**Institute for Curriculum Services (ICS) Review on behalf of
the Community Relations Council of Richmond,
the United Jewish Federation of Tidewater, and
the Jewish Community Relations Council of Greater Washington
Pearson, *World History and Geography: 1500 to the Present,*
Teacher Edition
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For high school
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General Comments:

Pearson's *World History and Geography: 1500 to the Present*, Virginia 2018 Teacher Edition offers excellent resources for educators. Teachers will appreciate the guidance offered in the "Organizer" sections, guided readings, and support for English language learners. Pearson should consider providing additional guidance to teachers for activities that require researching the internet. Unguided internet research may lead students to websites containing politically biased, racist, hate-filled, and anti-Semitic materials highly inappropriate for the classroom. Including a list of reliable historical websites would be helpful. The Teacher Edition should also be brought into alignment with the Student Edition for consistency.

ICS has reviewed other editions of this text in the past and is extremely appreciative that so many agreed upon changes have been made to the current online Virginia edition of this textbook. This review addresses a few outstanding issues in the main textbook requiring correction. As before, the text offers good coverage of Jewish history and culture, however, as we recommend for the Student Edition, the text would also benefit from recognition of the Jewish identity of important historical figures such as Sigmund Freud and Albert Einstein. Coverage of Zionism and the State of Israel is not as strong as the exemplary treatment in the Student Edition. More generally, there are numerous discrepancies between the way material is presented in the Teacher Edition and the corresponding student text. Background information and assessment materials on conflicts in the Middle East do not always mirror the balance and political neutrality of the Student Edition. As in the Student Edition, ICS recommends changing B.C. and A.D. to B.C.E. and C.E. throughout. The former are Christian designations and not appropriate for a public school textbook. Additionally, when discussing the State of Israel, the word "state" should always be capitalized as it is the official name of the country.

Overall, this is a well-written, well-documented text that will help teachers present the subject matter and meet pedagogical goals. For additional recommendations, please see ICS's review of *World History and Geography: 1500 to the Present* Virginia 2018 Student Edition. ICS commends Pearson on its efforts to produce accurate, informative, and up-to-date material for Virginia's students and teachers.

Navigation Notes:
1. Go to **pearsonrealize.com**
2. Enter User Name **VA_SS_Reviewer_2017**

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Review Legend:

~~Strikethrough~~ = Recommended deletion
<u>Underline</u>   = Recommended addition
Comments   = Explanation and rationale provided to support recommendations

Recommended edits:

Volume 2, Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, p. 11, right column, Guided Reading and Discussion, paragraph 2, line 9. **Change:** "...the concept that all ~~believers~~ <u>people</u> are equal before God."
Comments: The use of the term "believers" implies that only Jews are equal before God and, by extension, that there are people that God does not care for. Judaism rejects this idea.

Volume 2, Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 4: Ancient India and China, The Origins of Hinduism and Buddhism, page 20, left column, bottom, History Background, lines 13-20, **Change: "**One element that has become very popular in the West is the *Bhagavad-Gita*, a classic Hindu text of devotion that ~~is analogous to Christ's Sermon on the Mount in that each work~~ contains essential teachings of Hinduism ~~and Christianity, respectively~~."
Comments: Comparing religious texts can lead to an evaluation of which is better and thus inappropriate for a public school text. Teachers should understand the *Bhagavad-Gita*'s importance in its own right. The *Bhagavad-Gita* is popular in the West because it reflects spiritual concepts that resonate with Western consciousness not because it is like the Sermon on the Mount.
     Christ is a religious title that means messiah and should not be used in a public school text.

