

**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
McGraw-Hill, *World History and Geography: Modern Times 2018* (connectED title),
student and teacher editions
World History and Geography Survey teacher edition (hard copy title)
by Jackson J. Spielvogel
for high school
February 2018**

General Comments: This high school world history textbook covers the Renaissance to the 21st century. This review covers the following chapters: Mass Society and Democracy, 1870-1914; The West Between the Wars, 1919-1939; Nationalism Around the World, 1919-1939; World War II and the Holocaust, 1939-1945; Independence and Nationalism in the Developing World, 1945-1993; Life During the Cold War, 1945-1989; A New Era Begins, 1989-Present; and Contemporary Global Issues 1989-Present.

The publisher's continued efforts to ensure accuracy in its instructional materials, and to keep them informative and up-to-date for Virginia's students and teachers is appreciated. ICS especially appreciates the lessons on antisemitism (middle ages, Luther, Dreyfus Affair, Nazi), pogroms, Zionism, the Holocaust, nationalism in the Middle East, lessons on the Arab-Israeli conflict in the chapters on Independence and Nationalism in the Developing World 1945 – 1993, and the updated lesson on the Israeli-Palestinian conflict in the lesson "Middle East" in A New Era Begins.

Occasionally, the teacher lesson plans have yet to be updated to be consistent with the student text, and should be checked. ICS appreciates the many thoughtful changes and enhancements that have been implemented in the current edition following past recommendations. The recommendations that follow will strengthen the text further and ensure consistency between student and teacher editions.

Navigation Notes:

1. Go to: <https://connected.mcgraw-hill.com/connected/login.do>
2. Enter username: VAsocialstudies2018
3. Enter password: demo2018VA
4. Select: Login
5. Select either student edition *World History and Geography: Modern Times 2018*, or teacher edition *World History and Geography: Modern Times 2018*
6. Select chapter and lesson.

Review Legend:

~~Strikethrough~~ = Recommended deletion

Underline = Recommended addition

Comments = Explanation and rationale provided to support recommendations

Student Edition, Chapter 19: Independence and Nationalism in the Developing World, 1945 – 1993, Lesson 2: The Middle East, Screen 2, Lesson Resource, Arab-Israeli Relations 1948-1994 timeline, **Change:** “1987 The Palestinian intifada (uprising) begins in territories ~~occupied~~ controlled by Israel.”

Comments: For 1987, the text should describe the territories as “controlled” by Israel since it is a politically charged word and the text does not use the word “occupied” in relation to other countries’ actions, nor in other places in the textbook.

Teacher Edition, Chapter 19: Independence and Nationalism in the Developing World, 1945 – 1993, Lesson 2: The Middle East, map titled “Middle East Mandates, **Change:**

- Add a date or date range to the map title.
- Add label “British Mandate for Palestine”
- Add label “French Mandate for Syria and the Lebanon”
- Make the font of Transjordan the same as the font of Palestine rather than larger and bold

Comments: This map contains a number of problems and inconsistencies. What date(s) does the map depict? The start of the mandate period? The end? The range? The official names of the mandates are not labeled on the map or included on the map key. Why is Transjordan in a bigger and bolder font? Transjordan remained part of the official Palestine Mandate. The map should clearly indicate that the area that includes what is marked as both “Palestine” and “Transjordan” was all known as “The British Mandate for Palestine” or the “Palestine Mandate.” The map could use bold-face for the entire mandate and use non-bold text for both “Palestine” and “Transjordan” (removing the bold-face from the latter term). Bracketed notes indicate independence dates for some countries but not all. Dates for Israel’s independence, as well as Syria’s, Lebanon’s, and Jordan’s are missing from the map.

Another map in the student edition is already accurate and could be substituted here. See student Edition, Chapter 19: Independence and Nationalism in the Developing World, 1945 – 1993, Lesson 2: The Middle East, map titled “Middle East, 1919-1935.”

