**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
Houghton Mifflin Harcourt (HMH)
World History Virginia Edition
for high school
February 2018**

General Comments:

ICS appreciates Houghton Mifflin Harcourt's continued efforts to ensure accuracy in its instructional materials, and to keep them informative and up-to-date. 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 digital Virginia edition of this textbook. This review addresses outstanding issues in module 3, lesson 5, module 6, lesson 2, module 28, lesson 3, module 30, and lesson 4.

These sections offer good coverage of the origins of Judaism and aspects of Jewish culture. The material is presented in engaging ways. The writing is clear and grade-appropriate. The history of Holocaust is treated in a thoughtful way that will benefit student learning about such an important topic. The module covering conflict in the Middle East is more problematic. While the text is balanced and politically neutral for the most part, much of the material in this section presents Israel as a source of conflict rather than a party to a larger conflict. This is especially apparent in the related guided reading workbook (see below).

ICS recommends changing B.C. and A.D. to B.C.E. and C.E. throughout. The Common Era notation is a religiously neutral alternative preferred by scholars, academics, and educators. Use of the Christian dating system, B.C. and A.D. (Before Christ and Anno Domini, in the year of our Lord) is not neutral, while the notations B.C.E. (Before Common Era) and C.E. (Common Era) are consistent with Virginia's standards. Additionally, Christian images and depictions of Jewish religious figures or Jewish religious events should be replaced with appropriate material from Jewish sources.

Overall, this is a well-written, well-documented text that will serve students and teachers well. ICS commends the HMH's dedication to meeting Virginia Standards of Learning in thoughtful and innovative ways.

Navigation Notes:
1. Go to hmhco.com/ed
2. Select EVALUATOR
3. Select Social Studies 9-91000820
4. Enter EvalTeacher466_91000821
5. Enter E!1ciq02uc0y
6. From the top left drop down box with down arrow, select course. World History.

Review Legend:

~~Strikethrough~~ = Recommended deletion

<u>Underline</u>   = Recommended addition

Comments   = Explanation and rationale provided to support recommendations

Recommended Edits:

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, Setting the Stage, **Change: "**Canaan also was the ancient home of the Israelites, later called the Jews~~, in this area~~. Their history, <u>beliefs</u>~~legends~~, and moral laws are a major influence on Western culture, and they began a tradition also shared by Christianity and Islam."
Comments: Please correct the typographical error.
Legends implies a lack of authenticity; the term "beliefs" is a better term in this context.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, Moses and the Exodus, Jewish Scripture and Tradition, image, **Delete:** image of Moses
Comments: This painting by Ugolino di Nerio is part of a greater series of paintings depicting Christian images. Use of Christian iconography instead of Jewish iconography is inappropriate in lessons focused on Judaism or Jewish history.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, The Kingdom of Israel, Biography, King Solomon, **Change:** image
Comments: This painting by Pedro Berruguete was painted for a Christian audience. Use of Christian iconography instead of Jewish iconography is inappropriate in lessons about Jewish topics.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, The Kingdom of Israel, the Kingdom Divides, video, **Change:** images
Comments: The video features a series of images painted by Christian artists for Christian audiences. Use of Christian iconography instead of Jewish iconography is inappropriate in lessons about Jewish topics. Therefore, this video is not a strong choice for Lesson 5.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, The Babylonian Captivity, video, minute 0:14-0:18, **Delete:** "~~God is seen to be physically dwelling within the house of Yahweh~~"
Comments: The segment of the video featuring Reza Aslan uses a name for God that is not used in Judaism and should be removed. It is a common misconception that Jews refer to their god as "Yahweh", rather it is a Christian interpretation of the Hebrew consonants that are said to make up the tetragrammaton, the four-letter ineffable name of God. The segment should be deleted or the video removed.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, The Babylonian Captivity, video, **Delete:** minute 0.48-0.50
Comments: In this reenactment, a man is shown reading Hebrew texts, but the text is held upside down.

