

**Institute for Curriculum Services (ICS) Review on behalf of
the Community Relations Council of Richmond,
the United Jewish Federation of Tidewater, and
the Jewish Community Relations Council of Greater Washington
Pearson, *United States History: 1865 to the Present*,
Student Edition
James West Davidson and Michael B. Stoff
February 2018**

General Comments:

This is a well-written and informative survey of American history from the Civil War to the present. ICS has reviewed other editions of this text in the past and is extremely appreciative that so many agreed upon changes have been made to the current online Virginia edition of this textbook. This review addresses outstanding issues requiring correction.

United States History: 1865 to the Present does an adequate job of covering topics related to Jewish history and culture. Discussions of the history of the Holocaust are good, but would benefit from materials presented in the Pearson's excellent *World History and Geography 1500 to Present*. ICS commends Pearson for its comprehensive treatment of Israel and the conflict in the Middle East. The material is presented in a neutral and nuanced manner that will benefit students.

Though excellent in many respects, there are some problems that Pearson should address. For example, there is no mention of the term "anti-Semitism." This concept is vital for understanding Jewish immigration history, the history of Zionism, and the Holocaust. Additionally, the text includes very few references to the contributions of Jewish Americans. Those who are mentioned, such as Samuel Gompers and Emma Lazarus, are not acknowledged as Jewish. Contrary to Virginia Standards of Learning (USII.6c), the contributions of Aaron Copland and George Gershwin to American popular music are ignored as are Jewish contributions to broadcasting, science and technology, and popular culture. Sections on the civil rights movement would benefit from referencing the murders of James Chaney, Andrew Goodman, and Michael Schwerner, and the role of Jews in the civil rights movement more generally. The plight of Soviet Jews and the U.S. response should also be added. Both the 1974 Jackson-Vanik Amendment tying Soviet most-favored nation trade status to Soviet Jewish emigration and the 1989 Lautenberg Amendment, which granted Soviet Jews automatic refugee status, were important elements of U.S. Cold War foreign policy. Currently, New York City is home to the largest Russian Jewish population in the world and this immigration should be acknowledged alongside the immigration of Cuban and Vietnamese Americans among others.

Pearson has produced a first-rate textbook that will serve students well and will be strengthened by the recommendations below. ICS appreciates Pearson'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.

Navigation Notes:

1. Go to www.pearsonrealize.com
2. Enter User Name: VA_SS_Reviewer_2017
3. Enter Password: Pearson17
4. Select Programs
5. Select United States History: 1865 to the Present VA
6. Select eText
7. Select United States History: 1865 to the Present VA eText

Review Legend:

~~Strikethrough~~ = Recommended deletion

Underline = Recommended addition

Comments = Explanation and rationale provided to support recommendations

Recommended Edits:

Topic 3: Industrial and Economic Growth (1865-1914), Lesson 5: The Labor Movement, Workers Organize Unions, page 104, paragraph 11, **Change:** "A New Union Forms. Despite the failure of the Knights of Labor, the labor movement continued to grow. In 1886, an Jewish immigrant cigar maker named Samuel Gompers organized a new union in Columbus Ohio. The American Federation of Labor (AFL) was open to skilled workers only."

Comments: Virginia Standards encourages acknowledgement of immigrant diversity and ethnic identity in America, thus it is appropriate to identify Samuel Gompers as a Jewish immigrant. Gompers is acknowledged as Jewish in other Pearson texts (see *Virginia & United States History*, page 287).

Topic 3: Industrial and Economic Growth (1865-1914), Lesson 5: The Labor Movement, Women in the Workplace, page 105, paragraph 9, line 1, **Add:** "Nearly 150 people, mostly Jewish and Italian young women, lost their lives in the Triangle Fire."

Comments: Most of those who died were Jewish and Italian immigrant women and girls aged 13 to 23 years old, and should be identified by their ethnicities. Virginia Standards (USII. 4b.) promote teaching about discrimination and hardships faced by Jewish and Italian immigrants. The ethnic identity of the workers is acknowledged in other Pearson texts (See *Virginia & United States History*, page 335) and should likewise be included here.

Topic 4: The Progressive Era (1865-1920), Lesson 1: A New Wave of Immigration, Reasons for Immigration, page 120, paragraph 4, **Add:** "Political or religious persecution drove many people from their homes. In Russia, the government supported pogroms (POH grohmsz grahmz), or organized attacks on Jewish ~~villages~~ communities. Persecution and violence also pushed Armenian Christians out of the Muslim Ottoman Empire (centered in present-day Turkey)."

Comments: The second letter o in pogrom is pronounced like "aw" in "draw." ICS suggests changing the pronunciation guide for accuracy.

Pogroms were not exclusive to Jewish villages, but occurred in cities such as Odessa and Kishinev. Replacing "villages with "communities" is more accurate.

Students may not be familiar with the majority religion of the Ottoman Empire. In order to understand the persecution of Armenian Christians in its full context, the word "Muslim" should be added.

The Ottoman Empire was vast and included lands far beyond the borders of present-day Turkey. "Centered in present-day Turkey" is a more accurate description.