Teacher Edition, Chapter 19: Independence and Nationalism in the Developing World, 1945 – 1993, Lesson 2: The Middle East, Teach and Assess - The Mideast Crisis, Main Ideas, **Change:**

- “Between the two world wars, many Jews immigrated to the Palestine Mandate, the area of their historic and religious homeland. Arab immigration to the mandate also increased.
- Tensions between Jews and Arabs led the United Nations to propose a division of the Palestine Mandate into a Jewish state and an Arab state.
- Jews proclaimed the sState of Israel in 1948. The Arab states refused to recognize Israel's right to exist, and five Arab nations attacked Israel.
- Gamal Abdel Nasser took control of the Egyptian government, and then in 1956, Egypt took over Suez Canal leading to the Suez Crisis of 1956, a conflict between Egypt on the one side, and Britain, France, and Israel on the other.
- In 1964, the Palestine Liberation Organization, or PLO, formed in Egypt. Members began terrorist attacks on Israel.

- In 1967, Egypt, Jordan, and Syria moved their armies to Israel's borders. Egypt blockaded Israeli shipping in the Gulf of Aqaba, an act of war in international law. Egypt and Syria led an attack against Israel. These actions were accompanied by Arab leaders' statements about their intent to destroy Israel. This led to the 1967 Six Day War between Israel, Egypt, Jordan, and Syria.
- In 1973, Egypt and Syria attacked Israel on Yom Kippur, the holiest day of the Jewish year. After initial Arab military successes, the Israelis managed to push back the attack.
- U.S. President Carter met with the leaders of Egypt and Israel to negotiate a peace treaty in 1978 at Camp David. The first peace treaty between an Arab state and Israel was signed in 1979.
- In 1964 the Palestine Liberation Organization, or PLO, formed in Egypt. Members began terrorist attacks on Israel.

Comments: This brief bullet list of reminders for the teacher omits the wars of 1948, 1967, and 1973, and other basic facts that are included in the student text. Other historic events include the Oslo Accords in 1993, the Jordan-Israel treaty in 1994, second intifada in 2000, and Israel's withdrawal from Gaza in 2005. ICS recommends moving the bullet point about the PLO to the appropriate place in the chronology of events. State of Israel is a proper name so the 's' in state should be capitalized. Also, the list should be in chronological order.

Teacher Edition, Chapter 19: Independence and Nationalism in the Developing World, 1945 – 1993, Lesson 2: The Middle East, Teaching with the Student Edition, Background for the Teacher Explaining the Suez Crisis, **Change:** “The Suez Crisis began on July 26, 1956, when Egyptian president Nasser nationalized the Suez Canal. That same day, Egypt closed the Suez Canal and the Straits of Tiran to Israeli shipping and blockaded the Gulf of Aqaba, Israel's only access to the Red Sea. These actions violated international law and the 1949 Armistice Agreements. These aggressions were regarded as acts of war by Israel, threatening the small nation militarily and economically. Nasser took action after the United States and Great Britain declined to finance Egypt's construction of the Aswan High Dam because of Egypt's growing ties to the Soviet Union. Fearing that Nasser might close the canal and cut off shipments of petroleum from the Persian Gulf to Western Europe, Britain and France planned military action to regain the canal and possibly depose Nasser. Israel, ~~angered by Egyptian raids into Israel~~ wanted to stop attacks on its territory from Egypt and protect its civilians, regain access to its territorial waters and freedom for Israeli shipping in the Gulf of Aqaba, the Straits of Tiran, and the Suez Canal. Israel also wanted to deter Egyptian aggression so it joined in the attack. Their efforts failed. The United States sponsored resolutions in the United Nations to counter threatened Soviet intervention. On December 22, the United Nations evacuated British and French troops, and Israeli forces withdrew in March of 1957. The conflict ended in a ceasefire and President Eisenhower assured Israel that United States would maintain freedom of navigation in the waterway.”

Comments: The explanation for the teacher of the causes of the Suez Crisis of 1956 omits key reasons why Israel participated in the war against Egypt, which should be added, as the teacher's digital edition as sufficient room for the above additions.

