

**Institute for Curriculum Services (ICS) Review on behalf of
the Community Relations Council of Richmond,
the United Jewish Federation of Tidewater, and
the Jewish Community Relations Council of Greater Washington,
Pearson, *World History and Geography: 1500 to the Present*,
by Elisabeth Gaynor Ellis and Anthony Esler
Student Edition
for high school
February 2018**

General Comments:

This is an excellent social studies survey. The material is presented in engaging ways. The writing is clear and grade-appropriate. ICS commends Pearson for its thoughtful and comprehensive coverage of material related to Jewish history and culture.

Coverage of the place and importance of anti-Semitism is especially strong. We do, however, recommend adding a more detailed look at the Spanish Inquisition and its effects. The Holocaust is handled with great sensitivity. The text delves deeply enough to provide students with good understanding of the events and their impact, but does so in a manner appropriate for a high school audience.

The text does an equally good job in its treatment of Zionism and the State of Israel. Coverage of the conflict in the Middle East, including the “Obstacles to Peace” section, is presented in a neutral way that will benefit students. On the other hand, the Start Up activity, “Ties to the Land” in Topic 12, Lesson 3, is highly problematic (see below).

Material on the origins of Judaism needs improvement in some areas. For example, the discussion of the “Ten Commandments” uses the Christian version of the text, which differs greatly from the Jewish version. ICS recommends changing B.C. and A.D. to B.C.E. and C.E. throughout. The former are Christian designations and not appropriate for a public school textbook. The text would also benefit from recognition of the Jewish identity of important historical figures such as Sigmund Freud.

Particular issues are noted in the recommended edits below. These criticisms aside, this is an exemplary text that will serve students well.

Navigation Notes:

1. Go to **pearsonrealize.com**
2. Enter User Name **VA_SS_Reviewer_2017**
3. Enter Password: **Pearson17**
4. Select **Programs**
5. Select **World History and Geography: 1500 to the Present VA**
6. Select **eText**
7. Select **Student eText**

Recommended edits:

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, Key Terms, David, **Change:** “As described in the Books of Samuel, 1 Kings, and 1 Chronicles, David was from the tribe of Judah and began his life as a shepherd in Bethlehem. Eventually, David became king of united Israel. Jews and Christians also believe he ~~edited~~wrote the Book of Psalms.”

Comments: The text should be updated to reflect Jewish and Christian traditions, which state that David wrote the Book of Psalms. It is Bible scholars and theologians who suggest he edited the book.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 1, lines 5-7, **Change:** “The Torah, ~~their most sacred text of the Israelites, or Jews~~ Judaism’s most sacred text, tells the history of the ancient Israelites and their continuing relationship to God.”

Comments: The terms Israelites and Jews correspond to different time periods in the development of Judaism and are not interchangeable. The recommended change removes the ambiguity.

Students should understand that the Torah continues to be Judaism’s most sacred text.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 2, line 1, **Change:** “According to the Torah, about 2000 B.C.E., Abraham and his family...”

Comments: B.C. has Christian connotations, so B.C.E. should be used throughout the text as it is a neutral term more appropriate for a public school text. In this particular case, the use of Christian terms is inappropriate for a section that describes the origins of Judaism.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 2, lines 1-2. **Add:** “Abraham and his family migrated to a region called Canaan, the area of present-day-Israel.”

Comment: Neither the text nor the included map of the Persian Empire provide geographical context for the location of Canaan. There appears to be space on the page for this addition.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 2, line 5, **Change:** “~~However~~ Eventually, famine forced the Israelites into Egypt...”

Comments: The text as written gives the impression that Abraham’s coming to Canaan and the Israelites’ migration to Egypt happened in relatively quick

succession. The proposed change gives students a better sense of the timing of events without going into excessive detail.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, image 1, map, **Change:** “Persian Empire, about 500 B.C.E.”

Comments: B.C. has Christian connotations, and so B.C.E. should be used throughout the text. See the note for Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 2, line 1 above.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 3, line 1, **Change:** “There, they set up the ~~k~~Kingdom of Israel by 1000 B.C.E....”

