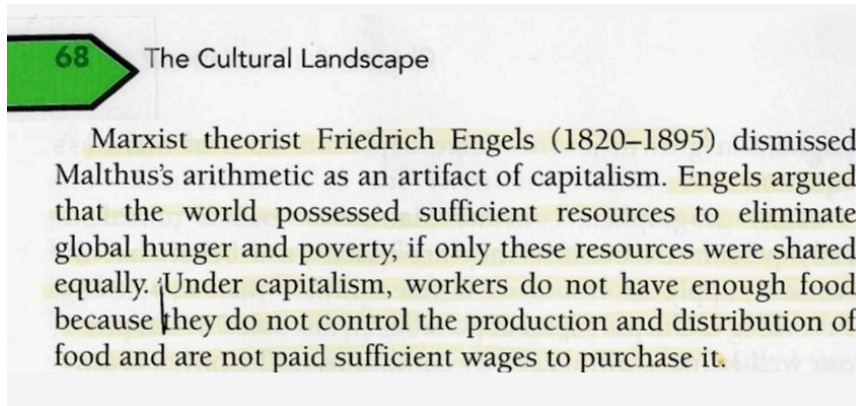


## **THE CULTURAL LANDSCAPE: An Introduction to Human Geography**

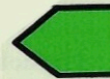
Statements from the textbook with false and misleading ideas and wording.



In this statement about overpopulation, the statement, “Under capitalism, workers do not have enough food because they do not control the production and distribution of food and are not paid sufficient wages to purchase it.” It is not clear whether this is a continuation of the statement by Marxist theorist Friedrich Engels or a comment by the textbook author.

Following the statement, the author does not dispute the Marxist theory presented by Engels by stating that capitalism provides the freedom for individuals to work in order to purchase as much food as they need or want.

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### China's Population Policies

In contrast to India, China has made substantial progress in reducing its rate of growth. Since 2000, China has actually had a lower CBR than the United States.

The core of the Chinese government's family-planning program has been the One Child Policy, adopted in 1980. Under the One Child Policy, couples need a permit to have a child. Couples receive financial subsidies, a long maternity leave, better housing, and (in rural areas) more land if they agree to have just one child. The government prohibits marriage for men until they are 22 and women until they are 20. To further discourage births, people receive free contraceptives, abortions, and sterilizations. Rules are enforced by a government agency, the State Family Planning Commission.

As China moves toward a market economy in the twenty-first century and Chinese families become wealthier, the harsh rules in the One Child Policy have been relaxed, especially in urban areas. Clinics provide counseling on a wider range of family-planning options. Instead of fines, Chinese couples wishing a second child pay a "family-planning fee" to cover the cost to the government of supporting the additional person. Fears that relaxing the One Child Policy would produce a large increase in the birth rate have been unfounded. After a quarter-century of intensive educational programs, as well as coercion, the Chinese people have accepted the benefits of family planning. ■

On page 75, regarding China's Population Policies – The author suggests that China's citizens "have accepted the benefits of family planning." This statement is inaccurate. China has forced abortions and is riddled with orphanages filled with baby girls, because the government refuses to subsidize two children per household. Again, this is not communicated by the author and it misleads our children to think that Chinese citizens have accepted this oppressive regime's socialist dictates.

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Christian and Islamic cosmogony differ in some respects. For example, Christians believe that Earth was given by God to humanity to finish the task of creation. Obeying the all-supreme power of God meant independence from the tyranny of natural forces. Muslims regard humans as representatives of God on Earth, capable of reflecting the attributes of God in their deeds, such as growing food or other hard work to improve the land. But humans are not partners with God, who alone was responsible for Earth's creation.

In the name of God, some people have sought mastery over nature, not merely independence from it. Large-scale development of remaining wilderness is advocated by some religious people as a way to serve God. To those who follow this approach, failure to make full and complete use of Earth's natural resources is considered a violation of biblical teachings. Christians are more likely to consider floods, droughts, and other natural disasters to be preventable and may take steps to overcome the problem by modifying the environment. Some Christians regard natural disasters as punishment for human sins.

The statement above mischaracterizes Christian's view of the creation of the world. Christianity teaches that God created the universe in six day's, as is stated in the Book of Genesis. He created man in His image to have a relationship with Him. Christian's cannot finish the task of creation and do not believe in such as the textbook states.

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## GLOBAL FORCES, LOCAL IMPACTS

### Jerusalem: Contested Geography

The geography of Jerusalem makes it difficult if not impossible to settle the long-standing religious conflicts. The difficulty is that the most sacred space in Jerusalem for Muslims was literally built on top of the most sacred space for Jews (Figure 6-24).

Jerusalem is especially holy to Jews as the location of the Temple, their center of worship in ancient times. The First Temple, built by King Solomon in approximately 960 B.C., was destroyed by the Babylonians in 586 B.C. After the Persian Empire, led by Cyrus the Great, gained control of Jerusalem in 614 B.C., Jews were allowed to build a Second Temple in 516 B.C. The Romans destroyed the Jewish Second Temple in A.D. 70. The Western Wall of the Temple survives.

The most important Muslim structure in Jerusalem is the Dome of the Rock, built in 691. Muslims believe that the large rock beneath the building's dome is the place from which Muhammad ascended to heaven, as well as the altar on which Abraham prepared to sacrifice his son Isaac. Immediately south of the Dome of the Rock is the al-Aqsa Mosque. The challenge facing Jews and Muslims is that al-Aqsa Mosque was built on the site of the ruins of the Jewish Second Temple. Thus, the surviving Western Wall of the Jewish Temple is situated immediately beneath holy Muslim structures.

Christians and Muslims call the Western Wall the Wailing Wall, because for many centuries Jews were allowed to visit the surviving Western Wall only once a year to lament the Temple's destruction.

In the first paragraph, the author fails to state why the Moslems would build the "Dome of the Rock" on the original location of the Jews 1<sup>st</sup> and 2<sup>nd</sup> Temples. There is a law in Islam called the "Law of Sacred Space" that states that once Moslems capture a piece of space, that space becomes sacred to Islam forever. The Moslems had no right to build on that space as they have always known that that was a Holy place to Israel in general and the Tribe of Judah specifically.

When Moslems pray, they do not pray toward the mosque, they pray to Mecca, with their backsides toward the Al-Aqsa mosque.

In the closing statement, the author implies that Christians and Moslems named the Western Wall, or the Wailing Wall. It is the Jews who originated that term.

---

United States and the Soviet Union. Because the power of these two states was so much greater than all others, the world comprised two camps, each under the influence of one of the superpowers. Other states lost the ability to tip the scales significantly in favor of one or the other superpower. They were relegated to a new role, that of ally or satellite.

Both superpowers repeatedly demonstrated that they would use military force if necessary to prevent an ally from becoming too independent. The Soviet Union sent its armies into Hungary in 1956 and Czechoslovakia in 1968 to install more sympathetic governments. Because these states were clearly within the orbit of the Soviet Union, the United States chose not to intervene militarily. Similarly, the United States sent troops to the Dominican Republic in 1965, Grenada in 1983, and Panama in 1989 to ensure that they would remain allies.

This statement creates a moral equivalency between the U.S. and Russia. To suggest that Russia's invasions of Hungary and Czechoslovakia were similar to the U.S. intervention in the Dominican Republic, Grenada and Panama is absurd and blatantly anti-American and pro-Marxist. The U.S. intervention in the Dominican Republic in 1965 was to prevent the rise of another "Castro" in the Western Hemisphere. U.S. troops departed within 4 months and did not exert any rule over the country.

U.S. intervention in Grenada was another example of the U.S. thwarting the rise of another socialist/communist government that was being fueled by Castro. Reagan also had the responsibility of protecting 800 American medical students at St. George's School of Medicine.

Finally, U.S. intervention in Panama in 1989 was to stop another dictator, Manuel Noriega. Noriega was wanted on drug trafficking, endangering U.S. nationals and suppressing democracy.

In each of these situations, the U.S. did not go in and force an oppressive regime on these countries. However, the same can not be said about the Soviet Union. Tanks and soldiers were used brutally in both cases in Eastern Europe to secure countries behind the Iron Curtain.

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**FIGURE 4-22** Role of women. Exposure to modern technology does not necessarily change the traditional role of women in many societies. In Kyoto, Japan, a geisha girl, who is trained to provide entertainment for men, arranges appointments on her way to the restaurant where she entertains her male clients.

The use of a Geisha girl is a poor and over sexualized example of a “traditional role” of a woman in a society.

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### Threat of Foreign Media Imperialism

Leaders of some LDCs consider the dominance of popular customs by MDCs as a threat to their independence. The threat is posed primarily by the media, especially news-gathering organizations and television.

This statement perpetuates the left's belief that the United States is "imperialistic" in its actions toward other societies and countries. This is now supposedly perpetrated through the dissemination of media worldwide.

---

Beyond clothing, the global diffusion of popular culture may threaten the subservience of women to men that is embedded in some folk customs

This statement looks to say that the subservience of women to men in non-Western societies should not be changed or influenced by Western pop culture. Should progress in such an area be halted or looked down on?

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## Page 185

**JUDAISM, AN EXCEPTION.** The spatial distribution of Jews differs from that of other ethnic religions because Judaism is practiced in many countries, not just its place of origin. Only since the creation of the state of Israel in 1948 has a significant percentage of the world's Jews lived in their Eastern Mediterranean homeland (see Global Forces, Local Impact box).

Most Jews have not lived in the Eastern Mediterranean since A.D. 70, when the Romans forced them to disperse throughout the world, an action known as the *diaspora*, from the Greek word for "dispersion." The Romans forced the diaspora after crushing an attempt by the Jews to rebel against Roman rule.

Most Jews migrated from the Eastern Mediterranean to Europe, although some went to North Africa and Asia. Having been exiled from [the home of their ethnic religion,] Jews lived



The proper wording would be “the ancient Biblical homeland”.

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## Page 202

Ultimately, Israel and international organizations call the barrier the “separation fence,” but Palestinians call it the “racial segregation wall” in Arabic, or “apartheid wall” in English.

Use of the word “apartheid” perpetuates the lie that Israel is an apartheid state.

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## Chapter 6: Religion 203

Israeli Jews were divided for many years between those who wished to retain the occupied territories and those who wished to make compromises with the Palestinians. In recent years, a large majority of Israelis have supported construction of a barrier to deter Palestinian attacks (see Contemporary Geographic Tools box).

The ultimate obstacle to comprehensive peace in the Middle East is the status of Jerusalem. As long as any one religion—Jewish, Muslim, or Christian—maintains exclusive political control over Jerusalem, the other religious groups will not be satisfied. But Israelis have no intention of giving up control of the Old City of Jerusalem, and Palestinians have no intention of giving up their claim to it.

“Occupied territories” is a misleading and false statement in regard to the areas that are in dispute between Israelis and the Arab countries. In regards to the actual legalities of the matter, Israel is not “occupying” the areas of Judea and Samaria – called the “West Bank” by Arab countries.

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For many Americans and Europeans, the challenge has been to distinguish between the peaceful but unfamiliar principles and practices of the world's 1.3 billion Muslims and the misuse and abuse of Islam by a handful of terrorists.

The actual number of radicalized Muslims is far greater than a handful. It is often mistakenly said that Islam is a peaceful religion because most Muslims live peacefully and that only a "tiny minority of extremists" practice violence. That's like saying that White supremacy must be perfectly fine since only a tiny minority of racists ever hurt anyone. Neither does it explain why religious violence is largely endemic to Islam, despite the tremendous persecution of religious minorities in Muslim countries.

In truth, even a tiny minority of "1%" of Muslims worldwide translates to 15 million believers - which is hardly an insignificant number. However, the "minority" of Muslims who approve of terrorists, their goals, or their means of achieving them is much greater than this. In fact, it isn't even a true minority in some cases, depending on how goals and targets are defined.

Please see polls at: <http://www.thereligionofpeace.com/Pages/Opinion-Polls.htm>

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## Global-Scale Air Pollution

Air pollution concerns geographers at three scales—global, regional, and local. At the global scale, air pollution may contribute to global warming. It also may be damaging the atmosphere's ozone layer.

**GLOBAL WARMING.** Human actions, especially the burning of fossil fuels, may be causing Earth's temperature to rise. The average temperature of Earth's surface has increased by 1° Celsius (2° Fahrenheit) during the past century (Figure 14-15).

Global warming is presented as fact with no mention of other models and reasons for the warming cycle the earth has experienced. Britain's Met Office, an international cheerleading headquarters for global warming hysteria, did concede last December that there would be no further warming at least through 2017, which would make 20 years with no global warming. That reflects grudging recognition of the newly developing trends. But that reflects as well growing divergence between the reality of real world temperatures and the projections of the climate models at the foundation of the global warming alarmism of the UN's Intergovernmental Panel on Climate Change. Since those models have never been validated, they are not science at this point, but just made up fantasies.



Jewish Federation  
& Jewish Foundation  
OF NASHVILLE AND MIDDLE TENNESSEE

THE **STRENGTH** OF A PEOPLE.  
THE **POWER** OF COMMUNITY.

Sept 4, 2013

Morgan Branch, Director  
Office of Textbook Services  
Andrew Johnson Tower, 5th Floor  
710 James Robertson Parkway  
Nashville, TN 37243

Dear Mr. Branch,

On behalf of the Jewish Federation of Nashville and Middle Tennessee, we are submitting 26 reviews of textbooks that have been submitted for the Social Studies textbook adoption. With this email, I am sending the first reviews and will be sending you 3 additional emails with reviews attached. We look forward to being in touch with you and answering any questions you may have. We are deeply grateful for the work you do to ensure that our state will have the most accurate textbooks possible.

Without the changes recommended, we are concerned that these textbooks will convey inaccurate information to Tennessee students. We have partnered with the *Institute for Curriculum Services (ICS): National Resource Center for Accurate Jewish Content in Schools*, which has written these reviews on our behalf and with our complete endorsement. ICS is a national organization representing the organized Jewish communities of the United States that promotes accurate instructional material regarding Jews, Judaism, and Israel.

These reviews address quality, accuracy, and balance. Our community's goal with these reviews is to improve the accuracy and neutrality of textbook content pertaining to Jews, Judaism, and Israel. We hope the Department of Education will support our reviews and encourage the publishers to follow our recommendations regarding key edits.

**We have particular concerns about the following textbooks:**

Pearson, *myWorldHistory Early Ages ProGuides*, Gregory H. Chu, Susan Hardwick, and Don Holtgrieve, 2015

Pearson Prentice Hall, *World History: The Modern Era*, Tennessee Teacher's Edition, Elisabeth Gaynor Ellis and Anthony Esler, 2015

Pearson Longman, *World Civilizations: The Global Experience*, Peter N. Stearns, Michael Adas, Stuart B. Schwartz, Marc Jason Gilbert, AP Edition, Sixth Edition, 2011, AP

HMH Holt McDougal, *American Government: Institutions and Policies*, AP, Twelfth Edition. James Q. Wilson and John J. Dilulio, Jr., 2011

HMH Holt McDougal, *American Government and Politics Today*, AP Edition, By Steffen W. Schmidt, Mack C. Shelley, & Barbara A Bardes, 2012



Without significant changes along the lines recommended by ICS, unfortunately, **we cannot support the adoption of these books in Tennessee.** We hope you will consider this feedback and encourage the publishers to make appropriate edits to these texts and all of the books we reviewed for the sake of accurate education in our state. We are also sending our reviews to the publishers, as we believe that, by and large, they share our goal of producing accurate and balanced instructional materials.

Unfortunately, we did not have time to review the ancillary materials, which we realize are very important as students do some of their most active, and therefore effective, learning when using these materials. We ask that if and when issues are identified and corrected in the textbooks, conforming edits be made to the ancillary materials so that students will not be presented with contradictory information.

We look forward to meeting with you at the upcoming meeting of the State Textbook Commission on October 7<sup>th</sup> and hope we have the opportunity to meet in person at that time and to address the Commission. Thank you very much for your time, consideration and dedication to ensuring high quality and accurate instructional materials for all of our students.

Sincerely,

[Redacted signature block]

## **Book #45 McGraw-Hill, Discovering Our Past, a History of the World, Early Ages (6<sup>th</sup>) (online version)**

I found some evidence of bias when reading this textbook. There appears to be an agenda to reference Islam as much as possible even when there is no obvious or necessary correlation to the subject heading being discussed. Similarly, there are some obvious omissions or misinformation given regarding Christianity. I will point the discrepancies I found by chapter and page numbers.

### **Chapter 1: Lesson 1**

#### **Gregorian Calendar**

Inclusion of the Muslim calendar is unnecessary. This does not add to the understanding of the Gregorian calendar.