Topic 4: The Progressive Era (1865-1920), Lesson 1: A New Wave of Immigration, Reasons for Immigration, A Challenging Journey Across an Ocean, page 121, paragraph 3, line 3, **Change:** "A poem of welcome by Jewish American writer Emma Lazarus was carved on the base."

Comments: Virginia Standards encourages acknowledgement of the diverse identities of American historical figures and the contributions of Jewish Americans. Lazarus was inspired to write "The New Colossus" in part by the pogroms in Eastern Europe and her pioneering work in aiding Eastern European Jewish immigrants so it is particularly appropriate to acknowledge her Jewish identity here. There is room in the text for this addition.

Topic 4: The Progressive Era (1865-1920), Lesson 2: Urbanization, Effects of Rapid Urbanization, page 128, paragraph 9, **Change:** "In Jewish neighborhoods, too, religious and self-help organizations provided community services. The first Young Men's Hebrew Association (YMHA) began in Baltimore in 1854. The YMHA provided social activities, encouraged good citizenship, and helped Jewish families preserve their culture. In the 1880s, the Young Women's Hebrew Association (YWHA) grew out of the YMHA."

Comments: Pearson is to be commended for including a discussion of Jewish self-help organizations. Though YMHAs promoted Jewish spiritual and cultural values, they weren't exclusively religious in nature. The addition of "self-help" provides greater clarity as to their function.

Since the establishment of the YMCA pre-dates the YMHA, ICS recommends placing this paragraph after the description of the founding of the YMCA so that the information is presented in chronological order.

Topic 4: The Progressive Era (1865-1920), Document Based Questions, Document E: Excerpt from *Working in a Sweatshop*, paragraph 1, **Change:** "Sadie Frowne was a ~~Polish immigrant~~ Jewish immigrant from Poland who came to New York City with her monther when she was thirteen ~~with her mother~~."

Comments: Virginia Standards encourages acknowledgement of immigrant diversity and ethnic identity in America, thus it is appropriate to identify Sadie Frowne as a Jewish immigrant (see Jewish Women's Archive. "Sadie Frowne: The Story of a Sweatshop Girl." <https://jwa.org/media/excerpt-about-clothing-from-sadie-frowne-article-story-of-sweatshop-girl>. Accessed on February 8, 2018).

The sentence reads more easily if the information about her mother is relocated.

Topic 4: The Progressive Era (1865-1920), Document Based Questions, Document E: Excerpt from *Working in a Sweatshop*, question 1, answer, **Change:** “~~were willing to take low-paying factory work and save their money~~ determined to work hard to improve their lives.”

Comments: The only work available was low paying. The question as written might give students the impression that other choices of work were available. The suggested edit shifts the focus to Frowne’s determination to succeed.

Topic 4: The Progressive Era (1865-1920), Document Based Questions, Document B: Excerpt from *The Promised Land* by Mary Antin, 1912, paragraph 1, **Add:** “Mary Antin was born in Russia to a Jewish family and came to America when she was thirteen years old.”

Comments: As above, the ethnic identity of this individual should be included in keeping the Virginia standards and for consistency with other Pearson texts for Virginia (see: Nadell, Pamela S.. "Mary Antin." *Jewish Women: A Comprehensive Historical Encyclopedia*. 1 March 2009. Jewish Women's Archive.

<https://jwa.org/encyclopedia/article/antin-mary>. Viewed on February 8, 2018).

Topic 5: Imperialism and World War I (1853-1919), Lesson 4: A European War, The United States Tries to Stay Neutral, page 193, paragraph 3, **Delete:** “On the other hand, many of the 8 million Americans of German or Austrian descent favored the Central Powers. Millions of Irish Americans also sympathized with the Central Powers. They hated Britain, which had ruled Ireland for centuries. ~~Many American Jews favored Germany over Russia. Some of them had fled persecution in Russia only a few years earlier.~~”

Comments: ICS recommends deletion of this material, the presentation of which lacks nuance and context. The Jewish population of the United States was much smaller in both relative and absolute terms than the Irish, German, or Italian populations. Jewish support for the Central Powers was mixed. Zionists, for example, supported the Allies over the Ottoman Empire. Jewish support for Germany did not last throughout the war, nor did it hamper recruitment efforts. Approximately 250,000 Jews served in the American military during World War I. This was disproportionate to the number of Jews in the overall population. Jews represented approximately 5% of the U.S. armed forces but only 3% of the population. (Isaacs, Anna. “How the First World War Changed Jewish History.” *Moment Magazine*. June 16, 2015. <http://www.momentmag.com/how-the-first-world-war-changed-jewish-history/>. Accessed February 18, 2018; Berger, Paul. “How World War I Shaped Jewish Politics and Identity.” *Forward*. June 25, 2014.

<https://forward.com/news/200509/how-world-war-i-shaped-jewish-politics-and-identit/>. Accessed February 18, 2018; and Sterba, Christopher M. *Good Americans: Italian and Jewish Immigrants During the First World War*. New York: Oxford University Press, 2003. Print.)