Volume 2, Topic 9: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalist and Conflict in the Middle East, page 434, left column, Analyze Images, lines 13-14. **Delete:** "~~Direct students' attention to the map The Middle East, 1920s. Ask students what this map shows. (It show the land that was mandated to Britain and France; the population movement of Greeks and Turks; oil discoveries.) How does this map help you understand the conditions in the Middle East in the 1920s? (The map shows the many changes the area underwent-- different groups were migrating, Britain and France took control of Arab lands, oil was discovered. All of these cause instability and tension.) Where are the Jewish settlements located? Why do you think there are so many Jewish settlements? (The settlements are located in the Palestine Mandate. The Jews believed the land they~~

called Zion was their ancestral homeland. They wanted to return to it and also escape anti-Semitism in Europe."

Comments: ICS recommend deletion of this activity and the corresponding map. The map should be consistent with the overall excellence of the related material presented in the Student Edition. The activity does not correspond to the map presented in the text. The map does not show Turkish and Greek population movement nor does it show migration to the Palestine Mandate. 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 habitation. Information on migration and population changes appears in a separate infographic in the Student Edition. Britain and France did not take control of Arab lands; mandates were created in former Ottoman lands. The scale of the map makes it impossible to accurately determine the level of Jewish immigration to the Palestine Mandate. Zion is a literary and liturgical term from which the name of the political movement Zionism is derived. Jews did not commonly refer to Mandatory Palestine as Zion. The use of "believed" introduces ambiguity and casts doubt as to the legitimacy of Jewish migration to the region. The location of the modern State of Israel is the Jewish ancestral homeland. We recommend the deletion of this map in the Student Edition as well.

Volume 2, Topic 9: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalist and Conflict in the Middle East, p. 435, Guided Reading and Discussion, Synthesize, **Change:** "~~How did the Balfour Declaration further undermine Pan-Arabism?~~ How did conflicting British policies threaten Pan-Arabism?
(Britain promised Arabs a state in former Ottoman lands. Britain also declared its support for "a national home for the Jewish people" in the Palestine Mandate. Arabs saw the possibility of a Jewish state as a threat to the goals of Pan-Arabism.~~The Balfour Declaration encouraged Jewish settlement in Palestine, which was a part of the Arab homeland. The subsequent settlement further weakened Pan-Arab goals, and touched off a conflict that still rages today.~~"

Comments: The question should be consistent with the overall balance and excellence of the related material. Britain's conflicting foreign policies undermined Pan-Arabism, not Jews. The recommended edit offers a more neutral question that better reflects the material presented in the Student Edition of the text.

The term "Settlement" has become politicized. Jews have had a continuous presence in the region. In the late 19th century, various push and pull factors, including Zionist ideology, encouraged more Jews to immigrate to their ancient homeland, Israel. Jews did not colonize the region as implied by the use of the term in the original text.

The region at this time should be referred to as Mandatory Palestine or the Palestine Mandate.

The Palestine Mandate was not an Arab homeland. The region was home to Arabs and Jews alike.

Ongoing conflict in the region is not relevant to the question as posed.

Volume 2, Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, p. 502, The Nazi Campaign Against the Jews, line 6-9. **Change:** "...established ~~extermination~~ death

camps for the purpose of killing on an industrial scale. Over 6 million Jews were ~~killed~~ murdered ~~in Nazi concentration camps and extermination camps~~ as a result of Nazi anti-Semitism ~~in Nazi Germany~~.

Comments: "Extermination" is a term used by the Nazis to dehumanize their victims by comparing them to vermin. It is best to avoid Nazi terminology unless there is a clear pedagogical reason to do so and the text includes an accompanying explanation. The term "death camps" is consistent with the Student Edition.

The term "murder" should be used to maintain consistency with the Student Edition.

As referenced in the Student Edition, concentration camps and death camps were not the only ways Nazis murdered Jews. Hundreds of thousands of Jews were killed by mobile murder units (*Einsatzcommando*) and in other ways.

Since the Holocaust was not limited to Nazi Germany, ICS recommends rephrasing the end of the sentence.