Comments: Kingdom should be capitalized, as it is the name of a state, and should be clearly differentiated from the modern State of Israel. For example, the text capitalizes “Persian Empire” The activity page and the teacher’s edition both capitalize Kingdom (V2, page 11).

As noted, B.C. has Christian connotations, and so B.C.E. should be used throughout.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, image 2, **Change:** “Commandment:

1. ~~‘Thou shalt not have strange gods before me.’~~ ‘I am the Lord your God, who brought you out of the land of Egypt, the house of bondage.’
2. ~~‘Thou shalt not take the name of the Lord thy God in vain.’~~ ‘You shall have no other gods beside Me.’
3. ~~‘Remember that you keep Holy the Sabbath-Day.’~~ ‘You shall not swear falsely by the name of the Lord your God.’
4. ~~‘Honor thy father and thy mother...’~~ ‘Remember the Sabbath, to keep it holy.’
5. ~~‘Thou shalt not kill.’~~ ‘Honor your father and your mother.’
6. ~~‘Thou shalt not commit adultery.’~~ ‘You shall not murder.’
7. ~~‘Thou shalt not steal.’~~ ‘You shall not commit adultery.’
8. ~~‘Thou shalt not bear false witness against thy neighbour.’~~ ‘You shall not steal.’
9. ~~‘Thou shalt not covet thy neighbor’s goods.’~~ ‘You shall not bear false witness against your neighbor.’
10. ~~‘Thou shalt not covet thy neighbor’s wife.’~~ ‘You shall not covet your neighbor’s house, nor his wife... nor anything that is your neighbor’s.’”

Explanation:

1. ~~to recognize God as the one and only God~~ to understand the relationship between people and God

2. ~~to speak the truth, seen today in legal oaths~~ to not worship any other God, or false idols
3. ~~to dedicate one day to worship~~ to speak the truth, seen today in legal oaths
4. ~~to respect and love ones parents~~ to dedicate one day to worship
5. ~~to avoid killing others; seen today in laws about murder~~ to respect and love ones parents
6. ~~to ensure faithfulness to one's spouse; seen in today's divorce laws~~ to not murder others
7. ~~to prevent taking another person's belongings~~ to ensure faithfulness to one's spouse; seen today in divorce laws
8. ~~to prevent lying; seen today by laws against testifying falsely in a court of law~~ to prevent taking another person's belongings
9. ~~to prevent wanting other people's possessions~~ to prevent lying; seen today by laws against testifying falsely in a court of law
10. ~~To help ensure that families are broken up~~ to prevent wanting other people's possessions, life, or spouse.

Comments: The text uses the standard Christian numbering and translation of the Ten Commandments. ICS recommends revising the order to conform to Jewish tradition as this is part of the lesson on origins of Judaism.

The first commandment in the Jewish version relates that God brought the people out of Egypt and freed them from slavery. The second commandment states that you shall have no other gods and shall not make sculptured images to worship.

Standard Jewish translations of the sixth commandment use the word murder not kill. The original text specifies murder, not accidental or self-defense killing.

The table is not consistent in its use of capitalization in reference to God's name. God should be capitalized in these instances.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, paragraph 5, line 2, **Change:** "By 1500 A.D.C.E., Judaism was concentrated in Europe and..."

Comments: A.D. has Christian connotations, and so C.E. should be used throughout the text as it is a neutral term and more appropriate for a public school textbook.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, Activity, Origins of Judaism **Change:** Images

Comments: ICS recommends the images in this activity be replaced by images that are more reflective of Jewish tradition. For example, both the first (Abraham) and third (Moses parting the Red Sea) images include artistic representations of God, which is forbidden in Judaism. The second image (Jacob's Twelve Sons) is labeled incorrectly as "Illustration of Abraham's son Joseph bringing his family to

