

**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, *Geography: The Human and Physical World 2018* (connectED title),  
student and teacher editions  
*Geography: The Human and Physical World* teacher edition (hard copy title)  
by Richard G. Boehm  
for high school  
February 2018**

**General Comments:** This comprehensive high school world geography textbook provides excellent coverage of the physical and human geography of all regions. This review focuses mostly on Chapter 16: The Eastern Mediterranean.

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 very much appreciated. There are a number of new quality features and updates to the student text to keep it accurate and current. ICS especially appreciates the online interactive feature "Managing Israel's Water Resources," which is very informative and easy to use. The work on water scarcity and desalination in Ashkelon Israel is very well done, (Economics and Resources: Water Scarcity page.39). While the text uses the antiquated spelling Ashqelon, ICS generally recommends the use of modern spellings. ICS also appreciates the information on the Ethiopian Beta Jewish community of Israel.

Sometimes, the teacher lesson plans in the digital edition have yet to be updated to be consistent with the student text and the print national teacher edition. ICS appreciates the many thoughtful changes and enhancements that have been implemented in the current edition based on earlier recommendations, ensuring improvements for the better in the areas of Jewish and Israeli history. A few additional edits are recommended for accuracy.

**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 ***Geography: The Human and Physical World 2018***, or teacher edition ***Geography: The Human and Physical World 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 13: Eastern Europe, Lesson 2: Human Geography of Eastern Europe, Population Patterns, Screen 6, par. 2, and in the print edition, page 323,

**Change:** “Eastern European countries faced many difficult economic and political circumstances during and following World War II. Following the war there were large-scale internal and external migrations. Eastern European populations experienced heavy declines during WWII of both civilians and combatants, and two-thirds of European Jews were murdered in the Holocaust. ~~Many~~ After the war, many Jewish ~~people~~ emigrated to Israel and to countries on other continents. People left in great numbers to escape communism. With the fall of communism, Eastern European countries underwent additional changes in economics, politics, and social conditions that continue to affect them today.”

**Comments:** Any coverage of population patterns in Eastern Europe should include a mention of the high death rate of Jews in the Holocaust and of both civilians and combatants in WWII. This should be addressed, even briefly, in the student text and in related questions in both the digital and print editions. There is a brief mention of the Holocaust in Northwestern Europe, and a strong Jewish population graph, but since the loss of life was even higher in Eastern Europe, this should also be included here. It would also be helpful to link to the graph “Jewish Population in Europe Before and After World War II.” There is no need to use the circumlocution “Jewish people” in place of Jews in the sentence above.

Student Edition, Chapter 16: The Eastern Mediterranean, print edition, page 388, Why Geography Matters, map, Israel and the Palestinian Territories, first map on left, Israel’s borders after the 1948 war, **Add:** “Israel”

**Comments:** The 1948 map is missing the name of Israel labeled on the map. It is present on the 1967 and 2015 maps, and should be added in the same place and font to the 1948 map.

Student Edition, Chapter 16: The Eastern Mediterranean, Lesson 1: Physical Geography of the Eastern Mediterranean, Landforms, screen 1, par. 2, **Change:** “How have physical features affected the human geography of the Eastern Mediterranean? The Eastern Mediterranean subregion includes the countries of Syria, Jordan, Lebanon, and Israel, as well as the Palestinian territories of the West Bank and Gaza Strip ~~and the Palestinian territories~~. This area is also known as the Levant, French for “rising,” referring to the sun rising in the East. Some of the most prominent landforms in the area are the Anti-Lebanon Mountains, the Syrian Desert, the Jordan Rift Valley, and the Negev Desert.

Syria, the northernmost country in the Eastern Mediterranean, is bordered by Turkey on the north, Iraq on the east, Jordan on the south, and Lebanon and Israel on the southwest. To the southwest of Syria is a territory called the Golan Heights. This territory consists of a rocky plateau. When the French Mandate for Syria and the Lebanon ended in 1946, the Golan Heights became part of that is officially part of Syria, but most of it has been occupied by Israel and since 1967 has been controlled by Israel.”