Module 3: People and Ideas on the Move, Lesson 5: The Origins of Judaism, The Babylonian Captivity, video, minute 2:14-2:18, **Delete:** "~~The Jews who returned were no longer interested in a tribal deity called Yahweh~~"
Comments: The segment of the video featuring Reza Aslan uses a name for God that is not used in Judaism and should be removed. It is a common misconception that Jews refer to their god as "Yahweh", rather it is a Christian interpretation of the Hebrew consonants that are said to make up the tetragrammaton, the four-letter ineffable name of God. The segment should be deleted or the video removed.

Module 6: The Roman Empire and Early Christianity, Lesson 4: The Origins of Christianity, Christianity Spreads Throughout the Empire, Jewish Rebellion, Glossary, Diaspora, **Change:** "the <u>forced migration</u>~~dispersal~~ of the Jews from their homeland in Judea–especially during the period of more than 1,800 years that followed the Romans' destruction of the Temple in ~~AD~~ 70 <u>CE</u>."
Comments: The definition should emphasize that this was a forced, and not voluntary, migration.
      As noted in the general comments, ICS recommends using the Common Era notation for consistency with Virginia standards and scholarship.

Module 6: The Roman Empire and Early Christianity, Lesson 4: The Origins of Christianity, Lesson 4 Review, Review Key Terms and People, Diaspora, **Change:** "the <u>forced migration</u>~~dispersal~~ of the Jews from their homeland in Judea–especially during the period of more than 1,800 years that followed the Romans' destruction of the Temple in AD 70."
Comments: The definition should emphasize that this was a forced, and not voluntary, migration.

Module 28: World War II, Lesson 3: The Holocaust, Lesson Opener, Glossary, Holocaust, **Change:** "~~a mass slaughter~~<u>genocide</u> of Jews ~~and other civilians,~~ carried out by the Nazi government of Germany before and during World War II"
Comments: Since the Holocaust is officially classified as a genocide, it should be described as such.
      Holocaust refers to the genocide committed against Europe's Jews by the Nazis and their collaborators ("Introduction to the Holocaust." United States Holocaust Memorial Museum. https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143. Accessed February 28, 2018.).

Module 28: World War II, Lesson 3: The Holocaust, "Night of Broken Glass, paragraph 1, **Change: "**Worse was yet to come. Early in November 1938, 17-year-old Herschel Grynszpan (GRIHN•shpahn), a Jewish youth from Germany, was visiting an uncle in Paris. While Grynszpan was there, he received a postcard. It said that after living in

Germany for 27 years, his <u>family</u>~~father~~ had been deported to Poland <u>along with 12,000 Polish Jews living in Germany</u>. On November 7, wishing to avenge his <u>family's</u>~~father's~~ deportation, Grynszpan shot a German diplomat living in Paris."
Comments: The text is inaccurate. Both of Grynszpan's parents and his sister were deported.

The text should acknowledge that this was a mass deportation not an individual act affecting only one family.

Module 28: World War II, Lesson 3: The Holocaust, Historical Source, The Holocaust, **Change:** "In the 1930s the Germans began the Holocaust, a systematic effort to remove <u>and then murder</u> the Jewish population <u>of Europe</u>."
Comments: Students should understand that expulsion of Jews was only the first stage. This is consistent with the material presented elsewhere in the text.

Module 28: World War II, Lesson 3: The Holocaust, The Final Solution, Response from the Allies, lines 2-5, **Change:** "The Allies officially condemned the Nazi<u>'s</u>~~'~~ ~~extermination~~<u>murder</u> of Jews in Europe and promised punishment, but it is not clear that they truly believed ~~or understood~~ the full ramifications."
Comments: Please correct the typographical error.

The term "extermination" should be avoided as it is a Nazi term used to equate Jews and other victims with vermin.

It is inaccurate to suggest that the Allies would have intervened more directly had they understood the ramifications. The Allies knew about Nazi anti-Jewish measures and ghettoization early on and mass murder by early 1942. Nonetheless, the Allies were reluctant to intervene arguing that the best way to help Jews in Nazi-occupied Europe was to win the war.