Volume 2, Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, p. 502, The Nazi Campaign Against the Jews, Vocabulary Builder. Reference: genocide. **Change:** "~~the deliberate killing of people who belong to a particular racial, political, or social group~~ deliberate attempt to destroy an entire religious or ethnic group"

Comments: According to the United Nations Convention on Genocide, the definition of genocide does not include the persecution of political groups, nor is it limited to destruction through killing (see "Genocide." The United Nations Office on Genocide Prevention and the Responsibility to Protect. Accessed 4 February 2018. http://www.un.org/en/genocideprevention/genocide.html).

Volume 2, Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, Jewish Resistance, page 504, right column, History Background, Resisting Nazi Rule, paragraph 2, **Change:** "Even in the death camps themselves, some Jews fought back. In October 1944, for example, a group of Jews in the Auschwitz death camp destroyed one of the crematoria ~~death chambers~~. They ~~rebels~~ were all ~~killed~~ murdered by the Nazis. ~~One woman,~~ Rosa Robota, three other Jewish women, and one non-Jewish woman were~~, was~~ tortured for days before they were ~~she was~~ hanged. Camp inmates were forced to watch their ~~her~~ execution."

Comments: This information is historically inaccurate. The term "rebel" feels awkward in this context and it should be noted that those who fought back were all murdered by the Nazis. The error should also be corrected in the student text.

Rosa Robota was one of five women tortured by the Gestapo and hanged because of their role in the mutiny. This was several days after SS guards killed 250 resisters in the fighting and murdered 200 more after the uprising was put down. Approximately 70 SS guards and kapos were killed (see United States Holocaust Memorial Museum. "Jewish Resistance." Holocaust Encyclopedia. https://www.ushmm.org/wlc/en/article.php?ModuleId=10005213. Accessed February 18, 2017).

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 3: New nations in the Middle East, p. 601, right column, Active Classroom, **Change: "**Use the If Photos Could

Talk strategy. Use the image of Palestinian refugees on p. ~~900~~601. Ask each student to focus on one aspect of ~~pick one figure from~~ the photo. Have them imagine what it means to be a refugee ~~the 30 minutes before this photo was taken and the 30 minutes after~~. (Some questions to pose: What was it like for Palestinian Arabs and Jews from Arab lands to have to leave their homes? Why did they leave? What did they take with them? ~~Where are they coming from? Where are they headed?~~ Who or what have they left behind?) Ask students to write down a description of both before and after. Students can then meet together with others ~~who selected the same figure~~ and compare their ideas ~~notes~~."

Comments: As noted in the textbook, equal numbers of Jewish refugees were expelled from Arab lands and fled to Israel. Asking students to focus exclusively on Palestinian Arabs is not a balanced pedagogical approach. By recasting the assignment to include Jewish and Arab refugees, students will gain deeper understanding of the refugee crisis that emerged after the 1948 Arab-Israeli war.

The page number is listed incorrectly as "900." The correct page is 601.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 3: New nations in the Middle East, p. 605, right column, Synthesize, Support Ideas With Examples, **Change**: Cite examples from Israel, Egypt, Iran, and Turkey in which ethnicity or religion played an important role in events." (Sample answer: Israel: desire to create a safe haven for Jews)"

Comments: The desire to create a safe haven for Jews in Israel is a response to anti-Semitism and the oppression of Jews as an ethnic group. The suggested change offers a more nuanced question while remaining consistent with material presented in the Student Edition.

Topic 12: New Nations Emerge (1945-present), Lesson 3: New nations in the Middle East, p. 606, left column, paragraph 3, Identify Cause and Effect, "What were some of the events that caused ~~causes of~~ the founding ~~declaration~~ of the State of Israel? (decades of immigration and state building efforts by Jews; the exodus of Holocaust survivors ~~Jews~~ from Europe ~~following the Holocaust~~;"

Comments: Students might not understand the question as posed. Asking what events caused the founding of the State of Israel is clearer and easier for students to grasp.

