, Week 22: Tennessee Cultures, A variety of Cultures, Content Videos, "Diversity and Culture" Intro video, Minute 1:16 - 1:32,

**Change:** "Celebrating brings people together as a culture. We have many smaller cultures within American culture that are very diverse. Christians Americans celebrate Christmas. Jewish Americans people celebrate Hanukkah. African Americans celebrate Kwanza and people whose ancestors were Irish celebrate St. Patrick's Day.

**Comments:** Since the text is talking about different groups of Americans, ICS recommends using the recommended language for precision.

There is no need to use the circumlocution "Jewish people" when talking about Jews. Substitution of the phrase "Jewish people" for "Jew" or "Jews" may be in deference to perceived propriety, based on the mistaken view that the use of the words "Jew" or "Jews" is pejorative and to be avoided. This is incorrect. A simple test of appropriateness would be to substitute members of another religious group in the same way. It is rare to see reference made to "Christian people" or "Muslim people" instead of "Christians" or "Muslims."

### **Second Grade Tennessee Studies Weekly: Life in the United States ISBN: 25768735-1**

**General Comments:** As with other volumes in the series, Tennessee Second Grade Studies Weekly "Life in the United States" offers an innovative and fun look into geography, civics, economics, and the social study of the people who make a difference. Use of games, videos and audio-visual material will surely engage students. See the standard "2.01 Compare the beliefs, customs, ceremonies of the varied cultures represented in the United States by reaching informational texts."

### **Recommended edits:**

Tennessee Second Grade Studies Weekly, Week 2, Our World, Statue of Liberty Introduction Content Videos, text, paragraph 2, **Add:** "The Statue of Liberty is a symbol of freedom, peace and hope to people all around the world. At her feet are the broken chains of slavery inviting everyone to be free. Jewish American poet Emma Lazarus wrote the famous sonnet, "The New Colossus," in 1883 to raise money for the construction of a pedestal for the Statue of Liberty. In 1903, the poem was cast onto a bronze plaque and mounted inside the pedestal's lower level."

**Comments:** This famous quote is from the poem "The New Colossus," written in 1883 by Jewish American poet Emma Lazarus. Lazarus volunteered at the Hebrew Immigrant Aid Society (HIAS), where she worked with Jewish immigrants and also visited Russian

refugees on Ward's Island in New York harbor, witnessing their miserable living conditions first-hand. Students should know that the poem was inspired by Lazarus' work with immigrants and her own insider/outsider status as a Jewish American.

For more information on Lazarus's sonnet, see "Give me your tired, your poor": The story of poet and refugee advocate Emma Lazarus," *The Washington Post*. Feb 1, 2017. [https://www.washingtonpost.com/news/morning-mix/wp/2017/02/01/give-us-your-tired-your-poor-the-story-of-poet-and-refugee-advocate-emma-lazarus/?noredirect=on&utm\\_term=.2344712ca3fd](https://www.washingtonpost.com/news/morning-mix/wp/2017/02/01/give-us-your-tired-your-poor-the-story-of-poet-and-refugee-advocate-emma-lazarus/?noredirect=on&utm_term=.2344712ca3fd). Accessed May 16, 2018).

Tennessee Second Grade Studies Weekly, Week 12: Primary and Secondary Sources, Video Content, video, "Dear Diary, A Primary Source", minute 0:50 - 1:33, **Delete:** ~~"Sometimes biographies written by ordinary people can become very important because they teach us about important events in history. One very influential diary was written by a young girl named Anne Frank. She kept a journal while her family hid from the enemy in Amsterdam during World War II. Anne kept track of the details of her life while she lived in a concealed room for over two years. Her words have helped people understand the horrors of the Nazi occupation and taught them about what life was like during her time and maybe even inspired people to be more empathetic and understanding."~~

**Comments:** ICS strongly urges the deletion of the following primary source example for second grade students. We recommend bringing in a different example that is far more age appropriate and just as inspirational, such as a reading from a work like *The Heart of A Wife: The Diary of A Southern Jewish Woman*. A work that was never intended for public consumption, Helen Jacobus Apte's dramatic and emotionally revealing account of her life as a Jewish wife and mother in Atlanta, Georgia, is a rich resource for understanding the lives of Southern Jewish women during the first half of the twentieth century. The Jewish Women's Archive has a wonderful teacher's guide (see "Heart of a Wife: The Diary of a Southern Jewish Woman" in Reading Series a Place in History. Jewish Women's Archive. <https://jwa.org/discover/inthepast/readingseries/apte>. Accessed June 1, 2018).

Tennessee Second Grade Studies Weekly, Week 12: Primary and Secondary Sources, Primary and Secondary Sources intro content video, **Delete:** ~~"For example, we know about Anne Frank and her family hiding during the Holocaust because she wrote about it in her journal. Her perspective as a primary source is a valuable way to really understand what it was like for a child during the Holocaust."~~

**Comments:** See comments for Tennessee Second grade Studies Weekly, Week 12: Primary and Secondary Sources, Dear Diary, A Primary Source.

### **Third Grade Tennessee Studies Weekly: Geography, Economics & Early History ISBN: 25768751-1**

**General comments:** While other groups are covered, Jewish immigration is largely absent from Tennessee Third Grade Studies Weekly "Geography, Economics, and Early History." The text omits the fact that the Immigration Act of 1924 was designed to limit the immigration of Southern and Eastern Europeans Catholics from Italy, as well as

Eastern European Jews. This should be covered in the same way the text addresses the 1882 Chinese Exclusion Act. Just as Irish and Chinese immigrants are specifically mentioned, noting how immigration law was changed to exclude Jewish immigrants would be a meaningful addition to this text. Jews first settled in Tennessee as part of a larger wave of Jewish immigration from Germany between 1820 and 1860. Large scale Jewish immigration from Eastern European countries therefore impacted Tennessee, with over two million Jews arriving between 1880 and 1924 to flee discrimination, pogroms and poverty. For more information on Tennessee Jewish History see “Tennessee,” Encyclopedia of Southern Jewish Communities. The Institute of Southern Jewish Life. <http://www.isjl.org/tennessee-encyclopedia.html>. Accessed May 16, 2018.

### Recommended edits:

Tennessee Third Grade Studies Weekly, Week 30: The Law of Supply and Demand, Articles, The story of Anna Schwartz, paragraph 1, **Change:** “Anna Schwartz was a Jewish American an economist. She was born in 1915 in New York City to Pauline (Shainmark) Jacobson and Hillel Jacobson, both of whom had immigrated to the United States from Eastern Europe during the first decade of the century. In 1963, she wrote a book with another Jewish American and economist, Milton Friedman.”

**Comments:** ICS commends the text for its attention to diversity and multiculturalism. ICS recommends highlighting the fact that these two economists were Jewish Americans as part of both the textbook’s and state’s standards regarding diversity. The societal contributions of various groups should be recognized. Thus, references to Einstein, Freud, and other famous Jews should acknowledge their Jewish origin, as do references to great Muslims, African Americans, and members of other groups.

Tennessee Third Grade Studies Weekly, Week 31: Skateboards and Cotton Candy, Articles, Tennessee’s Early Economy, paragraph 3, **Change:** “~~The only places available for them to shop were the plantation-owned stores. The p~~Plantation owners, who ran plantation stores, would either sell goods at overpriced rates or not at all. They did this to punish the former slaves and keep them in debt. This unfair system unwittingly created economic opportunities in the supply chain for the Chinese and Jewish immigrants in Tennessee. Both groups sold dry goods to former slaves at lower prices, helping to grow the Tennessee economy.”

**Comments:** Two groups that sold goods to African Americans were Jews and Chinese. The fact that their stores and peddlers provided retail sources for former slaves should be explicitly mentioned here as a contrast to plantation owners. (see “Tennessee,” Encyclopedia of Southern Jewish Communities. The Institute of Southern Jewish Life. <http://www.isjl.org/tennessee-encyclopedia.html>. Accessed May 16, 2018).

**Fourth Grade U.S. History Studies Weekly Tennessee Edition: Colonization to Reconstruction**

**ISBN: 25768778**

**General comments:** This text, like the Studies Weekly texts for other grades, presents material in a very accessible format. The style is engaging, and the coverage of some topics (e.g., Native Americans) is good. However, the coverage of slavery, women, and Jews needs some correction and enhancement. For example, Haym Salomon, an important historical figure during this time period, is absent in the text.

### Recommended edits:

Tennessee Fourth Grade Studies Weekly, Week 3: The Start of the U.S.A., Articles, Religion and Revolution Reading, paragraph 1, **Change:** “Religion was a big part of colonial life. A wide range of Rreligious ideas helped bring about the American Revolution. Many ~~preachers~~ clergy said that rebelling against Britain was good. They taught that God was on the colonists’ side.”

**Comments:** The use of the term “preacher” to apply to all clergy is inaccurate and does not reflect the wide variety of religious beliefs during this period. Various Christian communities used the terms minister, bishop, clergyman, deacon, elder, and missionary. Presbyterians had pastors, Anglicans and Catholics had priests, and Jews had rabbis. So, the more general term should be used.

Tennessee Fourth Grade Studies Weekly, Week 3: The Start of the U.S.A., Articles, Point of View: Religion in the Revolution, **Add:** An excerpt from the perspective of a non-Christian.

**Comments:** The exercise presents three Protestant perspectives and one Quaker perspective. As referenced above, the Jewish women’s archive has many great primary sources. Including a non-Christian example would complement the other perspectives and provide added insight into how that diversity helped to preserve distinct religious traditions in the United States.

ICS recommends including the perspective of someone like Haym Solomon, a patriot and major financier of the American revolution, or Grace Seixas Nathan, who once wrote: “I am so true an American—so warm a Patriot that I hold these mighty Armies—and their proud-arrogant-presumptuous and over-powering Nation as Beings that we have Conquered and *shall* Conquer again—this I persuade myself will be so. And may the Lord of Battles grant that it may be so” (November 14, 1814) (see Holly Snyder, “Grace Seixas Nathan,” Jewish Women’s Archive.

<https://jwa.org/encyclopedia/article/seixas-nathan-grace>. Accessed June 1, 2018).

Tennessee Fourth Grade Studies Weekly, Week 3: The Start of the U.S.A., Articles, Point of View: Religion in the Revolution, Bonus Sources, Foundations of Christianity Transcript of Content Video, paragraph 1 of transcript, **Change:** “Both Christianity and Jews ~~the Jewish faith~~ believe in monotheism.~~the Old Testament writings of the Bible,~~ while only The Hebrew Bible is the sacred scripture of Judaism, and the sacred scriptures of Christianity ~~Christians~~ include the Old Testament (Hebrew Bible) and follow the New Testament. Judaism has both ritual and ethical requirements. Ritual requirements include daily prayer, observance of the Sabbath, holidays and dietary laws, and the study of Jewish texts. Judaism requires Jews to give charity, love your

neighbor, be kind to strangers, heal the world, pursue justice, refrain from gossip, and see the dignity and worth of every individual.

The main One difference between the two faiths has to do with Jesus of Nazareth. Christians believe Jesus was the messiah son of God sent to Earth for the salvation of those who believe in him. They believe he died for their sins and was resurrected, or raised, from the dead. After the destruction of the Second Temple in 70 CE, Judaism evolved and formed the foundation for Jewish law today in 70 C. E. “When he did, he became their savior.”

**Comments:** The text needs to be updated with the inserted language to provide a more balanced portrayal of both religious traditions. Key ideas of Judaism should be added to match those Christian descriptions. In a public school social studies text, the names of both religions - Judaism and Christianity - and their adherents - Jews and Christians - should be used in parallel designations to more accurately represent both.

The sacred scriptures of Judaism and Christianity should be clearly named and differentiated. For Judaism, the Hebrew Bible should be identified with the term Hebrew Bible in order to distinguish it from the Christian Bible, given that both religions often call their scriptures the Bible.

There is more than one difference between the religions, so the text should note that this is just one difference.

For greater accuracy, students should learn about the parting of ways between Christianity and Judaism in the first century; specifically, how Rabbinic Judaism developed, and Judaism evolved following the destruction of the Second Temple. (see Shaye Cohen, *From the Maccabees to the Mishnah*. Louisville: Westminster John Knox Press; 2nd edition, 2008, p. 228).

The language here could be misleading or confusing for fourth grade students. Using the term “savior” implies those who aren’t Christians cannot achieve salvation. It also presumes this is something they want to acquire. Good public-school pedagogy requires that information be presented accurately and fairly using neutral terms.

Tennessee Fourth Grade Studies Weekly, Week 3: The Start of the U.S.A., Articles, Point of View: Religion in the Revolution, Bonus Sources, Foundations of Christianity Transcript of Content Video, paragraph 5 of transcript, **Change:** “Part of worship was reading the Christian Bible. Men known as monks dedicated their lives to worshipping and serving God, and one of their jobs was making copies of the Christian Bible. In those days, there were no printing presses, so all copies of the Bible had to be copied by hand. Monks would spend their days writing the Bible scripture on animals skins. They hoped their efforts would help more people worship Jesus Christ.”

**Comments:** The Bible should be identified as the Christian Bible in order to distinguish it from the Hebrew Bible, given that both religions refer to their scriptures as the Bible, and the text here is referring to the Christian Bible. In the second to last sentence, the word scripture is recommended as a substitute to avoid repetition.

Unlike the titles of religious offices (e.g. pope, rabbi, imam, etc.), religious titles that are primarily theological statements about the individual’s relationship to the divine (e.g. Jesus Christ, Saint Paul, Prophet Muhammad) are not appropriate for public school textbooks. Texts need to clarify that these are religious titles used by believers of a certain faith, as in “Muhammad, believed to be a prophet by Muslims...” In the case

of Jesus of Nazareth, “Christ” is a religious title and, therefore, “Jesus” alone should be used when describing the monks’ aspirations.

Tennessee Fourth Grade Studies Weekly, Week 3: The Start of the U.S.A., Articles, Point of View: Religion in the Revolution, Bonus Sources, Foundations of Christianity Transcript of Content Video, paragraphs 7 and 8 of transcript, **Change:**

~~“While many Christians who people believed in the God and Jesus Christ and tried to follow his example, had good intentions, sometimes they got lost and some began to persecute those who did not share their religious beliefs and style of worship. Jesus Christ. Jews experienced persecution at the hands of some Christians because they maintained their own religious identity. One group that wanted to keep their own faith was the Jews. Often Christians removed Jews from towns and killed them for their different beliefs. One example is the Holocaust.~~

~~Throughout~~ At many times in European history, Jews have experienced persecution, and were expelled from many European countries and city-states. at the hand of Christians. Jews were attacked and killed for keeping their faith, including during the Crusades and Inquisition. Jews were also scapegoated or blamed for natural disasters like the black plague in Europe.”

**Comments:** ICS modified the language to be more neutral. Using language like “got lost,” inserts theology into a public school textbook. ICS recommends modifying the language with our suggested edits.

For greater accuracy, ICS recommends adding our inserted language. Students should understand that Jews were persecuted because of their religious identity. From 1100-1800, Jews were frequently expelled in Europe (see “Expulsions,” Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/expulsions>. Accessed June 1, 2018).

Tennessee Fourth Grade Studies Weekly, Week 20: The North, Content Videos, **Add:** ICS recommends adding a content video about Jewish immigrants to provide students with a more accurate understanding of the diversity of people coming to America.

**Comments:** See our comments for Tennessee Fourth Grade Studies Weekly, Week 16: The First Industrial Revolution: The North, Industrial Revolution Brings the World to America Intro Content Video.

Tennessee Fourth Grade Studies Weekly, Week 20: The North, Honoring Immigrants Content Video, minute 00:33-00:49, **Change:** “One example is a Jewish German immigrant named Levi Strauss, who came to California during the Gold Rush. He saw the need for more durable pants for miners, so he used a special cloth from Italy called jean. His pants were very popular and still are today. You know them as Levi’s.”