Module 28: World War II, Lesson 3: The Holocaust, The Final Solution, chart, Jews Murdered Under Nazi Rule, **Delete:** chart
Comments: This chart contains many inaccuracies and should be corrected or removed. The chart does not include figures for Jews in Western Europe. Numbers for Hungary are inaccurate. Yad Vashem reports a Hungarian Jewish population of 725,000 plus another 100,000 Christians who the Nazis considered "Jews by race." Of these, Yad Vashem estimates 568,000 or 69% were murdered. The percentage that survived is 31%, not 49% as noted. The term "original population" is confusing. Does this refer to the population before the start of the Holocaust, the beginning of World War II, or Nazi occupation?

Module 28: World War II, Lesson 3: The Holocaust, Lesson 3 Review, Make Inferences, **Change**: "~~How~~ <u>Why</u> do you think ~~Hitler ensured that his~~ Nazi soldiers <u>went along with</u>~~executed his~~ <u>the</u> plan for the 'Final Solution'?"
Comments: The text does not offer much information about how Hitler ensured that Nazi soldiers complied with the Final Solution and murder of other targeted groups so it may be difficult for students to answer the question as presented. The recommended changes presents the question in broader more accessible terms. Additionally, focusing

on the Final Solution as solely Hitler's plan absolves others from their part in the Holocaust.

Module 28: World War II, Lesson 3: The Holocaust, Lesson 3 Review, 2. Holocaust, **Change:** "a mass slaughtergenocide of Jews and other civilians, carried out by the Nazi government of Germany before and during World War II"
Comments: Since the Holocaust is officially classified as a genocide, it should be described as such.
Holocaust refers to the genocide committed against Europe's Jews by the Nazis and their collaborators ("Introduction to the Holocaust." United States Holocaust Memorial Museum. https://www.ushmm.org/wlc/en/article.php?ModuleId=10005143. Accessed February 28, 2018.).

Module 28: World War II, Lesson 3: The Holocaust, Lesson 3 Review, 3. Kristallnacht, **Change:** "'Night of Broken Glass'–the night of November 9, 1938, on which Nazi storm troopers and civilians attacked Jewish homes, businesses, and synagogues throughout Germany and Austria. Nearly 100 Jews were killed and 30,000 Jewish men were arrested and sent to concentration camps."
Comments: The review definition of Kristallnacht minimizes the human brutality of the event. Students should understand that Kristallnacht marked the first point at which a large number of Jews were deported to concentration camps.

Module 28: World War II, Lesson 3: The Holocaust, Lesson 3 Review, 4. Ghettos, **Add**: "sealed city neighborhoods in which European Jews were forced to live in extreme conditions"
Comments: The text should in some way convey the reality that the ghettos were a tool of Nazi genocide. Ghettos were sealed, very crowded, and intended to create horrible living conditions. They were viewed by Hitler as a tool for his "final solution."

Module 28: World War II, Lesson 3: The Holocaust, Lesson 3 Review, 6. Genocide, **Change:** "the planned systematic killing of an entire peoplea national, racial, religious or ethnic group"
Comments: The definition of "genocide" should be made more specific in line with the standards established by international law.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel Becomes A State, Palestine, paragraph 1, **Change:** "The former Palestine Mandate now consists of Israel, Jordan, the West Bank, and the Gaza Strip. To Jews, their claim to the land dates back 3,000 years, when Jewish kings ruled the region from Jerusalem. To Palestinian Arabs, the land has belonged to them since theirthe Muslim conquest of the area in the 7th century."
Comments: Britain divided the Palestine Mandate in September 1922 to create the Transjordan so Jordan should be included in the list. While it became a distinct administrative unit, officially it remained part of the British Mandate for Palestine.