**Comments:** The term “Palestinian territories” is not so clear on its own and does not refer to a country. The revisions above address this and use more familiar geographic terms and differentiate between countries and territories.

This paragraph on the physical geography of the Golan Heights should state the facts of control of the region in a neutral tone rather than making a political judgment about its status using terms that make an argument about who should or should not control the area. This should also be changed on page 390 in the print edition.

Teacher Edition, Chapter 16: The Eastern Mediterranean, Lesson 1: Physical Geography of the Eastern Mediterranean, Teach and Assess: Landforms, Teaching with the Printed Teacher Edition, Content Background Knowledge, **Change:** “The Negev Desert The name of this desert comes from the Hebrew words meaning the “south” or “to wipe dry or be dry.” Records of the Negev Desert date back to the ~~Old Testament of the Hebrew Bible~~ Hebrew Bible (called the Old Testament by Christians), and the desert has been a place where multiple civilizations and empires have expanded. Today, one of the largest Israeli cities, Beersheba, is considered the “capital of the Negev.”

**Comments:** Judaism’s sacred scripture is called the “Hebrew Bible.” The “Old Testament” is a Christian term that presumes that the older Hebrew Bible has been supplemented by the “New Testament,” a view that Judaism does not hold. Labeling the Hebrew Bible as the Old Testament implies that it is outdated and incomplete. This is understandably not the view of Jews and this view has also been rejected by scholars of religion and most Christian denominations. We suggest that the term “Hebrew Bible” be used so as to be inclusive of Judaism, especially since the text is talking about Israel. A note can be added parenthetically to explain that the Hebrew Bible is called the Old Testament by Christians.

The Hebrew word “negev” means the “south,” and only some scholars think that it comes from an older meaning of “to be dry or to dry” rather than to wipe. See page 1575 of *The Complete Hebrew-English Dictionary* by Reuben Alcalay, and check this with a scholar of Hebrew.

This should be corrected in both the digital and print teacher’s edition.

Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Lesson Resources, 2nd image, timeline of Arab-Israeli Relations, 1948-1994, **Change:** “1967 The armies of Egypt, Jordan, and Syria mobilize on Israel’s borders accompanied by Arab leaders’ statements about their intent to destroy Israel. Egypt blockades Israeli shipping through the Gulf of Aqaba and the Six-Day War begins. Israel launches air strikes against Egypt and other Arab nations.”

**Comments:** The summary of the 1967 war omits the key cause of the war, the mobilizing of the armies of Egypt, Jordan, and Syria on Israel’s borders accompanied by Arab leaders’ statements about their intent to destroy Israel.

Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Lesson Resources, 2nd image, timeline of Arab-Israeli Relations, 1948-1994, **Change:** “1987 The Palestinian intifada (uprising) begins in territories ~~occupied~~ controlled by Israel.”

**Comments:** A verb is duplicated in this summary of the Intifada. 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’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Resources at a Glance, Chapter Level Resources, Lesson Resources, image 6 Israeli Soldiers, **Delete:** Photo of Israeli soldiers at the security barrier pointing assault rifle.

**Comments:** The photos accompanying the student text are balanced, with positive nationalist images of both Israelis and Palestinians, and a selection of images of family life of both Israelis and Palestinians. This unfortunate politically loaded image is only accessible in the teacher edition, but it should be deleted so that teachers do not project the image, which is at odds with the balanced imagery in the student text. It is inflammatory and makes a political statement inappropriate for a public school textbook. There are no images of Palestinian weapons, rockets, violence, or terrorism.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Resources at a Glance, Chapter Level Resources, **Delete:**

“Suggested Reading The following books may be assigned to enrich the topics covered in this chapter. Find these resources at your local library.