Egypt.” Joseph was Abraham’s great grandson. This is likely a depiction of Joseph greeting his father Jacob when his family arrived in Egypt. The fourth (Kings) and fifth (Captivity) images are anachronistic. At the very least, the illustrations should be labeled “artistic rendering” so that students understand that that images being presented are not meant to be historically accurate.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, Activity, Origins of Judaism, **Change:** “Abraham: According to the Torah, a man named Abraham lived near Ur about 2000 B.C.E. Abraham is considered the father of the Israelites, the people who developed the religion of Judaism. The Israelites believed in a single all-knowing God who was present everywhere, and who brought the universe into existence. They believed that God had a special relationship with Abraham and his descendants and that the land of Canaan would one day belong to the Israelites.”

Comments: B.C. has Christian connotations, so B.C.E. should be used throughout the text as it is a neutral term more appropriate for a public school text. In this particular case, the use of Christian terms is inappropriate for material that describes the origins of Judaism.

Jews believe that the special relationship between God and Abraham’s descendants is still ongoing. The change to present tense better reflects this.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, Activity, Origins of Judaism, **Change:** “Jacob’s Twelve Sons: According to Jewish tradition, Jacob had twelve sons, each an ancestor of one of the twelve tribes of Israel. One son, Joseph, saved the family from famine when they ~~moved~~ migrated to Egypt.”

Comments: Migrated is a reference to the movement of groups of people, and is used in the text to refer to the movements of other peoples. Therefore, it should be used for the Jewish people as well. The use of the word move is informal and does not convey mass or group movement.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, Activity, Origins of Judaism, Kings, **Change:** “By about 1000 B.C.E., the Israelites had ~~set up~~ founded the Kingdom of Israel. According to the Torah, Israel was first ruled by the kings Saul, David, and Solomon. David established the city of Jerusalem, which became the capital of the Kingdom of Israel. David’s son Solomon built the ~~first~~ Temple there.”

Comments: B.C. has Christian connotations and is inappropriate for material that describes the origins of Judaism. B.C.E. should be used.

Founded is a more formal reference to the creation of a kingdom. The text uses founded to indicate the creation of other states, therefore it should also be used for the Jewish people.

It is customary to capitalize “First Temple” when referring to the Temple in Jerusalem

“Kingdom of Israel” should be used to differentiate the ancient state and the modern State of Israel.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 2: The Ancient Middle East and Egypt, The Hebrews and the Origins of Judaism, page 12, Activity, Origins of Judaism, page 2, **Change:** “What are some ways that Jewish beliefs today have been affected by the past experiences of Jewish people being enslaved, taken captive, and exiled from their land~~the history of the Jewish people as slaves, captives, and exiles may have affected their beliefs?~~ Comments: This is a thought-provoking question. The proposed revision makes clear that students should consider the ways in which Jews’ historic experiences affect their contemporary beliefs.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 3: The Origins of Islam, Teachings of Islam, Muhammad and Early Islam, page 16, paragraph 1, lines 5-7, **Add:** “Competition for water and grazing land often led to warfare. Bedouins also traded with settled Arab tribes in oasis towns and protected the caravan trading routes. Jews and Christians also lived in the region.”

Comment: Students should understand the context in which Islam developed. In addition to Arab polytheism, there were communities of Jews, Christians, and adherents of other religions such as Zoroastrianism. These traditions influenced the development of Islam. There is room in the text for this addition.

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 3: The Origins of Islam, Teachings of Islam, Muhammad and Early Islam, The Hijra: From Mecca to Medina, page 16, paragraph 7, lines 3-4, **Change:** Later, Yathrib, a Jewish city, was renamed Medina, or “The eCity [of the Prophet],” and 622 became the first year of the Muslim calendar.