(p. 3) “ *Muslims date their calendar from the time that Muhammad, their leader, left the city of Makkah (Mecca) to go to Madinah (Medina).*”

#### **Dating Events**

(p. 3) “*to avoid religious reference in dating, many historians prefer to use the initials B.C.E. ( before the common era) and C.E. ( common era). These initials do not change the numbering of the years.*”

This is not a common practice that I am aware of and wonder who these historians are. The textbook uses the standard initials, B.C and A.D. on the timelines presented at the start of each section. However, the videos utilize the B.C.E. and C.E. initials in their references to historical events. This is a political correct ploy.

#### **Human Discoveries**

Inclusion of the “discovery” section is only a platform to indoctrinate children to accept speculation on evolution theories as fact. The premise is not outright stated but is understood.

(5.) “...*Lucy lived long before the species called Homo Sapiens evolved. All modern human beings belong to this species...Scientist believe that Homo Sapiens probably developed about 150,00 to 195,00 years ago.*”

No facts are stated in support of this theory and other “theories” are not mentioned. Repeated exposure to unsupported theories as fact enables ultimate acceptance.

## **Chapter 2: lesson 2**

Supply and Demand

(p. 2) Text states that demand for a product is dictated by low price. It is not clearly explained that prices can be higher if people value the product and are willing to spend more.

## **Chapter2: lesson 3**

(p.1)The United States is stated to be a *representative government*. Although this is somewhat accurate, why not use the accepted term, republic?

(p.1) *The Constitution created a **federal system** of government. The central, or federal, government is the highest authority. However, it also shares some powers with the state governments.*

Our Constitution was written to limit the power of the federal government not give it ultimate authority. The state governments are separately established.

(p.3) “*Citizens should stay informed about important issues, or topics. An awareness of critical issues-such as concern for the*



*global environment- will help them make wise choices when they vote in federal, state, and local elections”.*

This is all subjective opinion. It infers that to be wise you must see the global environment as a critical issue.

## **Chapter 3: Early Humans**

### **Lesson 1: Hunter/Gatherers**

Entire lesson is based on speculation. Pre-historic theories are treated as facts. No factual material is presented and is vague. Embellishment of ideas is all that is presented.

(p.2) *.”...some scientists believe that an equal relationship existed between Paleolithic men and women. It is likely that both made decisions that affected the band or group.”* This is followed by,

### **Lesson 2: Agricultural Revolution**

(p.4) *“The roles of men and women changed when people moved into settlements”.*

Why do we feel the need to fill a history where one does not exist? The progression of people due to improvement of weaponry and/or household tools is based on artifacts found and is accepted. Subjective inferences and embellishments are frustrating. Stick with the facts. Conclusions made in this text about early sociology are pure conjecture.

## **Lesson 2: Religions**

(p.5)

*Religions emerged in the new civilizations to help people explain their lives. For example, religions helped explain the forces of nature and the role of humans in the world.*

*Early people believed that gods were responsible for a community's survival. Priests performed religious ceremonies to try to win the support of the gods. Rulers claimed that their own power was based on the approval of the gods.*

This is a blast against believers. The author implies that religion was created by man rather than man has religion because he was created.

Furthermore, Creation to explain early history was not presented. This section is non-representative of all the oldest/major ancient religions that claim one God and creator.

### **Video:**

Mummy of Iceman found with tools. Narrator uses the time date initials of BCE ( before the common era)

I found it irritating and unnecessary.

## **Chapter 6: Israelites**

(p.1) *"Judaism played an important part in the development of two other major monotheistic religions- Christianity and Islam."*

The author made another unnecessary reference to Islam. Islam is a world view, not a peaceful religion, that is in any way similar to Judaism or Christianity.

(p.3) *"Moses climbed to the top of Mount Sinai (SY • ny). There, as God's chosen leader, he received laws from God. Known as the **Torah** (TAWR • uh), these laws later became the first part of the Hebrew Bible."*

This is misleading information because the Torah includes more than the 10 Commandments which were given on Mount Sinai. Other religious thoughts (i.e., Confucious) mentioned in other subsequent chapters are actually provided within the body of the text. The 10 commandments are not listed in the text but are a side picture with little prominence.

(p.4) *"This belief that there is only one God became the basis for both Christianity and Islam."*

This is just another "subtle" reference to Islam. Which just so

happens to have been inserted in a concluding sentence in a section dedicated to Israelites. It has no relevance.

## **Chapter 6: lesson 2**

What was the Prophet's message:

(p.5) *".. .the goal of a just society later became a primary part of the teachings of Christianity and Islam."*

A superfluous mention of Islam. There is no correlation between Islam and Christianity.

## **Chapter 6: Lesson 3**

Hebrew Bible

(p.2) *"Christian and Muslims share with the Jews the hope of a better world in which good triumphs over evil."*

This section is suppose to be about the Hebrew Bible. Why is this the conclusion sentence?

## **Chapter 9: Lesson 2**

(p.5) Buddhism beliefs are clearly spelled out with the inclusion of the Eightfold Path listed in the text. Contrast that with the Israelites 10 Commandments are in a small picture

## **Chapter 10:Lesson 2**

Confucius is quoted and a camparison is made to the Golden Rule, "Do unto others as you would have others do unto you".

The Biblical reference is omitted. ( Matthew 7:12)

## **Chapter 11: Lesson 2**

Rome as a Republic

The author appears to take on an agenda in this section about Rome as a republic. Subtle correlations are made



between the Roman Republic and the United States.

(p.2) George Washington is said to have been inspired by Cincinnatus due to his reluctance to be the 1<sup>st</sup> U.S. president. This information is immediately followed by a discussion of social class disputes. The final paragraph is misleading. It starts by pointing out negatives and disparity between the Roman law and social classes and concludes with this sentence:

(p.3) “today, the rule of law is the guiding principle of the American legal system.”

Is this implying The U.S. has equivalent social disparity as described in the text? If so, then the wealthy are to blame according to the text.

## **Chapter 11: Lesson 3**

Problems in the Republic: Romans rich and poor

The phrasing in this chapter insinuates that the collapse is due to the wealthy. The wealthy are demonized because they have more than others. Blame is being placed on those who have success- insinuating the wealthy not only caused but ignored the poor's plight.

(p.2)” *Not all wealthy Romans ignored the problems of the poor... Two brothers wanted to stop the wealthy from taking over small farms to create their latifundia. They urged the Senate to take some land from the latifundia and return it to the poor”*

This is an obvious emphasis on little known brothers to encourage and applaud the redistribution of wealth.

## **Lesson 4**

(p.5) “Trade made many people wealthy. The wealth,

however, did not extend to all romans. Most city dwellers and farmers remained poor...”

This is a continued emphasis on socioeconomic divide caused by wealthy success. The slant on history is obvious.

## **Chapter 12**

Map of Rome 50 B.C. to A.D 600:

Palestine is prevalent on the map

I've never seen it on ancient maps before...addition on this one or an omission on others?

## **Chapter 13 : Lesson 1 The Rise of Christianity**

There is inaccurate information throughout this chapter it is difficult to tackle it all.

### **(p.4) Betrayal of Jesus**

*“They may have charged Jesus with treason, or disloyalty to the government. He was questioned by the Roman governor and sentenced to death.”*

Jesus was charged with blasphemy and questioned by the governor, Pilot, as well as Herod but was found to be innocent. Pilate made a point to wash his hands to cleanse himself of the blood from an innocent man. The text implies guilt. He was punished and handed over to the will of the people.

*(p.4) “Romans regularly crucified criminals and political rebels.”*

This sentence follows the accurate statement that Jesus was crucified. The placement seems to incriminate Jesus that he was either one or the other; however, he was neither a criminal nor a political rebel.

(p.4) When explaining why Jesus was called The Christ it is not mentioned that he was the long awaited Messiah that was prophesied. The text accurately states that *Christos* in Greek means "The anointed one." However, no explanation to what that means to a Christian.

## **Book #46 McGraw-Hill, Discovering Our Past, a History of the World, Modern Times (7<sup>th</sup>) (online version)**

I found some evidence of bias when reading this textbook. There appears to be an agenda to reference Islam as much as possible even when there is no obvious or necessary correlation to the subject heading being discussed. Similarly, there are some obvious omissions or misinformation given regarding Christianity. I will point the discrepancies I found by chapter and page numbers.

### **Chapter 1: Lesson 1**

#### **Gregorian Calendar**

Inclusion of the Muslim calendar is unnecessary. This does not add to the understanding of the Gregorian calendar.

(p. 3) “ *Muslims date their calendar from the time that Muhammad, their leader, left the city of Makkah (Mecca) to go to Madinah (Medina).*”

#### **Dating Events**

(p. 3) “*to avoid religious reference in dating, many historians prefer to use the initials B.C.E. ( before the common era) and C.E. ( common era). These initials do not change the numbering of the years.*”

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## Chapter 2: lesson3

(p.1) The United States is stated to be a *representative government*. Although this is somewhat accurate, why not use the accepted term, republic?

(p.1) *The Constitution created a **federal system** of government. The central, or federal, government is the highest authority. However, it also shares some powers with the state governments.*

Our Constitution was written to limit the power of the federal government not give it ultimate authority. The state governments are separately established.

(p.3) *"Citizens should stay informed about important issues, or topics. An awareness of critical issues-such as concern for the global environment- will help them make wise choices when they vote in federal, state, and local elections".*

This is all subjective opinion. It infers that to be wise you must see the global environment as a critical issue.

Additionally, an entire section is dedicated to the importance of becoming a Global citizen.

## Chapter 3: Early Humans and the Agricultural Revolution

Entire lesson is based on speculation. Pre-historic theories are treated as facts. No factual material is presented and is vague. Embellishment of ideas is all that is presented.

(p.4) *"The roles of men and women changed when people moved into settlements".*

Why do we feel the need to fill a history where one does not exist? The progression of people due to improvement of weaponry and/or household tools is based on artifacts found and is accepted. Subjective inferences and embellishments are frustrating. Stick with the facts. Conclusions made in this text about early sociology are pure conjecture.

## **Religions**

(p.5)

*"Religions emerged in the new civilizations to help people explain their lives. For example, religions helped explain the forces of nature and the role of humans in the world.*

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This is a blast against believers. The author implies that religion was created by man rather than man has religion because he was created.

Furthermore, Creation to explain early history was not presented. This section is non-representative of all the oldest/major ancient religions that claim one God and creator.

## **Chapter 4: The Rise of Christianity**

Lesson 1:

No definition of Judaism or outline of beliefs is provided.

Section starts with:

(p.1) *"The Romans allowed Judaism to be practiced..."*

There is inaccurate information throughout this chapter; it is difficult to tackle it all.

#### (p.4) **Betrayal of Jesus**

*"They may have charged Jesus with treason, or disloyalty to the government. He was questioned by the Roman governor and sentenced to death."*

Jesus was charged with blasphemy and questioned by the governor, Pilate, as well as Herod but was found to be innocent. Pilate made a point to wash his hands to cleanse himself of the blood from an innocent man. The text implies guilt. He was punished and handed over to the will of the people.

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## **Chapter 5: Islamic Civilization**

### **Lesson 1 Arab life**

(p.3) Muhammad: He is portrayed as a simple merchant that disliked the greed of the wealthy around him. His followers upheld him as a prophet.

### **Lesson 2**

Muslims are repeatedly described as good and accepting.

(p.2) *"After the Arabs gained control, they usually let conquered peoples practice their own religions. Islam teaches that Christians and Jews are "People of the Book," people who believe in one God and follow sacred writings. Therefore, many Muslims respect their beliefs and practices."*

This is not accurate. (p.3) Only 5 of the 6 pillars of Islam mentioned.

No mention of the violence of Jihad, the 6<sup>th</sup> pillar. Also missing is the treatment of women.

The Ottomans rule is depicted as tolerant.

(p.5) *"Because their empire was so large, the Ottomans ruled many peoples who practiced many religions. Islam was the empire's official religion, and Muslims enjoyed special privileges. The government passed different laws for non-Muslims. For example, non-Muslims had to pay a special tax. In return, they were free to practice their religion."*

### **Lesson 3 Daily Life and Trade**

Slave trade is mentioned in passing in a long list of items; it is almost a blip.

(p.1) *"They traded these items for rubies from India, silk from China, and spices from Southeast Asia. They also traded for gold, ivory, and enslaved people from Africa. In addition, Muslim merchants sold crops such as sugar, rice, oranges, cherries, and cotton."*

(p.2) The view of women's roles are not accurately portrayed. No mention of treatment, attire and sharia law.

## **Chapter 6- African**

Of course this chapter includes the spread of what religion? Islam.

(p.3) Islam Arrives in Africa

What about other religions arriving in Africa? Is there a true

need for this knowledge?

This chapter reads like a resume' for Islam and accepting good Muslims.

(p.4) Special sections of text dedicated to Ibn Battuta, a Muslim lawyer, and Mansa Musa. Musa is quoted as "letting his subjects practice different religions."

Purpose seems apparent: propaganda of the tolerant religion of Islam.

### **Lesson 3 The Slave Trade**

It is interesting that the focus of the slave trade is put on the first ship from Portugal rather than the Muslims who also continued the practice.

**The European Slave Trade** is the heading used and is in bold red type while the mention of the Muslim merchants is buried with no heading and it is therefore misleading.

(p.3) *"The trade in humans grew as Africa's **contact** with the Muslim world increased. The Quran banned the enslavement of Muslims. Muslims, however, could enslave non-Muslims. Arab Muslim merchants, therefore, began to trade cotton and other goods for enslaved non-Muslim Africans."*

## **Chapter 10**

### **Lesson 5 Jews and Muslims in Spain**

(p.4)" *Under Muslim rule, Iberian Jews had lived freely for the most part. As Christians gained control, they sometimes mistreated the Jews. In order to avoid persecution by Christians, many Jews became Christian."*

Following all the previous misrepresentations I find this information suspect. There appears to be a pervasive amount of pro-Islam references; quite ubiquitous.



## **Chapter 13: The Scientific Revolution**

### Lesson 1: Medieval Science

Yet again, this entire section reads like an Islamic resume'

I can not recommend this textbook.

Request for Reconsideration of Challenged Materials  
by State Textbook Commission

Date: 7/30/13

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title Discovering Our Past - A History of t. World

Author Jackson Spielvogel

Publisher or Producer McGraw-Hill

Copyright Date: 2014 Edition: Teacher ISBN: 978-0-02-139250-6

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
p. 116 7th pp (paragraph) last sentence. Women were used  
universally as sex slaves: men were castrated to become  
eunuchs, & there is no evidence to show any could buy their  
freedom. This is unrealistic because they had no  
income to buy freedom.
2. What do you believe is the theme or purpose of the material?  
to show history of t. world  
This book is major on Islam  
and shows few references  
to Judaism. A definite bias
3. What do you feel might be the result of a student using the material?  
They would be led to believe that the slavery practiced  
by Muslims was more civil than that of Christians  
in America.
4. For what age group would you recommend this material? 7-8th
5. Is there anything good in this material? Please comment.  
Most of the history of about Islam is correct  
and well written - the same about Christianity.
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

7/30/13  
© DOE F  
TEXTBOOK SERVICES

Please return completed form by September 2, 2011:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379

SEP 5 2013

Request for Reconsideration of Challenged Materials  
by State Textbook Commission

Date: Sept. 2, 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title American History Connecting With the Past AP Edition

Author Alan Brinkley

Publisher or Producer McGraw Hill

Copyright Date: 2012 Edition: 14th ISBN: 978-0-07-662142-2

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State 0 Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☒ An organization (name) Adm. for Liberty

☒ Other group (name) 712 Group of Brentwood

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Please see attached comments -

2. What do you believe is the theme or purpose of the material?

It should be to teach the true history of the greatest and most generous nation on Earth

3. What do you feel might be the result of a student using the material?

The student will be ill-equipped to face his future without knowing the truth about the greatest nation on Earth.

4. For what age group would you recommend this material? 11<sup>th</sup> - 12<sup>th</sup> or College

5. Is there anything good in this material? Please comment.

Nice photographs in the book.

6. Would you care to recommend other materials of the same subject and format? David Boston's

materials on American History

\_\_\_\_\_  
Signature of Complainant

Sept. 2, 2013  
Date

Please return completed form by September 2, 2011:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379

OFFICE OF  
TEXTBOOK SERVICES

SEP 5 2013

**American History Connecting With the Past (AP Ed.)**  
**Alan Brinkley (McGraw Hill)**

p. 20 Exploration section "It was also a result of the Conquistadores' deliberate policy of subjugation and extermination. Their brutality was in part a reflection of the ruthlessness with which Europeans waged war in all parts of the world."