Muslim conquest is more accurate. The current wording suggests that Palestinian Arabs conquered the area. As the text notes, the Arab population underwent changes from the 7th century through 20th centuries.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel Becomes A State, Palestine, paragraph 2, **Change:** "After ~~the Roman conquest~~ being forced out of Jerusalem in the second century A~~D~~CE, many Jews ~~fled or migrated to places~~were dispersed throughout the world. Those who remained in the newly named Roman province of Syria-Palestin~~ia~~ were unable to re~~establish~~ ~~their state~~Jewish rule. The global ~~migration~~dispersal of the Jews which had begun ~~many~~ centuries before, is known as the Diaspora. ~~While some Jews remained in the land and many returned to it throughout history,~~ ~~D~~during the late 19th and early 20th centuries, ~~Zionism,~~ a Jewish nationalist movement began supporting the ~~large-scale~~ return of Jews to the region. ~~Known as~~ Zionists~~, they~~ planned to reestablish ~~a~~the Jewish ~~national home in their ancient~~ homeland. At this time, the ~~Palestine~~ region ~~known as Palestine~~ was still part of the Ottoman Empire, ruled by Islamic Turks. After the Ottomans' defeat in World War I, the League of Nations gave Britain a mandate to oversee Palestine until ~~it~~the areas under British authority ~~was~~were ready for independence."

Comments: The phrase "being forced out" lacks clarity. The Roman conquest is the event that led to Jews fleeing the region.

Romans renamed Judea as "Syria-Palaestina;" it was referred to by the shortened version, "Palaestina" and later as "Palestina." The word "Palestina" contains a typographical error in the text.

In the face of Roman domination of the region, the Jews remaining in the area renamed Syria-Palaestina could only have hoped to re-establish a client state or vassal kingdom. The edit uses "Jewish rule" for the sake of clarity.

The term "dispersal" lacks nuance and paints Jews as passive. Migration is the appropriate term for movement of people from one part of the world to another.

Jews have had a continued presence in the region since ancient times. There have been a number of individual and group migrations to the Land of Israel from ancient times to the modern era.

Zionism is the name of the Jewish national movement and should be identified.

The primary goals of Zionism were the return of the Jewish people to their historic homeland Israel and the reestablishment there of a Jewish national home.

Under Ottoman rule, this area was considered part of Greater Syria, which broke down into a number of political subdivisions none of which corresponded exactly to the Palestine Mandate. Palestine region is therefore clearer and more accurate.

Article 22 of the Covenant of the League of Nations states that the British Mandate was to be in effect until they (i.e., the areas under its authority) were "able to stand by themselves" (see Article 22. Covenant of the League of Nations (December 1924. http://avalon.law.yale.edu/20th_century/leagcov.asp#art22. Accessed February 25, 2018.)

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel Becomes a State, Palestine, paragraph 2, **Change:** "Both Jews and Arabs had

moved to the area in large numbers, and ~~the~~ Jews were pressing for their own nation in the territory. The Arabs living in the region strongly opposed such a move. In a 1917 letter to Zionist leaders, British Foreign Secretary Sir Arthur Balfour promoted the idea of creating a Jewish homeland in Palestine while ~~protecting~~ensuring that neither the "rights of existing non-Jewish communities<u>," nor "the rights and political status enjoyed by Jews in any other country" would be negatively affected</u>. The British also promised the Arabs a state and gave part of the Palestine Mandate—Transjordan—to Abdullah for a kingdom in 1921."

Comments: The Balfour Declaration indicated that the proposed Jewish national home should not "prejudice" the rights of non-Jews in the Mandate nor the rights of Jews in other countries.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel and Arab States in Conflict, Arab-Israeli Wars Continue, paragraph 6, **Change:** "~~The~~ Israel~~is~~, ~~under their~~ <u>guided by p</u>Prime <u>m</u>Minister~~,~~ <u>Golda Meir</u> (MY•iuhr), launched a counterattack and regained most of the lost territory. Both sides agreed to a truce after several weeks of fighting, and the Yom Kippur war came to an end."

Comments: It makes more sense here to refer to the country and when naming a specific leader, their title should be capitalized as above, e.g., President Clinton. The second syllable in Meir's name is pronounced like "ear."