Comments: In the 6th and 7th centuries Yathrib was an important Jewish center with three major Jewish tribes. At the time of the Hijra, the city had an estimated Jewish population of 8,000 to 10,000 that formed the majority of the city. When Muhammad established the *umma* through the “Constitution of Medina,” the Jewish tribes were included. The Constitution provided equal rights to non-Muslims including freedom of worship. The Jewish tribes were eventually exiled or killed (see Maghen, Ze'ev A. "Medina." *Encyclopaedia Judaica*, edited by Michael Berenbaum and Fred Skolnik, 2nd ed., vol. 13, Macmillan Reference USA, 2007, page 757. Gale Virtual Reference Library. <http://link.galegroup.com.ezproxy.library.ubc.ca/apps/doc/CX2587513495/GVRL?u=ubcolumbia&sid=GVRL&xid=6269233d>. Accessed February 13, 2018; David, Ariel. “When Saudi Arabia Was a Jewish Kingdom.” *Haaretz*. November 29, 2017. <https://www.haaretz.com/archaeology/before-islam-when-saudi-arabia-was-a-jewish-kingdom-1.5626227>. Accessed February 13, 2018).

Medina translates as “city.”

Topic 1: Connecting with Past Learnings (Prehistory-1570), Lesson 3: The Origins of Islam, Teachings of Islam, page 17, paragraph 8, line 3, **Change:** “while ~~Hebrew scriptures~~ the Hebrew Bible and...”

Comments: The preferred term is Hebrew Bible and not Hebrew scriptures. Hebrew Bible is more accurate and distinguishes Jewish biblical works from the Christian Bible.

Topic 2: The Renaissance and Reformation (1300-1650), Lesson 4: Reformation Ideas Spread, The Religious Persecution Continues, page 68, image 1. **Add:** “Caption: People gather on a street in a Jewish ghetto in Rome. The gate at the end of the street would likely be closed and locked at sundown. This was, in part, for the protection of the Jewish residence from mobs bent on violence.”

Comments: Although the gates were for protection, they were mainly in place to segregate Jewish people.

Topic 6: Nationalism and the Spread of Democracy (1790-1914), Lesson 8: Nationalism in Eastern Europe and Russia, Emancipation and Stirrings of Revolution, page 295, paragraph 16, line 1, key term, pogroms, **Change:** “~~pogrom violent attack on a Jewish community in Eastern Europe, an organized violent attack on a Jewish community~~”

Comments: Students will benefit from a more detailed definition The organized nature of the attacks and their location is essential information. ICS recommends the glossary entry for pogrom from Pearson’s *History from 1865 to Present*, Virginia Edition, 2018.

Topic 9: The World Between the Wars (1910-1939), Lesson 2: Nationalist Movements in Africa and the Middle East, Nationalism and Conflict in the Middle East, page 398, paragraph 17, lines 4-5. **Delete:** “To protect themselves, the Jewish settlers established their own ~~military~~ armed self-defense forces.”

Comments: The term military should be removed as it suggests that the self-defense groups formed an army. The first armed Jewish self-defense forces were set up before World War I. They were organized privately to provide an alternative to hiring Arab guards who had proved unreliable. After the war several groups were absorbed into the Haganah when it was established in 1920. In turn, the Haganah and other Jewish paramilitary groups were disbanded when the Israel Defense Forces were established in 1948.

Topic 9: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Scientific Discoveries, page 416, paragraph 4, lines 1-2. **Add:** “In 1905 and 1916, the German-born Jewish physicist Albert Einstein...”

Comments: Virginia standards of learning indicates that identifying diversity in historical figures and immigrant groups is important. The glossary entry for Einstein indicates he is Jewish, and thus the text should be consistent. Einstein is also positively identified as Jewish in this text’s contemporary, Pearson’s Virginia and United States History (2018), page 509.

Topic 9: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Scientific Discoveries, page 416, paragraph 8, line 1. **Add:** “The Jewish Austrian physician Sigmund Freud_(froyd) also challenged...”

Comments: Just as the ethnic origins of other individuals of historic importance is recognized, the text should recognize Sigmund Freud as Jewish. Freud is identified as Jewish in other Pearson texts including *Virginia and United States History*, 2018 (page 419).

Please add a space between “Freud” and “(froyd).”