**Comments:** ICS’s edits correct the likely accidental omission of the name of Levi Strauss and adds his ethnic background for reasons explained above. This correction brings this example into alignment with the next immigrant discussed, French immigrant Isidore Boudin, who is explicitly named and whose roots are noted.

Tennessee Fourth Grade Studies Weekly, Week 20: The North, Content Videos, Honoring Immigrants Content Video, minute 01:40-01:59, **Change:** “From 1880 to 1920, most immigrants to the US came from countries in Southern and Eastern Europe

like Italy, Russia, ~~and~~ Austria Hungary, and Poland. A lot of these people came here looking for freedom. ~~Jewish people~~ Jews were being persecuted in Russia in pogroms, organized attacks, often officially encouraged, accompanied by looting and bloodshed against Jews."

**Comments:** A large percentage of Jewish immigration was from Poland, and this should be added.

There is no need to use the circumlocution "Jewish people" when talking about Jews. Substitution of the phrase "Jewish people" for "Jew" or "Jews" may be in deference to perceived propriety, based on the mistaken view that the use of the words "Jew" or "Jews" are pejorative and to be avoided on their own, but this is incorrect. A simple test to check its appropriate use would be to substitute members of another religious group in the same way. It is rare to see reference made to "Christian people" or "Muslim people" instead of "Christians" or "Muslims."

Pogrom is a Russian word that describes an attack - accompanied by destruction, looting of property, murder and rape - perpetrated by one population against another. The term pogrom designates specific attacks in Russia against Jews between 1881 and 1921, when military and civil authorities either ignored or aided with the process. The Russian government adopted a systematic policy of discrimination with the objective of removing Jews from their economic and public positions. This was also achieved through legislation like the May Laws of 1882, which limited the percentage norm of admission to secondary schools, higher institutions of learning, etc. This set in motion a mass Jewish emigration from Russia to the United States and other countries. Adding the terms we suggest will help students to better understand the historical context.

### **Fifth Grade U.S. History Studies Weekly Tennessee Edition: Industrialization to the Civil Rights Movement**

**ISBN: 25768794-1**

**General Comments:** This text, like the Studies Weekly texts for other grades, presents material in a very accessible format. The style is engaging, and the coverage of some topics is good. However, the coverage of the Holocaust needs some correction and enhancement. ICS appreciates the difficulty of teaching a difficult subject such as the Holocaust. Our suggested edits will hopefully help with providing students accurate and age-appropriate information.

#### **Recommended edits:**

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Immigration in the United States (1880s-1950s), Where Did They Come From, and Why Did They Come?, paragraph 1, lines 3 - 6, **Change:** "Most of them came here searching for a better way of life. In their home countries, many of these people were poor, hungry, and ~~unemployed and persecuted~~, without basic freedoms of speech and religion.

**Comments:** ICS recommends including persecution instead of unemployed as that was a major reason for immigration. Unemployed means something very different in the

American context. Many of the people who came to America faced discrimination that limited their access to jobs and their ability to earn living wages. The text should list both push and pull factors for immigration.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Immigration in the United States (1880s-1950s), Where Did They Come From, and Why Did They Come?, paragraph 2, **Change:** “From 1880 to 1920, most immigrants to the U.S. came from Southern and Eastern European countries, such as Italy, Austria-Hungary, Poland, and Russia. Many of these ~~people~~ immigrants came here searching for freedom and to escape persecution or poverty. During this time period, many ~~Jewish people~~ Jews in Eastern Europe were persecuted (treated unfairly because of race or religion). They In Russia, Jews lost the right to worship, hold jobs and even attend school. Many immigrantsofthesepeople came to America hoping to escape poverty. They wanted to find good jobs and better homes. America was the “land of opportunity,” and they hoped their new country would make them rich. Everyone who immigrated to America hoped to find a better life.”

**Comments:** A significant number of Jewish immigrants came from places like Poland and including this country will provide students better historical context.

The unclear reference “these people” should be changed to “immigrants.”

There is no need to use the circumlocution “Jewish people” when talking about Jews.

Under the Czar in Russia, Jews lost many civil rights. Russia should be specified.

The desire to escape poverty is what motivated many immigrants to leave their countries, so this should be stated.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Immigration in the United States (1880s-1950s), Where did they Come From, and Why did They Come?, paragraph 3, **Add:** “Different groups tended to settle in different places. For example, Irish immigrants generally settled in large cities. About half of German immigrants settled in cities, half took up farming, mostly in the Midwest. Today, North and South Dakota and Wisconsin have the most people of German descent. Most Jewish immigrants also moved to cities, with the majority first moving to the Lower East Side in New York.”

**Comments:** To round out the discussion of large immigrant groups and where they settled, ICS recommends the above addition as the Jewish neighborhood of the Lower East Side in New York had about 400,000 Jews living there by 1920. Many Jewish immigrants began their life in America in New York.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Immigration in the United States (1880s-1950s), Settling In, paragraph 9, **Add:** “In addition, people already living in the U.S. treated some immigrant groups poorly. Some anti-immigrant feelings eventually became laws. The Chinese Exclusion Act of 1882 limited the number of Chinese workers allowed to come to the United States. The Immigration Act of 1924 limited the number of immigrants allowed entry into the United States through a national origins quota that severely limited immigration from Southern and Eastern Europe. Would you still want to come to the U.S.?”

**Comments:** The other key legislation limiting immigration should also be noted here. For better historical context, it is important to note that many immigrants did come over both during and after the Chinese Exclusion Act. Over two million Jews came to America during that time period.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Immigration in the United States (1880s-1950s), Immigrants' Impact on the United States, paragraph 1, **Add:** "What impact did these immigrants have on the United States? They filled jobs in factories, spread out across America, and helped the American economy grow by leaps and bounds. They brought their diverse array of ~~unique~~ languages, foods and music, contributing to the mix of different cultures that we know as the United States of America."

**Comments:** Immigrants did not just work in factories and implying that ignores the many different areas where immigrants contributed to economic growth. ICS recommends using the inserted language for greater historical accuracy.

Since there were so many different cultures, ICS recommends using the inserted language to be more precise.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Sadie Frowne: Her Own Story, paragraph 1, **Change:** "The following is the ~~true~~ story of Sadie Frowne. ~~She was~~ Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, Clipping It All Together, ~~an immigrant girl~~ a Jewish immigrant from Poland who came to New York City as a girl during the early 1900s. ~~She and her mother came to America from Poland~~ after her father died. ~~They~~ She and her mother struggled to pay rent, and they had heard that it was ~~it's~~ easier to make money in America. Read her story, in her own words, and answer the questions that follow."

**Comments:** Sadie Frowne was a Jewish immigrant from Poland, so ICS recommends adding the inserted language (see *The Jewish Americans: Three Centuries of Jewish Voices in America*, by Beth S. Wenger, pp. 142-143).

ICS recommends changing tenses (in the past tense, rather than in the present tense) to be historically precise.

Tennessee Fifth Grade Studies Weekly, Week 6 Ellis Island, Articles, Charting American Immigrants, **Add and Move:** Add immigration data for the years Ellis Island was active, between 1892-1954, since this section pertains to Ellis Island. Move this mid-19th century chart to another chapter.

**Comments:** Although this chapter is about Ellis Island, it only contains data for 1846, 1851 and 1855. Over 12 million immigrants came through Ellis Island. By seeing these numbers for themselves, students will appreciate how sizable the wave of immigration was during the time discussed, during the active years of Ellis Island. See: <https://www.migrationpolicy.org/programs/data-hub/charts/Annual-Number-of-US-Legal-Permanent-Residents>.

This chart on the mid 19th century should be moved to the earlier section about immigration.

Tennessee Fifth Grade Studies Weekly, Week 13: A Troubled World and its Leaders, Articles, Trouble in the World, Germany, paragraph 2, lines 1-7, **Change:** “Hitler believed that people of what he called an “Aryan” or Germanic race, or those from certain European backgrounds, were racially superior to others. Superior means better than. He said those who were inferior, specifically especially Jewish people Jews, must be eliminated. Ultimately, the Nazis decided that the best way to do this was to murder all Jews. removed from the earth. It is hard to believe, right?”

**Comments:** It should be made clear that this racist idea of an “Aryan race” was one espoused by Hitler, and not a fact. Also, Aryan will not be a term familiar to students and therefore should be defined and always put in scare quotes to denote that this was his language, not fact.

There is no need to use the circumlocution “Jewish people” when talking about Jews.

“Removed from the Earth” is a little informal. ICS recommends replacing with our inserted language for greater accuracy.

The tone of the chatty end question is out of place and disrespectful. ICS recommends deleting it.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, Clipping It All Together, **Change:** “Adolf Hitler thought it was the Jews’ fault Germany lost World War I,” Alana said. “In his book, Mein Kampf, he said that he thought that the German race was superior, or better than all the others. ~~He planned to create a race of perfect people called ‘Aryans’.~~”

Alana continued, “And his plan started by getting rid of all ~~Jews~~ the Jewish people.” Jackson said, “Germany passed laws that took away Jews’ citizenship and banned them from public parks museums, and other places. They were fired from government jobs, and children were expelled from the public schools.”

Alana continued, “~~His followers gathered up as many Jewish people as possible. They told the people they were being moved to a different place. When they arrived at the concentration camps, they were forced to work very hard without food. And those who were too weak to work were killed right away. They were sent into gas chambers and executed. In the end, almost two-third of European Jews were murdereddied.~~”

**Comments:** Since this is being told as a narrative among two students after visiting a museum, students could get the impression that this sentence is fact. ICS recommends deleting this sentence. Also, Aryan will not be a term familiar to students and so should be defined and always put in scare quotes to denote that this was Hitler's language, not fact.

There is no need to use the circumlocution “Jewish people” when talking about Jews.

This content is too graphic and not age-appropriate for fifth graders, who require a much broader historical background than what is provided in this activity. The last paragraph and other sections discuss the Holocaust, so this change is keeping the text in line with state standards.

ICS recommends replacing with our inserted language for greater accuracy.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, Ida's Diary, September 17, 1934, paragraph 2, **Change:** "I feel lucky that Aunt Samantha and Uncle Josef are here to visit us in Vienna. They gave me a new dress! Yom Kippur is in two days, and they are here to ~~observe~~ celebrate it with us."

**Comments:** Yom Kippur is a solemn day whose central themes are atonement and repentance. The change makes the language more consistent with the nature of the day.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, Ida's Diary, September 18, 1934, paragraph 3, **Delete:** "I know ~~we are different from the Christians,~~ but I don't understand why anybody would hate Jews."

**Comments:** The Nazis did not hate Jews because they were not Christian. The Nazis hated Jews because Hitler and other Nazi leaders viewed them not as a religious group, but as a poisonous "race," which "lived off" the other races and weakened them. It is sufficient to state that Ida did not "understand why anybody would hate Jews."

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, Ida's Diary, September 19, 1934, paragraph 1, **Delete:** "~~Mother loves Yom Kippur. It is the only day of the year when Father comes to synagogue with us.~~"

**Comments:** ICS wonders about the relevance and inclusion of these two sentences for the pedagogical purposes of this information.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, The U.S. and the Holocaust, paragraph 2, **Change:** "Jews began fleeing Germany in the 1930s after Adolf Hitler took power. He and the Nazi party quickly took away the legal, economic and social rights of Jews, many of whom left for safer places, while other Jews tried and failed to escape because few countries would allow them in. There was a lot of debate about whether to take in Jewish refugees among Americans. After World War I, many Americans didn't want to be involved in European issues and another possible war. Others thought the immigrants would be a burden on society. Some simply disliked Jews because they were different ~~were not Christian.~~"

**Comments:** ICS recommends adding specific language to inform students of the different kinds of rights Jews lost.

Many Jews tried and failed to escape because few countries would take them in. Some Jews were able to escape, although not many as the text suggests.

ICS recommends stressing the American context since this is a textbook about American history.

Many Americans did not want to enter another conflict, embracing isolationism. That should be stressed for greater accuracy.

Implying that Jews were hated because they weren't Christian does not reflect the reality of the situation. Difference, more than religious ideas, motivated prejudice. Racial antisemitism was at play in both the German and American contexts. (See "Nazis in America," in Americans and the Holocaust, United States Holocaust Memorial Museum. <https://www.ushmm.org/learn>. Accessed May 15, 2018).

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, The U.S. and the Holocaust, paragraph 4, **Change:** “In 1942, Americans found out about the ‘final solution.’ This was a plan created by high ranking Nazi officials to murder ~~kill~~ all the Jews of European ~~purpose~~. In response, Jewish activists and members of the public demanded to do more to rescue Jewish victims.”

**Comments:** “Kill” is a mild word to summarize what should appropriately be termed murder. The term murder obviates the need for ‘on purpose’.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, The U.S. and the Holocaust, paragraph 6, line 5, **Change:** “This saved the thousands of lives of nearly 100,000 Hungarian Jews.”

**Comments:** ICS recommends updating the text with the inserted data for greater accuracy. (See “Raoul Wallenberg,” Jewish Virtual Library.

<http://www.jewishvirtuallibrary.org/raoul-wallenberg-3>. Accessed May 15, 2018).

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Articles, The U.S. and the Holocaust, paragraph 6, **Change:** “The U.S. military prioritized ~~did not provide resources aimed to rescue victims and made winning the war the sole priority.~~” In January 1944, the U.S. government created the War Refugee Board, charged with trying to rescue and provide relief for Jews and other minorities who were targeted by the Nazis. During the final year of the war, U.S. rescue efforts saved tens of thousands of lives.”

**Comments:** ICS recommends adding details on what U.S. actions were taken. (See “The United States and the Holocaust,” Learn About the Holocaust, United States Holocaust Memorial Museum.

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005182>. Accessed May 15, 2018).

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Worksheets, The Holocaust Week 16 Assessment, Question 8, **Delete:** “~~According to the map, where were most of the extermination camps?~~”

**Comments:** This question should be deleted. It is not age-appropriate. The word “extermination” is problematic as it is a higher-level vocabulary word and a term used for vermin, which the Nazis intentionally used to reflect their prejudices.

Tennessee Fifth Grade Studies Weekly, Week 16: The Holocaust, Worksheets, he Holocaust Week 16 Assessment, Question 10, **Delete:** “~~“Most people will say that Adolf Hitler is responsible, and he is certainly guilty. However, that’s not the whole story — Hitler didn’t kill millions of people on his own. It took many citizens, soldiers and officials in Germany following his commands. Many different people have different degrees (levels) of guilt or responsibility for the crimes of the Holocaust.” Explain in a well written paragraph, who do you feel is responsible for the crimes of the Holocaust. Be sure to use details to support your thinking.~~”

**Comments:** This is not an age-appropriate question. There isn’t enough background information for students to answer the question and there are several possibilities for student misunderstanding.

**Institute for Curriculum Services (ICS) Review on behalf of  
the Jewish Federation of Nashville and Middle Tennessee,  
Jewish Federation of Chattanooga,  
Memphis Jewish Federation,  
Knoxville Jewish Alliance, Inc.  
Pearson, *United States History: Reconstruction to the Present*,  
Tennessee Edition, 2020,  
Emma J. Lapsansky-Werner, Peter B. Levy,  
Randy Roberts, and Alan Taylor  
Student & Teacher Editions  
ISBN 978-0-13-333259-9 0-13-333259-4  
May 2018**

**General Comments:**

Like other Pearson texts ICS has reviewed, *United States History Reconstruction to Present* is a well-written and engaging social studies textbook. The content is accessible and age-appropriate. Pearson has done an excellent job of providing a variety of different resources that will benefit students and teachers alike. ICS appreciates the inclusion of Max Marcus's story as a Jewish immigrant in the Lower East Side in an introductory video on industry and immigration. Including content like this demonstrates Pearson's commitment to recognizing ethnic and cultural diversity in social studies content. Other content demonstrates Pearson's commitment to accuracy when approaching difficult topics in American history. For instance, handling of the Cold War era "Red Scare," including the Hollywood blacklist and the Rosenberg case, is very good. Coverage of the State of Israel is presented in a neutral and balanced way appropriate for a public school textbook. The section on the United States' involvement in the Middle East in the 1990s would benefit from a greater historical background on the formation of the State of Israel but is otherwise very good.