"It was also a result of their conviction that the natives were "savages"- uncivilized peoples whom they considered not fully human."

p. 123 To its credit, the book compares the Tea Party to the original Tea Party. Unfortunately, they later use the terms "extreme ways" (p. 912) in describing the Tea Party's attempt at achieving its goals? They also refer to the Tea Party as a political party.

p. 908 "... suspected terrorists were held without access to attorneys ... not advised of formal charges ... were subjected to intense interrogation and torture."

p. 909 "The Unraveling of the Bush Presidency" - "The large tax cuts of 2001 went disproportionately to very wealthy Americans ... contributed to the nearly \$10 trillion dollars that increased the national debt during the Bush Presidency."  
p. 910 "Scandals in the Justice Dept. revelations of illegal violations of civil liberties ... and a calamitous financial crisis in early 2008 all reinforced the growing repudiation of the president and his party."

p. 910 "Sarah Palin, the largely unknown governor of Alaska ... But her visible inexperience much ridiculed by comedians disturbed many voters and over time, seemed to do damage to the Republican campaign."





## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title American History-Connecting with the Past

Author Alan Brinkley

Publisher or Producer McGraw Hill

Copyright Date: 2012 Edition: AP Student ISBN: 978-0-07-662142-2

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City Knoxville

State TN

Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
see attached document

2. What do you believe is the theme or purpose of the material?  
I believe there are anti-conservative and anti-Christian themes throughout this book

3. What do you feel might be the result of a student using the material?  
I believe the student will not be informed in an unbiased fashion and may very well adopt these anti-conservative viewpoints him or herself because of the ongoing, underlying propaganda throughout the book

4. For what age group would you recommend this material? I would not recommend this book

5. Is there anything good in this material? Please comment.  
The factual material is hard to separate from the liberal slant on everything

6. Would you care to recommend other materials of the same subject and format?  
I am not familiar with any history books of the same format, but I would love to see students read books such as "John Adams" by David McCullough, "Liberty and Tyranny" by Mark Levin w/this book for balance

[Signature]  
Signature of Complainant

9/6/13  
Date

Please return completed form by September 7, 2013:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

*American History Connecting with the Past*

McGraw Hill (pg494)

Author Slickvoel

1<sup>st</sup> edition, copyright 2015

ISBN: 9780076607457

"these native populations suffered a series of catastrophes that all but destroyed the civilizations they had built"

This chapter glorifies the GREAT civilizations all but destroyed by the white European. It is a subtle, but underlying theme that these civilizations were just as great, if not greater, than the very ADVANCED European civilization.

"In reality, the Europeans had used as much" savagery "against the natives as the natives had used against them."

Scalping, burning alive and other such tortures were not common practices of the Europeans. The Europeans were a civilized people. This is a worthy discussion, but I see it as prejudiced against the European white man

Chapter 3, pg. 91:

"Women in the Chesapeake could anticipate a life consumed with childbearing. ....Those who lived long enough bore an average of eight children apiece."

I expected next sentence to be : HORRORS!

Another recurring theme is the one of overpopulation and certainly, this has the implication that EIGHT CHILDREN is somehow not desirable. Just another liberal, progressive idea, that less children is better.

Chapter 3, pg. 90:

"examination of the town records of Salem in the 1690's led them (authors) to conclude that the witchcraft controversy there was a product of class tensions between the poorer, more marginal residents of one part of Salem and the wealthier, more privileged residents of another "

"New England, for all its belief in community and liberty, was far from an egalitarian society."

Signature \_\_\_\_\_

Egalitarian is not necessarily good. Everyone can be poor and working in rice fields side by side; the American society was never meant to be egalitarian society. It is not pointed out that it (America) afforded everyone a good chance to move up economically, which many so called egalitarian societies do not! Class warfare is a recurring theme of this history book, which is the cry of the SOCIALIST.

"Sinners in Hell, 1744 This mid-eighteenth-century religious image illustrates both the fears and prejudices of many colonial Christians. ... which include images not just of Satan and sin, but also of some of the perceived enemies of Protestants—the Catholic Church (symbolized by the image of the pope) and Islam (symbolized by Turks)."

The underlying anti-Christian or anti-religious bias is not even subtle here. The fact that the word prejudices is used to describe the belief in Satan and sin expects the reader to assume that these things are merely prejudices . For Christians today this is STILL tenants of their faith! And Islam is still an enemy to Christianity as they want to eliminate all opposition to Allah, even all Christians...Coptic Christians are being martyred in Muslim countries as of this publishing.

Pg. 92, Chapter 3:

"The revival (The Great Awakening 1730's) had particular appeal to women and to younger sons of the third or fourth generation of settlers—those who stood to inherit the least and who faced the most uncertain futures." The rhetoric of the revival emphasized the potential for every person to break away from the constraints of the past and start anew in his or her relationship with God. Such beliefs may have reflected the desires of many people to break away from their families or communities and start a new life."

Another twisting of events to fit into a secular view of what happened. Anti-Christian bias is apparent in the usage of the word "rhetoric", which is the art of effective speaking. The Christian views the Great Awakening as the movement of the person of the Holy Spirit, which moves apart from "rhetoric".

There is a secular take on everything and anything that has to do with true Christianity.

Pg. 96 Chapter 3:

"Mather was not, certainly, a wholly committed scientist. He continued to believe that disease was a punishment for sin."

Again underlying anti-Christian bias. Author is saying believing and being a scientist are mutually exclusive .

Signature 

"Not everyone benefited from the Second Industrial Revolution. By 1900, Europe was divided into two economic zones. Great Britain, Belgium, France, the Netherlands, Germany, the western part of the Austro-Hungarian Empire, and northern Italy made up an advanced industrialized core. These nations had a high standard of living and adequate systems of transportation.

Another part of Europe to the south and east was still largely agricultural. It consisted of southern Italy, most of Austria-Hungary, Spain, Portugal, the Balkan kingdoms, and Russia. These countries provided food and raw materials for the industrial countries and had a much lower standard of living than the rest of Europe."

Industrial Revolution served to raise the standard of living for mankind. Even though some did not prosper,

The EMPHASIS is class WARFARE which is not an American concept, but promotes socialism and communism.

Chapter 17, pg. 480:

"The most common rationale for modern capitalism rested squarely on the older ideology of individualism. The new industrial economy, its defenders argued, was not reducing opportunities for individual advancement, but expanding them. It was providing every individual with a chance to succeed and attain great wealth.

There was an element of truth in such claims, but only a small one."

Again, anti-capitalism bias. Goes on to say there weren't that many millionaires. What it doesn't point out is that all of these millionaires provided JOBS for men and women to raise their standard of living. Is everyone supposed to be a millionaire? I guess the authors would prefer everyone in an egalitarian society working side by side in rice fields. That's equal isn't it?

Chapter 21, lesson 2, pg. 3:

"The Reagan Revolution, as it has been called, sent U.S. policy in new directions. Reagan reduced welfare policies by cutting spending on food stamps, school lunch programs, and job programs. At the same time, Reagan oversaw the largest peacetime military buildup in U.S. history.

Total federal spending rose from \$631 billion in 1981 to over a trillion dollars by 1987. The spending policies of the Reagan administration produced record government budget deficits. A budget deficit exists when the government spends more than it collects in revenues. In the 1970s, the total deficit was \$420 billion. Between 1981 and 1987, budget deficits were three times that amount."

Complete distortion and misinformation

The Reagan Revolution is known by the PROSPERITY experienced by the American people. The deficits were because the DEMOCRATIC CONTROLLED CONGRESS would not go along with Reagan's budget desires. He wanted to cut spending, in fact, he wanted a constitutional amendment for a balanced budget.

The money rolling into the government because of the prosperity and the increase in the amount of taxes collected gave the Democrats the impetus to spend as much as possible.

Signature \_\_\_\_\_

This is nothing but **PROPAGANDA!** Even though facts are used, they are not put in the proper light.

Chapter 21, lesson1, p2.

" They sought to reduce their military budgets to solve domestic problems. Gorbachev hoped to focus resources on social and economic change. The United States wanted to cut its national debt, which had tripled during the Reagan presidency."

Again, Reagan depicted in a poor light. This is a very anti-Reagan book

Chapter 21, lesson 2, pg 3

"George Bush, Reagan's vice president, succeeded him as president. Bush's inability to deal with the federal deficit and an economic downturn, however, allowed Democrat Bill Clinton to be elected president in 1992. Clinton claimed to be a new kind of Democrat, one who favored several Republican policies of the 1980s. A lengthy economic revival won Clinton popular support, but his second term was overshadowed by charges of presidential misconduct. Clinton's problems helped Republican George W. Bush, son of the first President Bush, to win the presidency in 2000."

Another example of misinformation by leaving out a **CRITICAL** fact. Clinton was one of only two presidents that have been impeached. The "misconduct" was having sexual relations with an intern. His law license was taken away from him for lying before a federal judge. At least the impeachment should be mentioned because the other things aren't fit for young adults' eyes.

Signature \_\_\_\_\_

Save



## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title Human Geography  
Author Jon C. Malinowski  
Publisher or Producer McGraw-Hill  
Copyright Date: 2013 Edition: \_\_\_\_\_ ISBN 978-0-07-665665-3  
Request initiated by: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Address: \_\_\_\_\_  
City Mem. Juliet State TN Zip 38103  
Do you represent:  
☒ Yourself  
☐ An organization (name): \_\_\_\_\_  
☐ Other group (name): \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
p. 166-167. The text discusses Christianity in two paragraphs with a broad brush. There are few details and broad generalizations. The Ten Commandments are not mentioned at all; the basis of the Christian faith p. 164-165 the Jewish faith is discussed, again using a broad brush of generalizations. The basic tenants are not mentioned. A few beliefs are mentioned without explanation or context.
2. What do you believe is the theme or purpose of the material?  
It should be teaching the geography of this Earth and how it is affected by climate and people.
3. What do you feel might be the result of a student using the material?  
The student will be given inaccurate and out-dated information and will draw conclusions and determinations that are wrong.
4. For what age group would you recommend this material? High school - 9 -12
5. Is there anything good in this material? Please comment.  
There is but it is not easy to find and requires more time than we were given.
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_  
I am working on alternatives and will submit them at a later date.

\_\_\_\_\_  
Signature of Complainant

1 Sept, 2013  
Date

Please return completed form by September 7, 2013:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
Moran Branch 615.261.2000

P. 166-167 The text discusses Christianity in two paragraphs with a broad brush. There are few details and broad generalizations. The Ten Commandments are not mentioned at all: the basis of the Christian faith.

p. 164-165 the Jewish faith is discussed; again using a broad brush of generalizations. The basic tenants are not mentioned. A few holidays are mentioned without explanation for their celebration of those holidays.

p. 168-169 There are graphics which focus only on Europe. North and South America are not mentioned. This is a very limited view. There are three pictures and one paragraph explaining the Protestant Reformation. The Reformation is called "an activity by a man named John Calvin." The text calls him a "thinker". He was much more than a "thinker"!

p. 170-173 A ten paragraph explanation including six pictures describing Islam. The five pillars are shown and explained but the sixth one regarding Jihad is left out, as is the meaning of Jihad. All the other Pillars are carefully explained. The text goes into much detail of what is expected of women and how they should dress. The text leads you to believe that women are equal. The Quran favors men and justifies the harsh treatment of women. The text says "the mistreatment of women is cultural history rather than laws set forth in the Quran."

P 174-174 There is only a single paragraph explanation with four pictures of the other world religions: Sikhism, Baha'i, African Traditional, Polythiesm, and Chinese folk religion.

p. 275 "Environmental racism" is a term used to describe factory closures, white flight and housing discrimination as causes for Chester, PA to be a poor town. This is not racism. Racism is defined or viewed as practices and actions that reflect humanity divided into historical ideological groups. Therefore the information presented here, being economic choices, is not accurate.

p. 256, 12A. Paragraph 2: Blanket statements are made citing no proff whatsoever that the following view is true. An environmental determinist is not named as the author of any study on this matter. It is all listed as speculation and being offered as fact. The next paragraph cites a 93 year old study by Carl Sauer as valid information against environmental determinism. "Facts" from studies should be no older than five years. Using the results of studies this old insults the intelligence of the reader.

P 257, 12 A.3 The text tries to make the point about how a human perceives their environment and reacts to it by using a fairytale picture from the 1800's. Again this is an insult to the intelligence of the reader. There are many 21<sup>st</sup> century examples which can be used.

P 261, pictures 12C.3 Dots on a map say very little. The size and placement of dots can be controlled. What would be more accurate would be quoting numbers of tornados, intensity of tornados and dollar amount of damage. This information is available from the National Weather Service and would be far more accurate and current (2013) information.

P 264, pictures 12E.1 and 12E.4 show information that is 30 years old. Dust and volcanic ash is not even mentioned as material contributing to air pollution. As recent as August of 2013, Arizona was hit by a dust storm. Up-to-date facts are necessary.

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History and Geography: Modern Times, TN ed.

Author Stieluogel

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: 1st ISBN: 978-0-07-660745-7

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City Knoxville State TN Zip \_\_\_\_\_

Do you represent:


☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
Chapter 19: Independence and Nationalism in the Developing World, 1945 - 1993, Lesson 2 The Middle East, pg 6: "Western values and culture are based on materialism, greed, and immorality. Extremists want to remove all Western influence in Muslim countries. These extremists give many Westerners an unfavorable impression of Islam."
2. What do you believe is the theme or purpose of the material?  
To compare & contrast Islam (good) & the "Western" values (evil)
3. What do you feel might be the result of a student using the material?  
The only "Western" values and culture cited are negative. The student would think that ALL "Western" values are based on materialism, greed, and immorality.
4. For what age group would you recommend this material? \_\_\_\_\_
5. Is there anything good in this material? Please comment.  
This particular section is offensive. Judean-Christian values are based on the Ten Commandments and this is part of the "Western" culture.
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

  
Signature of Complainant

September 6, 2013  
Date

Please return completed form by September 7, 2013:

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State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

**Request for Reconsideration of Challenged Materials  
by State Textbook Commission**

Date: 9-2-13

Please check type of material:

(AP Edition)

☒ Textbook

☐ Textbook Series

☐ Other

Title Traditions and Encounters: A Global Perspective on The Past

Author Jerry H. Bentley / Herbert F. Ziegler

Publisher or Producer McGraw-Hill

Copyright Date: 2011

Edition:

ISBN: 978-0 07-659438-2

Request initiated by

Telephone

Address

City

State

Zip

Do you represent:

☒ Yourself

☒ An organization (name)

☒ Other group (name)

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Please see attached comments

2. What do you believe is the theme or purpose of the material?

It appears to be comparing and contrasting countries and cultures and suggesting the Globalization idea.

3. What do you feel might be the result of a student using the material?

The student may feel overwhelmed by the fact that he may one day have no money left after having to pay too much in taxes to support others and an insatiable government.

4. For what age group would you recommend this material?

11<sup>th</sup> or 12<sup>th</sup> grade or college

5. Is there anything good in this material? Please comment.

6. Would you care to recommend other materials of the same subject and format?

The publishers chosen in this adoption of textbooks seem to have a monopoly. I hope we can look at other publishers' materials to have a more varied choice.

Signature of Complainant

Date

Please return completed form by September 2, 2011:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379

OFFICE OF  
TEXTBOOK SERVICES  
SEP 5 2013

**Book #56 Traditions and Encounters A Global Perspective on the Past  
(AP Edition) McGraw Hill**

I concentrated on the latter part of the book. **Chapter 38 *A World Without Borders*** p. 903 "Population Pressures and Climate Change" p. 904 "Most Scientists argue that emissions contribute to Global Warming" p. 905 Under "Climate Change" "The problem is not simply one of depleting nonrenewable resources or expanding populations. The prodigious growth of the human population is at the root of many environmental problems. As people are born pollution levels increase . . . human activity since the beginning of industrialization have altered the Earth's climate." p. 906 This entire page is dedicated to Al Gore (a non-scientist politician) for his "heroic action of his book and his "Inconvenient Truth" movie. By 3:30 p.m. I had to be home. I am a scientist who disagrees with the "global warming" religion on the whole, yet I am not by any means an extreme global-warming skeptic. I am a scientist who has been on the high end of what it should be mentioned here that Dr. Roy Spencer and Dr. Roger Pielke have done research that proves there is no evidence of climate change (and no human). What about the Medieval Warming period? Remember the climate-gate scandal at the Univ. of East Anglia that proved global warming is a hoax? There is no mention of that. John Coleman who founded the weather channel says it is a hoax. Dr. Roy Spencer who is not even mentioned here is an expert who can prove human-caused global warming (or climate change) is a hoax. Phil Videnfey's movie, *Dr. Phil's Convenient Truth*, his chapter 13 Al Gore's movie, and the movie, *Not Just a Hoax* were not even mentioned here to provide the balance for the text. The real scientists are on the side that denies global warming. The other side is made of real scientists. Take I said, it is a lie created to make certain people rich. Students are left with the impression that 97% are experts on this topic and cause them to feel guilty. Making both sides sound equal is what I am not doing.

p. 908 "Aids in Africa" . . . "Statistics paint a grim picture . . . 22.4 million people in sub-saharan Africa have AIDS. If current trends persist AIDS deaths and the loss of future population from demise of women . . . will lead to a 70 million drop in population."