Topic 9: The World Between the Wars (1910-1939), Lesson 5: The West after World War I, Literature Reflects New Perspectives, page 417, paragraph 4, line 1. **Add:** “Jewish American poet Gertrude Stein ...”

Comments: Just as the ethnic origins of other individuals of historic importance is recognized, the text should recognize Gertrude Stein as Jewish.

Topic 9: The World Between the Wars (1910-1939), Lesson 8: The Rise of Nazi Germany, Biography: Adolf Hitler, paragraph 2, lines 2-3. **Delete:** Hitler’s mother died in 1907, and he moved to Vienna. Although he was left money by his parents, within a year, Hitler was homeless. ~~It is not known if he blamed his mother’s Jewish doctor for her death. However, i~~n Vienna, he was influenced by political movements that were especially prejudiced against communism and Jewish people.

Comments: This is an oft repeated myth for which there is no historical evidence and should be removed (see Kirsch, Adam. “A New Biography of Hitler Separates the Man From the Myths.” *New York Times*. October 14, 2016. <https://www.nytimes.com/2016/10/16/books/review/hitler-ascent-volker-ullrich.html>. Accessed February 5, 2018).

Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, Interactive Reading Notepad, Academic Vocabulary. Reference: genocide, **Change:** “the deliberate deliberate attempt to destroy an entire religious or ethnic group ~~killing of people who belong to a particular racial, political, or social group~~”

Comments: According to the United Nations Convention on Genocide, the definition of genocide does not include the persecution of political groups, nor is it limited to destruction through killing (see “Genocide.” The United Nations Office on Genocide Prevention and the Responsibility to Protect. Accessed 4 February 2018. <http://www.un.org/en/genocideprevention/genocide.html>). The suggested change is consistent with the glossary term for genocide in this text

Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, The Nazi Campaign Against the Jews, Hitler’s ‘Final Solution,’ page 459, paragraph 9, lines 3-4, **Change:** “By 1941, however, Hitler and other Nazis had devised what they called the ‘Final Solution to the Jewish question.’”

Comment: Please correct the typographical error. Nazi should be pluralized to Nazis in this instance.

Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, The Nazi Campaign Against the Jews, Hitler's 'Final Solution,' page 459, paragraph 13, **Add:** "By June 1945, the Nazis had massacred more than six million Jews, two-thirds of Europe's Jewish population.

Comments: To enhance student understanding, text should provide additional context. There appears to be room in the text for this addition.

Topic 10: World War II (1930-1945), Lesson 3: The Holocaust, The Allies Respond to the Holocaust, page 461, paragraph 15, lines 1-3, **Change:** "The term "genocide" for an attempt to deliberately destroy ~~a race~~ an entire group of people was created in 1944 to describe the Nazi Final Solution."

Comments: Genocide is the deliberate attempt to destroy a racial, ethnic, religious, or national group, so the definition needs to be broadened. The UN definition states: "In the present Convention, genocide means any of the following acts committed with intent to destroy, in whole or in part, a national, ethnical, racial or religious group, ..." (see "Genocide." The United Nations Office on Genocide Prevention and the Responsibility to Protect. Accessed February 5, 2018. <http://www.un.org/en/genocideprevention/genocide.html>).

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, Start Up: Ties to the Land, **Delete:** "~~As a world crossroads since ancient times, the Middle East is home to many ethnic and religious groups. As a result, it has often been the focus of conflicts that have a global impact.~~

~~Read the quotations. The first is from the Hebrew Bible, and the second is from the Quran. According to Jewish tradition, the Hebrew Bible promises Israel to the Jewish people as descendants of Abraham (Abram). Muslims also believe that they are the heirs to Abraham, as stated in the Quran. They, too, feel entitled to the land as part of Abraham's legacy.~~

~~Answer these questions:~~

- ~~● How do the quotes reflect the religious justification for the claims to the same land?~~
- ~~● How might a religious conflict over land impact a region?"~~