The description of the final disposition of the conflict is misleading and inaccurate. The U.S. sponsored a first resolution, but France and Britain vetoed it. Israel actually gained territory in the fighting including Gaza and part of the Sinai. The U.S. pressured Israel to withdraw, which it did due to U.S. assurances of safeguarding freedom of navigation in the waterway and its sponsorship of a UN resolution creating the United Nations Emergency Force (UNEF) to supervise the areas vacated by the Israeli forces. For a period of time, the war also ended the cross-border attacks on Israel.

These same additions should be added to the print edition on page 787 in Content Background Information, on the Suez Crisis, as there is sufficient room in the teacher wraparound section.

Student Edition, Chapter 20: Life During the Cold War, 1945-1989, Lesson 2 Eastern Europe and the Soviet Union, The Brezhnev Era, p. 820, Biography, Natan Sharansky, **Add:** Add photo of Natan Sharansky and brief biography.

Comments: The four-page sidebar biography about Natan Sharansky and the Refuseniks is well written and informative, and is included in both the print and digital editions. Prior editions also included a photo of Natan Sharansky and brief biography in the Lesson Resources, which is no longer in the digital edition and should be added back in.

Chapter 21: A New Era Begins, 1989-Present, Lesson 5: The Middle East and Africa, Screen 1, Israeli-Palestinian Conflict, **Change:** “Efforts to reach a peace agreement between the Israelis and the Palestinians, represented by the PLO (Palestinian Liberation Organization), have failed due to continued Palestinian terrorist attacks and disputes over territory, especially Jerusalem. Since the signing of the Oslo Peace Accords in 1993, the peace process has seen more setbacks than not. One bright spot was a peace treaty between Jordan and Israel in 1994, and trade, tourism, cultural exchanges, and scientific cooperation between the two nations have increased.

In 2000, U.S. President Bill Clinton arranged a meeting Palestinian-Israeli talks at Camp David. The Palestinians rejected a proposal offered by Israel at this meeting and a second intifada soon erupted. Suicide bombings by Palestinians in the heart of Israel led to the building of a security barrier around the West Bank and prevented Israeli withdrawal from reoccupation of significant areas of the West Bank that had been largely controlled by the Palestinian Authority. Nonetheless, a sign of progress emerged in 2003—the Israeli cabinet formally accepted the principle of a Palestinian state.

PLO leader Yasir Arafat died in 2004, and Mahmoud Abbas, a ~~moderate~~ member of ~~the~~ a more moderate political party which replaced the PLO named Fatah, replaced him. In 2005, Israel withdrew from Gaza and many hoped for real progress toward peace.

In January 2006, however, members of Hamas, a Palestinian resistance movement that rejects Israel’s right to exist, won a majority of the seats in parliament. Abbas remained president, but Hamas controlled parliament. In June 2007, Hamas took control of Gaza, and Abbas dissolved the government. With Hamas out of power, Israel resumed peace talks with Abbas. These talks have not borne fruit, and three brief wars ensued between Israel and Hamas in Gaza following rocket attacks on Israeli civilian

areas. There have been several attempts for Hamas and Fatah to form a unity government. Israel opposed ~~these efforts negotiating with Hamas~~ because Hamas denies its right to exist and is designated a terrorist organization., and internal Palestinian differences added additional difficulties.

In 2015, Palestinian Prime Minister Mahmoud Abbas declared before the UN General Assembly that he was no longer bound by past agreements with Israel. He thus cautioned the international community that he was prepared to end the Oslo agreement if steps were not taken toward the establishment of a Palestinian state.”

Comments: ICS appreciates the the post-1993 update included in this chapter. The last chapter that focused on the Arab-Israeli conflict ended in 1993, where this one picks up. However, this chapter omits the 1994 Israel-Jordan peace treaty, and contains a few inaccuracies. Israel did not oppose unity governments, but opposed negotiations with Hamas, which denies its right to exist and is designated a terrorist organization by many countries including the U.S. and Israel. For clarity, the text should note the identity of the perpetrators of terrorist attacks.