Request for Reconsideration of Challenged Materials  
by State Textbook Commission  
Date: Sept. 1, 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title Human Geography  
Author Jon C. Malinowski Ann David H. Kaplan  
Publisher or Producer McGraw Hill  
Copyright Date: 2013 Edition: \_\_\_\_\_ ISBN: 978-0-07-065665-3  
Request initiated by \_\_\_\_\_  
Telephone \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
Do you represent:  
☒ Yourself  
☐ An organization (name) \_\_\_\_\_  
☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
I object to quite a lot of the material. I will begin of p. 166-167. The text discusses Christianity in 2 paragraphs with broad brush. There are few details and broad generalizations. The 10 Commandments are not mentioned at all; the basis of Christian faith. On pages 164-165, the Jewish faith is
2. What do you believe is the theme or purpose of the material?  
This material should be teaching the geography of this Earth and how it is affected by climate and people.
3. What do you feel might be the result of a student using the material?  
The student will be give inaccurate information and will also be using information that too old to be of value. The student would be making conclusions and determinations that are wrong.
4. For what age group would you recommend this material? highschool 9-12
5. Is there anything good in this material? Please comment.  
Yes, but it is not easy to find and requires a great deal of diligent searching.
6. Would you care to recommend other materials of the same subject and format? I am working on an alternative list to be submitted at a later date.

[Signature]  
Signature of Complainant

Sept. 1, 2013  
Date

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TEXTBOOK SERVICES

Please return completed form by September 2, 2011:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379

SEP 5 2013



#1 question - continued #1 point

discussed again using a broad brush of generalizations. The basic tenets are not mentioned. A few holidays are mentioned without explanation for the celebrations of those holidays.

#1 question - #2 point

On p. 168-169 - there are graphics which focus only on Europe and North and South America are not mentioned. This is a very limited view. There are 3 pictures and a 1 paragraph explanation of the Protestant Reformation. The Reformation is called "an activity by a man named John Calvin. The text "calls him a Thinker". He was more than a thinker.

#1 question - 3<sup>rd</sup> point

On pages 170-173, a 10 paragraph explanation including 6 pictures describe Islam. The 5 Pillars are shown and explained but the 6<sup>th</sup> one regarding Jihad is left out as is the meaning of Jihad. All the other Pillars are carefully explained. The text goes into much detail of what is expected of women and how they should dress. The text leads you to believe that women are equal. The Qu' favors men and justifies the harsh treatment of women. The text says "the mistreatment of women is cultural history rather than laws set forth in the Qu'".

#1 question - 4<sup>th</sup> point

On p. 174-175, there is a 1<sup>st</sup> explanation with 4 pictures of the other world religions: Sikhism, Baha'i, African Traditional, religious multigods, Chinese folk religion.

#1 question - 5<sup>th</sup> point

On page 275 "environmental racism" is a term used to describe Factory closure, white flight and housing discrimination as causes for Chester, PA to be a poor town. This is not racism. Racism is defined or viewed as practices and actions that reflect humanity divided into historical biological groups. Therefore the information presented here is not accurate.

# 1 question - 6<sup>th</sup> point

On page 256, 12 A, paragraph 2, blanket statements are made citing no proof whatsoever that the following view is true. An environmental determinist is not named as the author of any study on this matter. It is all listed as speculation and being offered as fact. The next paragraph cites a 93 year old study by Carl Sauer as valid information against environmental determinism. Facts should be no older than 5 years. Information this old is insulting the intelligence of the reader.

# 1 question 7<sup>th</sup> point

On page 257, 12 A.3, the text tries to make the point about how a human perceives their environment and reacts to it by using a fairytale picture from the 1800's. Again this is an insult to the intelligence of the reader. There are many 21<sup>st</sup> century examples which can be used.

# 1 question - 8<sup>th</sup> point

On page 261, pictures 12 C.3. Dots on a map say very little. The size and placement of dots can be controlled. What would be more accurate would be quoting numbers of tornadoes, intensity of tornadoes & dollar amounts of damage. This information is available from the National Weather Service and it would be more accurate. It would be 2013 information.

# 1 question - 9<sup>th</sup> point

On p. 264, pictures 12 E.1 and 12 E.4 show information that is 30 years old. Dust and volcanic ash is not even mentioned as material leading to air pollution. As recent as Aug. of 2013, Arizona was hit with a dust storm. Up to date facts are necessary.

**# 51 World History & Geography Modern Times- McGraw-Hill  
Proposed Tennessee Textbook – Review by Hal Rounds**

P. 11 Islam is defined as seeking peace through submission. That is fiction. The translation of “Islam” is submission. Not peace. Yes, one can extrapolate that the meaning suggests the way to find personal peace is to submit to Allah. But the process is submission, and peace is not necessary in order to compel all to submit.

P. 94: “Rise and Expansion of the Ottoman Empire” – in the opening comment “It Matters Because” the authors make false statements. First, some of the great churches, most particularly Hagia Sophia, were Christian creations, subjected to conquest and conversion to Islam as a marker of Islamic superiority. The Christians who had built the church were not permitted to enter. Many other mosques were built by the Muslims, but primarily used architectural ideas from earlier cultures.

To assert that the rule of Islam was characterized by “religious tolerance” is a direct falsehood. Every non-believer in Allah – if allowed to survive the conquest in the first place – was a Dhimmi. Forced to hide their worship, pay a special tax that was to be paid with humility and shame, dress less well than their Muslim masters, less value of testimony in courts, and endless other rules of subjugation is not “tolerance.”

These falsehoods have permeated the recent teaching of Islam in our schools in a misguided attempt to treat unequal values as equal. The only consequence possible is to disarm the non-Muslim students who receive these teachings, and ultimately to them choosing wrong policies as citizens.

It is a clearly political choice, and strongly false.

Compliment - In a surprising departure from other texts, full credit must be given to the author for noting a sequence of events that allow the alert student to pick out the true role of Islam in history. While the character of Islam and its rule are softened beyond accuracy, the telling of various events helps reveal the truth. In general, I think this text does a better job of describing the actual nature of empires under Islam than the other texts offered for listing in Tennessee in this selection period. It does falsely characterize some of the policies as advanced and tolerant; but the alert student can see the conflict between these summary comments and the actual Islamic violence, bigotry, copying of western advances, and religious persecution that is mentioned in short sections of the text.

The following comments attempt to show where the lines fall between poor characterization and good fact reporting .

P. 95 – Here the author mentions that the conquest of Constantinople by the Ottoman Empire resulted in cutting the European merchants off from the Silk Road, and compelled the Europeans to venture out with the voyages of

discovery that found routes around Africa and discovered America. This is important for the student to learn, and other texts I have seen do not mention this.

**P. 96 – “Ottoman Society”** – The general comments present the fiction of Muslim tolerance, by soft-selling the nature of the jizyah tax, and the limited signs of worship allowed to non-Muslims. But -

**P. 97** Does partly reveal the fact that the triumphs of Muslim mosque architecture were modifications of Roman and Christian architecture, and the authors do include various aspects that the student should learn, such as mentioning Tamerlane and the consequences to the populations he conquered. The following pages also scatter hints of the cruelty of some Ottoman emperors and the repeated massacre of effectively everyone in Baghdad over the course of several conquerors is also mentioned, which further help the student understand.

**P. 102 – 103 “Mogul Dynasty”** – The mention of Akbar as a religiously tolerant ruler actually falls short of the truth. It is important to show the student that Akbar’s tolerance stemmed from his deviance from the actual rules of Islam, not any adherence to it, and that he was criticized as a blasphemer. This was not real Islam, but a new set of beliefs deviating from Islam, and this should be pointed out.

**P. 315 – “The Armenian Genocide”** – This section accurately describes – and labels – this religious genocide that was perpetrated in one of the Ottoman Empire’s dying paroxysms.

Criticism – In the sections relating the history of Islam, the incessant efforts of the Islamic empires to conquer Europe are noted, as are their defeats – but these parts of the lessons appear mostly as quick comments. These religious wars expose the inherently aggressive nature of Islam; but the author’s quick pass at informing the student of these wars still obscures the character of the empire.

**P. 318 – “Palestine and the Balfour Declaration”** – In summarizing the history of the Holy Land, the author tells us that, while Jews lived there first, they were expelled in the first century, A.D. Then all intervening periods are skipped, and we are told that the land was about 80% Muslim in the early 1900’s. It would be important to tell the student that the Muslims did not replace the Jews, but Rome and the Christians did, and were only conquered by Islam some 600 years later. Also, that the claims of Jerusalem being a holy city for Islam are a sham, with no part of the Koran even mentioning the Jewish and Christian holy city.

The Muslim claim on “Palestine” rests only on the conquest and subsequent long period of residence there, a claim that often suffices in international law recognizing

the right of conquest. There is no need – except fanatical opposition to any form of apostasy – for trying to make that claim a Muslim holy cause.

The Muslim Arabs who lived there were descendants of the Christian Arabs who had been conquered in Islam's first victories there.

NOTE: At this point, I will cease making more comments directed at the presentation of Islamic history in this text.

**P. 380** – In describing the steps leading to the American role in Viet Nam, the text fails to point out that, after the 1954 partition, over a hundred thousand residents of the north fled to the south to avoid the communist dictatorship of Ho Chi Minh. This intense citizen-centered rejection of the communist regime was the core of the South's refusal to reunite. It was their wish to be free of communism, not merely an effort to "satisfy the Americans." Moreover, there were serious issues of vote fraud and intimidation in elections that supposedly supported unity under the brutal communist dictatorship of Ho Chi Minh.

Why would the author "spin" these events as he has by neglecting critical elements of the story?

**P. 381** – Regarding the outcome in Viet Nam. The text describes the outcome as defeat of the American forces. This is wrong - the American forces devastated the enemy. The victory of the enemy only came when political choices withdrew American forces, withheld meaningful aid to our allies, and the enemy was subsequently unopposed. It was not defeat, but pre-emptive surrender, engineered more by political factions in the U.S. than any enemy military success. Most particularly, the 1968 Tet offensive was a crushing defeat for those who sacrificed their lives to attack Americans. I witnessed part of that personally.

And to conclude the tale with **"Within two years after the American withdrawal, Communist armies from the North had forcibly reunited Vietnam"** is to hide the slaughter, re-education camps, and hordes of "boat people" who fled the onset of the new dictatorship. When a conquest is noted in a history text, the consequences to the victims should be noted, and it should not be characterized as "reunited," unless Hitler's conquests were also "reunifications."

Remember, some of the children of those "boat people," or concentration camp survivors, are now Tennessee students subjected to these distortions of what they know happened to their grandparents.

**P. 411** – "Life During the Cold War" - Photo caption **"The Story Matters..."**

**"'Duck and cover' drills taught school children how to protect themselves from a nuclear attack. However, these drills would have provided no real protection from the destruction of a bomb or the resulting nuclear radiation."**

However appealing and universally accepted this characterization of the hopelessness of nuclear attack survival is, it is a falsehood. As an Air Force nuclear weapons and safety officer during my service, I can provide significant documentation that survival was not just possible, but inevitable, in areas beyond the centers of nuclear explosions. The drills scorned in this caption did offer substantial protection to the near-outlying areas that would have enabled initial radiation protection, blast protection depending on distance, and other factors, and given the children and others the potential for effective evacuation to areas free of fallout and other hazards.

Any deviation from truth is harmful to learning, and this myth of nuclear hopelessness is such a deviation. However devastating the center of a nuclear strike would be, the area affected is limited, and this propaganda is harmful – fatally - to people who would give up rather than take precautions.

The authors cannot be blamed for their ignorance in this regard; but it is ignorance nonetheless, and should not be part of what our children are taught.

**P. 417 – “The U.S. After the War” (cont’d) mentions McCarthy and the “Red Scare.”** But the comments suggest that the “scare” ended fruitlessly. They do not mention that later information confirmed a large scale infiltration of government and show business infiltration or support for the communist nations. This should not be hidden from the children.

Lower down, the Vietnam era protesters in the U.S. are characterized as “anti-war,” the usual description. It must be asked, however, whether they ever, or significantly protested the terrorist and genocidal attacks made by the North Vietnamese in Vietnam. Given the imbalance of protests, can the protests be characterized as against the war, or only against the U.S.? If protestors are only against one side, they is not “anti-war,” but choosing sides.

**P. 418 –** The comment describing the shift of workplace composition at the end of World War II states that the women who supplemented the factory labor forces and filled in other jobs “were removed to provide jobs for soldiers returning home.” This is a false representation. While some of the changes may have replaced female fill-ins for men who had returned to their old jobs after serving, the majority of the women actually were happy to return to the life that had been comfortable and rewarding for them before the war. The overall labor demand fell, and much of the fall was in the war industries where the women had worked. Those jobs went away, and were not there even for men returning home. The economy that blossomed was an essentially new peacetime economy, and the new jobs that it called for were filled by the skilled and motivated soldiers who were then looking for jobs.

The mischaracterization is argument not based on facts, and undermines students not yet aware of what really happened.

P. 438 – “United States” Describing the “Reagan Revolution,” the author indulges the temptation to cast the facts against the “Gipper.” Referring to “**the largest peacetime military buildup in U.S. history,**” the author fails to note that, under Reagan’s predecessor, Jimmy Carter, the military had been essentially starved and mismanaged. The still-strong communist bloc was a towering threat, and military weakness was proven through history to invite aggression. Reagan reversed that with the criticized “buildup,” which was actually a recovery. The Reagan deficits, also, must be shown as resulting from Congressional actions as well, as should Reagan’s attempts to veto budget excesses that were overridden.

If students are to be given a complete view of the interplay of social programs and economic consequences, the rushed comment regarding the “**home mortgage industry**” “**problems**” should include descriptions of the Community Reinvestment Act interference in lending policies that forced millions of unsustainable loans into the market. “Problems,” indeed.

P. 440 – “Cultural Imperialism” - The discussion of the critics who complain of the entertainment, products, and other influences emanating from U.S. activities does not include a necessary question that each student must be asked to consider: If the outside populations are choosing to give their attention, and then adoption, to the things merely produced in the U.S. and offered voluntarily to others, how can that be condemned as “imperialist?” Was the light bulb an imperialist imposition on foreign populations? The airplane? Movies? The essential difference between imperialism - which consists of forcing a regime on unwilling, but losing, resisters; and free choice must be shown. The fact that some of the things America does are preferred by others is not something to blame us for. Rather, those who complain about being upstaged should accept the responsibility for failing to offer a choice their own countrymen prefer. But the word choice of the author consistently shows an anti-American bias.

P. 441 – “China After Mao” - The change of China’s policies to allow peasants on collective farms to effectively possess land, and use it to profit from their own efforts is called “**this practical approach,**” and lauded for its economic success. The author just cannot allow himself to call it what it really is – a “capitalist approach.”

What a shame the student who reads this text will not discover the fundamental contrast between the failures of collectives and the flowering successes of capitalist enterprises.

These two pages demonstrate how fervently the writers of our texts strive to show that our system of capitalistic liberty and foreign regimes of collectivism or redistribution differ in fundamental results, and that these results favor our values, not theirs. But why must it be that way? And why should we accept it?



**P. 460 – “Latin America”** - The reign of Hugo Chavez is another example of totalitarian control that is soft-pedaled. Seizure of property brought into Venezuela to increase royalties, employment, and commerce in that country is described as **“reducing foreign influence in its economy.”** That the “foreign influence” consisted in tremendous investments that his people shared is never mentioned, and only the desire of the greedy dictator to control all of the wealth that the foreigners had brought to his nation was in operation. This attack on fairness is never shown.

**P. 474 – “Environmental Challenges”** – Starting with a memory of Rachel Carson’s “Silent Spring” and its criticisms of pesticides, the balance in this controversial area is ignored as fully as in other texts. No comment is made that the pesticides opposed by Ms. Carson were banned – and consequently millions of people in poor, tropical nations have died of insect-borne malaria and other diseases.

Lower, under **“Chemical Wastes and Disasters,”** the bad old chlorofluorocarbons are blamed for destroying the ozone layer. But the claim that these are used in **“aerosol cans, refrigerators, and air conditioners”** is obsolete. They have been banned for over a decade. The sulfur blamed for acid rain has substantially been scrubbed from the factories and power plants the author calls to blame. The **“ecological disasters”** pointed to as **“can still be seen today”** actually can not - without guidance and sensitive instruments. Not mentioned are the 1960’s California oil spills and such, and even the nuclear bomb test sites, where the sites are essentially pristine today.