Tennessee standards promote recognizing ethnic diversity (US.07) in social studies, so the Jewish identity of historical figures like Albert Einstein, Gertrude Stein, and Joseph Pulitzer should be noted. In keeping with a U.S. history survey textbook, the section on the Holocaust approaches the topic in a detailed and respectful manner. Teacher resources are especially good on this topic. The student text contains some inaccuracies, however, and these should be addressed.

ICS commends Pearson for an excellent textbook that will benefit both students and educators. ICS appreciates Pearson's long-standing commitment to providing Tennessee students with accurate and informative social studies textbooks.

**Review Legend:**

~~Strikethrough~~ = Recommended deletion

Underline = Recommended addition

**Comments** = Explanation and rationale provided to support recommendations

**Recommended Edits:**

Topic 2: Industry and Immigration, Lesson 4, The New Immigrants, Social Issues Affecting Immigrants, Americanization Movement, paragraph 3, **Change:**

“In many cities, volunteer institutions known as settlement houses ran Americanization programs, helping newcomers learn English and adopt American dress and diet. Organizations such as the Hebrew Immigrant Aid Society formed in the late 19th century to provide meals, transportation and jobs for newly arrived Jewish immigrants. At the same time, immigrants helped one another through fraternal associations, such as the Polish National Alliance, the Jewish organization B’nai Brith, and the Ancient Order of Hibernians (an Irish Catholic organization). These organizations, based on ethnic or religious identity, provided social services and financial assistance to encourage people to pursue economic opportunity while making them feel more at home in the United States.”

**Comments:** ICS recommends adding the inserted information to highlight an example to further student understanding. There appears to be room for this addition in the text.

ICS appreciates the discussion of B’nai Brith as it relates to the protection of minority rights in topic 4, lesson 3. During the period of mass migration, B’nai Brith sponsored Americanization classes, trade school, and social relief, so it should be included here as well. (see “B’Nai B’Rith,” Encyclopedia.com.

<https://www.encyclopedia.com/religion/encyclopedias-almanacs-transcripts-and-maps/bnai-brith>. Accessed May 11, 2018).

Topic 2: Industry and Immigration, Lesson 4, The New Immigrants, Social Issues Affecting Immigrants, Americanization Movement, paragraph 8, lines 6-10, **Change:**

“Anti-semitism in the United States increased in the late 19th century.~~was nothing new.~~ the U.S. Army For instance, General Ulysses S. Grant had briefly expelled all Jews from in

November 11, 1862. The order was revoked by General H.W. Halleck under President Lincoln's orders on January 3, 1863.—and †The arrival of Jews fleeing persecution in Eastern Europe only complicated the issue. Some ~~native-born~~ Jews who had settled in the United States earlier worried that these Eastern European immigrants, who were culturally quite different than American or German Jews, would fuel anti-Jewish attitudes and that the newcomers would not be able to Americanize.or assimilate into American culture.”

**Comments:** On December 17, 1862, Grant authorized the expulsion of Jews from the territory under his command, which included Tennessee, Kentucky, and parts of Alabama and Mississippi. One of the Jews expelled, Cesar J. Kaskel, went to Washington D.C. to personally describe the experience to Abraham Lincoln, who ordered his General-in-Chief Henry Wagner Halleck to revoke the order. Historians are still baffled by the rationale for summarily banishing Jewish men, women, and children from U.S. territory. (see Gary P. Zola and Marc Dollinger, eds., “Jews and the Union,” in *American Jewish History: A Primary Source Reader*. Edited by Waltham: Brandeis University Press, 2014,103-4).

Southern Jews had been living in states like Tennessee since the 1840s. Although they have been a tiny percentage of the state’s population, Jews have played an important role in Tennessee’s economic and civic life and enjoyed great acceptance. This episode was quite unique and the speed with which the order was revoked attests to acceptance of Jews in Tennessee history. (see “Tennessee,” The Encyclopedia of Southern Jewish communities. The Institute of Southern Jewish Life. <http://www.isjl.org/tennessee-encyclopedia.html>. Accessed May 25, 2018).

The phrase, “native-born,” should be replaced with our inserted language, which is more accurate. While there was a significant community of Sephardic Jews in the United States at the time of the Revolution, major waves of Jewish immigration did not occur until the mid-19th century. Many of these Jews were coming from Central and Western Europe. Our recommended language makes the paragraph more precise.

ICS added specific language about assimilation to clarify further the nuanced understanding of what Americanization meant to American Jews.

Topic 2: Industry and Immigration, Lesson 4, The New Immigrants, Interactive Gallery: Contributions of Immigrants to American Culture, **Change:** The first two figures in the slideshow, Irving Berlin and Joseph Pulitzer, and the last figure, Isaac Asimov, should be identified as Jewish, just as Mary Antin is identified as such in the 3rd slide.

**Comments:** See general comments.

Topic 2: Industry and Immigration, Lesson 6, New Ways of Life, A Mass Culture Develops, The Newspaper Industry Expands, paragraph 1, line 4, Joseph Pulitzer, Glossary definition, **Change:** “Joseph Pulitzer (1847-1911) was an influential Jewish American newspaper editor and publisher.”

**Comments:** See general comments.

Topic 2: Industry and Immigration, Lesson 6, New Ways of Life, A Mass Culture Develops, The Newspaper Industry Expands, paragraph 1, lines 3-4, **Change:** “No one

knew more about newspapers than Joseph Pulitzer, a Jewish immigrant from Hungarian immigrant who had fought in the Civil War.”

**Comments:** See general comments.

Topic 4: America Comes of Age, Lesson 1, Progressives Drive Reform, Reformers Impact Society, Reforms in the Workplace, paragraph 2, line 4, **Change:** “The fire killed 146 workers, most of them young Jewish and Italian women.”

**Comments:** ICS commends Pearson for mentioning the Jewish ethnicity of the victims of the fire and suggests adding Italian women as a substantial number of the workers were Italian immigrants. The interactive gallery about the event contains this language so adding it here would make the text more consistent.

Topic 4: America Comes of Age, Lesson 3: Striving for Equality, Key Terms, Anti-Defamation League, **Add:** “organization formed in 1913 to defend Jews against anti-Semitism, physical and verbal attacks and false statements”

**Comments:** The addition of the term anti-Semitism adds context to the description and aligns it more closely with related material in the text.

Topic 4: America Comes of Age, Lesson 3: Striving for Equality, Protecting Rights for Ethnic and Religious Minorities, Expanding Rights and Opportunities for Jews, paragraph 1, **Change:** “Jews in New York had formed the B’nai B’rith in 1843 to provide social services~~religious education~~ and to help to Jewish families. In response to the lynching in Atlanta of Leo Frank, a Jewish man falsely accused of murdering a 13-year-old girl, and growing anti-Semitism, the group founded the Anti-Defamation League in 1913.”

**Comments:** As noted above in the comments for Topic 2: Industry and Immigration, Lesson 4, The New Immigrants, Social Issues Affecting Immigrants, Americanization Movement, B’nai B’rith was founded as a fraternal order to provide affiliation for Jewish men regardless of their religious affiliations.

The lynching of Leo Frank should be mentioned to provide students with important historical context. B’nai Brith established the Anti-Defamation League (ADL) in direct response to Frank’s lynching as well as growing anti-Semitism more generally. The false accusation, wrongful conviction, and ultimate commutation of Frank’s sentence from hanging to life in prison, sparked outrage and he was subsequently lynched by a group of armed men who kidnapped him from prison (see Steve Oney, *And the Dead Shall Rise: The Murder of Mary Phagan and the Lynching of Leo Frank*. pp. 605-606. New York, N.Y.: Pantheon Books, 2003).

Topic 5: World War I and the 1920’s, Lesson 1, America Enters World War I, The United States Stay Neutral, Many Americans Choose Sides, paragraph 2, lines 7-9, **Delete:** “Some German Americans in the Midwest and some Irish Americans along the East Coast felt strongly that the Central Powers were justified in their actions. Many Americans had emigrated from Germany or Austria-Hungary. Millions of Irish Americans harbored intense grudges over the centuries of Great Britain’s domination of their homeland. They hoped that Ireland would gain its independence as Britain became

entangled in the war. ~~Many Jewish Americans who had fled Russia to escape the Czarist regimes' murderous pogroms against Jews hoped for Russia's defeat.~~

**Comments:** ICS recommends deletion of this material because it lacks nuance and context. The Jewish population of the United States was much smaller in both relative and absolute terms than the Irish, German, or Italian populations. Jewish support for the Central Powers was mixed. Zionists, for example, supported the Allies over the Ottoman Empire. Jewish support for Germany did not last throughout the war, nor did it hamper recruitment efforts. Approximately 250,000 Jews served in the American military during World War I. This was disproportionate to the number of Jews in the overall population. Jews represented roughly 5 percent of the U.S. armed forces but only 3 percent of the population. (see Anna Isaacs, "How the First World War Changed Jewish History." *Moment Magazine*. June 16, 2015. <http://www.momentmag.com/how-the-first-world-war-changed-jewish-history/>. Accessed February 18, 2018; see also Berger, Paul. "How World War I Shaped Jewish Politics and Identity." *The Forward*. June 25, 2014. <https://forward.com/news/200509/how-world-war-i-shaped-jewish-politics-and-identity/>. Accessed February 18, 2018; and Christopher M. Sterba, *Good Americans: Italian and Jewish Immigrants During the First World War*. New York: Oxford University Press, 2003).

Topic 5: World War I and the 1920's, Lesson 2, The Home Front During World War I, Mobilizing for War, Managing Economic Effects, Key Terms, Bernard Baruch, **Add:** "Bernard Baruch (1870-1965) was chairman of the War Industries Board during World War I. Baruch was a Jewish American financier turned statesman who advised seven American presidents."

**Comments:** See general comments.

Topic 5: World War I and the 1920's, Lesson 2, The Home Front During World War I, Mobilizing for War, Managing Economic Effects, paragraph two, lines 3-5, **Add:** Headed by **Bernard Baruch** (buh rook), an Jewish American and influential Wall Street investment broker who reported directly to the President, the WIB regulated all industries engaged in the war effort.

**Comments:** See general comments.

Topic 5: World War I and the 1920's, Lesson 7, The Roaring Twenties, Social Issues are Reflected in Art and Literature, image 3, caption, **Change:** "Gertrude Stein, a Jewish American writer of novels, plays, and poetry, toured the United States giving lectures, which tended to draw attention to how society formed judgments about its own members."

**Comments:** Like Sigmund Freud, who is identified as a Jewish Austrian psychologist in this section, Gertrude Stein should be identified as a Jewish American writer. See also general comments.

Topic 5: World War I and the 1920's, Lesson 8, The Harlem Renaissance, The Jazz Age, Jazz Wins Worldwide Popularity, paragraph 5, lines 2-5, **Change:** "Jazz sounds influenced ~~such~~ white songwriters and composers outside of the African American

community such as Cole Porter, and Jewish Americans like Irving Berlin, and George Gershwin, whose jazz-inspired orchestral work Rhapsody in Blue premiered in 1924.

**Comments:** See general comments.

Topic 6: The Great Depression and the New Deal, Lesson 6, Culture During the Depression, The Depression Era Reflected in Literature, Playwrights Champion Women and the Working Class, Lillian Hellman, Glossary definition, line 2, **Change:** “Lillian Hellman (1905-1984) was an Jewish American playwright and screenwriter known for her dramas that focused on social injustice and exploitation.

**Comments:** Like other Jewish Americans identified in the text, Lillian Hellman should be identified as a Jewish American playwright. See also general comments.

Topic 6: The Great Depression and the New Deal, Lesson 6, Culture During the Depression, The Depression Era Reflected in Literature, Playwrights Champion Women and the Working Class, paragraph 1, lines 3-4 **Change:** Lillian Hellman, a Jewish American and New Orleans native, wrote several plays featuring strong roles for women.

**Comments:** See comments above.

Topic 7: World War II, Lesson 1, The Rise of Aggressive Dictators, Germany and Japan Change Leadership, Emergence of the Nazis, paragraph 4, lines 1-2, **Change:** “Anti-Semitism had plagued ~~troubled~~ Europe for centuries, mainly motivated by religious intolerance and false stereotypes about Jews ~~economic resentment~~.”

**Comments:** The text does not provide any context for economic resentment against Jews. Moreover, it is important for the text to not perpetuate false stereotypes about Jews. The suggested edits add clarity.

Topic 7: World War II, Lesson 1, The Rise of Aggressive Dictators, Biography, Adolf Hitler, paragraph 2, **Change:** “Hitler’s mother died in 1907, and he moved to Vienna. Although he was left money by his parents, within a year, Hitler was homeless. ~~It is not known if he blamed his mother’s Jewish doctor for her death. However, i~~n Vienna, he ~~Hitler~~ was influenced by political movements that were especially prejudiced against communism and Jews ~~Jewish people~~.”

**Comments:** ICS recommends deletion of this reference to Hitler’s mother’s doctor. This is an oft-repeated myth for which there is no historical evidence, so it should be removed from the text (see Adam Kirsch, “A New Biography of Hitler Separates the Man From the Myths.” *New York Times*. October 14, 2016.

<https://www.nytimes.com/2016/10/16/books/review/hitler-ascent-volker-ullrich.html>.

Accessed May 11, 2018).

It is more accurate to use the term Jew to avoid the circumlocution of the Jewish people.

Topic 7: World War II, Lesson 1, The Rise of Aggressive Dictators, Biography, Adolf Hitler, paragraph 3, lines 3-4, **Change:** “He ~~believed~~ blamed Jews ~~Jewish people were~~ responsible for the loss.”

**Comments:** It is important to note that Hitler's beliefs were unfounded and untrue. The suggested change better reflects this.

Topic 7: World War II, Lesson 6, The Allies Win the War, The War Comes To End, Scientists Develop the Atomic Bomb, paragraph 2, line 1, Albert Einstein, Key Term, Albert Einstein, **Change:** "German-born, Jewish American physicist Albert Einstein (1879-1955) developed the general theory of relativity, which describes the effects of gravity on the universe, and won the Nobel Prize for Physics in 1921. Einstein fled Germany in the early 1930s after Nazi anti-Semitic threats and attacks on his work. He settled in the United States, where he continued to pioneer new developments in the theory of general relativity."

**Comments:** While Einstein's Jewish identity is alluded to and his plight as a refugee from Nazi Germany is acknowledged in lesson 7, his biographical entry should also acknowledge these facts. See also general comments.

Topic 7: World War II, Lesson 6, The Allies Win the War, The War Comes To End, Scientists Develop the Atomic Bomb, paragraph 2, lines 1-2, **Add:** Early in the war, Albert Einstein, a Jewish American and the world's most famous scientist, signed a letter that alerted President Roosevelt about the need to proceed with development of atomic weapons.

**Comments:** See comments above.

Topic 7: World War II, Lesson 7, The Holocaust, Roots of the Holocaust, paragraph 1, lines 2-4, **Change:** "By the end of the war, the Nazis had murdered 6 million Jews ~~and 5 million other people they considered inferior~~. In 1945, there was no word for Hitler's murderous plan of extermination. Today, it is called the Holocaust. The Nazis also killed 5 million more people they considered inferior. We continue to remember ~~this tragedy~~ these tragedies and seek ways to prevent anything like ~~it~~ them from ever happening again."

**Comments:** While the mass murder of five million other victims is of equal importance, the Holocaust refers specifically to genocide against the Jews. The suggested changes provide a more accurate description. The recommended edits also bring the text in closer alignment to the key term definition provided.

Topic 7: World War II, Lesson 7, The Holocaust, Roots of the Holocaust, Hitler's Campaign Against the Jews, paragraph 1, line 6, Key Term, Nazism, **Change:** "A totalitarian ideology combining fascism, German nationalism, and violent anti-Semitism ~~Instituted legal discrimination against the Jews~~"

**Comments:** The definition provided for Nazism is missing vital information. The suggested edit provides greater detail for student understanding.