These changes should be made to both the digital and print editions.

Teacher Edition, Chapter 21: A New Era Begins, 1989-Present; Lesson 5: The Middle East and Africa, Teach and Assess, Main Ideas, **Change:**

- ~~“Much of~~ Many countries in the Middle East and North Africa faces political instability, ethnic tension, high unemployment, growing poverty rates, poor education, and limited civil liberties.
- Efforts at peace between Israeli and the Palestinians continue to fail.
- Iran enforces strict adherence to Islamic law, which limits basic rights, ~~yet~~ and Iran signed a nuclear deal with powerful countries to limit development and to allow more oversight into its nuclear program.
- Afghanistan and Iraq continue to deal with the effects of their respective U.S. invasions, with varying success.”

Comments: The first bullet point does not accurately describe Israel, so the phrasing of the sentence should be changed to “many countries.” There is not yet a state of Palestine, but two separate bodies governing Gaza and the West Bank, so for accuracy, the phraseology should be Israel and the Palestinians. The two clauses in the sentence on Iran have no cause and effect relationship, and so should not be joined with “yet.”

Teacher Edition, Chapter 21: A New Era Begins, 1989-Present; Lesson 5: The Middle East and Africa, Teach and Assess, Teaching with the Student Edition, Critical Thinking Skills, **Change:** “Determining cause and effect in the peace talks between Israeli and the Palestinians Assist students in locating the text describing the efforts to reach a peace settlement between ~~the~~ Israelis and Palestinians. Ask: What factors have caused these efforts at peace to fail? (*Students should recognize that these efforts have failed due to continued terrorist attacks, wars between Israel and Hamas in Gaza following rocket attacks on Israeli civilian areas, and disputes over territory, such as Jerusalem.*)

Comments: The student text explains that rocket attacks from Hamas on Israeli civilians and brief wars between Hamas and Israel have thwarted the peace process. This suggested edit quotes the student text. See above for names in subheader.

Program Resources, World Religions Handbook, Judaism, Teach and Assess, Reading Skills, Questioning, **Change:** “Have students refer back to the section on Christianity. Ask: How did Christianity arise in a Jewish context? What did Jesus emphasize from the Hebrew Bible? What Jewish teachings did Jesus expand on? ~~unlike Christians, how do Jews view Jesus Christ?~~ (Possible answer: Jesus was a Jewish teacher whose teachings began a new movement within Judaism. Jesus taught verses from the Hebrew Bible “love your neighbor as yourself,” and “Love the Lord your God with all your heart. They do not see Jesus as the Messiah and they are still waiting for the Savior..)”

Comments: It is not appropriate to denigrate a religion in a public school context by raising that Jews do not accept Jesus as savior, which would make Jews and other non-Christian students uncomfortable in a public school classroom. The two questions and answers suggested above are taken from the student text itself on pages 178-179 and are what the students learn in the context of the lesson on “The First Christians,” which is accurate, nuanced, and balanced.

This will fulfill the Virginia World History standards “WHI.7a Origins of Christianity - Had its roots in Judaism.”

In the case of Jesus of Nazareth, “Christ” is a religious title. 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. When the text is discussing Christian belief, it is appropriate to note that for Christians Jesus is Christ. However, when passing references are made in a broad historical context, the religious title should be dropped.

Teacher’s Edition, Program Resources, World Religions Handbook, Judaism, Background Knowledge, **Change:** “The Western Wall is what remains of the structure surrounding the Second Jerusalem Temple, built after the Jews’ return from the Babylonian captivity. It is considered the most sacred spot in Jewish religious tradition, in the holiest city for Judaism. Worldwide Jews pray facing Jerusalem morning, afternoon, and evening, and within Jerusalem, Jews face toward the Western Wall. Jews and non-Jews from all over the world visit the Western Wall to pray and meditate. ~~became known as the Wailing Wall, because of the practice of Jews to pray at the wall loudly and sadly for the restoration of the Temple. It is customary for visitors today often to write their prayers and petitions on small pieces of paper and place them in the cracks of the wall.~~”