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Israel and Arab States in Conflict, Arab-Israeli Wars Continue, BIOGRAPHY, Golda Meir (1898-1978), paragraph 3, **Change:** "Meir served as ambassador to the Soviet Union, minister of labor, and foreign minister before becoming prime minister. <u>She was prime minister of Israel during the 1973 Yom Kippur War.</u>"

Comments: The biography should include the fact that Meir was prime minister during the 1973 war.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, The Israeli-Arab Struggle, timeline, **Add:** "<u>1948 State of Israel is created</u>

Comments: The establishment of the State of Israel is included on the previous timeline in this module and should be included here as well. The information is necessary for students to comprehend the next event on the timeline event.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, Israeli-Palestinian Tensions Increase, Analyze Videos, **Change:** "~~What event did Rabin consider to be the end of his childhood~~<u>At the start of the video, we hear that Yitzhak Rabin's life "mirrored the history of Israel itself." What are some examples of this from his early life?</u>"

Comments: Asking about Yitzhak Rabin's childhood helps students see the humanity in one of Israel's key historical figures. In this case, the question presented and its related answer, "The death of his mother Rosa Cohen Rabin," do not further student understanding of Rabin's place in the history of Israel. The video's key message is given at its start (0:01-0:04): Rabin's life "mirrored the history of Israel itself." The

proposed edit connects student learning more directly to the information provided including: Rabin "was born in 1922, the year the League of Nations gave Britain the Mandate to rule Palestine...the first step towards the creation of a Jewish state. His parents were pioneers in that effort;" his parents came from Russia, and his mother "was active in the Zionist movement and was well known in the Yishuv (Palestine's Jewish community);" she "instilled in Yitzhak...a sense of public service;" and "early on, he knew his purpose in life was to serve his country."

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, The Oslo Peace Accords, paragraph 1, lines 1-2, **Change:** "Negotiations between the two sides made little progress, as the status of the West Bank and Gaza~~Palestinian territories~~ proved to be a bitterly divisive issue."
Comments: For clarity and accuracy, the text should be explicit in naming the West Bank and Gaza.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, The Oslo Peace Accords, paragraph 1, Glossary Term, Oslo Peace Accords, **Change:** "an interim agreement in 1993 in which Israel~~i prime minister Rabin granted~~ agreed to Palestinian self-rule in the Gaza Strip and part of the West Bank and Palestinians agreed to recognize Israel and stop terrorist attacks."
Comments: It is inaccurate to write that Yitzhak Rabin granted the Palestinian self-rule. Rabin acted on behalf of the government of Israel as elected by Israel's citizens. The agreement focused on Gaza and Jericho, not all of the West Bank.
        The glossary definition should also include the Palestinian obligations. Missing from the description was the fact that this was seen as an interim agreement which envisioned a permanent settlement in five years that would address remaining core issues.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Efforts at Peace, The Oslo Peace Accords, paragraph 1, Glossary Term, Yitzhak Rabin, **Change:** "Rabin, Yitzhak (1922-1995) Israeli statesman and soldier who, as prime minister of Israel led his nation toward a peace ~~treaty~~ with the Palestine Liberation Organization."
Comments: The Oslo Accords were signed by the PLO representing the Palestinian people (see "Israel-Palestine Liberation Organization Agreement, 1993". http://avalon.law.yale.edu/20th_century/isrplo.asp. Accessed February 25, 2018.). Since a peace treaty never materialized, it is more accurate to say he tried to lead Israel towards peace with the Palestinians.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Peace Slips Away, Who Am I? **Change:** ICS recommends moving the identification review "Who Am I?" to the Module Review subsection within the final "Close" part of Module 30.
Comments: The "Who Am I?" activity is not solely related to this lesson (lesson 4), and should be moved to the "Close" section of the Module, where it can serve as part of a review for the module. Its use here, in Lesson 4, is out of place, since much of its

contents relates to figures are not included in the lesson (Ali Jinnah, Mohandas Gandhi, Indira Gandhi, Aung San Suu Kyi, Jomo Kenyatta, Mobutu Sese Seko).