Students often wrongly believe that the sole reason for Israel's creation was the Holocaust. While the Holocaust certainly galvanized the international community to recognize the need for a Jewish home, it is important to also note the decades of state building efforts by Jews in the Land of Israel (starting in the 1880s).

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 3: New nations in the Middle East, p. 606, bottom, Assessment, **Change:** "3. When Arabs rejected the UN plan in 1947, most Palestinian Arabs left parts of the Palestine ~~m~~Mandate~~, soon to~~ that would become Israel. They remain without a state and some continue to live ~~as refugees~~ in refugee camps in other countries or in the West Bank and Gaza. Israel absorbed an equal number of refugees from Arab and Muslim lands."

Comments: Pearson has done an excellent job of presenting the details of the aftermath of the 1948 Arab-Israeli war in the Student Edition. The generalization that

"most Palestinians left the Palestine Mandate, soon to become Israel," is factually incorrect since the phrase implies that all of the Mandate became Israel. Most of the Arabs that left what became Israel went to areas in the Palestine Mandate that were slated for an Arab state.

Students should understand that not all Palestinian Arabs live as refugees or in refugee camps. Palestinian refugee status is a political construct that should not be equated with the conditions faced currently by Syrian, Kurdish, or Iraqi refugees. Palestinian refugee status is inherited in perpetuity through the patrilineal line. The majority of the 1.4 million Gaza residents who have claimed UN refugee status have done so through descent. In Jordan there are 2.3 million Palestinians registered with the UN as refugees, nearly all have Jordanian citizenship. Of these, about 300,000 live in refugee camps. These are permanent neighborhoods in which 81% of residents own their dwellings. There is electricity, running water, sewage systems, etc. Palestinian educational attainment and employment rates both inside and outside of the camps are similar to the Jordanian average (see Tiltnes, Åge A. and Zhang, Huafeng. "Progress, Challenges, Diversity: Insights into the Socio-Economic Conditions of Palestinian Refugees in Jordan." Fafo Institute for Labour and Social Research. 2013. Print).

The assessment should acknowledge that an equal number of Jews fled or were expelled from Arab and Muslim lands without compensation. Israel absorbed the refugees at enormous cost. Neighboring countries could have absorbed Palestinian Arabs just as Israel did for Jewish refugees from Arab and Muslim lands, but did not do so for political reasons. The proposed change is consistent with the presentation of the material in the Student Edition.

The Palestine Mandate is the name of the region so the word "Mandate" should be capitalized.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflicts in the Middle East, p. 607, left column, title, **Change: "**Israel and the Palestinians ~~Palestine~~"
Comments: The title suggests that there is currently a state of Palestine. This is inaccurate. There is no state of Palestine nor has there ever been one. The change in title better reflects the historical reality. Students should understand that the conflict is between Israel and the Palestinians. The title should be changed throughout.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, page 607, left column, paragraph 2, **Change:** "In the Six Day War of 1967, ~~in~~ a response to ongoing hostility by its Arab neighbors, Israel ~~took control of~~ captured the West Bank and East Jerusalem from Jordan along with the Gaza Strip and Sinai Peninsula from Egypt. Israel also ~~took~~ captured 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 "took control" is ambiguous and should be avoided. Students should understand that these areas were captured as a result of a defensive war.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflicts in the Middle East, p. 607, right column, Israel and Palestine, **Change:** "Modern Israel was

established in 1948 under the United Nations Partition Plan. ~~Palestinian Arabs and~~ Arab nations rejected the plan as illegal, even though it offered <u>Palestinian Arabs</u> territory for <u>their own</u> ~~a Palestinian~~ state. In 1948, Arab nations attacked the newly independent Israel and were defeated. The two sides fought again in 1956, 1967, and 1973. <u>In these wars, Israel fought for its existence, and in turning back Arab forces captured more territory.</u> Israel has continued to face terrorist attacks from Palestinians and radical fundamentalist Islamists."