- ~~*Hidden Histories: Palestine And The Eastern Mediterranean*, by Basem L. Ra’ad~~
- ~~*A New Euro-Mediterranean Energy Roadmap: Towards a sustainable energy transition in the Southern and Eastern Mediterranean region*, by Manfred Hafner, Simone Tagliapietra, and El Habib El Andaloussi~~
- ~~*Israel*, by Justin Dodge”~~

**Comments:** The first three books do not appear to be well-researched as good suggestions for teachers to consult for background reading, and should be replaced with more helpful texts. ICS was unable to locate *Israel* by Justin Dodge on Google or Amazon, and it is unlikely to be available to teachers, and so should be deleted from the list. The 350-page Hafner book is out-of-print, an academic treatise speculating on potential paths for energy development, not a history, and is too detailed even for teachers, and so should be replaced with a more appropriate book. The Basem L. Ra’ad book is extremely one sided and not an academic balanced neutral book, and so should be deleted from the list. The teacher’s edition suggests the books can be found at your local library, but all three were not available from our large local library that also has access to a large digital collection. There are better books available to tell the perspectives of both sides and so should be included.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Resources at a Glance, Chapter Level Resources, **Delete:** “Suggested Videos

The following movies may be assigned to enrich the topics covered in this chapter. All suggested movies should be previewed for objectionable content prior to presentation in the classroom or assigned to students. Find these resources at your local library.

- ~~*Middle East: Trauma and Hopes of the Young* (65 min.)~~
- ~~*Frontline: Syria Behind the Lines* (60 min.)~~
- ~~*Jordan* (30 min.) Add identifying information.”~~

**Comments:** There are many videos made about this region that can be used in a public school classroom. The first three listed do not seem to be very helpful for teachers to show in the classroom, even for high school students.

The Frontline documentary on Syria shows images of dead bodies, see the transcript here: <https://www.pbs.org/wgbh/frontline/film/syria-behind-the-lines/transcript/> The inclusion of the video *Middle East: Trauma and Hopes of the Young* about traumatized young people in the Middle East does not seem appropriate for use in the public school classroom, particularly in a geography textbook. There is not enough information on the suggested video *Jordan* (30 min.) to identify the film. How will teachers figure out what is suggested here if the listing does not contain enough information to determine what is suggested? Other more appropriate and neutral videos are available, so these videos should be deleted. The teacher's edition suggests the videos can be found at your local library, but two of the three were not available from our large local library that also has access to a large digital collection.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Chapter Level Resources, Lesson 2, Videos and Presentation Resources, video, "Beginning of Islam" (5.11 minutes), **Change:** Add videos on Judaism and on Christianity.

**Comments:** This video covers only Islam, and for balance, videos on Judaism and on Christianity should also be included to cover the religions of this region.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess, History & Government, Teaching with Digital Resources, **Change:** "Skill: Understanding Perspectives About Religion, Use the Beginning of Islam video Use this video about the beginning of Islam to introduce the history behind the ways that Judaism, Christianity, and Islam have shaped the politics and culture of the Eastern Mediterranean. After they watch the video and one each on Judaism and Christianity, have students evaluate the different perspectives on the deep religious beliefs and ethnic attachments centered in the city of Jerusalem. Lead a class discussion inviting students to share one or two key perspectives from the videos that they found interesting or that surprised them."

**Comments:** This video covers only Islam and focuses on the attachment of Muslims to Jerusalem. It has only a brief mention of Judaism and Christianity, and its adherents attachments to Jerusalem. No videos on Judaism or Christianity are provided. Students do not have enough information to "evaluate the different perspectives on the deep religious beliefs and ethnic attachments centered in the city of Jerusalem." Add videos on Judaism and on Christianity and their relationship to Jerusalem.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Critical Thinking Skills, **Change:** "Comparing and Contrasting Judaism and Christianity - Discuss the origins of Judaism and rise of Christianity. Ask: What similarities Judaism and Christianity share? (*They are both monotheistic and were founded in the same geographic area. They also share some religious writings and teachings.*) How are the two religions different? (Judaism has both ritual and ethical requirements. Ritual requirements include daily prayer, observing the