Comments: ICS recommends deleting this highly problematic interactive resource. The text from Quran (22:78) is presented out of context and does not refer to Muslim claims to the region that includes the the modern State of Israel. Sura 22, titled *al-Hajj* (The Pilgrimage), discusses God's command to Abraham to proclaim the obligation of pilgrimage to the Kaaba in Mecca to all of humanity. This is made clear in Sura 22, verses 26 and 27 in which God commands Abraham to build the Kaaba and establish the Hajj. The Sura makes no references or claims to the Holy Land as related in the Hebrew Bible. The Quran teaches that Islam is the same pure form of religion taught originally by Abraham. Verse 78 is a call for Muslims to strive (jihad) in the cause of Allah and remain

steadfast in the unadulterated faith of their “father Abraham” (see The Quran: Online Translation and Commentary. Sura 14 *Ibrahim*, Sura 22 *al-Hajj*. <https://al-quran.info/#home>. Accessed February 12, 2018; Towards Understanding the Quran. Surah Al-Haj 22:73-78. <http://www.islamicstudies.info/tafheem.php?sura=22&verse=73>. Accessed February 12, 2018).

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Challenges of Diversity, Mandates Gain Independence, page 537, paragraph 4, lines 2-4, **Change:** “Britain, for example, controlled the Palestine ~~m~~Mandate and three provinces of the old Ottoman empire that were joined together into modern-day Iraq.”

Comment: Palestine Mandate was the name of the entity controlled by Britain so the word Mandate should be capitalized.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Challenges of Diversity, Mandates Gain Independence, page 537, paragraph 5, lines 7-8, **Change:** “The Palestine ~~m~~Mandate was partitioned into Arab areas and Jewish areas that became the State of Israel.”

Comment: The Palestine Mandate was divided into Jewish and Arab areas not Arab areas and Israel. This should be made clear. There is room in the text for this change.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, page 538, paragraph 1, **Change:** “As early as the 1880s, Jews had begun actively organizing and advocating for the re-establishment of a national home in their ancient homeland Israel. The horrors of the Holocaust created strong worldwide support for a Jewish state. ~~Many Jews, including Holocaust survivors, migrated to the Palestine Mandate after World War II.~~ Many Holocaust survivors tried to migrate to the Palestine Mandate, but the British placed restrictions on Jewish immigration.”

Comments: Zionism called for the establishment of a “Jewish national home,” which was echoed in the Balfour Declaration. The text should indicate this.

While technically true, in accordance with the British White Paper of 1939, Jewish immigration to the Palestine Mandate was severely restricted after World War II. Until the establishment of the State of Israel, Holocaust survivors had to immigrate clandestinely to avoid the British blockade. Those caught were sent to British detention centers. The recommended edit better reflects the historical context.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, page 538, paragraph 2, line 1,

Change: “to divide, or partition, the Palestine ~~m~~Mandate...”

Comments: Mandate is part of the name and should be capitalized.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, page 538, paragraph 2, line 2. **Add:** “The plan called for the division of the Palestine region into...”

Comments: Palestine was not a state so it is more accurate to describe it as the Palestine region.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, page 538, paragraph 3, lines 1-3,

Change: “In 1948, when Britain withdrew from the Palestine ~~M~~Mandate,...”

Comments: Mandate is part of the name and should be capitalized.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, The Founding of Israel, page 538, paragraph 8, lines 1-3,

Change: “An early leader was Golda Meir, who had emigrated from Russia to the United States as a child. In the 1920s, she moved to a kibbutz in Mandatory Palestine and later joined the Jewish independence movement.”

Comments: “Palestine” is not a state, as wasn’t when Meir immigrated in the 1920s. At the time it was “Mandatory Palestine.” Text should specify either Mandatory Palestine or the Palestine Mandate.

Topic 12: New Nations Emerge (1945-present), Lesson 3: The Modern Middle East Takes Shape, New Nations in the Middle East, page 538, paragraph 6, lines 3-4. **Add:** “In exchange for peace Israel returned the Sinai Peninsula to Egypt, which they had captured in a previous war.”