Comments: ICS commends Pearson for including the coverage of ongoing terrorist attacks against Israel. This additional material provides important historical context that will benefit teachers. The recommended edits align more closely to the Student Edition.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 608, Guided Reading and Discussion, lines 6-7, **Change:** "Israel ~~takes control~~ <u>captures</u> ~~of~~ the West Bank, East Jerusalem, Gaza Strip, Golan Heights, and Sinai Peninsula;"

Comments: The phrase "takes control" is ambiguous and should be avoided. Students should understand that these areas were captured as a result of a defensive war. See the comments above for Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, page 607, left column, paragraph 2.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 608, Guided Reading and Discussion, lines 8, **Change:** Arabs <u>initially</u> fail to regain ~~occupied territories~~ <u>captured areas</u>"

Comments: The term "occupied territories" is a politicized term inappropriate for a public school text. As the accompanying interactive map analysis shows, Sinai, Gaza, and parts of the West Bank later returned to Egyptian and Palestinian control.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 608, right column, paragraph 1, lines 6-8, **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~~ <u>the building of homes and communities</u> in some of these ~~territories~~ <u>areas</u>, which the Palestinians <u>opposed</u>."

Comments: Good pedagogy requires that material is presented neutrally, accurately, and in context. The terms "occupied territories" and "settlers" are loaded terms and politicized words, favoring a particular perspective. Jews have had a continuous presence in the region. There were Jewish communities in these areas until 1948, when the Jewish residents fled or were expelled by Arab fighters. Additionally, as noted in the accompanying interactive map analysis, Sinai, Gaza, and parts of the West Bank later returned to Egyptian and Palestinian control. 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.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The PLO and Intifada, page 608, right column, paragraph 3, line 1-2, **Change:** "In 1987, Palestinians in the West Bank and Gaza started to resist Israel with intifadas, or <u>violent </u>uprisings."
Comments: The term "uprising" does not adequately convey the violent nature of the intifadas. The description is consistent with the information presented in the rest of the paragraph.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, pages 608-609, English Language Learners, Assignment, **Change: "**Develop ~~a ~~<u>narratives</u> about the ~~life ~~<u>lives</u> of <u>Israeli Prime Minister Yitzhak Rabin and PLO </u>Palestinian leader Yasir Arafat."
Comments: Assignments should be politically neutral. It is not balanced to include only one side's view of the conflict. By developing narratives about the lives of leaders from both sides, students will gain a better understanding of the material. As this is an assignment for English language learners, students could divide into two groups, with students in one group writing about Prime Minister Rabin and students in the other group about PLO Chairman Arafat. The proposed change presents the material in a neutral way while continuing to meet the important pedagogical goals of the assignment.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 609, left column, **Change: "**Have students identify the three main obstacles to peace between Israel and ~~Palestine~~ <u>the Palestinians </u>and identify why each is an issue. (1. Land claims-Palestinians want ~~to reclaim their lands taken by ~~<u>the right to resettle on land in </u>Israel. <u>Israel views this as an attempt to destroy the only Jewish state in the region.</u> 2. ~~Jewish settlements ~~<u>Israeli presence</u> in the West Bank-<u>Israel wants secure borders and an end to terrorist attacks from Palestinian areas. </u>Palestinians want ~~Jewish settlers to leave~~ <u>Israel to withdraw from</u> the West Bank as they have ~~left ~~<u>from</u> Gaza. 3. Jerusalem-Palestinians want East Jerusalem as the capital of any <u>future </u>Palestinian state. <u>Israel is concerned that Jews will be denied access to holy sites as they were before 1967.</u>)
Comments: As noted above regarding the section title, the text should refer to Israel and the Palestinians.

Asking students to view obstacles to peace only from the perspective of Palestinian Arabs is not a balanced approach. Including the Israeli perspective will help teachers guide students to a politically neutral understanding appropriate for public schools. There appears to be enough space for the proposed edits.