Sabbath, holidays and dietary laws, and studying Jewish texts. Jewish ethical requirements include giving charity, loving your neighbor, being kind to strangers, healing the world, pursuing justice, avoiding gossip, and seeing the dignity and worth of every individual. Christians believe that about 30 A.D. a Jewish teacher named Jesus began preaching throughout Judea. His central teachings emphasized faith in God's grace as the means for obtaining God's favor and entry into heaven after death. Christians believe that Jesus was executed by the Romans, rose from the dead, and is the son of God. They teach that through his death and resurrection Jesus paid for people's sins, and that anyone who believes in him will have their sins forgiven. The Christian Scriptures included the Old Testament, or Hebrew Bible, and the New Testament, a collection of works about the life of Jesus and the earliest Christian communities. Christians follow the teachings of Jesus, which focus on faith in God's grace in obtaining God's favor, while Jews believe in obedience to God's laws in obtaining God's favor.) Invite students to share other details of what they know about both religions. Verbal/ Linguistic”

**Comments:** The national printed Teacher's Edition text contains the above answer on page 395, and it is detailed and nuanced and reflects the student text, and thus should be used in the same place in the digital edition. In a few places here, ICS modified verb tenses for consistency. The student text discusses all three religions of the region in a balanced and nuanced manner, and this teacher's lesson plan should reflect the student text.

The question in the current version asks about the rise of Christianity, but not the origins and rise of Judaism, and both religions should be included since the overall focus is on comparing the two religions. The inclusion of Christian beliefs about how Christianity and Judaism are different on the issues of faith in God's grace and obedience is inappropriate and suggestive of Replacement Theology, which views Judaism as an imperfect prelude to Christianity and focuses on negative aspects of Judaism. The selections on both religions should be equally detailed and reflect the student text.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Critical Thinking Skills, **Change:** “Theorizing About Religions, Review with students how Islam was founded and its main beliefs and characteristics. Ask: Why did Islam spread throughout the subregion and into Europe and Africa by the A.D. 700s? (*Possible response: Its spread to these areas was facilitated through conquest.*) Direct students to research the spread of Christianity and Judaism online or at the library, and have them make a series of bullet points for each religion summarizing their findings. Then ask: Did Christianity and Judaism spread in the same way as Islam during this time? Explain. (*Possible response: No, Christianity spread first to some Jews, then to non-Jews through Jesus' followers, and in 380 A. D. it became the official religion of the Roman Empire. Judaism was the dominant religion in the region from c. 1000 B. C. to 70 A. D. did not spread outside of the subregion, although when Christians and When Jews migrated to different regions and subregions, they brought their culture and religion with them.*)”

**Comments:** The national printed Teacher's Edition text contains the above answer on page 396, and thus should be used in the same place in the digital edition.

This leaves out two important aspects of the spread of Christianity, how it spread first to some Jews, then to non-Jews, and then how and in 380 C.E. it became the official religion of the Roman Empire. It is inaccurate to say that Judaism did not spread outside the subregion, when Jews can be found on every continent. This summary omits that Judaism was the dominant religion in the region from c. 1000 B.C.E. to 70 C.E.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Predicting the Role of the International Community, Reading Skills, **Change:** "If possible, show students maps of the Eastern Mediterranean subregion before and after World War II 1949. Discuss the changes in political borders and control that resulted. Ask: Why did ~~Palestine~~ Gaza and the West Bank continue to be a disputed territory territories unlike Jordan, Lebanon, and Syria? (Possible answer: After the Arabs in the Palestine mandate rejected the Arab state proposed by partition, other countries gained control of these areas which have large Palestinian Arab populations ~~Due to cultural and historic ties, Jews migrated to Palestine rather than Jordan, Lebanon, or Syria, resulting in disputed claims.~~) Have students work in small groups to discuss what role the international community would take in helping to determine the fate of ~~Palestine~~ Gaza and the West Bank."

**Comments:** While the printed national edition on page 396 contain some other changes, which match the student text, a closer examination reveals that the text question and answer are not clear or very accurate. Israel proper is not disputed but the territories of the West Bank and Gaza are. The above changes should be made throughout McGraw-Hill's print and student editions for clarity and greater accuracy. The newly revised suggested possible answer, explains why these territories are still disputed. The pedagogical methods and goals of this exercise is confusing. It is titled "Reading Skills" but it asks students to look at maps. It asks questions about history in the past, but its title and last question asks about "Predicting the Role of the International Community." The goals and methods of this activity should be clarified, and the above mentioned inaccuracies corrected. The neutral geographic names "Gaza" and "West Bank" should be used to be accurate currently and for as long as possible.