Topic 5: Imperialism and World War I (1853-1919), Lesson 7: Wilson and Isolationism, The Paris Peace Conference, page 209, paragraph 10, lines 3-5, **Change:** “The British would control the former Ottoman Turkish provinces areas of Iraq and Palestine, while the French would control Syria and Lebanon.”

Comment: The Republic of Turkey was established in 1923 after the creation of the British and French Mandates, thus "Ottoman" is more accurate. There was not an Ottoman province of Palestine, so the term “areas” is more accurate.

Topic 7: World War II (1935-1945), cover screen, Enduring Understanding, bullet point 5, **Add:** "During the Holocaust, Nazi Germany systematically murdered millions of Jews. ~~and others~~ The Nazis also murdered others they considered racial and political enemies."

Comment: Holocaust refers to the genocide committed against Europe's Jews by the Nazis and their collaborators. The recommended change is more accurate.

Topic 7: World War II (1935-1945), Lesson 1: Aggression Overseas and Isolationism at Home, Political Changes in Italy and Germany, page 265, paragraph 9, **Change:** “Hitler's Rise to Power. Hitler assured Germans that they had not lost the war. Building on a history of hatred against Jews ~~Rather, he said, that Jews and other traitors had~~ “stabbed Germany in the back.” The argument was false, but in troubled times people were eager to find a scapegoat—a person or group on whom to blame their problems.”

Comments: This is inaccurate. The “stab in the back” myth referred specifically to Jews. The suggested edit provides more precise language. Additional context helps students understand the history of anti-Semitism in Europe as it relates to the history of World War II and the Holocaust. This is in alignment with Virginia Standards (WHII. 10 f and WHII. 11d).

Topic 7: World War II (1935-1945), Lesson 1: Aggression Overseas and Isolationism at Home, Political Changes in Italy and Germany, Persecution of Jews, page 265, paragraph 13, **Change:** "Hitler preached that the Germans belonged to a race that was biologically superior to Jews, Roma (Gypsies), and other peoples. The Nazi government singled out the Jews for special persecution. Jews were deprived of their citizenship, forbidden to use public facilities, and driven out of almost every type of work. Later, Jews were rounded up and sent to concentration camps, brutal prison camps for civilians who ~~were considered the Nazis falsely labeled~~ “enemies of the state.” In time, Hitler would unleash a plan to kill all the Jews in Europe, known as ‘The Final Solution.’”

Comments: The United States Holocaust Memorial Museum suggests using the terms Sinti and Roma to refer to ethnic group historically referred to as Gypsies (see United States Holocaust Memorial Museum. "Sinti and Roma ("Gypsies")." Collections, Bibliographies. <https://www.ushmm.org/collections/bibliography/sinti-and-roma-gypsies>. Accessed on February 26, 2018). This designation is used in Pearson's *World History & Geography: 1500 to Present*, Virginia Edition, by Elisabeth Gaynor Ellis and Anthony Esler. page 459.

The text should relay that the brutality of concentration camps and that those incarcerated were innocent.

The term Final Solution should be included in discussions of the Holocaust as indicated in Virginia Standard WHII. 10f.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 4, **Change:** "In the last months of the European war, Allied forces uncovered other horrors. The Allies had heard about Nazi concentration camps. These camps were places where people targeted by the Nazis were murdered through physical brutality, slave labor, starvation, and disease areas where members of specially designated groups were confined. Some ~~concentration~~ camps were killing centers or death camps, where people were systematically murdered. As they advanced into Germany and Eastern Europe, the Allies discovered the full extent of the Holocaust, the slaughter of Europe's Jews by the Nazis. During the war, the Nazis imprisoned Jews from Germany and the nations they conquered, as well as from countries allied with Germany. More than 6 million Jews were murdered. The Holocaust remains a tragic example of the devastating effects prejudice can have."

Comments: Students should understand the nature of Nazi concentration camps and their place in Nazi genocide.

Killing centers (also called death camps or elimination centers) were used exclusively for industrialized killing. Auschwitz was the only facility that functioned as both (see United States Holocaust Memorial Museum. "Killing Centers." Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10007327>. Accessed on February 18, 2018).

Jews in Nazi Allied countries such as Vichy France, Romania, and Hungary also faced deportation to concentration camps and murder. The suggested change provides a better understanding of the scope of the Holocaust.

Please correct the misplacement of the word "murdered" in the current text.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, page 286, The Holocaust, paragraph 6, line 1-2, **Change:** "Nearly 6 million Poles, Slavs, and Gypsies Roma ("Gypsies") were also victims of the death camps."

Comments: See note above: Topic 7: World War II (1935-1945), Lesson 1: Aggression Overseas and Isolationism at Home, Political Changes in Italy and Germany, Persecution of Jews, page 265, paragraph 13.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 6, line 2-3, **Change:** "Nazis killed murdered many prisoners of war, as well as people they considered unfit because of physical or mental disabilities."