In the answer for item 1, "Land claims," should state clearly that this refers to land claims in Israel proper and not the West Bank, which is discussed in item 2. The suggested edit is more accurate and consistent with the student text.

From 1967 on, Israel has been prepared to withdraw from the West Bank in return for mutual recognition, Palestinian renunciation of terrorism, and secure borders. The current wording ignores Palestinian responsibilities. During the intifadas, East Jerusalem was used as a launching pad for attacks on Israel. As noted in the student text, Israel has endured waves of cross-border attacks from Gaza since its voluntary

withdrawal in 2005. Israel has made clear that, as part of comprehensive deal, it is open to territorial exchange or land swap, so that neither side is gaining or losing territory.

Teachers should make clear to students that there is currently no Palestinian state. Palestinians want East Jerusalem as the capital of a future state. Israeli concerns over access and property should be represented as well. Between 1948 and 1967, all Jews and most Christians were denied access to Old City and its holy. This was despite provisions in the armistice agreements meant to ensure access. Only a small number Christians bearing baptismal certificates were permitted to enter the Old City from Israel. Jordan instituted a process of Islamization and Arabization of East Jerusalem. All Jews were expelled; their homes and possessions were transferred to Arabs. Jordanian troops destroyed the Jewish Quarter and its many historic synagogues, including the Synagogue of Judah the Pious built in 1721. Islam was declared the official religion. Christians were restricted from owning or buying land. Christian Church and community institutions were placed under government control (Bat Ye'or. *Islam and Dhimmitude: Where Civilizations Collide*. Translated from French by Miriam Kochan and David Littman. Fairleigh Dickinson University Press. p. 235. Print.) Under Israeli control each religious group has control over its holy sites in Jerusalem. Arab neighborhoods have expanded and Arab residents have integrated more into the overall Jerusalem economy, education system, and society more generally (Hasson, Nir. "A Surprising Process of 'Israelization' Is Taking Place Among Palestinians in East Jerusalem." *Ha'aretz Online*. 29 December 2012. Accessed February 18, 2018).

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 609, left column, Predict Consequences, lines 1-2, **Change:** "Jews, Christians, ~~Jews,~~ and Muslims all have strong feelings about the holy city of Jerusalem."
Comments: In listing the three related monotheistic religions, it is customary to list them in order of age.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 609, left column, Differentiate Challenge/Gifted, **Change:** "To challenge students to solve historical problems, have them ~~use the Internet to~~ research primary sources related to the conflict between Palestinians and Israelis. ~~Palestinian claims to land within Israel and Israeli claims to land within the disputed areas.~~ Have them create a list ~~of~~ Israeli and Palestinian statements ~~arguments for, and Israeli arguments against, Palestinian claims to a right of return~~. Then have them write a letter to the editor on this issue. Their letters should propose ~~a~~ solutions and use arguments based on their research. Letters can be posted to the class Web site."
Comments: Unguided internet research may lead students to websites containing politically biased, historically inaccurate, racist, and anti-Semitic materials highly inappropriate for the classroom. Comparing primary sources accomplishes the same pedagogical goals. The Yale University Law School Avalon Project offers a good selection of primary sources related to the conflict including the Sykes-Picot Agreement, Balfour Declaration, British White Papers on Palestine, Declaration of Israeli Independence, Palestine National Charter, Israeli-Israeli Egyptian Peace Agreement,

Hamas Charter, Oslo Accords, as well as 21st-century material related to proposed peace plans (see http://avalon.law.yale.edu/default.asp).

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Difficult Road to Peace, page 611, right column bottom, Recall, line 1, **Change:** Hezbollah is a terrorist ~~militant~~ group…"
Comments: The term "militant group" is vague. The term "terrorist" is a more accurate description. The U.S. Department of State designated Hezbollah as a terrorist organization in 1997, so it is a more accurate description. (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). Hezbollah is also designated a terrorist organization by many other countries.