Alternatively, ICS suggests replacing this confusing hybrid activity with a clearer activity. "What were the Oslo Accords? What did each side commit to do? How were the Oslo Accords similar to and different from the proposals at the 2000 Camp David Summit and the 2002 roadmap for peace?"

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Writing Skills, **Change:** "Writing a Narrative About Living in Israel After World War II Have students write a journal entry from the perspective of a young Palestinian Arab or Jew, living in ~~Israel~~ the Palestine Mandate after World War II. Point out that students should include historical references but also

the sentiments that a young person might be experiencing during this difficult time in the subregion. Remind students to use sensory details and vivid verbs in their narratives. Invite volunteers to share their journal entries with the class. Verbal/Linguistic, Intrapersonal”

**Comments:** The text should refer to the Palestine Mandate, the name for the region after WWII. Residents of the mandate were all called Palestinians at this point in time, but to avoid confusion, simply referencing a young Arab and Jew is sufficient. After 1948, there are Arab Israelis and Jewish Israelis in Israel. The term Palestinians as a unique national identity became widespread only in the 1960s. The above edits are historically accurate. This paragraph appears in both the digital edition and the print edition on page 397 of the teacher edition and should be corrected in both locations.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Technology Skills, **Change:** “Identifying Central Issues in ~~Israel's~~ the Arab-Israeli Military Conflicts - Organize the class up into seven groups. Assign each group one of the seven military conflicts that Arab states and Israel were involved in over their concern for land and security. Allow time for students to conduct Internet research about the conflicts. Then have representatives from each group identify the central issues of each conflict in a class discussion.”

**Comments:** These changes have already been made to the printed national edition on page 397 and it matches the student text, and so should be made to the digital teacher edition. ICS notes here that the normative reference is to the Arab-Israeli Conflicts and suggests doing that here.

It is one-sided to name only one party in conflicts, presenting one side as the aggressor, when that party was attacked by five of its neighboring Arab countries. All parties should be identified and the format above is clearer. The conflicts were not only or even primarily about security (from the Arab states’ perspective) but about land, so ICS recommends adding this above here and in all other places for consistency.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: History & Government, Teaching with the Printed Teacher Edition, Visual Skills, **Change:** “Using Time, Chronology, and Sequencing. After students have read the brief history about the independence of Lebanon, Syria, and Jordan and the events following the creation of the ~~s~~State of Israel, organize students into ~~four~~ nine small groups and assign each group one of the following topics to research: Syria, Jordan, Lebanon, Egypt, Gaza Strip, West Bank, Golan Heights, and Israel. Ask students to use the Internet and library reference materials to locate additional information and events about their topic. Each group should create a visual, such as a timeline or a slide show, to show important events from the 1940s to 1990. Have groups pull together photographs from primary and secondary sources for their presentations. Provide an opportunity for groups to share their chronologies using presentation software.”

**Comments:** These changes have already been made to the printed national edition on page 398 and it matches the student text, and so should be made to the digital teacher edition.

It is a serious omission not have any student group present from the point of view of Israel, so this should be added to the list of groups. Egypt was also involved in the 1948-49 attacks of five Arab nations on Israel, and so should be added to the list. The history of Gaza, the West Bank, and the Golan Heights are all very different with different governing countries from 1948-1967, and different issues and so should be examined separately, since there is no reason for them to be grouped together when looking at the events of the 1940s.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: Population Patterns, Reading Check, **Change:** "How have demographics in the Eastern Mediterranean changed? (*High birth rates, conflicts, and immigration to the region and around the region have changed the population mixes in Syria, Lebanon, Jordan, and Israel. The Arab-Israeli conflict has created both Arab and Jewish refugees from countries around the Eastern Mediterranean. After There was a large influx of Russian Jews in the 1990s, more than 67 73 percent of Israel's Jews are native born. Conflicts in the region and resettlement programs caused over four million Palestinians to settle in refugee camps Gaza, the West Bank, Syria, Lebanon, and Jordan.*)"

**Comments:** The national printed Teacher's Edition text contains the above answer on page 399, and it is detailed and nuanced and reflects the student text, and thus should be used in the same place in the digital edition.