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 1. Anwar Sadat, **Change:** "Anwar Sadat (1918-1981) Egyptian soldier and statesman; he launched the Yom Kippur ~~w~~War against Israel, and later signed the Camp David Accords that led to the Egypt-Israel Peace Treaty. He shared the Nobel Peace Prize with Israel's Menachem Begin."
Comments: The word war should be capitalized as part of the name "Yom Kippur War."
     Sadat's efforts for peace with Israel should be included. The Israel-Egypt Peace Treaty is one of his key accomplishments discussed in Lesson 4.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, **Change:** "Golda Meir (1898-1978) Israeli politician and diplomat; she was Israel's first female prime minister, and ~~was~~ the prime minister of Israel during the Yom Kippur ~~w~~War ~~and sought assistance and supplies from the United States~~"
Comments: Meir helped create policy as a politician, and implemented it as a diplomat, engaging with other states on behalf of Israel.
     Meir's position as Israel's first female prime minister should be highlighted. The fact that she sought assistance and supplies from the United States is not germane to her accomplishments. Other Israeli leaders had done so and Egyptian and Syrian leaders had obtained support from the Soviet Union. Deleting that line allows more space for mentioning her accomplishment of belonging to the small group of women who have been heads of state, along with Indira Gandhi of India and Margaret Thatcher of Great Britain. Meir was the third woman to have achieved that position.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, Yasir Arafat, **Change:** "(1929-2004) co-founder and ~~a~~ leader of the Palestine Liberation Organization, dedicated to the destruction of Israel. He signed the Oslo Peace Accords with Israel."
Comments: Yasir Arafat deserves a more complete description here. He was one of the architects of the PLO and dedicated most of his life to the destruction of Israel through violence.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, Oslo Peace Accords, **Change:** "an agreement in 1993 in which Israel~~i prime minister Rabin granted~~ agreed to Palestinian self-rule in the Gaza Strip and a part of the West Bank and Palestinians agreed to recognize Israel and stop terrorist attacks"
Comments: The Accords were a set of agreements between two parties (Israel and the PLO), and particulars describing the commitments of both parties should be included here. The Oslo Accords led to the creation of the Palestinian Authority, which had responsibility for administering the territory under its control. It also called on Israel to gradually withdraw its military presence from the Gaza Strip and a small area around Jericho. The Oslo Accords left Israel the right to defend itself and its citizens, including

those in the territories. Along with the Declaration of Principles (DOP), Israel and the PLO exchange Letters of Mutual Recognition. For the first time, the PLO formally recognized Israel, renounced violence, and publicly expressed acceptance of peaceful coexistence with Israel. Also, for the first time, Israel formally recognized the PLO as the representative of the Palestinian people. The Oslo Accords were intended to be an interim agreement that would lead to a permanent settlement with Israel giving up land in return for peace and security.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 8., **Change:** "Mena*c*hem Begin (1913-1992) Israeli politician and prime minister, he signed a peace treaty with Anwar Sadat that ended thirty years of conflict between Israel and Egypt"
Comments: Please correct this typographical error. The letter "c" should be added to Begin's first name to be consistent with his name in the text (see Lesson 4: Conflicts in the Middle East, Efforts at Peace, paragraph 2 and Lesson 4: Conflicts in the Middle East, Efforts at Peace, paragraph 3 and Lesson 4 Review, Review Key Terms and People, Anwar Sadat).

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Review, Review Key Terms and People, 9., **Change:** "Yitzhak Rabin (1922-1995) Israeli statesman and soldier who, as prime minister of Israel, led his nation toward~~s~~ a peace ~~treaty~~ with ~~Palestine~~the PLO in the Oslo Accords."
Comments: Yitzhak Rabin did not sign the Oslo Accords with Palestine, but with the Palestine Liberation Organization, officially acknowledging them as a representatives of the Palestinian people. It makes more sense to say he led his nation towards peace (or rather he tried to).