Topic 7: World War II, Lesson 7, The Holocaust, Roots of the Holocaust, The Violence of Kristallnacht, **Change:** "Acts of violence against Jews were common. The most serious attack on German Jews took place on November 9, 1938. It became known as Kristallnacht (krihs tahl nahkt), or the "Night of the Broken Glass." After a Frustrated by his parents being deported, a Jewish refugee killed a German diplomat in Paris. Soon

~~after, Secret police, and paramilitary units, and local residents destroyed more than 4,500~~ 267 synagogues and 7,500 Jewish-owned businesses, ~~killed more than 200~~ murdered at least 91 Jews, and injured hundreds ~~more than 600~~ others. The Nazis arrested 30,000 Jewish men ~~thousands of Jews~~. This was the first time the Nazis arrested Jews because of their ethnicity.

**Comments:** While generally excellent in its coverage of the Holocaust, this description of Kristallnacht contains some inaccuracies and is missing important information. Students should understand that local civilians from all walks of life took part in the violence or were complicit as bystanders. This is an essential component for understanding the broader implications of the Holocaust.

Sources such as the United States Holocaust Memorial Museum puts the death toll from Kristallnacht at 91 with 267 synagogues destroyed. The number of synagogues destroyed (267) matches information provided in the caption for the related image.

“Killed” is a mild word to summarize what should appropriately be termed “murdered.”

At this time, the Nazis only arrested men, so this should be noted. Also significant was the fact that these were the first arrests of Jews for their ethnicity. (see United States Holocaust Memorial Museum. “Kristallnacht.” Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>. Accessed on May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Roots of the Holocaust, Refugees Try to Escape, **Change:** “Between 1933 and 1937~~9~~, about ~~429,000~~340,000 Jews fled Germany and Nazi-controlled Austria. They included some of the most notable figures in the scientific and artistic world, including physicist Albert Einstein. Approximately 100,000 Jewish refugees were subsequently murdered when the countries to which they fled were occupied by the Nazis.”

**Comments:** It is not clear why the discussion of Jewish refugees from Nazi Germany and Austria ends somewhat arbitrarily in 1937. The recommended edit extends coverage to 1939 and the start of World War II by which time, according to figures from the United States Holocaust Memorial Museum, approximately 340,000 Jews had fled Nazi Germany and Austria. In 1938 alone, 36,000 Jews left Germany and Austria, followed by an additional 77,000 in 1939. With these figures in mind, the total in 1937 would be closer to 227,000.

About 100,000 Jewish refugees who fled Nazi Germany and Austria to other places in Europe were subsequently murdered after their countries of refuge were occupied by the Nazis. (see United States Holocaust Memorial Museum, “Refugees: Key Facts.” Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005139>. Accessed May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, paragraph 1, lines 2-4, **Change:** “These acts of persecution were steps toward Hitler’s “Final Solution to the Jewish question”: nothing short of the systematic ~~extermination~~murder of all Jews living in the regions controlled by the Third Reich.”

**Comments:** Murder is a more neutral and accurate description of Nazi actions. The Nazis used the word “extermination” to compare the killing of Jews to eliminating vermin and should be avoided as such.

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, The First Concentration Camps, paragraph 2, lines 5-6, **Change:** “Many Jews as well as “Aryans” who had intimate relations with Jews were sent to camps. Other groups targeted as “undesirable” included Roma and Sinti people (Gypsies), Jehovah's Witnesses, ~~homosexuals~~gay men, beggars, drunkards, conscientious objectors, the physically disabled, and people with mental illness.”

**Comments:** Public school textbooks should avoid using Nazi terminology unless it is expressly described as such. As with the term “undesirable,” adding quotation marks makes it clear that the term Aryan was a Nazis term with no scientific basis.

The United States Holocaust Memorial Museum suggests using the terms Sinti and Roma to refer to an ethnic group historically referred to as Gypsies (see United States Holocaust Memorial Museum, "Sinti and Roma ("Gypsies")." Collections, Bibliographies. <https://www.ushmm.org/collections/bibliography/sinti-and-roma-gypsies>. Accessed on May 11, 2018).

ICS commends Pearson on the inclusion of homosexuals as victims of the Nazi regime, but recommends the use of the more current term “gay men.” This important distinction is also necessary because the Nazis did not target lesbians in the same way as gay men. The Nazis did not consider lesbians a social or political threat and did not systematically persecute lesbians (see United States Holocaust Memorial Museum, “Lesbians and the Third Reich.” Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005478>. Accessed on May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, The First Concentration Camps, paragraph 3, lines 1-4, **Change:** “Camp administrators assigned prisoners serial numbers ~~tattooed numbers on the arms of prisoners~~ and dressed them in vertically striped uniforms with triangular insignias. For example, political prisoners wore red insignias, homosexuals pink, ~~Jews yellow,~~ and Jehovah's Witnesses purple, and Jews yellow Stars of David.”

**Comments:** While all camps assigned serial numbers to prisoners, Auschwitz was the only camp that tattooed prisoners and only from the fall of 1941 (see United States Holocaust Memorial Museum, “Tattoos and Numbers: The System of Identifying Prisoners at Auschwitz.” Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007056>. Accessed May 11, 2018).

The identification system was not universally consistent, but Jews were identified by two yellow triangles facing opposite directions to form a Star of David. Jews who were also imprisoned for other reasons might have a yellow triangle superimposed on another color. For example, a Jew convicted of a crime might have a yellow triangle over a green triangle. The adjacent chart “Color-Coding of Prisoners at Dachau” should be replaced with a picture of one of the victimized groups with their symbol. Showing the chart to students legitimizes the Nazis’ designations (See United States Holocaust

Memorial Museum, "Classification System in Nazi Concentration Camps." Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005378>. Accessed May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, title, **Change:** "The Nazis Build Killing Centers~~Death Camps~~"  
**Comments:** Current historical scholarship refers to the 6 camps specifically built or assigned to the task of systematic murder as "Killing Centers." The word "killing" is active, while "death" has a passive connotation. As the text notes, death was a common experience in concentration camps, ghettos, and elsewhere, but the killing centers actively murdered Jews and others in an industrialized fashion (see United States Holocaust Memorial Museum, "Killing Centers: An Overview," Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005145>. Accessed May 22, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, paragraph 2, lines 1-3, **Change:** "At first~~Until 1941~~, the murder of Jews and other prisoners ~~tended~~seemed to be more arbitrary than systematic. But at the Wannsee Conference in January 1942, Nazi leaders confirmed~~made~~ the decision to move toward Hitler's "Final Solution."

**Comments:** Systematic killing through mass shooting and carbon monoxide poisoning were already underway by the end of 1941. The 1942 Wannsee Conference was an implementation and coordination meeting; the decision for genocide had likely been made around the time of the invasion of the Soviet Union. The recommended edits offer a more nuanced description.

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, paragraph 2, lines 3-5, **Change:** "Reinhard Heydrich, an SS leader known as "the man with an iron heart," outlined a plan to ~~exterminate~~systematically murder about 11,000,000 Jews."

**Comments:** It is important to acknowledge that the plan was a systematic attempt, which aligns the description to other parts of the text.

See comments for Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, paragraph 1, lines 2-4.

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, paragraph 2, **Change:** "The Nazis built 6 killing centers (sometimes called "death camps")~~Many concentration camps, especially in Poland, were designated as death camps,~~ camps where prisoners were systematically ~~exterminated~~murdered. The largest ~~death~~ camp was located at Auschwitz in southern Poland. The 5 others were~~Others included~~ Treblinka, Majdanek~~Majdanek~~, Sobibor, Belzec~~Belsec~~, and Chelmno. Prisoners from various parts of the ~~Reich~~Nazi-occupied Europe were transported by trains to these death camps and murdered in a factory-like way. Nazis forced prisoners into ~~death~~sealed chambers and pumped in carbon monoxide or crammed the prisoners into shower-like facilities and released ~~the insecticide~~ Zyklon B,

a hydrogen cyanide insecticide gas. The prisoners died an agonizing death by asphyxiation.”

**Comments:** The Nazis built 6 centers dedicated specifically to killing in an industrial capacity. All were located in Poland. Some other concentration camps had small gas chambers, but they were not used in systematic, factory-style killing.

Auschwitz was the largest Nazi concentration camp complex with 3 main camps and dozens of sub camps. Auschwitz II-Birkenau included a designated killing center.

Please correct the spelling of Majdanek and Belzec.

The text should make clear that use of Zyklon B was a form of gassing. ICS strongly recommends adding the specific cause of death.

(see United States Holocaust Memorial Museum. “Killing Centers: An Overview.” Holocaust Encyclopedia.

<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005145>. Accessed May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, The Nazis Build Death Camps, paragraph 3, line 1, death camps, Glossary definition, **Change:** “Nazi camp designed for the ~~extermination~~systematic murder of Jews and other prisoners”

**Comments:** Jews were the primary target of these camps, so the text should acknowledge this. “Systematic murder” is a more neutral and accurate description of what took place and avoids utilizing Nazi language of extermination.

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, The Nazis Build Death Camps, paragraph 4, **Change:** “Some concentration camps shot hundreds of thousands of prisoners no longer fit for slave labor. ~~that the Nazis converted into death camps did not have gassing equipment. In these camps, Nazi guards shot hundreds of thousands of prisoners. Hundreds of thousands of prisoners died from starvation and disease.~~ Nazi “Action Groups” that followed the army into Eastern Europe also shot ~~several~~ approximately 1 million Jews and buried them in mass graves~~ditches.~~

**Comments:** The Nazis only established 6 official death camps, though death by various means was a common feature in all Nazi camps. Gassing and shooting at other concentration camps was used to murder prisoners considered unfit for forced labor. Many prisoners died from starvation and disease so this should be added to the text.

Approximately 1 million deaths are attributed to the *einsatzgruppen* murder campaigns (see United States Holocaust Memorial Museum. “Introduction to the Holocaust. Holocaust Encyclopedia.

<https://encyclopedia.ushmm.org/content/en/article/introduction-to-the-holocaust?parent=en%2F11652>. Accessed May 17, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler’s Final Solution, The Nazis Build Death Camps, paragraph 5, lines 2-4, **Change:** “~~Human fat was turned into soap; Human hair was woven into wigs, slippers, and mattresses; cash, gold fillings, wedding rings, and other valuables were stripped off the~~ corpses ~~victims.~~”

**Comments:** Many of these assertions are myths. No soap was made out of human fat, and hair was used in the textiles industries, and in mattresses, but not for wigs or slippers (see “Jewish Victims of the Holocaust: The Soap Myth.” Jewish Virtual Library:

A Project of AICE. <http://www.jewishvirtuallibrary.org/the-soap-myth>. Accessed May 11, 2018; and Bush, Lawrence. "January 4: Human Hair." Jewish Currents: Activist Politics and Art. 3 January 2015. <http://jewishcurrents.org/january-4-human-hair/>. Accessed May 11, 2018).

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, paragraph 6, line 1, **Change:** "By 1945, about 6 million European Jews, approximately two-thirds of European Jewry, had been murdered.

**Comments:** This addition helps students understand the magnitude and devastation of the Holocaust.

Topic 7: World War II, Lesson 7, The Holocaust, Hitler's Final Solution, The Nazis Build Death Camps, paragraph 6, lines 3-6, **Change:** "While many survivors lived with constant nightmares of the experience, or with the sorrow and guilt of being the last members of their families, ~~many others~~ they were determined to rebuild their lives and families in the United States, Israel, ~~or~~ and elsewhere ~~and continue to be productive citizens.~~"

**Comments:** The phrase "continue to be productive citizens" is an unnecessary addition. It is insensitive to imply that some people were able to move on while others remained "unproductive citizens." ICS recommends replacing the language with our suggested edits.

Topic 7: World War II, Lesson 7, The Holocaust, Allied Response to the Holocaust, The United States Takes Limited Action, paragraph 1, **Change:** "Once the war started, news of the mass ~~killings~~ murder filtered to the West."

**Comments:** The term "murder" is more appropriate in this context.

Topic 7: World War II, Lesson 7, The Holocaust, Allied Response to the Holocaust, The Liberation of the Concentration Camps, paragraph 4, **Change:** "The revelation of the Holocaust also increased demand and support for an independent Jewish homeland. In 1948, when the Jewish community in Mandatory Palestine proclaimed the State of Israel, President Truman immediately recognized the new nation. Since then, the United States has continued to offer strong support to Israel."

**Comments:** The correct name for the region during this period is the British Mandate for Palestine, Mandatory Palestine, or the Palestine Mandate so it should be used in this historical context.

Topic 8: Postwar America, Lesson 6, Mass Culture in the 1950s, Families and Communities in the Fifties, Specific Needs Leads to Medical Innovations, paragraph 1, **Change:** "By 1952, Dr. Jonas Salk, a Jewish American scientist, was refining a vaccine against polio, the disease that had struck down Franklin Roosevelt and that, in 1952 alone, had crippled tens of thousands and killed 1,400, mostly children."

**Comments:** See general comments.

Topic 10: The Vietnam War Era, Lesson 3: The Anti War Movement, The 1968 Presidential Race, paragraph 3, lines 7-9. **Change:** "Sirhan ~~may have wanted revenge~~"

~~for~~ claimed that the assassination was an act of protest against America's support for Israel in that country's war with Egypt the year before of the State of Israel."

**Comments:** Court documents from Sirhan's trial indicate that his primary motivation to protest U.S. support for Israel in general not limited to the war with Egypt (see "People v. Sirhan, 7 Cal.3d 710." Supreme Court of California. <https://scocal.stanford.edu/opinion/people-v-sirhan-22773>. Accessed May 17, 2018).

"May have" is too ambiguous. Sirhan's opposition to the State of Israel was his main motive and was not limited to Israel's then-recent actions in Egypt, but rather the founding of the State of Israel itself.

Topic 11: An Era of Change, Lesson 2, The Women's Rights Movement, A New Feminist Movement Pushes for Equality, Seeking to Redefine Traditional Roles, paragraph 3, line 4, Key Term, Betty Friedan, **Change:** "Betty Friedan was an Jewish American feminist and author who wrote the influential book *The Feminine Mystique* in 1963 and co-founded the National Organization for Women (NOW) in 1966."

**Comments:** Like others identified in the text as Jewish, Betty Friedan should be identified as a Jewish American writer. See general comments.

Topic 12: America in the 1980s and 1990s, Lesson 4, A New Era in Foreign Policy, America and the Middle East in the 1990s, map, Israel and the Palestinian Territories, 2011, **Add:** Golan Heights to Israel

**Comments:** The map should indicate the status of the Golan Heights. Currently, the map gives the impression that the Golan Heights are part of Syria. Israel captured the Golan Heights in 1967 and extended Israeli law to it in 1981. Syria has refused to negotiate peace and has continued to support Hamas and Hezbollah terrorists who continue to attack Israel.

Topic 12: America in the 1980's and 1990's, Lesson 4, A New Era in Foreign Policy, Small Steps Towards Peace in Israel, paragraph 3, lines 1-2, **Change:** "In 2000, Clinton invited Palestinian leader Yasir Arafat and Israeli ~~p~~Prime ~~m~~Minister Ehud Barak to Camp David to work on a peace agreement."

**Comments:** Prime Minister is a title and should be capitalized.

Topic 12: America in the 1980's and 1990's, Lesson 4, A New Era in Foreign Policy, Small Steps Towards Peace in Israel, paragraph 3, lines 4-5. **Change:** "Back in Israel, Barak was replaced as ~~P~~prime ~~M~~inister by Ariel Sharon, a "hawk" who once opposed any concessions to the Palestinians."

**Comments:** Prime Minister is a title and should be capitalized.

The usage of "hawk" may be confusing in this context since the only definition of the term appears in a previous chapter where it is applied to people who supported U.S. military intervention in the Vietnam War. It is better to avoid labels and to use descriptions as the text does to explain a person's views.