The above working incorrectly implies that four million Palestinians live in refugee camps. The four million descendants of Palestinians refugees live in Gaza, the West Bank, as well as in Syria, Lebanon, and Jordan. About 1.5 million, or one-third live in sites that began as refugee camps, and two-thirds of Palestinians do not live in refugee camps. do not live in refugee camps, according to UNRWA. See <https://www.unrwa.org/palestine-refugees>

The updated figure of 73 percent of Israel's Jews are native born is corrected in the student text, and exercises, but not in the digital teacher's edition.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: Population Patterns, Teaching with the Student Edition, Critical Thinking Skills, **Change:** "Differentiating Between Refugees and Immigrants - Review the differences between refugees and immigrants by inviting volunteers to provide definitions for *refugee* and *immigrant*. Ask students to look up the definition of refugee, as defined by the United States, the United Nations, and by UNRWA. How are they the same and how are they different? Should the descendants of refugees also be defined as refugees? Have students research the plight of refugees in the Eastern Mediterranean after 1948. Ask: What events caused Jewish refugees to flee Europe before and after WWII? (*Nazi persecution and the Holocaust.*) What events caused Palestinian Arabs to become refugees in 1948-49? (*In the war following the creation of Israel, five Arab armies attacking the new State of Israel.*) What events caused over 800,000 Jewish refugees to flee Arab lands from 1948 to 1952? (*Severe persecutions and expulsions from Yemen, Iraq, Morocco, Algeria, Egypt, Tunisia, Libya, and Syria.*) What event caused more Palestinian refugees in 1967? (*The Six-Day War.*) What key event caused so many people to immigrate to

Israel from Russia after 1990? (*warfare and persecutions after the breakup of the Soviet Union.*) Have students think about possible solutions to the refugee problem in the Eastern Mediterranean. Provide an opportunity for students to share their ideas and reasoning in small groups.” [italics in the original text indicate answers]

**Comments:** The national printed Teacher’s Edition text contains the above answer on page 399, and it is detailed and nuanced and reflects the student text, and thus should be used in the same place in the digital edition.

The current wording of the lesson does not ask teachers and students to seriously define what is a refugee, and the suggested questions help discuss this term. This lesson sets up a false dichotomy between Russian immigrants to Israel and Palestinian refugees, omitting information about why Russians fled to Israel, and omitting other waves of Jewish refugees to Israel. It seems designed to make a one-sided political argument rather than to academically discuss the historical waves of Jewish and Palestinian refugees, or to define the term refugee.

An Immigrant is an individual who leaves one’s country to settle in another, without regards to the reasons, whereas refugees are defined as persons, who move out of their native land due to persecution or danger to their lives. Refugee movement occurs only under some kind of coercion or pressure. The Department of Homeland Security states that “refugee status or asylum may be granted to people who have been persecuted or fear they will be persecuted on account of race, religion, nationality, and/or membership in a particular social group or political opinion.”

<http://www.uscis.gov/humanitarian/refugees-asylum> Under these definitions, the Jews fleeing Nazi persecution and the Holocaust are refugees. Jews expelled and persecuted who fled Arab lands from 1948 to 1952 are refugees. Jewish Soviet refuseniks who faced extreme persecution in the Soviet Union are refugees. Jews from the former Soviet Union who fled religious persecution and war zones are also refugees. In the aftermath of breakup of the Soviet Union, a series of wars erupted and Jews were evacuated to Israel from Abkhazia, Chechnya, and Moldova. So a large percentage of the 1990s Jewish Russians are also refugees.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Lesson 2: Human Geography of the Eastern Mediterranean, Teach and Assess: Population Patterns, Main Ideas, bullet 3, **Change:** “Demographics have changed drastically in the past century. High birth rates, conflicts, and immigration to the region and around the region have changed the population mixes in Syria, Lebanon, Jordan, and Israel. The Arab-Israeli conflict has created both Arab and Jewish refugees from countries around the Eastern Mediterranean. with Israel experiencing had a large migration of Russian Jews after 1990. and the displacement of Palestinians following the establishment of the Israeli state.”