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Enrichment, West Bank Settlements, **Change:** "~~Write an unbiased essay that explores all sides of the issue of West Bank settlements.~~Write an essay comparing recent primary sources from both sides related to the conflict between the Palestinians and Israelis."
Comments: ICS recommends deleting this assignment and substituting it with an essay that aligns with the text and examines the prospect for peace in the region in a balanced way. The recommendation that students only evaluate the building of Jewish homes in the West Bank as an obstacle for peace is one-sided and does not take into account obstacles created by Palestinian actions. Conflict persists despite the removal of settlements in Gaza and the Sinai, for example.

It would not be feasible for students to write a thorough, well-rounded essay about the subject based on the material available in the text. Unguided internet research may lead students to websites containing politically biased, racist, and anti-Semitic materials highly inappropriate for the classroom. Comparing primary sources accomplishes similar pedagogical goals. The Yale University Law School Avalon Project offers a good selection of primary sources related to the conflict including the 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).

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Lesson 4 Enrichment, Hanan Ashrawi (b. 1946), **Change:** "Read about the ~~contributions~~role of Hanan Ashrawi ~~to~~in the Middle East peace process."
Comments: ICS recommends deleting this activity or changing it to a "reading check" rather than an enrichment tool. Given that the activity consists of reading a biography of Hanan Ashrawi and answering two questions, it would be more appropriate for a more minor evaluation. If the publisher wants to present an enrichment activity similar to this, they could ask students to write an essay on advancements by both sides in the Israeli-Palestinian peace process.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Key Terms and People, intifada, **Change:** "sustained <u>violent uprising</u>~~rebellion~~ by the Palestinians"
Comments: The recommended edit aligns more closely to the online text.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Key Terms and People, Oslo Peace Accords, **Change:** "agreement ~~aimed at~~ ~~giving~~ <u>starting the peace process that included mutual recognition between Israelis and </u>Palestinians ~~self-rule~~"
Comments: The Oslo Accords were seen as an interim agreement, on the path to peace. A notable feature of the agreement were the letters of Mutual Recognition that were exchanged. The definition should include Palestinian obligations as well as Israeli ones (see "Israel-Palestine Liberation Organization Agreement, 1993".
http://avalon.law.yale.edu/20th_century/isrplo.asp. Accessed February 25, 2018.).

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Israel Becomes a State, How did Israel come into being?, paragraph 1, **Change:** "The <u>modern Jewish </u>movement to <u>return</u>~~settle~~ Jews in <u>large numbers to </u>the Palestine <u>region</u> began in the late 1800s ~~and early 1900s~~. These Jews <u>wanted to reestablish a Jewish home in the place that had been their ancient homeland and spiritual focus for 3,000 years</u>~~believed that Palestine belonged to them because it was their home 3,000 years ago~~. But <u>Arabs had conquered the area in the 7th century</u>~~Muslims had lived there for the last 1,300 years~~."
Comments: The text should reflect the fact that Zionism was a modern movement to return Jews to their ancient Jewish homeland. Jews have had a continuous presence in the region and there were group migrations of Jews to Israel prior to the modern period.

Modern Zionism began in the 1860s with antecedents even earlier in the 19th century so reference to the early 1900s should be deleted.

While only some Jews ascribed to the political goals of Zionism early on, all Jews recognized Israel as their ancient homeland. The use of "3,000 years ago," denies the continued presence of Jews in the region and suggests that Israel stopped being the Jewish homeland 3,000 years ago. Jewish sovereignty ended in in the 1st century but Israel remained the Jewish homeland and Judaism's spiritual focus.