Social Studies Reference Center, Hip Hop Songs, Hip Hop Geography, Israel and its Neighbours, **Delete.**

**Comments:** While it is commendable to use a variety of pedagogical methods to engage students, ICS recommends deleting this rap about the geography of Israel and its neighbors. References to the “Fertile Crescent” in lines 1 and 11 give the impression that Jews are present throughout the region, but there are virtually no Jews in the region outside of the State of Israel due to persecution. This is inconsistent with information on religion in the Middle East presented elsewhere in the text. Overall, the presentation lacks nuance and contains several oversimplifications. As such, it should be removed.

### Teacher Edition

Topic 7: World War II, Lesson 7, The Holocaust, p. 302, Quick Instruction, Differentiate, lines 5-7, **Change:** “The term *Holocaust* was coined in 1950s to describe Nazi genocide of the Jews and other peoples.”

**Comments:** The term Holocaust refers specifically to the Nazi genocide of the Jews.

Topic 7: World War II, Lesson 7, The Holocaust, p. 304, Further Instruction, paragraph 1, lines 1-2, **Change:** “Explain that the League of Nations ~~Britain~~ established rule over Palestine ~~Ottoman territories in the Eastern Mediterranean and Mesopotamia~~ following World War I.

**Comments:** The British Mandate also extended to Transjordan and Iraq, so the terms Eastern Mediterranean and Mesopotamia are more accurate.

Topic 7: World War II, Lesson 7, The Holocaust, p. 304, Further Instruction, paragraph 1, lines 5-8, **Change:** “Britain tried to slow this immigration, which led to conflict among British and Jewish forces in Mandatory Palestine.”

**Comments:** See comments for Topic 7: World War II, Lesson 7, The Holocaust, Allied Response to the Holocaust, The Liberation of the Concentration Camps, paragraph 4.

**Note:** ICS commends Pearson for providing good teacher resources for the section on the Holocaust as well as providing direction on how to approach the topic in sensitive and appropriate ways for students of all backgrounds.

Topic 12: America in the 1980’s and 1990’s, Lesson 4, A New Era in Foreign Policy, p. 488, Quick Instruction, paragraph 1, lines 6-10, **Change:** “Explain that the establishment of modern-day nation ~~State of Israel was created~~ approved by the United Nations in 1947, by dividing British ruled Mandatory Palestine into two states, one Jewish and the other Arab. Jews accepted the plan while Arabs rejected it. Conflicts between Israelis, ~~and~~ Palestinian Arabs, and Arab states have marked the region since, with implications for the entire Middle East. “

**Comments:** The establishment of the State of Israel was based on the UN approval of the partition plan with Jewish and Arab states. Jews accepted the plan and created Israel in the area defined in it, while Arabs rejected the plan and their state. This addition helps teachers present the material in its full historical context.

Topic 12: America in the 1980’s and 1990’s, Lesson 4, A New Era in Foreign Policy, p. 488, Quick Instruction, paragraph 2, lines 3-7, **Change:** “The United States has become

involved because of the strategic location in the Middle East, it sees countries in the region as allies in combating terrorist organizations, movements and states like Al Queda, ISIS and Iran.~~s support of the s~~State of Israel, and to protect its interests in the vast supplies of oil in the region.”

**Comments:** ICS recommends adding our inserted language for greater accuracy. Students should understand that the conflict isn't only between Israelis and Palestinians.

**Institute for Curriculum Services (ICS) Review on behalf of  
the Jewish Federation of Nashville and Middle Tennessee,  
Jewish Federation of Chattanooga,  
Memphis Jewish Federation,  
Knoxville Jewish Alliance, Inc.  
Pearson, *World History Modern Era 2020*  
Elisabeth Gaynor Ellis and Anthony Esler  
Student & Teacher Editions  
ISBN 978-0-32-894463-7 0-32-894463-7  
May 2018**

**General Comments:**

This is an excellent social studies survey. The material is presented in engaging ways. The writing is clear and grade-appropriate. ICS commends Pearson for its thoughtful and comprehensive coverage of material related to Jewish history and culture. Coverage of the place and importance of antisemitism is especially strong and ICS commends Pearson for the inclusion of the Dreyfus Affair in the text. The Holocaust is handled with great sensitivity. The text delves deeply enough to provide students with a good understanding of the events and their impact but does so in a manner appropriate for a high school audience. The text does an equally good job in its treatment of Zionism and the State of Israel. Coverage of the conflict in the Middle East, including the “Obstacles to Peace” section, is presented in a neutral way that will benefit students.

The material on the origins of Judaism can use some improvements. For example, the discussion of the “Ten Commandments” uses the Christian version of the text, which differs significantly from the Jewish version. ICS also recommends replacing B.C. and A.D. with B.C.E. and C.E. throughout to match the academic and educational standards. ICS additionally recommends adding a more detailed look at the Spanish Inquisition and its effects in future editions.

Tennessee standards promote recognizing ethnic diversity (W.23) in social studies, so the Jewish identity of historical figures like Albert Einstein, Sigmund Freud, and Gertrude Stein should be noted.

Particular issues are noted in the recommended edits below. Recommendations for the teacher edition follow those for the student edition. Overall, this is a well-written, well-documented text that will serve students and teachers well. ICS commends the Pearson’s dedication to meeting Tennessee Standards of Learning in thoughtful and innovative ways.

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### Recommended edits:

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Key Terms, David, lines 8-10, **Change:** “As described in the Books of Samuel, 1 Kings, and 1 Chronicles, David was from the tribe of Judah and began his life as a shepherd in Bethlehem. Eventually, David became king of united Israel. Jews and Christians also believe he ~~edited~~ wrote the Book of Psalms.”

**Comments:** Since the text is talking about Jewish and Christian beliefs, it should reflect the theology of the Jewish and Christian traditions, which hold that David wrote the Book of Psalms.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Key Terms, Diaspora, **Change:** “The ~~spreading~~dispersal of the Jews from the Land of Israel~~of Jews beyond their historic homeland.~~”

**Comments:** The connotation of the word “spreading,” an involuntary act, lacks nuance. The phrase “dispersal of the Jews” offers more depth of meaning into the term. Students will likely understand the word “migration” better in this context and conforms to the descriptions of the Diaspora in Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 5.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 1, lines 5-7, **Change:** “The Torah, ~~their most sacred text of the Israelites, or Jews~~ Judaism’s most sacred text, tells the history of the ancient Israelites and their continuing relationship to God.”

**Comments:** The terms Israelites and Jews correspond to different time periods in the development of Judaism and are not interchangeable. By the time of the Babylonian exile, the people were called Jews. The recommended change removes the ambiguity and reflects current Jewish belief. Students should understand that the Torah continues to be Judaism’s most sacred text.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 2, lines 1-2. **Add:** “Abraham and his family migrated to a region called Canaan, the area of present-day-Israel.”

**Comment:** The text does not provide geographical context for the location of Canaan. ICS recommends adding the inserted language. There appears to be space on the page for this addition.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 2, line 5, **Change:** “~~However~~ Eventually, famine forced the Israelites into Egypt,…”

**Comments:** The text as written gives the impression that Abraham’s coming to Canaan and the Israelites’ migration to Egypt happened in relatively quick succession. The proposed change gives students a better sense of the timing of events without going into excessive historical detail.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 3, line 1, **Change:** “There, they set up the ~~k~~Kingdom of Israel by 1000 B.C.E…”

**Comments:** Kingdom should be capitalized, as it is the name of a discrete polity, much the way the text capitalizes “Persian Empire.”

As noted in the general comments, ICS recommends using the Common Era notation for consistency with academic standards and scholarship.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, The Ten Commandments, **Change:** “Commandment:

1. ~~‘Thou Shalt not have strange gods before me.’~~ ‘I am the Lord your God, who brought you out of the land of Egypt, the house of bondage.’
2. ~~‘Thou shall not take the name of the Lord thy God in vain.’~~ ‘You shall have no other gods beside Me.’
3. ~~‘Remember that you keep Holy the Sabbath Day.’~~ ‘You shall notswear falsely by the name of the Lord your God.’
4. ~~‘Honor thy father and thy mother…’~~ ‘Remember the Sabbath, to keep it holy.’
5. ~~‘Thou shalt not kill.’~~ ‘Honor your father and your mother.’
6. ~~‘Thou shall not commit adultery.’~~ ‘You shall not murder.’
7. ~~‘Thou shall not steal.’~~ ‘You shall not commit adultery.’
8. ~~‘Thou shalt not bear false witness against thy neighbour.’~~ ‘You shall not steal.’
9. ~~‘Thou shalt not covet thy neighbor’s goods.’~~ ‘You shall not bear false witness against your neighbor.’
10. ~~‘Thou shalt not covet thy neighbor’s wife.’~~ ‘You shall not covet your neighbor’s house, nor his wife… nor anything that is your neighbor’s.’”

Explanation:

1. ~~to recognize God as the one and only God~~ to understand the relationship between people and God
2. ~~to speak the truth, seen today in legal oaths~~ to not worship any other God or false idols
3. ~~to dedicate one day to worship~~ to speak the truth, seen today in legal oaths
4. ~~to respect and love ones parents~~ to dedicate one day to worship
5. ~~to avoid killing others; seen today in laws about murder~~ to respect one's parents
6. ~~to ensure faithfulness to one's spouse; seen in today's divorce laws~~ to not murder others
7. ~~to prevent taking another person's belongings~~ to ensure faithfulness to one's spouse; seen today in divorce laws
8. ~~to prevent lying; seen today by laws against testifying falsely in a court of law~~ to prevent taking another person's belongings
9. ~~to prevent wanting other people's possessions~~ to prevent lying; seen today by laws against testifying falsely in a court of law
10. ~~To help ensure that families are broken up~~ to discourage envy of other people's possessions

**Comments:** The text uses the standard Christian numbering and translation of the Ten Commandments. As always, ICS recommends using a Jewish source when covering Jewish beliefs/traditions so that the presentation aligns with Jewish tradition, just as we recommend using a Christian Bible as the source for coverage of Christian beliefs. The Jewish Publication Society *Tanakh* is a standard translation.

The Jewish Bible's enumeration of the Ten Commandments emphasizes that God brought the people out of Egypt and freed them from bondage in the first commandment. The second commandment states that you shall have no other gods and shall not make sculptured images to worship.

Standard Jewish translations of the sixth commandment use the word "murder" not "kill."

The table is not consistent in its use of capitalization in reference to God's name. God should be capitalized whenever the text is speaking of the monotheistic deity of Judaism, just as it does when talking about other monotheistic faiths.

Resources, Flipped Video: Origins and Ideas of Judaism. **Change:** "The Ten Commandments:

1st. ~~Thou shalt not have strange gods before me. I am the Lord your God, who brought you out of the land of Egypt, the house of bondage.~~

2nd. ~~Thou shalt not take the name of the Lord thy God in vain. You shall have no other gods beside Me.~~

3rd. ~~Remember that you keep Holy the Sabbath Day. You shall not swear falsely by the name of the Lord your God.~~

- 4th. ~~Honor thy father and thy mother.~~ Remember the Sabbath, to keep it holy.  
 5th. ~~Thou shalt not kill.~~ Honor your father and your mother.  
 6th. ~~Thou shalt not commit adultery.~~ You shall not murder.  
 7th. ~~Thou shalt not steal.~~ You shall not commit adultery.  
 8th. ~~Thou shalt not bear false witness against thy neighbor.~~ You shall not steal.  
 9th. ~~Thou shalt not covet thy neighbor's goods.~~ You shall not bear false witness against your neighbor.  
 10th. ~~Thou shalt not covet thy neighbor's wife.~~ You shall not covet your neighbor's house, nor his wife... nor anything that is your neighbor's."

**Comments:** ICS wonders about the usefulness of the explanations since the meaning is present in the original text.

The video uses a Christian version of the Ten Commandments, as opposed to a Jewish version. See explanation above regarding the importance of using a Jewish Bible as the source for a video within the section on Judaism.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, paragraph 5, **Change:** "During a 500-year period called the Diaspora, the Starting in 586 B.C.E. with the destruction of the First Temple, Jews left or were exiled from Israel, migrating throughout the ancient and they spread out around the world. After the fall of Babylon to the Persian king Cyrus the Great in 539 BCE, Jews returned and built a Second Temple, which was later destroyed after the Roman conquest in 70 C.E. Still in the Diaspora, they maintained their identity in close-knit communities, following religious Jewish laws and traditions, and maintained a strong attachment to the land of Israel. This helped them to survive centuries of persecution."

**Comments:** Though this particular section only covers aspects of the origins of Judaism, the current description suggests that the Diaspora lasted only 500 years. There is still a Diaspora comprising all Jews living outside of Israel. Listing the date 586 B.C.E and using the phrase "migrating throughout the ancient world" provides historical context and aligns to the map that follows. The glossary term "Diaspora" is retained in the third sentence.

Students should understand that after the First Temple was destroyed in 586 B.C.E., Jews were able to return and build a Second Temple, which was later destroyed by the Romans. There is room on the page to include the inserted language. According to the 1st-century historian Josephus, 1.1 million non-combatants died as a result of massacre and famine. (see Menahem Stern, "History: Erez Israel – Second Temple." *Encyclopaedia Judaica*, eds. Michael Berenbaum and Fred Skolnik, 2nd ed., vol. 9, Macmillan Reference USA, 2007, pp. 191-200. *World History In Context*, <http://link.galegroup.com/apps/doc/CX2587509049/WHIC?u=pa130404&sid=WHIC&id=037296a7>. Accessed 20 May 2018).

The term "close-knit" reinforces negative stereotypes of Jews as insular people. Historical evidence shows that Jews contributed greatly to the societies in which they lived, while adopting and adapting customs and ideas from those societies.

It is important for students to understand that Jews have had a continued presence in Israel throughout history and maintained a strong connection to the land wherever they lived. Connections between the Diaspora and the Holy Land were significant for the development of Jewish religion and culture, especially in ancient times.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Interactive Gallery: Origins of Judaism, **Change:** Images

**Comments:** ICS recommends that the images in this activity be replaced by images that are more reflective of Jewish tradition. For example, both the first (Abraham) and third (Moses parting the Red Sea) images include artistic representations of God, which is forbidden in Judaism. Use of modern art depictions by a Jewish artist such as Marc Chagall, in *Abraham and Three Angels*, 1966, oil on canvas would be more appropriate. The second image (Jacob's Twelve Sons) is labeled incorrectly as "Illustration of Abraham's son Joseph bringing his family to Egypt." Joseph was Abraham's great-grandson. This is likely a depiction of Joseph greeting his father Jacob when his family arrived in Egypt. The fourth (Kings) and fifth (Captivity) images are anachronistic. At the very least, the illustrations should be labeled "artistic rendering" so that students understand that that images being presented are not meant to be historically accurate.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Interactive Gallery: Origins of Judaism, image 1, Abraham, **Change:** "Abraham: According to the Torah, a man named Abraham lived near Ur about 2000 B.C.E. Abraham is considered the father of the Israelites, the people who developed the religion of Judaism. The Israelites believed in a single all-knowing God who was present everywhere, and who brought the universe into existence. They believed that God had a covenant a special relationship with Abraham and his descendants and that ancient Israel was their Promised Land~~the land of Canaan would one day belong to the Israelites.~~"

**Comments:** B.C.E. should be used throughout the text as explained earlier.

According to the Hebrew Bible and Jewish tradition, the land promised by God include territories beyond historic Canaan. According to the description in Genesis 15, this includes areas stretching from the Nile to the Euphrates and south to Arabia. Numbers 34 and Ezekiel 37 describe an area stretching from the northeastern part of Sinai up to northern Lebanon and western Syria and bounded on the east by the Jordan and the Dead Sea. The suggested change better reflects the biblical sources and Jewish traditional understandings.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Interactive Gallery: Origins of Judaism, **Change:** "Jacob's Twelve Sons: According to Jewish tradition, Jacob had twelve sons,

each an ancestor of one of the twelve tribes of Israel. One son, Joseph, saved the family from famine when they ~~moved~~ migrated to Egypt.”