Comments: The term "murder" is more appropriate for the killing of prisoners of war and the euthanizing of people with disabilities. The text should remain consistent in terminology throughout.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 6, line 3-4, **Add:** "Many people

the Nazis thought were "undesirable" were also put to death, including homosexuals (gay men), beggars, drunkards, and political enemies."

Comments: ICS commends Pearson for the inclusion of Nazi discrimination and organized murder of homosexuals. The Nazis specifically targeted gay men; lesbian women were not actively targeted. The text should specify this, as the term homosexual often includes men and women (see United States Holocaust Memorial Museum. "Gays and Lesbians." Collections, Bibliographies.

<https://www.ushmm.org/collections/bibliography/gays-and-lesbians>. Accessed on January 29, 2018).

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 4, line 2, Reference: concentration camps **Add:** "the camps used by the Nazis to ~~imprison~~ confine Jews and others they labeled "undesirable" under brutal conditions~~members of society"~~

Comments: Jews were a main target of the Nazi concentration camps, so this should be indicated.

The word "imprison" implies lawful incarceration for criminal offenses. Confine is a more neutral term.

The text should make clear that it was the Nazis that considered those they targeted as undesirable.

The definition should convey the brutality of the conditions in the camps.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 4, line 4, Reference: death camps, **Add:** "the camps where Jews and others ~~people~~ were systematically murdered" **Comments:** Jews were the primary target of the Nazi death camps, so this should be indicated.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, paragraph 4, Reference, Holocaust, **Change:** "the ~~slaughter~~ murder of Europe's Jews by the Nazis before and during World War II"

Comment: The term murder is used elsewhere in the context of the Holocaust. Terminology should remain consistent.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, The Holocaust, page 286, Interactive activity: Holocaust Aftermath and Remembrance, Relocation, **Change:** "In 1950, the world Jewish population was about 11.2 million. After World War II, ~~large numbers of the~~ many surviving Jews fled Europe. Their homes had been destroyed, their families murdered. Many hoped to start new lives in the Jewish homeland, Israel. ~~In 1946, A~~ fter 12 days at sea in cramped conditions, over 450 Jewish survivors arrived in Haifa, ~~Israel~~. The banner in the gallery photo reads: "Keep the gates open, we are not the last." Jews also emigrated to North and South America, Australia, and Africa, hoping to leave the horrors of the Holocaust behind."

Comments: The term “large numbers” is awkward given the devastation of the Holocaust on Europe’s Jews.

The image referenced is a photograph of the 1946 illegal immigration ship "Haviva Reik," which was apprehended on June 8, 1946 by the British Navy in their effort to keep Jewish immigrants from entering Mandatory Palestine. The ship was towed into Haifa harbor and the Holocaust survivors on board were detained in Atlit Prison. The ship carried 462 passengers on arrival; the crew and 150 passengers had previously been transferred to a different blockade-runner (see Getty Images. “450 Jewish Refugees Arrive in Haifa.” <https://www.gettyimages.ca/photos/haviva-reik?sort=mostpopular&mediatype=photography&phrase=haviva%20reik>. Accessed February 16, 2018; and United States Holocaust Memorial Museum. “Aliya Bet.” Holocaust Encyclopedia. <https://www.ushmm.org/wlc/en/article.php?ModuleId=10005776>. Accessed on February 16, 2018).

The suggested changes reflect the fact that Israel had not yet become an independent state in 1946.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, page 286, Interactive activity, Holocaust Aftermath and Remembrance, Memorials, **Change:** “Years after the war, an effort to honor and remember Holocaust victims led to the creation of memorials and museums dedicated to the Holocaust. The United States Holocaust Memorial Museum in Washington, D.C., provides artifacts and documents for studying the Holocaust and serves as a memorial to the lives lost. It has a collection of artifacts, films, pictures, and oral histories. Yad Vashem is a Holocaust memorial complex in Jerusalem. Its Hall of Names—~~Remembrance~~ (shown here) includes a record of ~~all the~~ names of those who died in the Holocaust ~~World War II~~. Other memorials use sculptures, artifacts~~relics~~, and symbolic images to remember the dead.”

Comment: The facility at Yad Vashem shown is called the Hall of Names and contains a database of Holocaust victims not victims of World War II. To date, Yad Vashem's Central Database of Shoah Victims' Names contains 4.5 million names out of an estimated 6 million Holocaust victims (see Yad Vashem. "Hall of Names." <https://www.yadvashem.org/archive/hall-of-names.html>.. Accessed February 15, 2018; and Yad Vashem. "About the Central Database of Shoah Victims' Names." <https://www.yadvashem.org/archive/hall-of-names/database.html>. Accessed February 15, 2018).

The word “relics” has religious connotations. “Artifacts” is a neutral term, consistent with the historical and commemorative nature of Holocaust memorials.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, The Devastation of World War II, War Crimes, page 286, paragraph 7, **Change:** “War Crimes. As the full truth of the Holocaust was revealed, the Allies decided to put Nazi leaders on trial. In 1945 and 1946, they conducted war crimes trials in Nuremberg, Germany. As a result of the Nuremberg Trials, 12 Nazi leaders were sentenced to death. Thousands of other Nazis were imprisoned. In separate trials, ~~the~~ Allies tried and executed Japanese leaders ~~accused~~convicted of war crimes.”