Comments: Students should understand the context of the return of the Sinai to Egypt. The Six Day War is not mentioned until later in the text, in Topic 12, Lesson 4, Israel and Palestine.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, page 544, paragraph 3, **Change:** “In the Six Day War of 1967, ~~in a~~ response to ongoing hostility by its Arab neighbors, Israel ~~took control of~~captured the West Bank and East Jerusalem from Jordan along with the Gaza Strip and Sinai Peninsula from Egypt. Israel also ~~took~~captured the Golan Heights from Syria.”

Comments: ICS appreciates Pearson’s efforts to explain this complex issue in a unbiased, factual way. In this case, the phrase “took control” is ambiguous and should be avoided. Students should understand that these areas were captured as a result of a defensive war.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, page 544, activity, Changing Boundaries of Israel, map, The 1967 War, map information, **Change:** “Map showing the territorial results of the 1967 war between Israel and its Arab neighbors, with Israel ~~occupying~~in control of the Sinai peninsula, the Gaza Strip, the West Bank, and the Golan Heights.”

Comments: This information appears when the student hovers over the map. Since Israel gained this territory as a result of a defensive war and was willing to return it in exchange for peace, the term “occupying” should be eliminated.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Israel and Palestine, The West Bank, Gaza, and the Golan Heights, page 544, key term, intifada, **Change:** “Palestinian Arab ~~uprising against~~ violent protests of Israeli ~~occupation~~ control in the West Bank and Gaza”

Comments: The term “uprising” does not adequately convey the violent nature of the protests. The proposed change adds important context.

Since Israel gained this territory as a result of a defensive war and was willing to return it in exchange for peace, the term “occupation” should be eliminated.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Lebanese Civil War, page 544, paragraph 2, lines 7-9, **Change:** The enlarged PLO presence in Lebanon and the intensification of ~~fighting on the~~ PLO cross-border attacks on Israeli-Lebanese border added to the internal unrest in Lebanon.”

Comments: Language such as “intensification of fighting” is equivocal and should be avoided in discussing war, which has actors.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Lebanese Civil War, page 544, paragraph 3, lines 4-6, **Change:** “Israel briefly invaded Lebanon to stop cross-border attacks first by PLO guerrillas and later by Hezbollah fighters, the ~~militant~~ terrorist group backed by Iran and Syria.”

Comments: Virginia standards (WHII 14d) encourage teaching the impact of global terrorism. The term "militant group" is vague. The U.S. Department of State designated Hezbollah as a terrorist organization in 1997, so it is a more accurate description. (U.S. Department of State Bureau of Counterterrorism. "Foreign Terrorist Organizations."

<https://www.state.gov/j/ct/rls/other/des/123085.htm>. Accessed February 2, 2018). The description is consistent with material presented in Topic 13, Lesson 8.

Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Syrian Civil War, page 544, paragraph 5, lines 4-5, **Change:** “The Assads opposed peace with Israel and supported ~~militant~~ terrorist groups such as Hezbollah and Hamas.

Comments: See the note above for Topic 12: New Nations Emerge (1945-present), Lesson 4: Conflict in the Middle East, Conflict in Lebanon and Syria, The Lebanese Civil War, page 544, paragraph 3, lines 4-6.

Topic 13: The World Today (1980-Present), Lesson 8: The Growing Threat of Terrorism, Growth of Terrorism in the Middle East, paragraph 7, line 3, **Change:** “... rejection of the ~~s~~State of Israel...”

Comment: This is the official name of the country so the word state should be capitalized.

Social Studies Reference Center, Hip Hop Songs, World Geography, Hip Hop Geography: Israel and Its Neighbors.

Comments: While it is commendable to use a variety of pedagogical methods to engage students, ICS recommends deleting this rap about the geography of Israel and its neighbors. References to the “Fertile Crescent” in lines 1 and 11 give the impression that Jews are present throughout the region, but there are virtually no Jews in the region outside of the State of Israel. This is inconsistent with information on religion in the Middle East presented elsewhere in the text.