**P. 475** – The hand-wringing persists on the next page, where the **“greenhouse effect”** is identified for its devastating **“warming of Earth due to the buildup of carbon dioxide in the atmosphere, contributing to devastating droughts and storms, the melting of the polar ice caps, and rising sea levels...”** Yes, **“many of the world’s scientists agree”** on this. But many also do not. The latter should be shown if the former are. The extolling of other energy production methods includes the typical liberal mantra. But the authors overlook that hydroelectric power, which they mention as one solution in other nations, are being dynamited in the U.S. as harmfully disturbing salmon runs and rare native species habitats. Also unmentioned are the devastating bird kills inflicted by wind farms.

The socialist demands of the **Kyoto Protocol** are not described, but only that the U.S. refused to ratify that treaty because it would be **“too costly.”** The impact that treaty would inflict with international control of American industrial, governmental, and private energy and commercial activities is ignored. As is common in our slanted texts, the actions deemed to be desirable are mentioned as **“programs,”** while the takeover of the private actions and the deprivation of liberties that we take for granted is never fully described.

In summary, this text is only marginally acceptable, and that is because the alternatives are so intellectually poisonous. The innuendo and propaganda content is less intense than I have observed in other proposed texts.

If those texts were not so egregious in their presentation of what pretends to be the facts of world history, I would not be willing to consider this one as acceptable. But, given that hostile environment to historical truth, this book offends less than the others, in my limited sampling and personal assessment.

That said, it is a miserable choice to have to let one like this into our schools.

[REDACTED]

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History & Geography Modern Times

Author \_\_\_\_\_

Publisher or Producer McGraw-Hill

Copyright Date: \_\_\_\_\_ Edition: Student ISBN: \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

An organization (name) \_\_\_\_\_

Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

The review I have made of this text is attached, to provide this information in full detail. The review was made by sampling representative portions of the text. Time was not sufficient to thoroughly evaluate every page. My narrative is highlighted in red font to distinguish it from the actual content of the text.

**To summarize – This text is only marginally acceptable, and should be returned to the publisher for significant re-writing before final acceptance.**

2. What do you believe is the theme or purpose of the material?

The overall purpose of the text, of course, is to present the history of the World. The purpose of the author is to present this in a way that suggests the Western, generally, and American role particularly, in that history was harmful to everyone else.

3. What do you feel might be the result of a student using the material?

The criticisms show that the student will somewhat misunderstand critical issues of World history and America's role.

4. For what age group would you recommend this material? Grade 9 -12

5. Is there anything good in this material? Please comment.

The redeeming content in the text, is compromised by political characterizations that are harmful. These passages can be edited to present a more fair – and justifiably pro-American – picture of world history. At that time the book should be accepted. Not before.

6. Would you care to recommend other materials of the same subject and format?     No    

\_\_\_\_\_  
Signature of Complainant

September 5, 2013

Date

Please return completed form by September 7, 2013:

Director, Textbook Services  
State Department of Education  
11th Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

**From:** [REDACTED]  
**To:** [Morgan Branch](#)  
**Subject:** Public Comment Proposed Textbook # 51  
**Date:** Friday, September 06, 2013 11:57:57 AM  
**Attachments:** [#v 51 HR Public Comment Form.docx](#)  
[#v 51 HR - World History & Geography Modern Times.docx](#)

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Mr. Morgan Branch,

Director, Textbook Services  
State Department of Education  
11th Floor, Andrew Johnson Tower  
710 James Robertson Parkway

Dear Mr. Branch:

Thank you for helping the citizens of Tennessee have a voice in the choices of Social Studies textbooks our children will be using in the near future.

I attach my evaluation of the last of the seven texts I have personally reviewed.

This text is "World History & Geography Modern Times," published by McGraw-Hill. It is identified as proposed text # 51 in our list. My overall assessment is that this text is only marginally acceptable, and should be returned to the publisher for significant re-writing before final acceptance. Please take the opportunity to look at the reasons, detailed in the attached "Public Comment Form," and the more detailed summary I have also attached.

I apologize for the length of my comments, but the flaws in each text should be carefully analyzed, and a quick and shallow condemnation or acceptance would be of no practical benefit.

Thank you

[REDACTED]

"After the fall of the Roman Empire, Europe was dominated by the power of the Catholic Church. The leadership of the Church was less interested in an accurate geographic description of the world and more interested in explaining the world in terms of Christian scriptures. For this reason, the status of geography in Europe is generally considered to have declined for the thousand years following the fall of the Roman Empire in the fifth century. But beyond Europe, as we will see, geography flourished in non-European cultures."

"One aspect of geography that declined dramatically in Europe during the Middle Ages was the quality and accuracy of maps."

"But the Muslim world was a bright spot in geographic knowledge during the Dark Ages in Europe. Islamic tradition dictated that all good Muslims should be able to read the Koran, the Muslim holy book. Therefore, literacy rates were high in Muslim areas, and Muslim travelers and scholars wrote detailed accounts of the places they came in contact with during trade, conquest, or conversion. European Christendom did not embrace reading and writing as much, and typically only priests, church officials and the wealthy had any chance to read or write."

"The early rulers of Baghdad, founded in the eighth century, encouraged scholars to translate the works of the Greeks and Romans into Arabic, and thus the geographic knowledge of those civilizations were not lost, as they were in medieval Europe. As the centuries passed, Muslim geographies were generally more detailed than anything being written in Europe. Because the center of Islam was farther to the east than Christianity, Muslim writers had more detailed knowledge of Asian locations. "

"Two of the most notable Muslim geographers, al-Idrisi and ibn Battuta, deserve special note."

Signature: \_\_\_\_\_

\_\_\_\_\_

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title Human Geography, 9th Grade

Author Jon C. Malinowski; and David H. Kaplan

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: \_\_\_\_\_ ISBN: 978-0-07-665665-3

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City Knoxville

State TN

Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.) Chapter 2, Geography through the Ages, Page 38, 2G Structuralist Geographies: "How does a theory like Marxism apply to geography?" (see rest of quoted material attached)
2. What do you believe is the theme or purpose of the material?  
Comparing Marxism vs. Capitalism
3. What do you feel might be the result of a student using the material?  
Marxism was definitely portrayed in a positive manner, while Capitalism was portrayed in a negative manner. Student's reading this material would get a biased view, not based on the fact that Marxism has not brought people out of poverty, whereas Capitalism has created the "middle class" of America, and brought prosperity.
4. For what age group would you recommend this material? I would not recommend propaganda.
5. Is there anything good in this material? Please comment.  
I do not understand what this particular comment has to do with structuralist geographies. It seems to be randomly "thrown" in.
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

September 6, 2013

\_\_\_\_\_  
Date

Please return completed form by September 7, 2013:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

"Human Geography", 9<sup>th</sup> Grade  
Chapter 2, Geography through the Ages  
Page 38, 2G Structuralist Geographies

"How does a theory like Marxism apply to geography? In practice, Marxist geographers focus on issues on inequality that they felt were caused by the capitalist system, such as poverty. Think about world hunger, for example. Is hunger caused by a lack of food in the world, or is the world's food poorly distributed? A Marxist geographer might argue that the capitalist system causes hoarding or wasting of food by rich countries at the expense of poor countries. Or they might argue that capitalism encourages people to grow crops for sale, such as inedible tobacco, instead of crops that can be eaten by the local population."

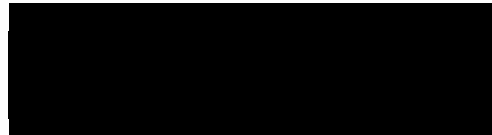
Signature:

A thick, black, horizontal bar redacting the signature.A thick, black, horizontal bar redacting a line of text.

"Human Geography", 9<sup>th</sup> Grade  
Chapter 2, Geography through the Ages  
Page 38, 2G Structuralist Geographies

"How does a theory like Marxism apply to geography? In practice, Marxist geographers focus on issues on inequality that they felt were caused by the capitalist system, such as poverty. Think about world hunger, for example. Is hunger caused by a lack of food in the world, or is the world's food poorly distributed? A Marxist geographer might argue that the capitalist system causes hoarding or wasting of food by rich countries at the expense of poor countries. Or they might argue that capitalism encourages people to grow crops for sale, such as inedible tobacco, instead of crops that can be eaten by the local population."

Signature:





## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History and Geography: Modern Times, TN ed.

Author Stieluogel

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: 1st ISBN: 978-0-07-660745-7

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 6: The Muslim Empires, 1400-1800, Lesson 3, Page 5: Europeans Come to India, Paragraph 6: "The arrogance and incompetence of many East India Company officials offended their Indian allies. Such behavior also alienated the local population, who were taxed heavily to meet the East India Company's growing expenses."

2. What do you believe is the theme or purpose of the material?

This portrays the British very unfavorably. It does not give any credit for the benefits obtained by the influence of the British Empire. They advanced the societies that they occupied and opened up trade.

3. What do you feel might be the result of a student using the material?

Very negative feelings toward the British Empire.

4. For what age group would you recommend this material? \_\_\_\_\_

5. Is there anything good in this material? Please comment.

History part is good; however, above comments are subjective.

6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

[Signature]  
Signature of Complainant

September 6, 2013

Date

Please return completed form by September 7, 2013:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History and Geography: Modern Times, TN ed.

Author Stieluogel

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: 1st ISBN: 978-0-07-660745-7

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 3: "The Reformation in Europe 1517-1600, Lesson 1 has 7 pgs. = total of 7 pages

Chapter 6: The Muslim Empires, 1400-1800, Lesson 1 has 4 pgs, Lesson 2 has 4 pgs, Lesson 3 has 5 pgs. = 13 pages

2. What do you believe is the theme or purpose of the material?

Muslim religion has been expounded in detail. I did a search match in these sections: Muslim = 47 matches; Islam = 32 matches; Christianity = 19 matches; Jesus = 1 match. Catholic church was denounced; however, the basic Christian tenets of belief (the life of Christ, death, burial and resurrection) were not even mentioned.

3. What do you feel might be the result of a student using the material?

Islam is portrayed as the reason for the elevation of society or culture. The fact that the Judeo-Christian bible is the basis for civilized society is not mentioned. The "Ten Commandments" and the Old Testament law is the foundation of the court system and laws in the western world.

4. For what age group would you recommend this material? \_\_\_\_\_

5. Is there anything good in this material? Please comment.

I found these two particular sections to be very slanted towards the Muslim religion; no negatives regarding the slaughter of non-Muslims if one would not convert. There were many negatives cited about the Catholic religion (which does not portray the Christian faith accurately).

6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

September 6, 2013

Date

Please return completed form by September 7, 2013:

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11<sup>th</sup> Floor, Andrew Johnson Tower  
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[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

LESSON 1  
Political Challenges in the Modern World

Lesson 1: Page 3

Challenges in the Middle East

The war on terrorism spread to the Middle East when the United States attacked Iraq in March 2003. President Bush claimed that Iraq's leader, Saddam Hussein, had chemical and biological weapons of mass destruction and that Saddam had close ties to al-Qaeda. **Both claims turned out to be mistaken** and the United States soon became bogged down in a war in which Hussein's supporters, foreign terrorists, and Islamic militants all battled the American-led forces.

By 2006, Iraq seemed to be descending into a widespread civil war, especially between the Shia, who controlled southern Iraq, and the Sunni, who controlled central Iraq. An American troop surge in 2007 helped stabilize conditions within a year. The U.S. and Iraqi governments then agreed to a complete withdrawal of American troops by 2011. President Obama fulfilled this promise. After more than nine years in Iraq, all American troops left the country on December 18, 2011.

**"Much of the terrorism in the Middle East is aimed against the West. One reason Middle Eastern terrorists have targeted Westerners can be traced to Western investment in the Middle East oil industry, which began in the 1920s. This industry brought wealth to ruling families in some Middle Eastern kingdoms, but most citizens remained very poor. They often blamed the West, especially the United States, for supporting the ruling families.**

The oil business increased Middle Eastern contact with the West. Some Muslims feared that this contact would weaken their religion and their way of life. Some Muslims began organizing to overthrow their pro-Western governments. Muslims who support these movements are called fundamentalist militants. They promote their own vision of what a pure Islamic society should be. Most Muslims around the world do not share this vision, do not support terrorism, and some are terror victims themselves.

Signature: \_\_\_\_\_  
\_\_\_\_\_

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History and Geography: Modern Times, TN ed.

Author Stieluogel

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: 1st ISBN: 978-0-07-660745-7

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 22: Contemporary Global Issues 1989-Present, Lesson 1 Political Challenges in the Modern World, Page 3, Paragraph 3 "President Barack Obama announced a major U.S. victory against al-Qaeda in 2011, when U.S. forces killed bin Laden at his hideout in Pakistan."

2. What do you believe is the theme or purpose of the material?

To give a false idea that the war on terrorism has been won. There have been recent terrorist attacks against the embassy in Libya and the Boston bombing

3. What do you feel might be the result of a student using the material?

A student would think that the killing of bin Laden was the ONLY U.S. victory won. It is not stated that al-Qaeda are Muslims

4. For what age group would you recommend this material? \_\_\_\_\_

5. Is there anything good in this material? Please comment.

Very biased. President Bush is incompetent, and President Obama is brilliant.

6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

[Signature]  
Signature of Complainant

September 6, 2013

Date

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State Department of Education  
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Nashville, TN 37243-0379  
[Morgan.Branch@tn.gov](mailto:Morgan.Branch@tn.gov)

## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title World History and Geography: Modern Times, TN ed.

Author Stieluogel

Publisher or Producer McGraw Hill

Copyright Date: 2013 Edition: 1st ISBN: 978-0-07-660745-7

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

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1. To what material do you object? (Please be specific, cite pages, etc.)

Chapter 22: Contemporary Global Issues 1989-Present, Lesson 1 Political Challenges in the Modern World, Page 3 (see attached)

2. What do you believe is the theme or purpose of the material?

The justification of terrorism against the West.

3. What do you feel might be the result of a student using the material?

Empathy with terrorists since an anti-American and anti-West theme is emphasized. The overall narrative is: "The reason the United States has been attacked is because of our support of ruling wealthy families in the Middle East."

4. For what age group would you recommend this material?

5. Is there anything good in this material? Please comment.

Very negative view of the United States.

6. Would you care to recommend other materials of the same subject and format?

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## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title Science of Psychology - AP - 2nd ed  
Author Laura King  
Publisher or Producer McGraw-Hill  
Copyright Date: 2011 Edition: 2nd ISBN: 978-0 07-659377-4  
Request initiated by \_\_\_\_\_  
Telephone \_\_\_\_\_ Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☐ Yourself  
☐ An organization (name) \_\_\_\_\_  
☒ Other group (name) Ladies for Liberty

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.) see attached

1. To what material do you object? (Please be specific, cite pages, etc.)  
Chapter 11 - Gender Sex & Sexuality  
pgs. 1345
2. What do you believe is the theme or purpose of the material?  
To encourage teens to experience sex
3. What do you feel might be the result of a student using the material?  
rape, perversion, promotion of gay lifestyle
4. For what age group would you recommend this material? ?
5. Is there anything good in this material? Please comment.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Signature]  
Signature of Complainant

9/4/13  
Date

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## **Science of Psychology 2nd edition - Grades 9-12**

**Publisher:** McGraw-Hill

**Author:** Laura King

**Copyright:** 2011

**ISBN:** 978-0-07-659377-4

### **Chapter 11 - Gender, Sex & Sexuality - pg. 345**

I have concerns that there is too much explicit discussion of sex. This is a new chapter. According to the publisher's own description it states that, "Student's curiosity is nurtured through timely applied examples. Each chapter contains a 'Critical Controversy' feature highlighting current psychology debates & posing thought provoking questions that encourage students to examine the evidence on both sides. For example, Chapter 11 investigates whether abstinence-only sex ed can be effective".

Pgs. 361-378 contains in depth details of sexual behavior including erotic films, explicit practices, Masters & Johnson, orgasm, masturbation, sadomasochism, fantasies, fetishes, anal sex, oral sex, ED, paraphilia, and pedophilia.. There are details of gay, lesbian, bisexual, and transgender practices. There seems to be justification for this lifestyle. Other cultures sexual practices are discussed including an experienced woman being with a young boy. The section regarding gender conflict ends with the statement, "if you feel concern about your own sexual behavior or experiences seeking the advice of a counselor or therapist are a great way to get clarity about the issues."

This is the age of curiosity and this would only encourage teens to want to experience these behaviors. Based on this particular chapter I feel this book is inappropriate for high school even for an AP course.

p1.