Comments: As presented, the text might lead students to think that Japanese leaders were tried at Nuremberg and not in separate trials. Japanese leaders were accused, put on trial, found guilty, and then sentenced. The term convicted reflects this, whereas the term accused only applies to the leaders pre-trial, calling their guilt into question.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, Primary Source: Anne Frank: The Diary of a Young Girl, Anne Frank, paragraph 1, **Change:** “During World War II, his Nazi Party rounded up European Jews, ~~many of whom were~~ and transported them to concentration camps and death camps.”

Comments: This edit more clearly denotes that not all of the Jews that were rounded up were sent to the death camps, and provides a better depiction of these events. As far as is known, Anne Frank died alongside her sister, Margot, in Bergen-Belsen concentration camp.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, Interactive Gallery: Holocaust Aftermath and Remembrance, Introduction and Instructions, **Add:** “In the aftermath of World War II, the world came to realize the terrible violence that had been committed against the Jews during the Holocaust.”

Comments: As noted, the Holocaust refers specifically to genocide against the Jews, so the addition is appropriate in this context.

Topic 7: World War II (1935-1945), Lesson 4: Winning a Deadly War, Interactive Gallery: Holocaust Aftermath and Remembrance, “Never Again”, **Change:** “Despite the generally agreed lesson that a ~~Holocaust~~ genocide should never be allowed to happen again, genocides have occurred.”

Comments: The text as written might give students the impression that the term genocide has the same meaning as Holocaust. The Holocaust refers specifically to genocide against the Jews. Additionally, the suggested change is a better fit for the gallery section as it discusses instances of genocide other than the Holocaust.

Topic 7: World War II (1935-1945), Lesson 2: Korea and Other Postwar Conflicts, Concern about Communism at Home, page 301, image, **Delete:** image and caption

Comments: ICS recommends deleting this photo featuring a smiling soldier holding a newspaper whose front page headline reads “Rosenbergs Die Tonight.” ICS appreciates Pearson’s effort to demonstrate the atmosphere of anti-Communist hysteria in the U.S. at the time, but display of such a disturbing photo may be unsettling to students, especially those who have experienced trauma. A less troubling photo should be found to demonstrate the atmosphere in the United States in the 1950s.

Topic 7: World War II (1935-1945), Lesson 2: Korea and Other Postwar Conflicts, Concern about Communism at Home, page 301, paragraph 4, lines 4-5, **Change:** “It would also make it clear that Julius Rosenberg had indeed passed atomic secrets to the Soviets, but it is likely that Ethel Rosenberg was wrongfully convicted.”

Comments: The text should acknowledge Ethel Rosenberg’s likely innocence. There is room in the text for this change.

Topic 8: Postwar America (1945-1975), Lesson 4 Civil Rights, The Women's and Gay Rights Movements, page 313, paragraph 3, line 1, **Add:** "In 1966, Jewish-American writer Betty Friedan helped to set up the National Organization for Women (NOW)..."
Comments: Just as the text acknowledges other members of other ethnic groups, Betty Friedan should be identified as Jewish.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, page 351, paragraph 2, **Add:** "The United States had conflicting interests in the Middle East. It strongly supported the Jewish state of Israel. Yet it also had ties to the Muslim and Arab states that dominated the region. Arab nations such as Saudi Arabia supplied much of the oil used by Americans."
Comment: U.S. interests and allies also included non-Arab states such as Iran. The suggested change provides greater accuracy.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, page 351, paragraph 3, lines 1-3, **Add:** "A Jewish State. In the late 1800s, European Jews from Europe and elsewhere arrived in a region sometimes known as Palestine along the Mediterranean coast. They hoped to create a Jewish state in their ancient homeland."
Comments: As noted in the 2011 version of this textbook, Jews migrated from across the globe in the 1800s to settle in their ancient homeland.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, page 351, paragraph 3, lines 3-4, **Add:** "The pace of Jewish settlement grew in the 1930s as European Jews fled Nazi persecution."
Comments: As indicated in the previous sentence, Jewish migration to their ancient homeland was already underway by the 1930s; instead it should be indicated that Nazi persecution increased migration.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, A Jewish State, page 351, paragraph 4, **Add:** "In 1948, Arabs rejected a plan to divide the land into one Jewish and one Palestinian-Arab state. Jews accepted the plan and ~~in the region~~ announced the creation of the sState of Israel. The United States and some other nations quickly soon recognized the new nation."
Comments: The use of the term "Palestinian Arab state" is historically inaccurate and might lead students to conclude that such state was established or that such a state was the sole legitimate successor to British Mandatory Palestine. The Report of the United Nations Special Committee on Palestine (September 3, 1947) and U.N. General Assembly Resolution 181 (November 29, 1947) call for the partition of the Mandate for Palestine into "independent Arab and Jewish States." Jews in the region did not announce the State of Israel in response to the rejection of the plan by Arabs, as this sentence implies, but in accordance with proposed partition plan. The recommended changes are more historically accurate and neutral in tone (see Yale Law School Avalon Project: Documents in Law, History and Diplomacy. "United Nations General Assembly

Resolution 181, November 29, 1947."

http://avalon.law.yale.edu/20th_century/res181.asp. Accessed February 21, 2018).