**Comments:** Migrated is a reference to the movement of groups of people, and is used in the text to refer to the movements of other peoples, therefore should be used here for consistency and to reinforce the concept. The use of the word move is informal and does not convey mass or group movement.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Interactive Gallery: Origins of Judaism, **Change:** “By about 1000 B.C.E., the Israelites had ~~set-up~~ founded the Kingdom of Israel. According to the Torah, Israel was first ruled by the kings Saul, David, and Solomon. David established the city of Jerusalem, which became the capital of the Kingdom of Israel. David’s son Solomon built the First Temple there.”

**Comments:** See above regarding the use of B.C.E.

Founded is a more formal reference to the creation of a kingdom. The text uses founded to indicate the creation of other states, therefore it should also be used for the Jewish people.

“Kingdom of Israel” should be used to differentiate the ancient state and the modern State of Israel.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 2: The Ancient Middle East and Egypt, Interactive Gallery: Origins of Judaism, **Change:** “~~What are some ways the history of the Jewish people as slaves, captives, and exiles may have affected their beliefs?~~ How have past experiences of slavery, captivity, and exile from their homeland impacted Jews?”

**Comments:** This is a thought-provoking and interesting question. The proposed change makes clear that students should consider the ways in which Jews’ historic experiences inform their contemporary beliefs.

ICS advises having some suggested answers in the Teacher edition.

Review: Connecting with Past Learnings (Prehistory-1650), Lesson 8: The Origins of Islam, Teachings of Islam, Muhammad and Early Islam, The Hijra: From Mecca to Medina, para. 2, line 5, **Change:** “Later Yathrib, a Jewish city, was called Medina.

**Comments:** In the 6th and 7th centuries Yathrib was an important Jewish center with three major Jewish tribes. At the time of the Hijra, the city had an estimated Jewish population of 8,000 to 10,000 that formed the majority of the city. The Jewish tribes were eventually killed or exiled (see Maghen, Ze'ev A. "Medina." *Encyclopaedia Judaica*, edited by Michael Berenbaum and Fred Skolnik, 2nd ed., vol. 13, Macmillan Reference USA, 2007, p. 757. Gale Virtual Reference Library. Accessed May 10, 2018).

Topic 1: The Renaissance and Reformation (1300-1650), Lesson 4: Reformation Ideas Spread, The Religious Persecution Continues, image 2. **Add:** “Caption: People gather on a street in a Jewish ghetto in Rome. The gate at the end of the

street would likely be closed and locked at sundown. This was primarily for the protection of the Jewish residents from Christians mobs bent on violence."

**Comments:** Although the gates were for protection, they were mainly in place to segregate Jews from Christians as the description in the body of the text explains. Life in the Roman Ghetto was challenging, due to the severe restrictions placed upon the occupations that Jews were allowed to perform (see L. Scott Lerner, "Narrating Over the Ghetto of Rome," *Jewish Social Studies* 8, no. 2 and 3, Winter/Spring 2002: pp. 1-38.

Topic 8: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalism and Conflict in the Middle East, map The Middle East, 1920s, **Delete:** "~~Jewish settlements~~"

**Comments:** As the text makes clear, thousands of Arabs and Jews migrated to the region in the period between 1919 and 1940, so the map should not only highlight Jewish settlement.

This map should also be removed from the otherwise excellent video, "European Mandates in the Middle East," that is included in this lesson.

Topic 8: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalism and Conflict in the Middle East, A Bitter Struggle Begins, para. 3, lines 3-4, **Change:** "To protect themselves, the Jewish inhabitants~~settlers~~ established their own military armed self-defense forces."

**Comments:** ICS recommends removing the term "settlers." "Inhabitants" is a more neutral description that can be used for describing Jews and Arabs alike.

The term military should be removed as it suggests that the self-defense groups formed an army. The first armed Jewish self-defense forces were set up before World War I. They were organized privately to provide an alternative to hiring Arab guards who had proved unreliable. After the war, several groups were absorbed into the Haganah, a paramilitary defense organization established in 1920. In turn, the Haganah and other Jewish paramilitary groups were disbanded when the Israel Defense Forces were established in 1948 (see "Hashomer," Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/hashomer>. Accessed May 20, 2018. see also "Haganah," Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/the-haganah>. Accessed May 20, 2018).

Topic 8: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Scientific Discoveries, Einstein Proposed the Theory of Relativity, **Add:** "In 1905 and 1916, the German-born Jewish physicist Albert Einstein introduced his theories of relativity.

**Comments:** See general comments.

Topic 8: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Scientific Discoveries, Freud Analyzes the Mind, line 1. **Add:** "The Jewish Austrian physician Sigmund Freud (froyd) also challenged..."

**Comments:** See general comments. Just as the ethnic origins of other individuals of historic importance are recognized, the text should recognize Sigmund Freud as Jewish. Freud is identified as Jewish in other Pearson texts including *Virginia and United States History*, 2018 (page 419).

Please add a space between “Freud” and “(froyd).”

Topic 8: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Literature Reflects New Perspectives, The Lost Generation, paragraph 3, line 1. **Add:** “Jewish American poet Gertrude Stein ...”

**Comments:** See general comments. Just as the ethnic origins of other individuals of historic importance is recognized, the text should recognize Gertrude Stein as Jewish. (see Linda Simon, “Gertrude Stein,” Jewish Women’s Archive. <https://jwa.org/encyclopedia/article/stein-gertrude>. Accessed May 20, 2018).

Topic 9: World War II (1930-1945), Lesson 3: The Holocaust, The Nazi Campaign Against the Jews, Hitler’s ‘Final Solution,’ para. 1, **Change:** “By 1941, however, Hitler and other Nazis had devised what they called the ‘Final Solution to the Jewish question.’”

**Comment:** Please correct the typographical error. Nazi should be pluralized to Nazis in this instance.

Topic 9: World War II (1930-1945), Lesson 3: The Holocaust, The Nazi Campaign Against the Jews, Hitler’s ‘Final Solution,’ page 459, paragraph 13, **Add:** “By June 1945, the Nazis had massacred more than six million Jews, two-thirds of Europe’s Jewish population.”

**Comments:** To enhance student understanding, the text should provide additional context. There appears to be room in the text for this addition.

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, Start Up: Ties to the Land, **Delete:** “~~As a world crossroads since ancient times, the Middle East is home to many ethnic and religious groups. As a result, it has often been the focus of conflicts that have a global impact.~~

~~Read the quotations. The first is from the Hebrew Bible, and the second is from the Quran. According to Jewish tradition, the Hebrew Bible promises Israel to the Jewish people as descendants of Abraham (Abram). Muslims also believe that they are the heirs to Abraham, as stated in the Quran. They, too, feel entitled to the land as part of Abraham’s legacy.”~~

~~Answer the following questions: these questions:~~

- ~~● How do the quotes reflect the religious justification for the claims to the same land?~~
- ~~● How might a religious conflict over land impact a region?~~

**Comments:** ICS recommends deleting this highly problematic interactive resource. This particular use of scripture in this context of new nations emerging is highly problematic in a history textbook. It reinforces the idea that the conflict is primarily religious when it is largely a conflict between competing nationalist groups. The conflict stems from promises made by the British to Arabs and Jews. The text from Quran (22:78) is presented out of context and does not refer to Muslim claims to the region that includes the modern State of Israel. Sura 22, titled *al-Hajj* (The Pilgrimage), discusses God’s command to Abraham to proclaim the obligation of pilgrimage to the Kaaba in Mecca to all of humanity. This is made clear in Sura 22, verses 26 and 27 in which God commands Abraham to build the Kaaba and establish the Hajj. The Sura makes no references or claims to the Holy Land as related in the Hebrew Bible. The Quran teaches that Islam is the same pure form of religion taught originally by Abraham. Verse 78 is a call for Muslims to strive (jihad) in the cause of Allah and remain steadfast in the unadulterated faith of their “father Abraham” (see The Quran: Online Translation and Commentary. Sura 14 *Ibrahim*, Sura 22 *al-Hajj*. <https://al-quran.info/#home>. Accessed February 12, 2018; Towards Understanding the Quran. Surah Al-Haj 22:73-78. <http://www.islamicstudies.info/tafheem.php?sura=22&verse=73>. Accessed February 12, 2018).

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Challenges of Diversity, Mandates Gain Independence, paragraph 2, lines 3, **Change:** “Britain, for example, was given the Palestine MMandate and three provinces of the old Ottoman empire that were joined together into modern-day Iraq.”

**Comment:** Palestine Mandate was the name of the entity given to Britain by the League of Nations after WWI, so the word Mandate should be capitalized.

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, paragraph 2, **Change:** “In 1947, the UN drew up a plan to divide, or partition, the Palestine MMandate between the Arabs and Jews. The plan called for the division of Palestine MMandate into an Arab SState and a Jewish state.”

**Comment:** Please capitalize the M in “Palestine Mandate.” This was the name of the entity given to Britain by the League of Nations after WWI, so the word Mandate should be capitalized.

The word “Mandate” should be added as it was the name of the political entity that the UN passed a resolution to divide.

Adding the word “state” makes the sentence clearer for student understanding.

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, Arabs and Israelis in Conflict,

paragraph 1, **Change:** “In 1948, when Britain withdrew from the Palestine Mandate,…”

**Comments:** Mandate is part of the name and should be capitalized.

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, Arabs and Israelis in Conflict, para. 3,

**Change:** “The 1948 Arab-Israeli war created a huge refugee problems. Hundreds of thousands of Palestinian Arabs fled their homes in Israeli territory. during the 1948 war. The UN housed them in temporary camps in nearby the area countries, where their leaders kept them ~~where they remained~~ for decades. At the same time, hundreds of thousands of Jewish refugees expelled from Arab lands fled to Israel.”

**Comments:** The term “nearby countries” is inaccurate. Most of the Arabs that left in 1948 went to areas of the Palestine Mandate that had been set aside for an Arab state. Jordan and Egypt took control of these areas as part of the 1949 armistice.

Palestinian Arabs have been kept in refugee camps by their Arab leaders and neighbors. Only Jordan has allowed the Palestinians to become citizens.

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, Arabs and Israelis in Conflict, image,

**Add:** comparable image of Jewish refugees from Arab and Muslim lands

**Comments:** For balance and to illustrate the plight of both refugee groups created by the war, the text should include a comparable image of Jewish refugees from Arab and Muslim lands. As the text notes, an equal number of Jewish refugees were expelled or fled from Arab and Muslim lands from 1948 on. There are many images available of Jewish refugees from the Middle East and North Africa, for example:

<https://cdn.i24news.tv/upload/image/662a4a85f33d8f905628f7e63aca89185d2c0929.jpg?width=716>. This picture shows Moroccan Jewish refugees. This picture shows Yemenite Jews who were rescued from persecution and violence in Yemen in Operation Magic Carpet (also known as Operation on Wings of Eagles) between 1949 and 1950:

[https://upload.wikimedia.org/wikipedia/commons/5/56/Op\\_Magic\\_Carpet\\_%28Yemenites%29.jpg](https://upload.wikimedia.org/wikipedia/commons/5/56/Op_Magic_Carpet_%28Yemenites%29.jpg).

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, Arabs and Israelis in Conflict, para., image caption, Recall, **Change:** “~~How long~~ Why did have so many ~~refugees lived in the~~ refugee camps for so long?”

**Comments:** Students should understand that not all Palestinian Arabs live as refugees or in refugee camps. Controversially, the UN has adopted a unique definition of refugee status for Palestinians and a different definition for every other refugee group in the world. Most of the 1.4 million Gaza residents have claimed UN refugee status through descent. In Jordan, there are 2.3 million

Palestinians registered with the UN as refugees, nearly all have Jordanian citizenship. The vast majority of these do not live in refugee camps (79%).

Topic 11: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, The Growth of Israel, para 3

**Change:** “An early leader was Golda Meir, who had emigrated from Russia to the United States as a child. In the 1920s, she moved to a kibbutz in Mandatory Palestine and later joined the Jewish independence movement.”

**Comments:** “Palestine” was not a state when Meir immigrated in the 1920s. At the time it was “Mandatory Palestine.” The text should specify either Mandatory Palestine or the Palestine Mandate.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, chapter title, **Change Title:** “Conflict in the Middle East, Israel and the Palestinians Palestine, The West Bank, Gaza, and the Golan Heights”

**Comments:** ICS recommends sticking with neutral descriptors.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, para. 1, **Change:** “In the Six Day War of 1967, in a response to ongoing hostility by its Arab neighbors, Israel ~~took control of~~ gained control of the West Bank and East Jerusalem from Jordan along with the Gaza Strip and Sinai Peninsula from Egypt. Israel also ~~took~~ gained the Golan Heights from Syria.”

**Comments:** ICS appreciates Pearson’s efforts to explain this complex issue in a unbiased, factual way. In this case, the phrase “gained control” is a more neutral and appropriate description since Israel gained these areas in the course of a defensive war.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, paragraph 2, lines 5-8, **Change:** “~~Arabs referred to these lands as the “occupied territories.”~~ Later, Israel annexed East Jerusalem and the Golan Heights. Israel then allowed ~~Jewish settlers to build homes~~ the building of homes and communities in some of these ~~territories~~ areas, which ~~increased bitterness among the Palestinians~~ opposed.”

**Comments:** Good pedagogy requires that material is presented neutrally, accurately, and in context. The words “occupied territories” and “settlers” are politicized words inappropriate for a public school text.

Use of the term “bitterness,” an expression of emotion, exclusively for the Palestinian point of view, lacks balance. The conflict is a highly emotional issue for Israelis and Palestinians. The recommended change offers a more neutral description.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights,

activity, Changing Boundaries of Israel, map, The 1967 War, map information, **Change:** “Map showing the territorial results of the 1967 war between Israel and its Arab neighbors, with Israel ~~occupying~~gaining control of the Sinai peninsula, the Gaza Strip, the West Bank, and the Golan Heights.”

**Comments:** This information appears when the student hovers over the map. As noted above the term “occupying” is a loaded word. It is notably not used when describing Jordan’s takeover of the West Bank and East Jerusalem after the 1948 war, nor Egypt’s takeover of Gaza. The same standards should be applied consistently. In addition, in this instance, Israel gained this territory as a result of a defensive war and was willing to cede control in exchange for peace.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The PLO and Intifada, key term, intifadas, **Change:** “Palestinian Arab ~~uprising against~~violent protests of Israeli occupation control in the West Bank and Gaza”

**Comments:** The term “uprising” does not adequately convey the violent nature of the protests. The proposed change adds important context.

See previous explanation regarding the use of the term “occupying” which applies to variations of the word.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Lebanese Civil War, paragraph 2, lines 7-9, **Change:** The enlarged PLO presence in Lebanon and the intensification of ~~fighting on the PLO cross-border attacks on Israel~~Israeli-Lebanese border added to the internal unrest in Lebanon.”

**Comments:** Language such as “intensification of fighting” is equivocal and should be avoided in discussing war, which has actors. Inserting our suggested language will help students better understand what was going on.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Lebanese Civil War, paragraph 3, lines 4-6, **Change:** “Israel briefly invaded Lebanon to stop cross-border attacks first by PLO guerrillas and later by Hezbollah fighters, the ~~militant~~terrorist group backed by Iran and Syria.”

**Comments:** Tennessee standards (W.89) encourage teaching the impact of global terrorism. The term "militant group" is vague. The U.S. Department of State designated Hezbollah as a terrorist organization in 1997, so it is a more accurate description. (see U.S. Department of State Bureau of Counterterrorism. "Foreign Terrorist Organizations."

<https://www.state.gov/j/ct/rls/other/des/123085.htm>. Accessed February 2, 2018). The description is consistent with material presented in Topic 13, Lesson 8.

Topic 11: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Syrian Civil War, paragraph 5, lines 4-5, **Change:** “The Assads opposed peace with Israel and supported ~~militant~~terrorist groups such as Hezbollah and Hamas.”

**Comments:** See previous comment.

Topic 12: The World Today (1980-Present), Lesson 8: Terrorism and International Security, The Growing Threat of Terrorism, Growth of Terrorism in the Middle East, paragraph 7, line 3, **Change:** "... rejection of the sState of Israel..."