**Comments:** This main idea bullet point no longer matches the student text.

This summary purports to talk about the “demographics of the Eastern Mediterranean” in the past century, but only talks about the Arab-Israeli conflict, when all countries in this chapter should be covered. The Lebanon and Syrian civil wars have caused population shifts between countries, and Black September caused a population shift from Jordan to Lebanon. The current summary only mentions 1948 and the 1990s.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Chapter Level Resources, Lesson 3, Videos and Presentation Resources, "Israel Palestine Water" video, **Delete:** Delete "Israel Palestine Water" video.

**Comments:** This inflammatory and imbalanced 2:41 minute video accuses Israel of violating international law in their control and distribution of water in the West Bank and of environmental degradation. The content and tone is completely different from other videos in this textbook. This is an overtly polemical video and is completely inappropriate for a public school instructional resource. The allocation of water resources in this region is complicated by both internal Palestinian politics and corruption, and by the failure of the peace process between Israel and Palestinians. The situation is not as dire as shown in the video, nor is the issue completely one-sided. There are actually a number of examples of environmental cooperation taking place between Israel, Palestinians, and other Arab neighbors. This video seems to be more produced for shock value than scholarly accuracy. There are not clear sources or attributions, though CBS news is mentioned at the end and the BBC Motion Gallery Education is printed on the opening shot of the video. This video is also accessible from a search in the student edition, and from the teacher edition the teacher can project it to students, and so it should be deleted everywhere.

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Lesson 3: People and Their Environment: the Eastern Mediterranean, Teaching with Digital Resources, Skill: Identifying Bias About Water Rations, "Israel Palestine Water" video, Use the Israel-Palestine Water video **Delete:** Delete "Israel Palestine Water" video and lesson instructions. ~~"Use this video about freshwater usage and control to discuss the water crisis issue between Israel and the Palestinian territories. As they view the video, ask students to list varying points of view or what may be considered biased views about water rations and the environmental effects of on the Sea of Galilee. Have them write a sentence or two summarizing each bias and identify whether it is an Israeli or Palestinian point of view. Then discuss how water scarcity concerns in this region could lead to conflict or help to restore peace."~~

**Comment:** ICS appreciates the attempt to salvage this biased video by changing the suggested activity from acceptance of the accuracy of this flawed video to one of analyzing the possible bias. However, it still provides students and teachers with inaccurate, polemical information and the instructional materials do not provide any countering analysis of water scarcity in the area. There are many unbiased features in the digital version that do not suffer from these challenges, such as "Managing Israel's Water Resources," "Deforestation in Lebanon," Desertification in Syria," and that teachers can use to address environmental issues in the region.

Answers,

Teacher's Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, p. 407, **Change:** ~~"4. Political activities War, the Holocaust, and expulsions~~ brought large numbers of immigrants to Israel. ~~and War~~ displaced Palestinians to Syria, Lebanon, and Jordan."

**Comments:** This answer incorrectly implies that immigration to Israel displaced Palestinians. As it correctly states in the student text in lesson 2, "while neighboring

Arab states promised the Palestinian Arabs victory and the destruction of Israel, the war that followed resulted in Palestinian Arabs fleeing or being driven out from their homes and forced to live in refugee camps in Lebanon and Jordan.” It was the war itself, not earlier or later immigration.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, p. 407, **Change:** “**6.** Judaism is the oldest of these monotheistic religions that trace their origins to the Eastern Mediterranean. Judaism has both ritual and ethical requirements. Ritual requirements include daily prayer, observing the Sabbath, holidays and dietary laws, and studying Jewish texts. Jewish ethical requirements include giving charity, loving your neighbor, being kind to strangers, healing the world, pursuing justice, avoiding gossip, and seeing the dignity and worth of every individual. ~~teaches obedience to God’s laws as the means for obtaining God’s favor.~~ These laws are described in the Hebrew Bible, which contains the Torah, the books of the prophets, and the sacred writings. After Jesus’ death, his teachings became the basis of a new religion—Christianity. The Christian Scriptures included the Old Testament, or Hebrew Bible, and the New Testament, a collection of works about the life of Jesus and the earliest Christian communities. Islamic tradition holds that in A.D. 610 revelations from God were received by Muhammad, a merchant in the city of Makkah (Mecca) in the Arabian Peninsula. Muhammad began preaching that people should turn away from sin and worship the one true God. Muslim beliefs were recorded in the Quran, the sacred text of Islam.”