**Request for Reconsideration of Challenged Materials**  
**by State Textbook Commission**  
Date: 7/30/13

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title Sociology & you (teacher's edition)  
Author \_\_\_\_\_  
Publisher or Producer Mc. Graw Hill  
Copyright Date: 2014 Edition: \_\_\_\_\_ ISBN: 978-0-07-664060-7  
Request initiated by \_\_\_\_\_  
Telephone: \_\_\_\_\_ Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

417 Sociology matters  
this is straight from a 21, Sustainable Development  
what quote is giving students a gloom & doom slant on  
world future

2. What do you believe is the theme or purpose of the material?

the everything is so bad that we have to have gov't  
plan every aspect of life: housing, transportation,  
family planning, environment (resources used)

3. What do you feel might be the result of a student using the material?

that modern society/technology is ruining world & if we  
don't stop progress will just come to a horrible  
end w/ poverty, starvation,

4. For what age group would you recommend this material?

None

5. Is there anything good in this material? Please comment.

Some good discussion on GMO food, but doesn't  
make up for other

6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_

\_\_\_\_\_  
Signature of Complainant

30 July 2013  
Date

Please return completed form by September 2, 2011:

Director, Textbook Services  
State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243-0379



Doc. E You  
**Request for Reconsideration of Challenged Materials**  
**by State Textbook Commission**

Date: \_\_\_\_\_

Please check type of material:

☐ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Copyright Date: \_\_\_\_\_ Edition: \_\_\_\_\_ ISBN: \_\_\_\_\_

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_ Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☐ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

p 439 New Urbanism

2. What do you believe is the theme or purpose of the material?

this is out of Agenda 21, part of Smart Growth / Smart Code, The Transect, etc

3. What do you feel might be the result of a student using the material?

this is planning from above - telling people how & where they can live - what kind of housing they are allowed to think that New Urbanism has sprung up spontaneously when the opposite is true. Free, man would not choose to live in New Urbanism

4. For what age group would you recommend this material? None

5. Is there anything good in this material? Please comment.

NO

6. Would you care to recommend other materials of the same subject and format?

Signature of Complainant

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Request for Reconsideration of Challenged Materials  
by State Textbook Commission  
Date: 6 Sep 2013

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title American History (connecting with the Past) AP Edition

Author Alan Brinkley

Publisher or Producer McGraw

Copyright Date: 2012 Edition: A.P. ISBN: 978-0-07-662142-2

Request initiated by \_\_\_\_\_

Telephone \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State \_\_\_\_\_

Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)

See attachment

2. What do you believe is the theme or purpose of the material?

See attachment

3. What do you feel might be the result of a student using the material?

They will get a slanted view of history.

4. For what age group would you recommend this material? 11-12

5. Is there anything good in this material? Please comment.

It covered a lot of material but did not give all the facts.

6. Would you care to recommend other materials of the same subject and format?

I can at a later date

\_\_\_\_\_  
Signature of Complainant

6 Sep 2013  
Date

Please return completed form by September 2, 2011:

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SEP 11 2013

**American History (Connecting With the Past), AP Edition by Brinkley, McGraw Hill**

**The Age of Globalization - Chapter 32, page 905**

**"Why are environmental movements in developing nations often linked to issues of human rights and protection from exploitation by developed nations? How do developed nations threaten the environment of developing nations?"**

*This is a leading question. Students are ask to agree with the statement that developed nations harm developing nations' environment. This is a very slanted chapter on the environmental movement. This chapter does not mention that there are many scientist who disagree with the causes of global warming nor do they mention that one of the main studies (hockey stick graph) on manmade global warming was proven to be false. There needs to be a more balanced discussion on this subject*

**Chapter 32, page 906**

**Timothy McVeigh is portrayed are being part of the American Right.**

*The American Right includes many different groups of people. To which group of people was he connected? Does the author want to paint all conservatives with the same brush?*

**Page 908**

**The text states Guantanamo prisoners were tortured.**

*What was the proof of torture? What was the proven torture techniques used on the prisoners? Would "torture" have been acceptable if it would have prevented 9/11? The text did not mention that \$750,000 of taxpayer money was used for a new soccer field for the detainees.*

**Page 909**

**"The large tax cuts of 2001 went disproportionately to the very wealthy Americans"**

*The text failed to exploin the wealthy Americans paid a much larger portion in total taxes than other taxpayers and that almost half of the people pay no taxes at all. How can you get a tax cut if you do not pay any taxes?*

**Page 911**

**"For years, financial institutions had been developing new credit instruments intended to make borrowing easier and cheaper, which lured millions of people into taking on large mortgages —"**



*The text does not tell the reader that the financial institutions were instructed, by government agencies, to make loans to people even if they could not meet the current requirements so the lending institutes complied. The reader was not given the role that Fannie Mae and Fannie Mac played in this financial meltdown. Without all the facts how can a student understand what really happened?*

*I conclude that the author has no intention of giving all the facts to the reader and has a very slanted view of history. Facts were left out that did not support their world view. It seems like a liberal agenda has taken the place of facts in our history.*



## Public Comment Form

Please check type of material: ☒ Textbook ☐ Textbook Series ☐ Other \_\_\_\_\_

Title Human Geography  
Author Jon C. Malinowski  
Publisher or Producer McGraw-Hill  
Copyright Date: 2012 Edition: \_\_\_\_\_ ISBN 978-0-07-665665-3  
Request initiated by: \_\_\_\_\_  
Telephone: \_\_\_\_\_ Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Do you represent:  
☒ Yourself  
☐ An organization (name) \_\_\_\_\_  
☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
p. 156-157 The text discusses Christianity in two paragraphs with a broad brush. There are few details and broad generalizations. The Ten Commandments are not mentioned at all; the basis of the Christian faith p. 164-165 the Jewish faith is discussed; again using a broad brush of generalizations. The basic tenants are
2. What do you believe is the theme or purpose of the material?  
It should be teaching the geography of this Earth and how it is affected by climate and people.
3. What do you feel might be the result of a student using the material?  
The student will be given inaccurate and out-dated information and will draw conclusions and determinations that are wrong.
4. For what age group would you recommend this material? High school - 9-12
5. Is there anything good in this material? Please comment.  
There is but it is not easy to find and requires more time than we were given.
6. Would you care to recommend other materials of the same subject and format? \_\_\_\_\_  
I am working on alternatives and will submit them at a later date.

[Signature]  
Signature of Complainant

1 Sept, 2012  
Date

Please return completed form by September 7, 2013:

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State Department of Education  
11<sup>th</sup> Floor, Andrew Johnson Tower  
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McGraw.Hill@tn.gov

Request for Reconsideration of Challenged Materials  
by State Textbook Commission  
Date: 9-7-13

Please check type of material:

☒ Textbook

☐ Textbook Series

☐ Other \_\_\_\_\_

Title TRADITIONS & ENCOUNTERS: A GLOBAL PERSPECTIVE  
Author Bartley & Ziegler  
Publisher or Producer McGraw-Hill  
Copyright Date: \_\_\_\_\_ Edition: 4th ISBN: \_\_\_\_\_  
Request initiated by \_\_\_\_\_  
Telephone \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Do you represent:

☒ Yourself

☐ An organization (name) \_\_\_\_\_

☐ Other group (name) \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed, or listened to the objectionable material in its entirety. If sufficient space is not provided, use the back or attach additional sheets. (Please sign your name to each additional attachment.)

1. To what material do you object? (Please be specific, cite pages, etc.)  
No mention of "Supreme Creator" in evolution - Intellect & Free Will make man seem like incomplete information on radical evolutionist - incorrect historical account of hostile link between Jews & forced religious Islam - Jesus Christ was not still alive after resurrection
2. What do you believe is the theme or purpose of the material?  
Political "opinion"
3. What do you feel might be the result of a student using the material?  
Lack of understanding of historical & political movements
4. For what age group would you recommend this material?  
developmental mature young adults
5. Is there anything good in this material? Please comment.  
Very comprehensive for most of history long book - could like to see more on the colonial revolution & why the British from a King Rule - emphasis on slavery by many nations was very informative
6. Would you care to recommend other materials of the same subject and format?  
Read for the Industrial Revolution Chapter "The Five Thousand Year Leap" by Ron Sussman

\_\_\_\_\_  
Signature of Complainant

9-7-13  
Date

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SEP 10 2013

**Institute for Curriculum Services Review on behalf of the  
Jewish Federation of Nashville and Middle Tennessee  
McGraw Hill *World History and Geography*, Florida Teacher Edition  
Jackson Spielvogel 2013 ISBN: 978-0-07-660694-8**

**Note:** ICS is submitting this review of the Florida Teacher's Edition of this textbook for the Tennessee and Alabama 2013 state adoptions. We request that these edits be transferred to the Tennessee and Alabama 2015 editions. Note that the titles for Tennessee are *World History and Geography 2014 Teacher Edition*, and *World History & Geography Modern Times 2015 Tennessee Teacher Edition*. The title for Alabama is *World History & Geography Modern Times 2015 Alabama Student Edition*. The page numbers for the Modern Times editions may be different. This review was also submitted for the Oklahoma state adoption in 2012 and the Florida state adoption in 2011, and ICS request that these edits be transferred to the Oklahoma and Florida editions as well.

### **General Comments:**

This world history and geography high school textbook is comprehensive and engaging. It contains considerable material from the Spielvogel *World History* text. The section about the Holocaust is excellent; it is thorough and clear in its discussion. ICS commends McGraw Hill for making this lengthy and comprehensive textbook up-to-date with current events and recent scholarship.

ICS appreciates the corrections that have been made to this text based on past reviews and commends the text's coverage of the Holocaust, in particular. ICS has recommendations to improve the accuracy of this text. Issues that remain include the following: distinguishing between religious beliefs and historical facts, providing sufficient information on Judaism and Jewish contributions to Western civilization, avoiding religious titles, noting the link between rising nationalism in the 19<sup>th</sup> century and Zionism and clarifying the goals of Zionism, blaming all problems in the Palestine mandate on the Balfour Declaration rather than on conflicting British promises to Arabs and Jews, stating the correct goals and names of the post-WWI mandates, and improving the accuracy and balance in parts of the coverage on the Arab-Israeli conflict.

Edits McGraw Hill has agreed to in other editions of texts published by Glencoe are highlighted in yellow.

Since the teacher notes are on pages that have different numbers from the Student Edition pages, **ICS identifies comments on the teacher page by writing TP and the page number.** For regular edits on the main text, ICS notes the page numbers that correspond to the Student Edition.

### **Chapter 1**

**Note:** On p. 3, under the heading "Predictable Misunderstandings" and again on the bottom of p. 5, the text asserts that the Israelites did not create an empire. However, the text does not provide a definition of "empire" in the text or glossary, which would help students understand the concept and know what constitutes an empire. It would strengthen the pedagogy of the text to define this term and it should help clarify the reasons behind the above assertions.

p. 4, Map of Ancient Civilizations, **Add:** "Jewish Kingdoms (c. 1020 B.C. – 135 A.D.)"

While King David's rule of ancient Israel is correctly identified on the timeline below, the map omits the Jewish Kingdoms of Israel, Judah, and Judaea, which varied in size/scope over time, as did

the other kingdoms and empires noted on the map. Since events in these kingdoms influenced Western Civilization, they should be noted on the map.

p. 5, **Add:** “empire” – text should provide a definition of this frequently used term.

p. 5, last paragraph, **Change**, “By the tenth century B.C., the inhabitants of Israel had divided into a northern kingdom of Israel and a southern kingdom of Judah. ~~The rise of 1~~ Larger states in the region, however, eventually ~~led to their demise~~ conquered them.”

It is more accurate to state that Israel and Judah were conquered; demise suggests they disappeared from history. There is a 1,000 year history of Jewish kingdoms in the region.

p. 5-6, **Change:** “Although the Israelites created no empire, ~~they left a spiritual legacy that their religion, Judaism,~~ influenced much of the later development of Western civilization. The evolution of ~~Hebrew Israelite~~ monotheism established Judaism as a major world religion. ~~Judaism influenced the development of Christianity and Islam. Judaism introduced the Hebrew Bible and Ten Commandments, belief in the rule of law and in individual worth and responsibility, emphasis on justice and charity, and the concept of a day of rest.~~ The Judeo-Christian heritage of Western civilization refers not only to the concept of monotheism, but also to the Jewish ideas of law, morality, and social justice that have become important parts of Western culture.”

The reference to legacy makes it sound as if Judaism no longer exists or has value.

The Israelites developed monotheism, so that term should be used. In describing Christianity and Islam, the text notes how Judaism influenced those religions. Rather than repeating that information here, when those religions did not yet exist, it would be more appropriate to teach students more about Judaism and Jewish contributions to Western civilization. Though not covered in as much depth as the contributions and beliefs of Christianity and Islam, this addition at least includes a few Jewish contributions/beliefs (beyond monotheism). The ideas noted in the last sentence developed in Judaism and were spread to Western civilization through Christianity, so “Jewish” should be added.

p. 6, **Add key word:** “Judaism: monotheistic religion that emerged in the land of Israel in the eleventh century B.C. (p. 50)”

Other religions, like Islam, Christianity and Buddhism are defined in the glossary. Judaism should be included in the glossary and defined in a parallel manner. ICS has made a conforming edit recommendation in the Glossary section.

p. 12, **Add:** “Muslim Arabs absorbed many scientific and technological achievements\_of the people they conquered.”

Space needed between words.

p.16, **Change:** “Indeed the west’s Crusades to the Palestine region, for claimed religious motives, led to western control of the Byzantine Empire from 1204 to 1261.”

Between the late 11<sup>th</sup> century and 1920 the area was not a distinct political entity. To avoid confusion, the text should note that this was a region, a geographic description as opposed to a state. Geographic terms, e.g., the Levant, are neutral and avoid the political implications of favoring any specific group's terminology. Glencoe has qualified this term in other texts for greater precision.

TP, p. 13, second bullet, **Change:** “and ~~holy~~ religious warfare in the Crusades.”

The term “holy” is a subjective term, which privileges one group’s perspective (the crusaders) over that of others. Replacing this adjective with “religious” neutrally describes the nature of the war.



TP, p. 14, **Change:** “Judeo-Christianity heritage has also instilled the ideas of law, morality, and social justice, which are important parts of Western culture.”

The reference to “Judeo-Christianity” is out of keeping with common parlance and makes it sound like the text is describing another religion. Elsewhere the text uses the term “Judeo-Christian heritage.”

TP, p. 15, Reviewing the Enduring Understanding, **Change:** “How has ~~the legacy of the Israelites~~ Judaism affected Western civilization? (*Answers may include ~~that the Israelites left a legacy of Judaism, which influenced the development of both Christianity and Islam. the Hebrew Bible and Ten Commandments, belief in the rule of law and in individual worth and responsibility, emphasis on justice and charity, and the concept of a day of rest. The Judeo-Christian heritage has shaped Western ideas of law, morality, and social justice.~~*)”

This revision is consistent with the earlier recommended revision.

## Chapter 2

p. 22, Judaism in the Roman Empire, paragraph 2, **Change:** “The Jewish Temple in Jerusalem was destroyed, and Roman power once more stood supreme.”

Other Glencoe texts capitalize Temple, e.g., *Geography and History of the World*, p. 411 and *World Geography*, p. 418. This is also consistent with the timeline’s reference on p. 20.

p. 22, Judaism in the Roman Empire, paragraph 3, **Change:** “A few decades before the revolt, a Jewish teacher named Jesus traveled and preached throughout Judaea and neighboring Galilee.

~~These Jesus’ life and~~ teachings began a new movement within Judaism.

Christianity was based on the life and death of Jesus as much as on his teachings, so the sentence should be altered to make that clear.

p. 23, The Teachings of Jesus, **Change:** “Jesus, then, adhered to the entire Law, ~~but~~ and he emphasized those elements that called for the transformation of the inner person.”

The use of the term “but” distances Jesus from his Jewish roots. The ideas conveyed here are basic to Judaism as well as to Christianity.

p. 23, The Teachings of Jesus, par. 2, **Change:** “Jesus shared these and related ethical concepts with other prominent Jewish teachers, ~~but~~ He gave them particularly eloquent and influential expression.”

The use of the term “but” creates a break between Jesus and the Jewish community of which he was a part. Many Jewish teachers (e.g., Rabbis Akiva and Hillel) and prophets eloquently phrased key points of ethical belief before and after Jesus’ time. It is possible to state Jesus’ influence without suggesting that he was more eloquent than his fellow Jews.

**Consistency Note:** On p. 22 Judea is spelled Judaea and on p. 23 on the map (and most other places and maps throughout the text) it is spelled Judea.

TP 21, **Change:** “Discussion Ask: ~~How~~ What did Jesus’ ~~use of~~ emphasize from the Hebrew Bible ~~differ from that of traditional Judaism?~~ (~~Though~~ Jesus advocated adherence to the Law as stated in the Hebrew Bible, ~~his emphasis was on the~~ and transformation of the inner person.)

As noted above, the phrasing here seems to distance Jesus’ ideas from his Jewish roots, which is inappropriate. This wording reflects the fact that Jesus believed both in following Jewish law and in the transformation of the inner person.

p. 26, **Delete:** “Jesus had been a human figure to whom it was easy to relate to.”  
Redundant “to”.