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, page 612, bottom, Assessment, response 2, **Change:** "Answers may vary, but should include mutual distrust caused by Palestinian terrorism and land claims in Israel proper ~~removal of Palestinians from their lands~~, as well as the conflict over Jerusalem and ~~settlements in the occupied territories~~ Israeli control in the West Bank."
Comments: The expected response is inaccurate and inconsistent with the student text. The term "removal" is biased. The student text uses the more neutral term "fled," while also acknowledging the dispossession of Jews in Arabs lands. Responses should reflect that Palestinians claim land inside Israel as well as in the West Bank. Israel voluntarily withdrew from Gaza in 2005 and agreed in principal to land swaps in the West Bank, so "Israeli control" is more accurate. Since the Palestinians have complete control of Gaza, only the West Bank should be named. See additional comments above for "Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The Difficult Road to Peace, page 609."

Volume 2, Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, page 612, bottom, Assessment, response 3, **Change:** "Answers may vary, but students should include that Lebanon has had several civil wars and long periods of unrest in part because of the effect of Palestinian immigration ~~refugees~~ on the balance of power in the country, as well as intensification of fighting with Israel by the PLO and Hezbollah fighters ~~invasions by Israel~~."
Comments: The expected response is inconsistent with the student text. The response should acknowledge that fighting with Israel resulted from cross-border attacks by the PLO and later by Hezbollah. The proposed changes align with the material as presented in the Student Edition.

Topic 13: The World Today (1980-Present), Terrorism and International Security, page 677, bottom, Assessment, response 2, **Change:** "Arab countries see Israel as illegitimate and some support terrorism against it ~~a theft of Palestinian lands~~. ~~Countries that s~~Support ~~of~~ Israel is seen as foreign interference in the region ~~have established a presence in the Muslim Middle East~~. Islamic fundamentalism ~~has~~ rejects Western, non-Muslim presence in the Middle East and wants to establish Muslim control ~~grown in response to Israel and to secular Western interests~~."

Comments: The response as currently written does not reflect the balance and nuance of the Student Edition. Use of the term "theft" reflects bias that is inappropriate for a public school text. Arabs declared the concept of a Jewish state illegitimate long before the founding of the State of Israel. Since the question asks how Arab rejection of Israel has fueled conflict, the response should indicate that some Arab countries still support attacks on Israel.

Non-Muslim countries have established a presence in the Middle East for a variety of reasons including economic interests, natural resources, support of governments favorable to the Western interests, peacekeeping, etc. The recommended change shows how that presence directly relates to Arab rejection of Israel.

Islamic fundamentalists seek to establish Muslim theocratic control throughout the Middle East. Israel and non-Muslim presence are an impediment to that goal. This aligns with the Student Edition.

Social Studies Reference Center, Biographies, Betty Friedan, paragraph 2, line 1,
Change: "Friedan was the oldest child of Jewish Russian immigrant parents."
Comments: Texts should emphasize Friedan's Jewish background to highlight diversity and acknowledge the contributions of Jewish Americans.

Social Studies Reference Center, Biographies, Milton Friedman, paragraph 2, lines 2-3,
Change: "His parents were Jewish immigrants from a Hungarian community in what is now Ukraine."
Comments: The text should also acknowledge the contributions of Jewish Americans, just as it does the contributions of individuals of other ethnicities.

Social Studies Reference Center, Biographies, Haym Salomon, paragraph 2, line 1,
Change: "Salomon was ~~born in Poland~~ a Polish-born Jewish immigrant."
Comments: Texts should emphasize Salomon's Jewish background to highlight diversity and acknowledge the contributions of Jewish Americans.

Program-Monitoring Assessments, End of Course Test 1, Question 68, Answer D,
Change: "to ~~insure~~ ensure Muslim control over Kashmir."
Comments: Please correct the typographical error. It is generally accepted that "ensure" means "to make sure something happens. Insure means to underwrite with an insurance policy.