The official name of the country is the State of Israel, so State should be capitalized.

The speed of recognition can be debated but the term "soon" seems more apt here.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, Arab-Israeli Wars, page 351, paragraph 5, **Change:** "Neighboring Arab nations refused to recognize the Jewish state. Instead, they attacked. But Israel won the 1948 war. Jordan took control of the West Bank and East Jerusalem, while Egypt took the Gaza Strip. More than 500,000 Palestinian Arabs fled to refugee camps in the region surrounding Israel. Most were not permitted to return after the war ~~and were not paid for their lands and homes.~~ Meanwhile, ~~hundreds of thousands an equal number~~ of Jewish refugees from Arab nations were forced to flee fled to Israel, leaving their lands and homes behind."

Comments: Space permitting, the text should indicate that after the armistice, Jordan and Egypt took control of areas that had been designated for an Arab state. The West Bank and Gaza are mentioned in paragraph six but no context is given.

The conflict created two refugee groups of approximately equal numbers, one Arab and one Jewish. This should be specified. Recognition of the equal numbers of refugees appears in other texts published by Pearson, including the California edition of *World History*.

In the context of war, when populations flee, they don't usually receive compensation, so the sentence above should be deleted and leaves unanswered a question that applies here and in all cases. The question would be who should have paid for land and homes and how when people fled in the chaos of war - the Arab states who started the war? Israel?

In the case of the Jewish refugees it should be noted that they were forced to flee, either because they were expelled or felt compelled to leave because of the persecution (lost jobs, lack of citizenship) and terror they faced from Arab/Muslim governments (including mob attacks such as the Farhud in Iraq). Fleeing Jews were not compensated for their property and in fact, their wealth and property was often confiscated as was the case for Iraqi Jews when they fled Iraq.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, Arab-Israeli Wars, page 351, paragraph 6, **Change:** "Arab nations ~~fought~~ went to war with Israel again in 1967 and 1973. Israel defeated its opponents in both wars. In the 1967 war, it took control Israel captured the West Bank and East Jerusalem from Jordan, Gaza and the Sinai Peninsula from Egypt, and the, Golan Heights from Syria, of territories neighboring Israel, including areas that were home to many Palestinian Arabs refugees. Arab countries refused to negotiate peace, and Israel remained in control of the these areas."

Comments: "Fought" is equivocal and should be avoided. The text should clarify that the 1967 and 1973 wars were the result of Arab hostilities.

The textbook should specify which areas were captured and from whom as a result of the 1967 war. There appears to be space to accommodate this change.

The Israeli government was ready to withdraw if an agreement could be reached. Eight Arab heads of state met in Khartoum August 29-September 1, 1967 and adopted the “three nos” policy--no peace with Israel, no recognition of Israel, and no negotiations with Israel.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, Arab-Israeli Wars, page 351, paragraph 7, **Change:** “The United States sent aid to Israel after Egypt and Syria launched surprise attacks in the 1973 war. Arab members of OPEC, the Organization of Petroleum Exporting Countries, ~~retaliated. They~~ cut off oil shipments to the United States and other countries that supported Israel, and they slowed down oil production. OPEC finally lifted the oil embargo in 1974.”

Comments: The text should acknowledge that U.S. support came after Egypt and Syria launched surprise attacks on Israel. The oil embargo was also directed at other countries that were supportive Israel.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, The Palestinian Conflict, page 351, paragraph 10, **Change:** “Some Palestinian Arabs waged guerrilla war against Israel. Under Israeli rule, Palestinians in territories Palestinian Arabs living in the West Bank, Gaza and in other countries in the region controlled by Israel had limited rights. Those living outside Israeli control wanted to return to their homeland under a Palestinian government. Many supported the Palestine Liberation Organization, or PLO. Its leader, Yasser Arafat, stated that the goal of the PLO was to destroy Israel.”

Comment: Arabs living in Israel had full rights of citizenship. The text should specify that it was the Palestinian Arabs living in the West Bank, Gaza and other Arab countries that had limited rights. Palestinian refugees also had limited rights in areas outside of Israeli control. Refugee camps were located in Gaza, the West Bank, Jordan, Syria, and Lebanon. Only Jordan allowed Palestinians living in the West Bank to become citizens.

Subsequent calls by Yasser Arafat and the PLO to overthrow the Hashemite monarchy led to armed conflict between the PLO and the Jordanian military from September 1970 through July 1971. This resulted in the expulsion of PLO fighters from Jordan to Lebanon. The suggested text is more neutral in tone and more accurate (see Spencer C. Tucker, and Priscilla Roberts. “Black September” in *Encyclopedia of the Arab-Israeli Conflict: A Political, Social, and Military History: A Political, Social, and Military History*. ABC-CLIO (2005), pp. 224-25. Print.).