TP 22, Lesson 1, Day 1, **Change:** “Ask: Why did Christianity spread so quickly, ~~while other offshoots of Judaism did not~~? (Students may mention that there were many Christian teachers who traveled around, spreading Jesus’ teachings. The acceptance of Christianity by Constantine and Theodosius led to its adoption as the official Roman religion.)”

The text should focus on the spread of Christianity and leave off the rest of the question, which inappropriately suggests there was something unattractive about Judaism. The reason for Christianity’s spread, namely that it was a proselytizing religion aimed at pagans and others is addressed in the answer.

TP 22, Lesson 1, Day 1, Background for the Teacher, **Change:** “This group of 12 were recipients of his ~~special~~ teaching and training and were sent on missions to announce the coming of the messianic kingdom Peter, James, and John formed an inner circle that **Christians believe** witnessed miraculous events, as well as being with Jesus during his persecution. Scholars believe that the number 12 is a reference to the 12 tribes of Israel. When Judas Iscariot, who betrayed Jesus, died, his place was immediately filled by the election of Matthias.”

The use of the word “special” is an editorial comment that is not used in a similar way with regards to other teachings. **The occurrence of miraculous events is a Christian belief and the sentence should be prefaced accordingly, as McGraw Hill has done in other texts.** This also parallels the next sentence which addresses what scholars believe.

### Chapter 3

TP 35, Students will know, third bullet, **Delete extra period:** “that Islamic advancements in philosophy, science, and the arts contributed to the world’s knowledge and brought major changes to Southwest Asian culture.”

Extra period.

**Note:** TP 36, Students Will be able to, 4<sup>th</sup> and 5<sup>th</sup> bullets. The text uses two terms “Arab Empire” and “Islamic Empire.” The text seems to use the terms Arab Empire, Islamic civilization, Islamic world, and Islamic Empire interchangeably. Given that what is really being discussed is the Islamic Empire, ICS recommends using this term. This will help with internal consistency and lead to greater precision and clarity for students, e.g., not all Arabs are Muslim and not all Muslims are Arab.

TP 36, Predictable Misunderstandings, **Change:** “There are three different terms for the veils: a hijab is a general term for the veil worn ~~and~~ by Muslim women...”  
Typo.

p. 46, The Arabs, **Change:** “In the seventh century, another force—the Muslim Arabs—arose in the Arabian Peninsula and spread their influence throughout Western Asia and beyond.”

As the text notes, Arab tribes lived in the Arabian Peninsula for a long time. The new force in the seventh century was Islam, so the sentence should be modified accordingly.

p. 48, second paragraph, **Change:** “Islam has only one God, Allah, and **believes** Muhammad is God’s prophet.”

This statement of belief should be framed as such. Glencoe agreed to correct this issue in other editions of *World History*. Glencoe also corrected this issue in *Geography and History of the World* 2010, SE and TE, p.90, and in *Glencoe World History*, 2010, Indiana SE, TE, pp.224, 985.

p. 48, third paragraph, **Change:** “Muhammad returned home ~~after receiving the revelations~~ and reflected on his experience.”

This phrase presents religious belief as fact and should be removed. Glencoe agreed to this type of edit in *Geography and History of the World*, 2010, SE and TE, p.85, and *Glencoe World History*, 2010, Indiana SE, TE, p. 218.

p. 48, last paragraph, **Add:** “For Muslims, Allah is the all-powerful being who created the universe and everything in it.”

The text needs to distinguish religious beliefs from facts. This is consistent with other edits Glencoe agreed to make - see above note.

TP 39, Reflect and Close, **Change:** “Ask: Why do Muslims believe that ~~were~~ Gabriel’s messages to Muhammad ~~regarded as~~ are Allah’s final revelation? (Muhammad taught that Allah had already revealed himself through Moses and Jesus, but because many people had rejected those earlier messengers, Allah had chosen Muhammad to convey his final revelation.)”

The question should be framed as one of belief not as historical fact. Since Muslims still believe this, present tense should be used. See above notes.

TP 39, Lesson 1 Review answers, 5, **Change:** “Islam teaches that there is no God but Allah, and that Muhammad was ~~H~~is prophet. It stresses the need to obey the will of Allah by practicing the Five Pillars of Islam: belief, prayer, charity, fasting, and pilgrimage.”

This slight tweak makes it clear that this is a statement of belief and reflects a parallel sentence structure. It is not customary for a secular school text to capitalize pronouns referencing deities.

p. 51, second paragraph, **Change:** “The Muslims ~~Arabs, led by a series of brilliant generals~~, had put together a large, dedicated army that traveled long distances and crossed mountains and harsh terrain. The courage of the ~~Arab~~ soldiers was enhanced by the belief that Muslim warriors were assured a place in paradise if they died in battle.”

This sort of effusive language is not used in a comparable manner in describing other religions, and it is unnecessary to convey the events and actions described. Glencoe agreed to a similar edit in *World History*, 2010, Indiana SE, TE, p. 204 and p. 207. Again the interchangeable references to Arab and Muslim here are confusing. Muslim conquests are what are being described, so this is more precise and clear.

p. 51, last paragraph, **Delete:** “Following the concept of dhimmitude, ~~however~~, these peoples were free to practice their religions, but they were also subjected to some regulations in order to make them aware that they had been subdued by their conquerors. Those who chose not to convert were required to be loyal to Muslim rule and to pay special taxes.”

ICS appreciates the improvements Glencoe has made to this section. The word “however” does not make sense given the “but” that follows.

**Note:** TP 41, Teach & Assess, The main title is “Creation of an Arab Empire,” while the first enumerated heading is “The Islamic Empire Expands.” As noted above on TP 36, “Islamic Empire” should be used throughout the chapter for internal consistency, greater precision, and clarity. On pp. 52-53, the text correctly notes that not all Muslims were Arab. Given that the terms “Arab” and

“Islamic” are not synonyms, it does not make sense for the text to refer interchangeably to the “Arab Empire” and the “Islamic Empire.”

TP 41, **Add:** “Abū Bakr: After Muhammad died without naming a successor, his father-in-law and chief adviser, Abū Bakr, was chosen as caliph—Muhammad’s political and religious successor.”

Missing letter hindered clarity of the sentence.

TP 41, middle column, questions – **Note:** there is inconsistency in how the parenthetical sentences are punctuated.

TP 41, **Change:** “Setbacks in Gaul and Constantinople: ~~Arab~~ Islamic expansion was essentially halted by defeats from the Byzantines at Constantinople in 717 and by the Franks at Tours in 732, both preventing further Islamic inroads into Europe.”

This revision makes the sentence internally consistent and clear.

TP 43, **Change:** “Discussion Ask: In what ways did trade help expand the reach of Islam? (Contacts with people along the trade routes helped spread the Arab language, and Islamic culture, and religion throughout those regions.)”

The edit makes the answer connect to the question, which is about Islam. For the reasons noted above, the conflation of Arab and Islam here is problematic.

p. 57, Islamic Society, **Change:** “~~To be a Muslim is not simply to worship Allah but also to live one’s life according to Allah’s teachings as revealed in the Quran. As mentioned previously, Islam emphasizes using the Quran as a guide to life. This also included social life.~~”

The original formulation of this sentence sounds devotional; similar phrasing is not used in discussing other religions’ beliefs. The revision states Muslim belief in an academic and objective manner.

TP 47, **Change:** “How did Muhammad become a political leader as well as a spiritual leader? (Answers may include that since Muslims believe that Muhammad was the prophet of Allah, people submitted to ~~Muhammad’s~~ his will because they believed it was also the will of Allah.”

That Muhammad was a prophet is a religious belief and should be presented as such. McGraw Hill has clarified this in other texts.

## Chapter 6

TP beside p. 105, The Story Matters, **Change:** “Explain that the image is of Joan of Arc, who was born the daughter of a tenant farmer around 1412. ~~After repeatedly hearing~~ Believing she heard divine voices, including those of saints, she went to the aid of the king of France during the Hundred Years’ War.”

That Joan heard divine voices and those of saints is what she believed, not a historical fact and needs to be presented as such. McGraw Hill has clarified this in other texts.

p. 107, Timeline, **Add:** “1492 Fall of Granada, last Muslim stronghold in Spain and expulsion of Jews from Spain”

1492 is a significant year because all Jews were expelled from Spain that year as well. The two historical events are linked because the King and Queen waited until their victory at Granada to expel the Jews. Other Glencoe texts have included this key date/information: Exploring Our World Western

*Hemisphere* Indiana Edition, 2010, p. 299, and in *Exploring Our World Eastern Hemisphere*, 2010, p.145.

TP 85, **Change:** “P. 106 Step Into the Time Example: 1492 – Following the fall of Granada, the rulers of Spain expelled all ~~Muslims~~ Jews who would not convert to Christianity.”

In 1492, Isabella and Ferdinand expelled all Jews who would not convert. Muslims were expelled more than a century later, between 1609 and 1614. The Edict of Expulsion of 1492 was against Jews.

TP 89, **Change:** “Progress of the First Crusade: Although the Byzantines began to have second thoughts about the possible actions of the crusaders, a large army of warriors succeeded in capturing Antioch in 1098 and then moved down the Mediterranean coast of ~~Palestine~~ toward Jerusalem.”

Between the late 11<sup>th</sup> century and 1920 the area was not a distinct political entity. It is therefore misleading to use the label “Palestine.” The suggested replacement uses an accurate geographic description.

p. 114, map, The Crusades 1095-1204, **Delete:** “~~Palestine~~”

Between the late 11<sup>th</sup> century and 1920 the area was not a distinct political entity. It is therefore misleading to use the label “Palestine.”

p. 114, first paragraph, **Change:** “The crusaders proceeded down the ~~Palestinian~~ Mediterranean coast, avoiding the well-defended coastal cities, and reached Jerusalem in June 1099.

See note above. The suggested replacement uses an accurate geographic description. “Palestinian coast” is not accurate because the crusaders traveled along more of the Mediterranean than the region called Palestine.

**Note:** Glencoe’s coverage of the Crusades’ impacts is very well done and accurately addresses the persecution of Jews.

p. 121, second paragraph, **Change:** “Extreme reactions led to anti-Semitism, or hostility toward Jews, who were sometimes falsely accused of causing the plague by poisoning town wells.”

The sentence overall is good but the word “falsely” should be added to make clear that the Jews were innocent of this charge.

p. 123, last paragraph, **Change:** “She ~~experienced~~ claimed to have visions and believed that saints had commanded her to free France.”

See note above regarding historical fact versus belief.

p. 125, second paragraph, In 1492 they took the drastic step of expelling from Spain all Jews who ~~did~~ would not convert.”

This historical fact is accurate and well stated. The slight shift makes clearer the element of compulsion.

p. 125, third paragraph, **Change:** “After their final loss in 1492 to the armies of Ferdinand and Isabella, Muslims were later given the choice of converting to Christianity or going into exile.”

While Muslim political sovereignty in same came to an end in 1492, the expulsion of Muslims from the country did not take place until a century later. The Edict of Expulsion of 1492 was directed at Jews exclusively.

TP 98, **Change:** “21st Century Skills 9 Some Christians believed that it was unacceptable to fight the Muslims far away while Jews, whom they blamed for Christ’s Jesus’ death, were free in their own country.”

Since Christ is a theological title and not a historical one, Glencoe correctly refers to Jesus elsewhere in the text. Glencoe agreed to this edit in *Exploring Our World Western Hemisphere* Indiana Edition, 2010, p. 85, and in *Exploring Our World Eastern Hemisphere*, 2010, p.85, and in *Geography and History of the World*, 2010, SE and TE, p.84. *Glencoe World History*, 2010, Indiana SE, TE, pp. 218, 226, 347, and in *Glencoe World History: Modern Times*, California Edition, 2006, TE, p. 322, and in *Glencoe World History: Modern Times*, 2007, SE, pp. 134, 420, and in *Sociology and You* TWE, 2008, Virginia, p. 470 and *Ancient Civilizations*, California.

p. 119, last sentence, **Delete:** “This work consists of a collection of stories told by a group of 29 pilgrims, representing a range of English society, as they journeyed to the tomb of Saint Thomas á Becket at Canterbury, England.”

Saint is a religious designation like Prophet or Christ, reflecting religious belief, and should not be used in a public school text. Glencoe agreed to correct issue throughout *Glencoe World History*, 2010, Indiana SE and TE, pp. 322, 326, 327, 347, 548, 550, 551.

## Chapter 9

p. 171, New Techniques in Painting, paragraph 2, **Delete:** “One of his most famous works is *The Tribute Money*, which depicts the story of the life of Saint-Peter.”

See above comment regarding the use of the title Saint.

p. 171, Sculpture and Architecture, **Delete:** “His works included a realistic, free-standing marble figure of Saint George, a Christian saint.”

See above comment. The notation can be added for clarity regarding the identity of the figure in question.

p. 172, third paragraph, **Change:** “At age 25, Raphael Sanzio was already one of Italy’s best painters. He was admired for his numerous madonnas (paintings of the Virgin Mary, the mother of Jesus).”

See above comment.

## Chapter 10

TP 140, **Add:** “Martin Luther established the twin pillars of the Protestant Reformation: the doctrine of justification by faith alone and the Christian Bible as the sole authority in religious affairs. Luther felt his interpretation of the Bible should be acceptable to all, but Protestantism soon fragmented into different sects...”

The text should distinguish between the Jewish and Christian Bibles. In the same way that the text specifies Hebrew Bible for the section on Judaism and generally specifies Christian Bible when describing the Christian Bible, the text should specify it here. Glencoe and all other publishers made this edit to the California 2006 texts.

TP 143, Step Into the Place, **Add:** “The quote from Calvin expresses his view that the Christian Bible was the only valid source of Christian belief.”

See above comment. Please also make this change to the answer to the Ask in this same section and to the Answers for page 176-177.



TP 147, middle column, top sentence, **Add:** “faith and studying the Christian Bible.”

See above comment.

TP 149, Effects of Protestantism on European Society, **Change:** “Distribution of Christian Bibles: The invention of movable type in the mid-1400s led to the mass printing of Bibles and other religious texts, which helped spread Protestantism across Europe during the 1500s.”

See above comment.

p. 178, Christian Humanism, **Add:** “fundamental teachings of Christianity in the Christian Bible, they would become more sincerely religious.”

See above comment.

p. 180, Martin Luther, **Change:** “Martin Luther was a monk in the Catholic Church and a professor at the University of Wittenberg, in Germany, where he lectured on the Christian Bible.”

See above comments. The text correctly specifies “Christian Bible” on p. 181 under The Rise of Lutheranism.

p. 181, top paragraph, **Change:** “It is faith alone, he said, and not good works, that justifies and brings salvation through Christ Jesus.”

Since this is not a direct quotation, the text should refer to Jesus. Glencoe has agreed to remove the theological title in many other texts: *Exploring Our World Western Hemisphere* Indiana Edition, 2010, p. 85, and in *Exploring Our World Eastern Hemisphere*, 2010, p.85, and in *Geography and History of the World*, 2010, SE and TE, p.84. *Glencoe World History*, 2010, Indiana SE, TE, pp. 218, 226, 347, and in *Glencoe World History: Modern Times*, California Edition, 2006, TE, p. 322, and in *Glencoe World History: Modern Times*, 2007, SE, pp. 134, 420, and in *Sociology and You* TWE, 2008, Virginia, p. 470 and *Ancient Civilizations*, California.

p. 185, Anabaptists, paragraph three, **Add:** “Anabaptists based this belief on the accounts of early Christian communities in the New Testament of the Christian Bible.”

The text should distinguish between the Jewish and Christian Bibles. In the same way that the text specifies Hebrew Bible for the section on Judaism and generally specifies Christian Bible when describing the Christian Bible, the text should specify it here. Glencoe and all other publishers made this edit to the California 2006 texts.

Note: ICS appreciates Glencoe’s accurate and succinct summary of the treatment of Jews during the Reformation on p. 186.

p. 188, Chapter Assessment, **Add:** 7 “SUMMARIZING What role did the Christian Bible play in Protestant faiths? In the Roman Catholic faith?”

See comment above.

TP 150, 7, **Change:** “Protestants believed that the Christian Bible was the only source of truth and that everyone could interpret ~~the Bible~~ it. Catholics believed that both the Christian Bible and church traditions were sources of truth and that priests were needed to interpret their Bible.”

See comment above.

## Chapter 11

p. 194, first paragraph, **Change:** “Portuguese fleets returned to the area to take control of the spice trade from the Muslims. The Portuguese Admiral Afonso de Albuquerque (AL • buh • KUR • kee) established a port at Goa, India. Later, Albuquerque sailed into Melaka, a thriving spice trade port on the Malay Peninsula. By taking over Melaka, the Portuguese destroyed ~~Arab~~ Muslim control of the spice trade and gained a stopping place on the long journey to the Moluccas, then known as the Spice Islands.”

See earlier comments. It is more precise and consistent to refer to Muslim control of the spice trade.