**Comment:** This is the official or proper name of the country so the word State should be capitalized.

### **Teacher's Edition:**

**Change:** The Teacher's edition does not have any content for the entire Review: Connecting with Past Learnings module and starts at Topic 1. Perhaps future editions could include this. The content would benefit teachers and students.

Topic 8: World Between Wars, Lesson 2, Nationalist Movements in Africa and the Middle East, Nationalism and Conflict in the Middle East, p. 323, Quick Instruction, lines 2-6, **Add:** "...and caused long-standing conflicts between the Arabs and Jews in the Palestine Mandate.

**Comments:** Please fix missing word.

Topic 8:World Between Wars, Lesson 2, Nationalist Movements in Africa and the Middle East, p.324, Analyze Maps, lines 14-20, **Delete.**

**Comments:** As noted above in the suggestion for Topic 8: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalism and Conflict in the Middle East, map The Middle East, 1920s, Jewish settlements should be removed from the map and the questions "Where are the Jewish settlements?" and "Why do you think there are so many Jewish settlements?" should be changed or removed. The map omits information such as Arab settlements in the region, which greatly outnumbered Jewish ones. The answers to the question asked about Jewish settlements are also somewhat problematic, since it presents Jewish ties to the land as belief, rather than fact. This is not consistent with the presentation in the student edition, which makes clear that Israel is the ancestral homeland of Jews.

Topic 8:World Between Wars, Lesson 2, Nationalist Movements in Africa and the Middle East, p.324, Synthesize, lines 6-10, **Change:** "The influx of Jews to the Palestine Mandate weakened Pan-Arab goals because Jewish immigrants purchased increasing amount of land and established their own militaryarmed self-defense force.

**Comments:** The word "military" implies that there was a unified army, which was not the case.

Topic 8:World Between Wars, Lesson 8, The Rise of Nazi Germany, p. 367, Identify Steps in a Process, lines 4-7, **Add:** "Hitler falsely blamed the Jewish

people for Germany's problems and then started propaganda campaigns to depict Jews as an inferior race."

**Comments:** It is important to note that these accusations were false.

Topic 9: World War II, Lesson 3, The Holocaust, p. 387, Quick Instruction, lines 7-13, **Change:** "Eventually, Hitler created the "Final Solution" as a way to rid the world of ~~cultures~~ Jews and others that the Nazis considered racially inferior and created ~~extermination~~ death camps for the purpose of killing. Over 6 million Jews, about two-thirds of Europe's Jewish population, were ~~murdered~~ killed in Nazi concentration and ~~extermination~~ death camps as a result of ~~anti-Semitism in Germany~~ the Holocaust."

**Comments:** The Final Solution, as well as the Holocaust, refer specifically to the persecution and murder of Jews by the Nazis. The Nazis also targeted communists and gay men, which were social minorities.

The use of the word "extermination" was used by Nazis to liken Jewish people to vermin. The term "death camp" aligns with the terminology used in the student edition.

Adding "two-thirds of Europe's Jewish population" helps students understand with the scope of the Holocaust. There appears to be room for this edit.

While Nazi racial anti-Semitism was an essential component to the Holocaust, anti-Semitism and Nazi genocidal efforts were not exclusive to Germany. Germany's allies and many in the countries occupied by the Nazis either stood by or actively participated in the Holocaust. The suggested edit offers a more accurate explanation of the scope.

Topic 11: New Nations Emerge (1945-present), Lesson 4, Conflicts in the Middle East, p. 465, Further Instruction, paragraph 4, **Change:** "In the wars of 1967 and 1973, Israel gained ~~more~~ land. Israel took ~~†~~ Today, the West Bank, East Jerusalem, is controlled by Israel and in some areas by the Palestinian Authority, and while the Gaza Strip was returned to full Palestinian control in 2005, ~~as well as †~~ The Sinai Peninsula and the Golan Heights were also captured during these wars, with the former being returned to Egypt as part of the 1979 peace treaty. These territories ~~The West Bank and Gaza are often referred to by Palestinians as the occupied territories.~~ The West Bank and Gaza are often referred to by ~~the~~ Palestinians as the occupied territories. The Palestinian Liberation Organization, led by Yasir Arafat, sought to destroy Israel and establish a Palestinian state, though in 1993 he recognized Israel's right to exist."

**Comments:** The original paragraph is very problematic and is missing critical information about this highly nuanced topic. The suggested edits provide a more accurate and contextual depiction of key regions and territories in the conflict, as well as providing greater understanding about the PLO. Since the text does not share both parties terminology for the contested areas, it is accurate to note that the West Bank and Gaza are often referred to as the territories. That is factual and neutral.

Topic 11: New Nations Emerge (1945-present), Lesson 4, Conflicts in the Middle East, p. 466, Differentiate Challenged/Gifted, **Delete.**

**Comments:** The activity asks students to use the Internet to research Palestinian claims to land within Israel and Israel claims to land within the disputed areas and then create a list of arguments both for and against Palestinian claims to a right of return. They must write a letter to the editor on the issue. This highly problematic activity should be removed, as land claims on both sides are highly sensitive and potentially personal topics, and it is not appropriate for a high school student to compare these claims. Prompting students to do research on the web without suggested websites/resources could lead to a lot of misinformation being discussed which impedes student understanding of a very complex topic.

**Institute for Curriculum Services (ICS) Review on behalf of  
the Jewish Federation of Nashville and Middle Tennessee,  
Jewish Federation of Chattanooga,  
Memphis Jewish Federation,  
Knoxville Jewish Alliance, Inc.  
Gallopade International**

***6th Grade Social Studies: World History & Geography:  
Early Civilizations through the Fall of the Western Roman Empire,  
Student Book,  
978-0-635-13240-6  
May 2018***

**General Comments:** The Institute for Curriculum Services is pleased to have the opportunity to review Gallopade International's *6th Grade Social Studies: World History & Geography*. This is a quality middle school social studies textbook that covers the historical periods under discussion in an informative and engaging way. The format is accessible to students and the integrated activities provide good checkpoints for students to periodically review their understanding.

ICS commends Gallopade for explaining the difference between the BC/AD and BCE/CE calendar systems and for then using the Common Era system. The Common

Era notation is a religiously neutral alternative preferred by scholars, academics, and educators. ICS recommends changing Chapter 23's use of B.C. and A.D. to B.C.E. and C.E., throughout.

ICS appreciates the excellent discussions of the history of ancient Israel. The text covers a lot of ground in an engaging way. Christian depictions of events from the Hebrew Bible such as the one of Moses with the 10 Commandments on page 60, should be avoided in favor of Jewish depiction whenever possible. When using the Hebrew Bible as a primary source, it is more accurate to use a Jewish Bible. The Jewish Publication Society *Tanakh* is a standard translation.

Navigation of the e-text is clunky at times, especially since you have to scroll through the book to find specific chapters rather than link directly to them. It appears that this text will primarily be used in print so this may be of little consequence.

Overall, this textbook will be appreciated by teachers and students alike. ICS appreciates the efforts the publisher has made to keep its instructional materials accurate and informative for the students and teachers of Tennessee. ICS looks forward to working with Gallopade on future editions.

**Review Legend:**

~~Strikethrough~~ = Recommended deletion

Underline = Recommended addition

**Comments** = Explanation and rationale provided to support recommendations

### Recommended Edits:

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, paragraph 1, lines 1-3, **Change:** “Much of what we know about the history of Ancient Israel comes from the Hebrew Bible or Tanakh, which is a collection of sacred Jewish texts~~books~~. The first five books are known as the Torah. They are traditionally written on scrolls by a scribe. ~~(It is also known as the Tanakh.)~~”

**Comments:** Use of the word “books” may be confusing to students since the rest of the page discusses scrolls. The term “texts” is more nuanced.

Gallopade is to be congratulated for the thoughtful way it presents material related to Jewish sacred texts and for using the Hebrew word Tanakh. This discussion of the Hebrew Bible would be improved by directly referencing the Torah (5 Books of Moses), which is Judaism’s most sacred text. This provides context for other material such as the discussion of the Dead Sea Scrolls and the image included on the page. There appears to be space on the page for this suggested change.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, image caption, **Change:** “Set of scrolls including the entire Torah and other parts of the Tanakh”

**Comments:** The image depicts a Torah scroll alongside scrolls presumably from the Prophets and Hebrew Scriptures. As in the recommendation above, the Torah is central to Judaism and should be referenced. Though other books of the Tanakh can be written on scrolls, only the Torah needs to be read from a scroll on Sabbaths and holy days. With the exception of the Book of Esther, other parts of the Tanakh are usually read in Synagogue from printed texts.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, textbox, **Change:** “The terms Hebrew, Israelite, and Jew~~Jewish (or Jew)~~ are connected. Jews today are all linked to the ancient Hebrews and Israelites through ancestral roots, and through the all describe followers of the same religion they developed, which became known today as Judaism.”

**Comments:** The terms “Hebrew” and “Israelite” are nouns while the word “Jewish” is an adjective. Jew is the correct word for adherents of Judaism and should be used here as well. The term Hebrews is used to denote the first three generations starting with Abraham.

While the origins of Judaism can be traced back to the Hebrews and the Israelites, Judaism has undergone significant changes over the past 2,500 years. The text as written might give students the incorrect impression that the Judaism practiced today is the same as that practiced in ancient times.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, paragraph 2, lines 7-10, **Delete:** “~~Many stories in the~~ Parts of the Hebrew Bible were passed down through generations for hundreds of years before they were first preserved in writing ~~a little over~~ about 3,000 years ago.”

**Comments:** The Tanakh contains many different kinds of literature including history, prophecy, proverbs, ethics, and poetry. The word “parts” offers a more nuanced description. Additionally, use of the term “stories” suggests inauthenticity. Adding the phrase, “parts” makes the text more neutral.

Though it is debated among scholars, the five books of the Hebrew Bible were likely committed to writing around the 7th century B.C.E., so using the phrase “about 3,000 years ago” is more accurate.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, paragraph 3, **Change:** “The ~~Hebrews~~Israelites spoke and wrote an ancient version of the Hebrew language, and they followed ~~Hebrew~~Israelite customs and belief. Today, many ~~Jewish people still speak modern Hebrew, the main language of the State of Israel~~ (although the language has evolved since ancient times).”

**Comments:** As mentioned above, the correct term in this context is Israelite. The Israelites had customs and beliefs that are not part of modern Judaism and vice versa. The recommended edit is more accurate.

It is more accurate to use the term Jew to avoid the circumlocution of the Jewish people.

Modern Hebrew is different from the Hebrew spoken by the ancient Israelites. The language has undergone significant changes, particularly during its revival as a daily spoken language beginning in the 19th century.

The largest group of speakers of modern Hebrew live in Israel where Hebrew is the primary and most commonly spoken official language (Arabic is also an official language). This addition provides context.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, p. 58, Dead Sea Scrolls, **Change:** “The famous Dead Sea Scrolls were discovered by ~~archaeologists~~ during the 1940s. The scrolls were hidden in caves in the Judean Desert about at least 2,000 years earlier by local scribes and priests. Most are religious manuscripts, including ~~copies of many stories included in the~~ earliest copies of parts of the Hebrew Bible, as well as descriptions of early Jewish customs, practices, and beliefs~~rules and laws in nearby societies.~~”

**Comments:** The Dead Sea scrolls were first discovered at Qumran in the Judean Desert by two Bedouin shepherds. Later, archaeologists did take part in the discovery of some scrolls, but the majority were discovered by Bedouins.

The location of the scrolls should be included for context.

The scrolls vary in age with the vast majority dating from the 2nd century B.C.E. to the 2nd century C.E. A few date from the later periods.

Scrolls were hidden by various individuals and groups trying to preserve important texts in the face of conflict, but not necessarily by scribes and priests.

Hebrew Bible texts discovered near the Dead Sea were approximately 1,000 years older than the oldest known texts up to that time.

As noted above, the term “stories” suggests inauthenticity and should be avoided when describing sacred texts.

The non-biblical texts discovered near the Dead Sea primarily reflect the religious, philosophical, and politics of different segments of Second Temple era Jewish life.

(see “Learn About the Scrolls.” The Leon Levy Dead Sea Scrolls Digital Library. Israel Antiquities Authority. <https://www.deadseascrolls.org.il/learn-about-the-scrolls/introduction>. Accessed May 17, 2018).

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, The Story Starts with Abraham, p. 59, paragraph 1, lines 1-3, **Change:** “According to the Tanakh, or Hebrew Bible, unlike his neighbors, Abraham believed in only one God. God told Abraham...”

**Comments:** Abraham’s monotheism is directly related to the covenant he makes with God and the religion that later developed out his belief. Including this information here provides students with important context.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, The Story Starts with Abraham, p. 59, paragraph 1, lines 14-16, **Change:** “To those who follow ~~the Jewish faith~~ Judaism, this covenant ~~symbolized~~ symbolizes the uniquespecial relationship between God and the Jewish people.”

**Comments:** Judaism in the name of the religion so it should be used.

Jews continue to believe in the covenant established by God with Abraham and his descendants. The recommended edits better reflect this. To Jews, it indicates special responsibilities because of the covenant with God. Textbook explanations often imply that it means Jews consider themselves superior to others, and the term has historically promoted antisemitism.

It is more accurate to use the term Jew to avoid the circumlocution of the Jewish people.

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, The Story Starts with Abraham, p. 59, paragraph 2, lines 3-5, **Change:** “The Hebrew Bible tells ~~the story~~ of Jacob getting into an intense ~~epic~~ wrestling match with God ~~an~~ angel, which lasts all night. When the sun rises, God blesses Jacob and renames him ‘Israel.’”

**Comments:** The Hebrew Bible text refers to Jacob wrestling with a “man,” which the book of Hosea describes as an angel, so the text should use angel in this context. (see Jonathan Sacks, Vayishlach (5768) – Jacob Wrestling.”

<http://rabbisacks.org/covenant-conversation-5768-vayishlach-jacob-wrestling/>. Accessed May 17, 2018).

Unit 4, Chapter 10, History of Ancient Israel, How Do We Know About Ancient Israel, The Story Starts with Abraham, p. 59, textbox, **Change:** “The ~~ancient~~ Israelites ~~Hebrews~~ had different beliefs than ~~many~~ other groups at that time in history. They practiced monotheism, which is belief in only one God. The religion of Judaism, the first monotheistic religion, ~~today~~ comes from the religion practiced by the Israelites ~~ancient Hebrews~~.”

**Comments:** The term Hebrews is used to denote the first three generations starting with Abraham so the term Israelites is a better fit here because it describes the broader group.

Though other religions expressed aspects of monotheism, Judaism is generally considered the first fully monotheistic religion. (see Robert Karl Gnuse, *No Other Gods: Emergent Monotheism in Israel*. Sheffield, U.K.: Sheffield Academic Press, 1997, p. 225).

Unit 4, Chapter 10, History of Ancient Israel, Israelites Move to Egypt, page 60, paragraph 1, line 1, **Change:** “According to the Hebrew Bible, famine in ~~Canaan~~ forced the Israelites to leave Canaan and move to Egypt.”

**Comments:** The text should state the source of these assertions, so students understand that the information is from scripture rather than other sources such as archaeological evidence.

Unit 4, Chapter 10, History of Ancient Israel, Israelites Move to Egypt, page 60, paragraph 1, lines 5-6, **Change:** “In addition, he ordered that all the first-born male ~~Hebrew~~Israelite children be killed to reduce the ~~Hebrew~~Israelite population.”

**Comments:** As noted above, Israelite is the correct term at this time in history. These changes also conform to the taxonomy used elsewhere in the text.

Unit 4, Chapter 10, History of Ancient Israel, Cause and Effect, p. 61, Box 2, **Change:** “Pharaoh orders that all first-born male ~~Hebrew~~Israelite children be killed.”

**Comments:** See the note for Unit 4, Chapter 10, History of Ancient Israel, Israelites Move to Egypt, page 60, paragraph 1, lines 5-6 above.