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, page 351, image 3, **Change:** Image: photograph of el-Sadat, Carter, and Begin Caption: “Egyptian President Anwar el-Sadat (left), U.S. President Jimmy Carter (center), and Israeli Prime Minister Menachem Begin (right) and the Camp David Summit of 1979.”

Comment: The text refers to the Egyptian president as Anwar el-Sadat elsewhere, so it should maintain consistency throughout.

Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, page 351, paragraph 11, The Palestinian Conflict, **Change:** “In 1987, Palestinians in the Israeli-controlled West Bank and Gaza Strip took to the streets to protest Israeli rule. The violent unrest, called the *Intifada*, focused attention on the need to end the Israeli-Palestinian conflict.”

Comment: The text should indicate that the protests were violent, an important factor in moving both sides to the negotiating table.

Topic 10: Meeting New Challenges (1975-Present), Document-Based Questions: Analyzing How Young People Envision the Future, Document C: Excerpt from Forever, Editor’s letter, By Tavi Gevinson, 2013, Introduction, **Add:** “*Rookie Magazine* was created by Jewish American Tavi Gevinson in 2010 when she was 14 years old.”

Comments: Just as the text acknowledges members of other ethnic groups, Tavi Gevinson should be identified as Jewish.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, title, **Change:** “Israel, the West Bank, and Gaza (2003) and the ~~Palestinian Territories~~”

Comments: For the sake of accuracy, the names West Bank and Gaza should be used and the map should be dated. Use of “Palestinian Territories” is factually incorrect and historically inaccurate. Before 1967 the West Bank was controlled by Jordan and Gaza was controlled by Egypt. Neither Egypt nor Jordan established Palestinian control or a Palestinian state in these territories. Additionally, Israel withdrew from Gaza in 2005, placing it under full Palestinian control, as indicated in the section below. Students should understand that this map reflects the status of the areas before the 2005 withdrawal.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, Israel and the Palestinian Territories, legend, **Change:** “~~Palestinian area~~ West Bank, controlled by Israel after 1967”

Comments: Just as the Golan Heights are treated separately, for accuracy the West Bank and Gaza should be treated separately (see comments above for Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, title).

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, Israel and the Palestinian Territories, legend, **Add:** ICS recommends adding a separate legend item and color for Gaza with the caption: “Gaza, controlled by Israel 1967-2005”

Comments: See comments above for Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, title; and Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, Israel and the Palestinian Territories, legend, Palestinian area controlled by Israel after 1967.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, map, Israel and the Palestinian Territories, Generate Explanations, **Change:** “Based on information from the map, why might the Israeli capital of Jerusalem be a site of conflict between Israelis and Palestinians?”

Comments: ICS recommends removal of the reference to the Israeli capital from this question or replacing the question altogether. The map does not provide sufficient detail for students to generate meaningful analysis of the question as presented. The question as posed may also lead students to doubt the legitimacy of Jerusalem as Israel’s capital. The recommended change is more neutral.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, Launch Activity, The U.S. Role in the Middle East, Analyze the Cartoon, **Delete:** editorial cartoon, “The Mideast Peace Game Rules,” and related questions

Comments: ICS recommends removing the editorial cartoon, “The Mideast Peace Game Rules,” and related questions. The activity does not provide students with the tools necessary to understand the complex issues under discussion. The cartoon suggests moral equivalency between Palestinian terrorism and Israel’s right to defend its borders from attack. The “rules” listed are reductive, suggesting that the conflict is inevitable, insoluble, and that both sides share equal blame. The following are suggestions for editorial cartoons treat the same issues in more thoughtful ways:

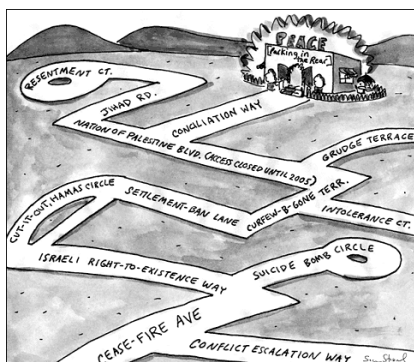


(Plante, Bruce. “Roadmap to Peace.” *Chattanooga Times Free Press*. May 20, 2003. Association of American Editorial Cartoonists.

<http://editorialcartoonists.com/cartoon/display.cfm/2569>. Accessed February 28, 2018.)



Granlund, Dave. "Mideast Road Map." *MetroWest Daily News*. October 20, 2003. <http://www.davegranlund.com/cartoons/2003/10/20/mideast-road-map/>. Accessed February 28, 2018.)



(Stossel, Sage. "Road Map." *The Atlantic*. May 2, 2003. Atlantic Unbound. <https://www.theatlantic.com/past/docs/unbound/sage/ss2003-05-02.htm>. Accessed February 28, 2018.)