Comments: The background knowledge on the Western Wall should match the text of the student edition, and is copied here verbatim from the first three suggested sentences above from the student edition. In addition, the next suggested sentences explain how it is now customary for visitors to go to the wall to pray, meditate, and to write prayers and petitions to insert in cracks in the wall. Jews call the wall the Western Wall, not the wailing wall, which is considered pejorative by Jews and was a 20th century British term only used for a short time. In contrast, the name “Western Wall” has been in use by Jews since the 7th or 8th century C.E., or for over 1,300 years. For more details, see <http://www.jewishvirtuallibrary.org/history-and-overivew-of-the-western-wall>

Teacher's Edition, Program Resources, World Religions Handbook, Judaism, Technology Skills, bottom of screen, **Change:** "Searching a ~~Database~~ for Articles on Freedom of Religion and Democracy. Discuss with students how religious, cultural, and national identities are often intertwined, as is the case with Judaism and the ~~State~~ of Israel. Have students name other places where these three identities have merged and there is a state religion. (Possible examples include Bhutan, Cambodia, Myanmar (Buddhism); Denmark, England, Iceland (Christianity); Algeria, Egypt, Iran, Jordan, Saudi Arabia (Islam) Saudi Arabia and Iran.) **Ask:** What are some advantages and some problems challenges inherent in with the association of a particular religion with a political entity? (Answers may include: the freedom to practice the religion of Judaism after two thousand years of religious persecution; survival as individuals and as a people following the Holocaust; that it can lead to political strife with other nations or internally; and possible oppression of or discrimination against minorities or religious or cultural groups by the majority second, or possibly discrimination.) Assign students to use a ~~database~~ selection of academic websites to find recent articles about local, national, or international events in which religion has played a part. Have students collect these articles and report on what they learned in class."

Comments: This open-ended assignment focuses only on the problems of the association of a particular religion with a political entity, not on the advantages, such as freedom to practice the religion of Judaism after two thousand years of religious persecution, and survival as individuals and as a people following the genocide of the Holocaust.

This exercise does not distinguish between different political models that exist vis-à-vis the relationship of religion and state, namely, a theocracy, a state religion, or a country with a dominant religion.

As written, this exercise equates two oppressive totalitarian regimes, Iran and Saudi Arabia, with a democracy, Israel, where all religious groups have freedom of religion. Iran is a theocracy and is therefore a different model altogether. Rather the text should list a selection of states with official state religions to illustrate. For more information on state religions, see: <http://www.pewresearch.org/fact-tank/2017/10/03/key-facts-about-government-favored-religion-around-the-world/> For example, the following countries have state religions:

- Algeria: Article 2 of the Algerian Constitution of 2016: "Islam shall be the religion of the State."
- Cambodia: The Constitution declared Buddhism as official religion of the country. About 97% of the Cambodia's population is Buddhists.
- Egypt: Article 2 of the Egyptian Constitution of 2014: "Islam is the religion of the State".
- Jordan: Article 2 of the Constitution of Jordan: "Islam is the religion of the State and Arabic is its official language."
- Myanmar: Section 361 of the Constitution states that "The Union recognizes special position of Buddhism as the faith professed by the great majority of the citizens of the Union."

For research for this assignment, students should be directed to such academic sites as The Pew Research Center on Religion and Public Life, see <http://www.pewforum.org/> or Freedom House, see <https://freedomhouse.org/> and not to

the internet in general, where propaganda and misinformation can overwhelm accurate academic research.

Index, p. 1013, **Change:** “anti-Semitism: 293, 374, 583, 683-684, 686, 700, 741-744, Antichrist 294, Antioch, bishop of 187, ~~anti-Semitism, 291, 292, 373, 583, 683, 700, 744.~~”

Comments: There are two index entries on anti-Semitism, and they should be combined. Also, anti-Semitism and the Black Death is covered on page 293, but is not covered on pages 291 nor 292. There is no coverage of anti-Semitism on page 373.