Unit 4, Chapter 11, The Kingdom of Israel, The Kings of Israel, King David, page 64, paragraph 1, line 1, **Change:** “You might have heard ~~the famous story of David~~ from the Hebrew Bible.”

**Comments:** The text should state the source so students understand that the information is from a scriptural origin and not a modern historical account.

Unit 4, Chapter 11, The Kingdom of Israel, The Kings of Israel, Return to the Homeland, page 65, paragraph 2, **Change:** “After they returned to their homeland, the Jews built a new temple, known as the Second Temple. It stood on the Temple Mount for over 500 years, only to be destroyed by conquering Roman Legions in 70 CE. ~~Such is the history of ancient Israel—a history of conquerors, exiles, and faith.~~”

**Comments:** ICS recommends deleting the editorialized language from the text. The recommended change offers a more neutral account.

Unit 8, Chapter 23, Religion in Ancient Rome, The Birth of Christianity, p. 139, paragraph 2, **Change:** “In approximately the year 1 BCE, a Jewish boy named Jesus was born in Bethlehem, a small town in ~~ancient Palestine~~ Judea.”

**Comments:** During the life of Jesus, the region was known as Judea. The Romans changed the name from Judea to Syria-Palaestina after the Bar Kochba revolt in 135

CE, when the Romans merged the provinces of Syria and Judea (many years after Jesus's life).

Unit 8, Chapter 23, Religion in Ancient Rome, The Birth of Christianity, p. 139, paragraph 2, lines 3-4, **Change:** "~~Not only did s~~Some Jewish people believed that Jesus was a prophet, ~~, After some time, his early Christian followers~~ they believed him to be the Son of God and their savior. They began to call him Christ, the Greek word for 'Messiah'."

**Comments:** The above edit makes clearer that it was not only Jesus's Jewish followers but all of his followers. As noted above, the term Jews is more appropriate here than the circumlocution Jewish people.

Unit 8, Chapter 23, Religion in Ancient Rome, The Birth of Christianity, p. 139, paragraph 3, lines 1-2, **Delete:** "The ~~Jewish elders and the~~ Roman Government that controlled Jerusalem believed Jesus to be a threat to their power."

**Comments:** The concept of Jewish culpability in the crucifixion of Jesus has historically been used to promote anti-Semitism. Most Christian churches have repudiated the anti-Jewish teachings based on New Testament passages that assign blame to Jews for the death of Jesus and affirm that great care must be taken to avoid reinforcing the idea that Jews as a collective are responsible for the crucifixion. (For examples, see "Vatican Declaration Absolves Jews of Deicide; Condemns Anti-semitism." *Jewish Telegraphic Agency*. November 19, 196. <https://www.jta.org/1964/11/19/archive/vatican-declaration-absolves-jews-of-deicide-condemns-anti-semitism>. Accessed May 17, 2018; and Evangelical Lutheran Church in America. "Guidelines for Lutheran Jewish Relations." 1998.

[http://download.elca.org/ELCA%20Resource%20Repository/Guidelines\\_For\\_Lutheran\\_Jewish\\_Relations\\_1998.pdf](http://download.elca.org/ELCA%20Resource%20Repository/Guidelines_For_Lutheran_Jewish_Relations_1998.pdf). Accessed May 17, 2018).

Unit 8, Chapter 23, Religion in Ancient Rome, The Birth of Christianity, p. 139, lines 1-2, **Change:** "After ~~Christ's~~his death, Jesus's teachings were recorded in four Gospels that form the basis of the New Testament in the Christian Bible."

**Comments:** Christ is a religious title with theological implications and thus should not be used in a public school textbook in this context.

Unit 8, Chapter 23, Religion in Ancient Rome, Who Was Paul?, p. 139, lines 2-3,

**Change:** "One of those people was a Jew named Paul who ~~had persecuted Christians throughout the Roman Empire before he~~later converted to Christianity."

**Comments:** This is an example of material that has historically promoted anti-Semitism and as such should be removed, since a 6th-grade textbook cannot provide sufficient background.

Unit 8, Chapter 23, Religion in Ancient Rome, Jews Forced from Their Homeland, p.140, lines 1-2, **Change:** "Life for the Jews under the Romans was extremely difficult, so in 66 ~~AD~~CE, they revolted against their Roman ~~masters~~rulers."

**Comments:** Masters has connotations to slavery, which was not the case for Jews living under Roman rule.

Unit 8, Chapter 23, Religion in Ancient Rome, Jews Forced from Their Homeland, p.140, paragraph 3, **Change:** “In short, in AD 70 CE, the Romans expelled most of the Jews from their homeland, and ~~began~~ expanded the Jewish diaspora wherein Jews~~the Jewish people~~ were ~~scattered~~spread throughout Africa, Asia, and Europe for almost 2,000 years.”

**Comments:** The start of the Jewish Diaspora is usually dated to the Babylonian exile centuries earlier. In any event, the Roman expulsion did not mean the end of a Jewish presence in the Land of Israel. Jews maintained a continuous presence despite expulsions and persecution.

As noted above, the term Jews is more appropriate here than the circumlocution Jewish people.

Scattered is a term usually reserved for seeds or mice, so the term “spread” is more appropriate for student understanding the historical context of forced human migration.

**Institute for Curriculum Services (ICS) Review on behalf of  
the Jewish Federation of Nashville and Middle Tennessee,  
Jewish Federation of Chattanooga,  
Memphis Jewish Federation,  
Knoxville Jewish Alliance, Inc.  
Gallopade International**

***7th Grade Social Studies: World History & Geography:  
The Middle Ages to the Exploration of the Americas, Student Book,*  
by Carole Marsh  
978-0-635-13241-3  
May 2018**

**General Comments:** The Institute for Curriculum studies is pleased to have the opportunity to review Gallopade International's *7th Grade Social Studies: World History & Geography*. Gallopade has produced an easy-to-read and engaging social studies textbook that offers many activities to reinforce student learning. The tone is neutral for the most part but does veer toward the hyperbolic on occasion. Tennessee educators will especially appreciate that this text was developed specifically to align with state standards. Gallopade's use of the modern, standards-aligned Common Era dating format is particularly commendable.

Coverage of events and ideas related to Jewish history, religion, and culture is not as full as it could be. For example, Unit 4, Chapter 9, Diffusion of Islam, Islamic Culture, and the Arabic Language, does not acknowledge the contributions of non-Muslims to the expansion of art, science, and literature. The renowned Jewish physician, philosopher, and astronomer Moses Maimonides (1135-1204), an important influence on the Medieval Christian thought of Thomas Aquinas and others, is absent. The text likewise pays scant attention to the contributions of non-Muslims to trade in the Islamic world and the Ottoman Empire more generally. This text does a better job of covering the unique and precarious position of Jews in Medieval European society. ICS appreciates the discussion of the effects of the Crusades and the Reconquista on Jews. Unfortunately, the text often glosses over items of substantial historical importance and minimizes their significance.

Overall, this is a good text that will serve Tennessee teachers and students well. ICS looks forward to partnering with Gallopade to improve this text moving forward.

**Navigation Notes:**

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2. Select "Students" in the red box on the left
3. Username: tennessee
4. Password: gallopade

**Review Legend:**

~~Strikethrough~~ = Recommended deletion

Underline = Recommended addition

**Comments** = Explanation and rationale provided to support recommendations

**Recommended Edits:**

Unit 4, Chapter 9, Diffusion of Islam, Islamic Culture, and the Arabic Language, The Growth and Spread of Islam, p.42, table, 610 CE, **Change:** “~~Around the age of 40~~ According to Muslim tradition, Mohammad started having visions around the age of 40.  
**Comments:** Good pedagogy for public education requires differentiation between religious beliefs and historical facts.

Unit 4, Chapter 9, Diffusion of Islam, Islamic Culture, and the Arabic Language, Arabic, p. 43, paragraph 2, lines 1-2, **Change:** “~~In places like Syria, Lebanon, and Palestine the Eastern Mediterranean and parts of Mesopotamia~~, people spoke Aramaic.”  
**Comments:** Use of Eastern Mediterranean and Mesopotamia is more accurate in this context as Aramaic was spoken throughout the Levant and areas in present-day Turkey, Iraq, Jordan, Israel, Lebanon, and Syria.

Unit 6, Chapter 17, The Crusades, A Great Clash of Religions, p. 85, paragraph 1,  
**Change:** The Crusades were ~~one of the most amazing series of adventures~~ a series of religious wars that had a profound impact on ~~in all~~ history. Tens of thousands of ~~people~~ Christians from all walks of life embarked on great voyages. They were confident that God was on their side as they sought battle with people of ~~another religions~~. ~~The crusades were both triumphant and tragic. They made many into heroes, many into slaves, and cost many lives.~~ The people who participated in the Crusades are still celebrated by some and vilified by others. ~~Yet everyone agrees that the Crusades~~ Jews and Muslims. The Crusades are a dramatic example of what can happen when religions and cultures clash. Despite their violence and bloodshed, the Crusades paved the way for dramatic changes in Europe. Europeans were introduced to new goods, technology, and ideas from the East. The Crusades also began the shift from the Middle Ages to the Renaissance, which will be talked about in Chapter 20.

**Comments:** This presentation glorifies the Crusades in ways that downplays their violence and persecution of non-Christians. The suggested revisions offer a nuanced presentation of their impact. Most scholars agree that while there was mass violence and loss of life, intercultural exchanges during the Crusades also resulted in certain advances in European society.

ICS recommends capitalizing Crusades for consistency and accuracy.

Unit 6, Chapter 17, The Crusades, What Were the Crusades?, p. 85, paragraph 2, lines 2-3, **Change:** “He called on European Christians to take control of ~~Palestine~~, or the Holy Land, and places in the region where Christianity arose.

**Comments:** Christians throughout the centuries referred to the area of modern Israel as the Holy Land. There was no political entity of Palestine so that term is unclear and imprecise. Also, since the Crusaders established holdings throughout the Eastern Mediterranean beyond the traditional geographical boundaries of the “Holy Land”, the addition of “and places in the region” adds clarity for students.

Unit 6, Chapter 17, The Crusades, Why Fight?, p. 85, lines 1-4, **Change:** “Historians today believe that many crusaders joined the cause due to their Biblical religious beliefs and the teachings of the Roman Catholic Church.”

**Comments:** The proposed edit offers a more nuanced presentation. Most of the Crusaders would not have read the Christian Bible directly as it was not available in the vernacular, large numbers were illiterate, and the cost of producing bibles was prohibitive before the beginnings of modern printing in the 15th century. Crusaders were more likely to have been influenced by religion in general through sermons, church teachings, and religious customs.

Unit 6, Chapter 17, The Crusades, The Use of Military Force, p. 86, paragraph 1,

**Change:** “Since Roman times ~~the early years of Christianity~~, Palestine the Holy Land was ~~occupied~~ inhabited by ~~Christians and Jews~~ Jews and Christians. The area and its inhabitants were part of the Roman Empire and later the Christian Byzantine Empire. But in the 600s, Arab Muslims conquered Palestine the region. Over time, Christian resentment of Muslim control of what Christians viewed as their Holy Land grew. After all, Palestine ~~it~~ was where Jesus ~~lived~~ and where many of the most important events of the Christian Bible took place. Christians earnestly believed that such an important region in Christian history should be controlled by Christians. They were especially eager to capture Jerusalem, a city long holy to Jews and Christians.

**Comments:** As written, the paragraph implies that Jews had only lived in the Holy Land from the early years of Christianity. The suggested edit is more accurate.

The use of “Palestine” here is anachronistic. There was no political entity known as Palestine during this time. The proposed edit offers more accuracy and is less likely to confuse students. It also is a pedagogical best practice to list religions in order of age. It is also best practice to identify which Bible is being described since Jews and Christians refer to their scriptures as the Bible and the two are not the same.

Unit 6, Chapter 17, The Crusades, The Use of Military Force, p. 86, paragraph 3, lines 1-2, **Change:** “In the late 1000’s, another group of Muslims, the Seljuk Turks, conquered a great deal of land, including the region of Palestine.”

**Comments:** The time (1000s) is a plural not a possessive so the apostrophe is not needed.

For accuracy, it is more appropriate to refer to Palestine as a region so it is not confused with a political entity.

Unit 6, Chapter 17, The Crusades, The 1st Crusade, p. 86, text box, paragraph 1, lines 2-3, **Change:** “One group, led by Count Emicho of the Rhineland area of Germany, enacted pogroms against the Jews in Speyer, Worms, Mainz, and Cologne.”

**Comments:** Speyer was an important center of Jewish life in the Rhineland that also experienced pogroms.

Unit 6, Chapter 17, The Crusades, The 1st Crusade, p.86, text box, paragraph 1, lines 3-5, **Change:** “While ~~the bishops~~ sought to protect the Jews, many crusaders murdered thousands of Jews in towns across Europe. ~~were given the choice of converting to Christianity or dying. Many chose death.~~”

**Comments:** The current presentation minimizes the attacks on Rhineland Jewish communities. Over 5,000 Jews were murdered during the Rhineland massacres. Though a small number of Jews accepted forced conversion, most did not. Many more were murdered outright. Contemporary sources also describe Jews taking their own

lives rather than submitting to forced conversion. The suggested edit better relates the scope and manner of these massacres (see David Nirenberg, “The Rhineland Massacres of Jews in the First Crusade, *Memories Medieval and Modern*,” *Medieval Concepts of the Past: Ritual, Memory, Historiography*. pp. 279-310. Print; see also “The Crusades.” Jewish Virtual Library. <http://www.jewishvirtuallibrary.org/the-crusades#1>. Web. Accessed May 7, 2018).

Unit 6, Chapter 19, The Hundred Years War, Reconquista, and the Inquisition, The Inquisition, p. 96, paragraph 2, lines 4-6, **Change:** “The church judges would resort to torture and other unjust techniques as they sought to punish anyone who they believed threatened Catholic Spain, especially Jewish and Muslim converts their power.”

**Comments:** Jewish converts known as “new Christians,” *conversos*, or, pejoratively, *marranos* (swine), were the main target of the Spanish Inquisition. The suggested edit offers a more nuanced presentation while highlighting an important aspect of the history of the Inquisition (see “Spanish Inquisition,” *New World Encyclopedia*. [http://www.newworldencyclopedia.org/entry/Spanish\\_Inquisition](http://www.newworldencyclopedia.org/entry/Spanish_Inquisition). Accessed May 8, 2018)

Unit 6, Chapter 19, The Hundred Years War, Reconquistas, and the Inquisition, Spanish and Portuguese Kingdoms in the Iberian Peninsula, p. 96, paragraph 1, **Change:** “The expulsion of the Jews and Muslims from Spain paved the way for the development of the Spanish Kingdom - and the Spanish Empire on the Iberian Peninsula.

**Comments:** Jews were also expelled on religious grounds during the Inquisition, so this should be included in the text. Jews were the first religious minority expelled from Spain and then Spain expelled the Moors (Muslims).

Unit 7, Chapter 21, The Protestant Reformation, The Translation of the Bible into English, p. 109, paragraph 6, **Change:** Wherever “Bible” is written in the paragraph (and in the heading) in sections focused on Christianity, it should be changed to “Christian Bible” to prevent confusion with the Hebrew Bible. As noted above, both Jews and Christians refer to their holy scriptures as bible so the bible being discussed/referenced should be specified.

End of the Year Unit Test - Unit 6, p. 183, Question 7, **Change:** What ~~land~~ region were the crusaders attempting to claim? A. ~~Egypt~~ B. ~~Palestine~~ C. ~~Greece~~ D. ~~Italy~~

**Comments:** The correct answer should be changed from “Palestine” to “The Holy Land” or the “Eastern Mediterranean,” since the Crusaders attempted to claim regions that are now a part of modern day Syria, Lebanon, Israel, and Armenia. To make the question less obvious for students, ICS recommends using terms like “Western Europe,” or “Central Europe,” to denote regions and not modern day countries.