Arabs conquered the region in the 7th century but Jews, Christians, and other ethnic groups continued to live in the region. The recommended change offers a more nuanced reading.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Israel Becomes a State, How did Israel come into being?, paragraph 2 **Change:** "After World War I, Britain took control of the area. ~~The British found that Jews and Muslims did not live together peacefully.~~ In 1915, to win support in World War I, Britain promised to support Arab independence. In 1917, Britain said it supported the establishment of a Jewish national homeland in the Palestine Mandate."
Comments: The text glosses over important background information and offers an inaccurate presentation of events leading to conflict. Conflict between Jews and Arabs resulted from conflicting promises made by the British.The Balfour Declaration supported the idea of a national home for Jews. The Arabs were promised self rule and believed this would include the Palestine Mandate.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Israel Becomes a State, How did Israel come into being?, paragraph 3, **Change:** "After World War II, the British left the area. The United Nations divided the land into two parts. One part was set aside for the Arabs~~Palestinians~~, the other for Jews."
Comments: The U.N. Partition Plan does not use the term "Palestinians" to refer to Arabs in the Palestine Mandate. The Mandate was to be divided into Jewish and Arab states.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 418, Israel Becomes a State, How did Israel come into being?, paragraph 4, **Change:** "Palestinian Arabs rejected the United Nations plan even though it would have given them a state. Islamic countries voted against the plan. ~~The Palestinians opposed it. Many~~ Other countries like the Soviet Union and the United States backed the idea ~~of a separate Jewish state. They wanted to help make up for the suffering Jews had experienced in World War II.~~ On May 14, 1948, ~~the Jewish people in~~ Jews declared ~~the existence of the Jewish s~~State of Israel in the Jewish area of the Palestine Mandate."
Comments: The information should be presented in a politically-neutral and factual way. The text should note that Palestinian Arabs rejected the U.N. plan even though it would have meant independence.

Countries supported partition for a variety of reasons including efforts by the Soviet Union and the United States to gain greater influence in regions formerly dominated by Britain. Western countries also wanted to solve the problem of Jewish displaced persons in Europe but were reluctant to accept Holocaust survivors.

Jewish leaders declared the State of Israel in the area of the Mandate allocated to Jews in the Partition Plan.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 419, question 1, Why did the creation of Israel cause conflict?, answer, **Change:** "Israel was created out of the Palestine Mandate in land that had been the ancient homeland of the Jewish people. Muslims had occupied the land since the 7th century. <u>Both groups wanted to set up independent states in the area.</u>~~These two groups fought over who should control the land.~~"
Comments: The suggested change offers a more precise answer.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 419, Efforts at Peace; Peace Slips Away, What happened at Camp David?, paragraph 2, lines 3-6, **Change:** "In the late 1980s, many Palestinians in <u>the West Bank and Gaza</u>~~Israel~~ began a <u>violent uprising</u>~~revolt~~ called the intifada. The intifada continued into the 1990s."
Comments: The intifada took place in the West Bank and Gaza not in Israel. The text should emphasize that this was a violent uprising.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 419, Efforts at Peace; Peace Slips Away, What happened at Camp David?, paragraph 3, **Change:** "In the early 1990s, the two sides took steps toward peace. Israel agreed to give Palestinians control of <u>Jericho in the West Bank and</u> ~~an area called~~ the Gaza Strip ~~and of the town of Jericho~~. <u>Palestinians agreed to recognize Israel and stop terrorist attacks.</u> The agreement was known as the Oslo Peace Accords."
Comments: The text should present both Israeli and Palestinian obligations. Israel agreed to partial control in return for recognition and cessation of hostilities.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 420, cause and effect chart, 2. Independent Israel is created, cause, **Change:** "UN recommendation calling for a partition of the Palestine Mandate; international ~~sympathy for Jews because of Holocaust and~~ support for ~~their desire for~~ a Jewish state"
Comments: Countries supported partition for a variety of strategic reasons.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 420, cause and effect chart, 2. Independent Israel is created, effect, **Change:** "<u>Arab armies attack Israel;</u> outbreak of full-scale Arab–Israeli war"
Comments: The suggested change aligns more closely with the text.

Module 30: The Colonies Become New Nations, Lesson 4: Conflicts in the Middle East, Guided Reading Workbook and Answer Key, page 420, cause and effect chart, 7. Rabin and Arafat issue a Declaration of Principles, cause, **Change:** "ongoing conflict over Israeli <u>control of the West Bank and Gaza</u>~~occupied territories~~, which led to a series of peace talks"

Comments: The term "occupied territories" is a politicized term inappropriate for a public school text. The text should use the phrase "the West Bank and Gaza," which is politically neutral and geographically accurate.