**Comments:** The suggested answer above reflects how Judaism is correctly described in the student text on page 395. This assessment answer should be corrected both on page 407 of the national printed Teacher’s Edition, and also in the same place in the digital edition.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, digital edition, **Change:** “**15.** The British indicated that nothing should be done that would harm the civil and religious rights of the existing non-Jewish communities. and that the rights and political status of Jews in other countries should be protected.”

**Comments:** The answer in the print edition on page 408 already includes this reference to the second half of the Balfour Declaration, and matches the student text. The language is refined slightly here for clarity but the substance is consistent.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, p. 408, **Change:** “**16.** What factors have created both Palestinian and Jewish refugees in the subregion? Ongoing military conflicts have created comparable number of Arab refugees and Jewish refugees in the region. In the decade after 1948, about 800,000 Jews were expelled or fled from Arab lands. After 1990, nearly 900,000 immigrants move to Israel from Russia. It was the largest immigration to Israel since independence in 1948. Today over 73% of Israelis are native born. About 700,000 Palestinians were displaced beginning with the war following Israel’s Declaration of Independence in 1948. Many relocated to refugee settlements in Gaza, the West Bank, and neighboring Arab countries. Displacement of Palestinians following

~~the creation of Israel, ongoing military conflicts, and resettlement programs have all caused a need for Palestinian refugee camps in the subregion.”~~

**Comments:** The suggested answers should match the information provided in the student text. It is already changed in the printed edition on page 408 and so should also be changed in the digital edition.

Student Edition and Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment, Question, p. 408 print edition, **Change:** “17. How have demographics in the subregion changed since 1947? Be sure to use examples from the chapter and include information on Jordan, Lebanon, Israel, and Syria.”

**Comments:** The question and answer do not match for number 17 in the print edition because the answer addresses Israel, but Israel is omitted from the list of countries in question in the print edition. However, Israel is listed in question 17 on screen 4 of the digital edition (though the answer leaves out the information on Israel, see below.)

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, digital edition, answer to question 17. How have demographics in the subregion changed since 1947? Be sure to use examples from the chapter and include information on Jordan, Lebanon, Israel, and Syria, **Change:** “17. ~~More people of Jewish descent are living in Israel. Other countries in the Eastern Mediterranean have experienced an influx of Palestinian refugees.~~ High birth rates, conflict, and immigration to the region and around the region have changed the population mixes in Syria, Lebanon, Jordan, and Israel. An outcome of the Arab-Israeli conflict has been the creation of comparable numbers of Arab refugees and Jewish refugees in the region. After 1990 nearly 900,000 immigrants moved to Israel from Russia. It was the largest immigration to Israel since independence in 1948. Today over 73% of Israel Jews are native born. Many Palestinians were displaced beginning with the war following Israel’s independence. They relocated to refugee settlements in Gaza, the West Bank, and neighboring Arab countries.”

**Comments:** The question and answer do not match for number 17 in the digital edition. While the question includes Israel, the answer does not reflect the information in the student text already added to the print edition on page 408.

Teacher’s Edition, Chapter 16: The Eastern Mediterranean, Chapter Wrap-Up, Assessment Answers, digital edition, **Change:** “18. ~~Israel~~ Some countries could run out of water as ~~its~~ their agricultural sectors expands. ~~It also has~~ They also have little arable land and must find ways to increase crop yields without harming the environment.”

**Comments:** Many countries in the region have problems with water scarcity. Israel is in fact the best prepared, and does not fear running out of water. This is already accurately worded as above in the print edition on page 408, and so should be made to the digital teacher edition. A few tweaks were made to the sentences to ensure consistency with the plural of “some countries” throughout the answer.