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, Launch Activity, The U.S. Role in the Middle East, question 3: Which of the following was an obstacle to peace between the Israelis and Palestinians?, answer B, **Change:** "Israel's invasion of Lebanon-Hezbollah rocket attacks on Israel"

Comments: None of the possible responses mention the Palestinians. Singling out Israel is unbalanced. The response as written implies that Israel was the aggressor. Israel's entry into Lebanon was a defensive effort to end years of Hezbollah rocket attacks and incursions. The suggested change reflects this reality. The change also verifies that students can differentiate between Hezbollah and Hamas.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, Launch Activity, The U.S. Role in the Middle East, question 3: Which of the following was an obstacle to peace between the Israelis and Palestinians?, answer D, **Change:** "violence on both sides-Palestinian terrorist attacks and Israeli control"

Comments: ICS appreciates Pearson's efforts to produce politically-neutral and balanced materials. In this case, however, the response as written presents legitimate self-defense by Israel as morally equivalent to Palestinian terrorism. The suggested change presents a major issue from each party's perspective.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, paragraph 2, Ongoing Arab-Israeli Tensions, **Change:** "In 2003, the United States along with Russia, the European Union, and the United Nations President George W. Bush presented a "road map to peace" in the Israeli-Palestinian conflict. The goal was an independent Palestinian state and peaceful relations between Palestinians and Israelis."

Comments: The Road Map for Peace was proposed by The Quartet on the Middle East, consisting of the US, Russia, the EU, and the UN, in July of 2002. The plan was based on proposals outlined in a speech by George Bush a few weeks earlier. The final text was released at the end of April, 2003. The recommended change is more accurate.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, paragraph 3, Ongoing Arab-Israeli Tensions, **Change:** "The plan Bush called for an end to the violence and for Israel to withdraw its troops permanently from Gaza and the West Bank, which Palestinian terrorism, recognition of Israel's right to exist, and a viable Palestinian state in the areas that Israel had occupied captured in 1967. However, resistance on both sides led to an abandonment of the "road map." Israeli Prime Minister Ariel Sharon, nonetheless, withdrew completely from announced that he would withdraw Israeli forces from Gaza, home to more than 1.5 million Palestinians, in 2005. For security reasons, Israel continued to control Gaza's boundaries, waters, and airspace, while Palestinians controlled the territory itself. Israel also continued a policy of building Jewish settlements in the West Bank."

Comments: Key demands of the road map were an end to terrorist violence, political reform of the Palestinian Authority, recognition of Israel's right to exist, and a negotiated settlement on final status issues such as Jerusalem and land swaps necessary to create a viable Palestinian state. The text should be more explicit about Palestinian obligations.

The term "occupied" reflects bias and is outdated. The West Bank and Gaza were captured in 1967 from Jordan and Egypt, respectively, as a result of a defensive war. Israel was prepared to negotiate their return but Arab nations refused (see note above Topic 9: A Global Superpower Facing Change (1975-2000), Lesson 3: Regional Conflicts, Conflicts in the Middle East, Arab-Israeli Wars, page 351, paragraph 6).

The text should indicate the date of withdrawal from Gaza. The text should explain the impetus for Israel's control of borders, water, and airspace and note what Palestinians controlled too.

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, image caption, **Change:** "Throughout the 2000s, citizens of Israel lived under the threat of rocket attacks from their Arab neighbors. This Israeli home was struck by a rocket from the Lebanese militant terrorist group Hezbollah in 2006."

Comments: Use of the term "militant group" is vague. The U.S. Department of State designated Hezbollah a terrorist organization in 1997 (see U.S. Department of State Bureau of Counterterrorism. "Foreign Terrorist Organizations." <https://www.state.gov/j/ct/rls/other/des/123085.htm>. Accessed February 2, 2018). It is also designated as such by many other countries, so it is more accurate to label Hezbollah a terrorist group .

Topic 10: Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, paragraph 4. **Change:** "In

2006, ~~missile~~ years of cross-border attacks from an armed group by the Iran-backed Lebanese terrorist militia, Hezbollah, had led Israel to invade launch counter-attacks in Lebanon. The U.S. government supported Israel's action as defensive. The war only lasted a month but caused deaths and physical and economic damage. The UN negotiated an end to the war, but tensions between Hezbollah ~~Arabs~~ and Israelis remained.”

Comments: Students might get the impression that the United States' support of Israel's efforts to defend its borders from attack was unjustified. Hezbollah conducted hundreds of cross-border rocket attacks, raids, and abductions between 2000 and the outbreak of hostilities in 2006.

On the designation of Hezbollah as a terrorist group, see note “Meeting New Challenges (1975-Present), Lesson 2: An Unstable World, Unrest in Southwest Asia and North Africa, page 365, image caption” above.

Iran is Hezbollah's primary funder, arms supplier, and provider of military training. Adding this information provides additional context for material discussed in various places in the topic (see U.S. Department of State Office of the Coordinator for Counterterrorism. Country Report on Terrorism. Chapter 3: "State Sponsors of Terrorism." April 20, 2007. <https://www.state.gov/j/ct/rls/crt/2006/82736.htm>. Accessed February 2, 2018)

Tensions remain between the parties to the 2006 conflict, Hezbollah and Israel, not Arabs and Israelis more generally. The text as currently written does not make this clear.