## Chapter 12

p. 212, **Add:** “Around 1500, Catholic kingdoms in Spain had reconquered Muslim areas there and expelled Spanish Jews and, a century later, Muslims.”

While Jews were expelled in 1492, Muslims were persecuted and forced to convert, but Edicts of Expulsion were not issued until 1609 by Phillip III.

p. 228, **Change:** “She was known internationally in her day as a portrait painter, but her fame now rests on a series of pictures of ~~Old Testament~~ Hebrew Bible heroines.”

The suggested replacement accurately and neutrally describes the heroines.

**Consistency Note:** The text alternates between St. Peter’s Basilica and Saint Peter’s Basilica, obviously both are correct, but the publisher may prefer to use consistent nomenclature (for example, see p. 227 and TP 180).

TP 182, 7, **Change:** “During her lifetime, she was known for her portraits; today she is best known for her paintings of women from the ~~Old Testament~~ Hebrew Bible.”

## Chapter 13

The title of this chapter, “The Muslim Empires” is accurate.

p. 234, Fall the Byzantine Empire, **Delete:** “With 80,-000 troops fighting against only 7,000 defenders, Mehmed laid siege to Constantinople.”

Delete extra space after comma in the number 80,000.

p. 236, Ottoman Society, par. 2, **Change:** “The Ottomans ~~system was~~ were generally more tolerant of non-Muslims, ~~who made up~~ a significant minority within the empire, than were other Muslim rulers. Non-Muslims paid a tax; but ~~they~~ were allowed to practice their religion with some restrictions or to convert to Islam.”

Since the concept of tolerance is relative, the changes to the first sentence are important so students have a frame of reference and realize that. This is conveyed nicely on the next page regarding the status of women in Ottoman society. While Ottoman rule was initially quite lax in enforcing the discriminative policies outlined in the Pact of Umar and Jews in the 16<sup>th</sup> century lived in relative tolerance, by the late 16<sup>th</sup> century under Murad III, the laws of differentiation were reinstated. Since the text is summarizing Ottoman rule as a whole, this addition is necessary for accuracy.



TP 189, Lesson 1 Review, 5, **Change:** “The Ottomans were generally more tolerant of non-Muslims and women enjoyed more freedom.”

See above regarding the relative and comparative nature of tolerance.

p. 240, par. 4, **Change:** “Intellectual freedom marked the height of the empire. However, the pressure to conform to traditional religious beliefs, called religious orthodoxy, increased. For example, Persian women had considerable freedom during the early empire. Now they were forced into seclusion and required to wearing a veil. Treatment of non-Muslims deteriorated as well.”

Nothing is said regarding the treatment of non-Muslims under the Safavids. The small addition fits into the available space, fits with the paragraph as a whole and addresses the plight of non-Muslims. Shah Abbas I forced all Jews to wear a distinctive badge on their clothes and in 1656 Jews were expelled from Isfahan and forced to convert (in 1661 the government changed course and allowed Jews to return to Judaism, though they still had to wear the distinctive badge). The treatment of non-Muslims under Ottoman and Safavid rule illustrates well the idea that tolerance was relative and that conditions of non-Muslims varied across time and place.

TP 191, Answers for pages 238-241, **Change:** “P. 240 CRITICAL THINKING He was a strong ruler who ~~was tolerant,~~ strengthened the army, governed carefully, and patronized the arts.”

As noted above Shah Abbas was not tolerant. The text provides the answer that he strengthened the army so this is a good substitution.

TP 191, Lesson 2 Review, **Change:** “Shāh ‘Abbās strengthened the army, expanded the empire, and ~~encouraged intellectual and artistic freedom.~~ He trained his officials to govern well.”

In a short answer it is hard to reconcile his encouragement of intellectual and artistic freedom with the fact that his rule became harsh towards Jews and he reduced freedom for non-Muslims.

TP 194, Assessment Answers, 4, **Change:** “The Ottoman Empire allowed its subjects to practice the religion of their choice, but the S-afavid dynasty required all of its people to convert to the Shia form of Islam.”

Delete misplaced period.

## Chapter 18

p. 360, Einstein and Relativity, **Add:** “In the early twentieth century, Albert Einstein, a German-born Jewish scientist...”

The contributions of various groups to society should be recognized. Therefore, references to famous Jews should acknowledge their Jewish origin as do references to great Muslims, African Americans, and members of other groups.

p. 360, Freud and Psychoanalysis, **Add:** “Sigmund Freud (FROYD), a Jewish doctor from Vienna, proposed theories regarding the nature of the human mind.”

The contributions of various groups to society should be recognized. Therefore, references to famous Jews should acknowledge their Jewish origin as do references to great Muslims, African Americans, and members of other groups.

p. 361, Extreme Nationalism, **Change:** “Some Jews, probably about 25,000, immigrated to Palestine ~~their ancestral homeland~~, which became home for a Jewish nationalist movement called Zionism. For many Jews, ~~Palestine~~, the land of ancient Israel, had long been the land of their dreams. Some Jews had always lived there, and rising nationalism and persecution in Europe spurred immigration.”

Between the late 11<sup>th</sup> century and 1920 the area was not a distinct political entity so reference to “Palestine” is misleading. The Land of Israel, not Palestine per se, was the land of Jewish dreams. For proper context, the text should acknowledge the continuous Jewish presence in the Land of Israel, as well as the joint impact of rising nationalism in the 19th century (described earlier) and persecution. Jews were inspired by the same zeitgeist of 19th century nationalism that animated the Germans, Hungarians, Italians, etc.

The link between rising nationalism in the 19<sup>th</sup> century and Zionism is significant and Zionism can only be understood within the context in which it arose. With the deletion here and below, along with the amount of space on the page, there should be room for this important addition, which provides key context for understanding this movement.

p. 361, last paragraph, **Change:** “Settlement in ~~Palestine~~ the region was difficult, ~~however~~, because it was ~~then~~ part of the Ottoman Empire, which ~~was~~ opposed to Jewish immigration. ~~Although Annually~~, 3,000 Jews ~~went annually to Palestine~~ moved there between 1904 and 1914, but the Zionist desire for a homeland ~~in Palestine~~ remained only a dream on the eve of World War I.”

See rationale above.

p. 361, glossary word, Zionism, **Change:** “Zionism ~~an internal~~ nationalist movement originally for the re-establishment of a Jewish national homeland in Palestine the historic homeland of Israel and later for the support of modern Israel”

The reference to “internal” is unclear and does not add to the student’s understanding of the term. Since Zionism is Jewish nationalism, the replacement better explains the concept. Zionism was focused on re-establishing the Jewish home in the historic homeland of Israel. A conforming edit should be made to the Glossary.

TP 277, Lesson 4 Review, 5, **Change:** “Some Europeans embraced nationalism above all else. Some Jews responded to anti-Semitic persecution by ~~becoming~~ embracing Jewish nationalism (Zionism) and ~~embracing~~ the idea of re-establishing a Jewish homeland in Palestine.”

The modification clarifies the connection between anti-Semitism and Jewish nationalism (Zionism), and explains that Zionism was about re-establishing a Jewish home in the Jewish historic homeland.

## Chapter 21

p. 428, Geography Connection, **Change:** “After World War I, new countries and mandates were formed in Europe and the Middle East.”

Since this map includes mandates, which were not countries, the note should clarify this for accuracy. Since Syria and Iraq are modern countries as well, to avoid confusion, the text should label the mandates accordingly, e.g., Palestine Mandate or British Mandate for Palestine.

p. 429, third paragraph, **Change:** “To gain Arab support against the Ottoman Turks during the war, the Western Allies had promised to recognize the independence of Arab states in the Ottoman Empire. Great Britain also expressed support for a Jewish home there.”

The text omits that Britain also tried to gain Jewish support by promising to create a Jewish national home in the ancient homeland (the Balfour Declaration). This should be noted here for accuracy. Both Jews and Arabs felt betrayed at the end of the war, so this is an important fact to include.

p. 429, par. 4, **Change:** “As a result, in the League of Nations created the mandate system. In this system, a nation officially governed a territory on a temporary basis as a mandate on behalf of the League of Nations, but did not own the territory with the goal of preparing the territory for independence.”

At present the text does not include the goal of the mandate system as explained by the League of Nations in its Covenant, article 22. This edit explains the theory behind the mandate system as described by the League of Nations.

TP 329, **Change:** “Dissolution of Ottoman Empire: The Ottoman Empire was dissolved. Although the Allies had promised to recognize the independence of Arab states and create a Jewish national home after the war, ~~some were taken over by France and Britain as~~ received mandates. The mandates included Syria, Iraq, and Palestine.”

Britain had made promises to Arabs and Jews during WWI about independence, so both should be mentioned here. Since Syria, Iraq and Palestine were not states but part of the Ottoman Empire, it is incorrect to suggest that they were states, as the current wording does. The revised wording creates space for the addition and clarifies in a neutral way that Britain and France received mandates and what those were.

## Chapter 22

TP 333, Students will know, **Change:** “that Hitler’s totalitarian state was widely accepted, but although German Jews and minorities were persecuted.”

This is a good point. The “but” does not make sense since the sentence is trying to say that Hitler’s state was accepted despite or while German Jews and minorities were persecuted. The “but” negates the first part of the sentence, so this should be changed.

p. 432, Timeline, **Change:** “1922 League of Nations ~~establishes~~ confirms British ~~m~~Mandate of for Palestine”

The Mandate for Palestine was allocated to Great Britain in 1920 at the San Remo Conference under article 22 of the Covenant, but confirmed by the League in 1922. The revision clarifies this. Since this was the proper name for the mandate, the text should use it.

p. 433, Timeline, **Change:** “1935 Nuremberg laws in Germany ~~exclude~~ strip Jews as of their citizenship”

The current wording relating to citizenship is awkward – the Nuremberg laws stripped Jews of their citizenship, just as they stripped them of their civil rights. It was not just a matter of not giving Jews citizenship “excluding them,” but actually taking citizenship away from German Jews. The word “stripped” makes this clear.

TP 335, **Change:** “~~When~~ What ~~did the first~~ laws discriminating against Jews ~~go~~ went into effect in 1935 (1935, the Nuremberg laws)”

The first anti-Jewish laws were enacted by the Nazis in 1933 (see: <http://www.ushmm.org/wlc/en/article.php?ModuleId=10005681>), information the student does not have in the timeline. This correction allows the student to answer correctly with the available information.

p. 444 – Lesson Review 6, PERSUASIVE **Change:** “Imagine you are ~~a middle-class~~ an Italian in the 1920s. Write a letter to the editor of the local newspaper ~~supporting~~ opposing Mussolini’s new government.”

It is more appropriate to ask students to find facts to oppose a fascist government than to support it.

pp. 445-446, **Change:** “This theory emphasizes the right of ‘superior’ nations to Lebensraum (LAY • buhnz • ROWM)—“living space”—through expansion. It also upholds the right of ‘superior’ individuals to gain authoritarian leadership over the masses.”

To make it completely clear that this was Hitler’s bogus thinking and that there were not really superior nations and individuals as Hitler postulated, the text should flag this either by adding “so-called” in front of the word “superior” or by putting the word in scare quotes. This way the text presents Hitler’s racist ideas while clearly distancing itself from Hitler’s pseudoscience.

TP 343, **Change:** “Rise of Hitler and the Nazis • Racism and nationalism: At the core of Adolf Hitler’s ideas was racism and bigotry, especially anti-Semitism, which was deeply rooted in Germany. He also was an extreme nationalist.”

This is an important background piece to include here as it lays the foundation for the text’s later discussion of why Germans embraced National Socialism. Please see ICS note on p. 446 below for more information.

TP 343, third column, **Change:** “Hitler the Führer: After President Hindenburg ~~allowed~~ appointed Hitler ~~to become~~ chancellor, the Nazi-dominated Reichstag gave Hitler the power to ignore the German constitution.”

This clarifies more specifically the events/actions (the President’s appointment of Hitler in January 1933) that were part of Hitler’s rise to power.

TP 343, **Change:** “Discussion Ask: How might the economic situation in Germany in the early 1930s have influenced the willingness of many German people to accept a leader whose philosophy was based on racism and bigotry? (Students may say that when times are hard, many people look for someone to blame for their problems. Hitler provided a scapegoat for Germany’s economic problems, in the Jewish people. Students may note that deep-seated anti-Semitism also made people receptive.)”

While this addition does not address the economic question, it is necessary because the text seems to be operating from the premise that the German people would not have been open to a racist leader. This addition, which should work within the available space, corrects that impression and also clarifies the long tradition of anti-Semitism in Germany. See extended ICS note below.

p.446, Rise of Nazism, **Change:** “~~No doubt, Germany’s economic difficulties were a crucial factor in the Nazi rise to power. Unemployment had risen dramatically, growing from 4.35 million in 1931 to about 5.5 million by the winter of 1932. Hitler also promised a new Germany that appealed to nationalism and militarism.~~ A long tradition of anti-Semitism in Germany also made Germans receptive to Hitler’s extreme racist nationalism.”

The long tradition of anti-Semitism was one reason for many Germans’ acceptance of National Socialism. While the economic situation certainly played a role, it is inaccurate to omit deep-seated anti-Semitism in German society. The above revision attempts to address (in one sentence) this shortcoming. This problem can be further addressed through revision of the teacher’s note on 343 (see above edit). ICS would be happy to review the lecture slide so appropriate modifications can be made.

p. 446, concentration camp key term, **Change:** “a camp where prisoners of war, political ~~prisoners~~ dissidents, or and members of minority groups are confined, ~~typically under harsh conditions and~~ subjected to heavy labor, starvation, abuse, and frequently murder”

The current definition is both vague and euphemistic. The term “political prisoners” seems to legitimize their imprisonment as it makes it sound like punishment for a crime. In most cases, people sent for political reasons were sent because they opposed the government. ICS has recommended a corresponding edit for the Glossary.

p. 447, The reference for the quotation “Hitler, 2002” is not clear. As a model for students, clear bibliographic information should be provided so students can see the source.

p. 447, The State and Terror, last paragraph, **Change:** “Terror included the instruments of repression and murder—secret police, criminal police, concentration camps, and later, execution squads and death camps (concentration camps in which prisoners are ~~killed~~ murdered). For Himmler, the chief goal of the SS was to further the ‘Aryan master race.’”

In death camps, prisoners were intentionally murdered. *Killed* seems a mild word for genocide. Quotation marks need to be added to indicate that “Aryan master race” was a Nazi concept, not a real race. This is done on TP 345 and is consistent with Glencoe’s reference in *World History (GA)* on p. 811 in the Collaborative Learning activity.

p. 448, Women and Nazism, first paragraph, **Change:** “Women played a crucial role in the ~~Aryan~~ Nazi state as bearers of the children who, the Nazis believed, would bring about the triumph of the ‘Aryan race.’”

See explanation above. ICS commends TP 345 for using scare quotes around this term.

p. 448, Anti-Semitic Policies, second paragraph, **Change:** “In September 1935, the Nazis announced new ~~racial anti-Semitic~~ laws at the annual party rally in Nuremberg...They also ~~excluded Jews from German citizenship~~, stripped Jews of their German citizenship and civil rights, and forbade marriages between Jews and German citizens.”

The use of the word “racial” here might confuse students into thinking the Jews were a race. It is more appropriate to identify the new laws as anti-Semitic. Also, the Nuremberg laws stripped Jews of their citizenship, just as they stripped them of their civil rights. It was not just a matter of not giving Jews citizenship (excluding them), but taking citizenship away from German Jews.

TP 345, **Add:** “An Aryan state: Hitler’s goal was the development of an ‘Aryan racial state’ that would dominate the world for generations to come.”

See explanation above. On TP 345, “Aryan Master Race” is correctly put in quotes.

TP 345, **Change:** “Involvement of the German people: ~~In part, t~~The Nazis ~~made~~ involved the German people ~~explicit~~ in their policies by means of mass demonstrations and spectacles.”

As noted earlier, the current wording ignores the deep seated anti-Semitism of ordinary Germans and makes it sound like they had to be forced to take part in Nazi spectacles and policies, which is misleading. Many Germans were quite receptive to Nazism.

TP 345, **Change:** “Anti-Semitic actions: In 1935, new ~~racial~~ laws defined which Germans were considered Jews, ~~excluded Jews from citizenship~~, stripped Jews of their citizenship and civil rights, and forbade marriages between Jews and German citizens.”

See above explanation.

TP 345, **Change:** “Discussion Ask: How did Nazi ideas about Aryan supremacy shape Nazi policies toward women and Jews? (The Nazis believed that women were to be wives and mothers so that their children could help bring about an Aryan triumph. Since ~~t~~The Nazis ~~also~~ believed that Jews were

~~enemies of not Aryans, they viewed Jews as inferior and as and were not unwelcome in German society.)”~~

This change makes clear that according to the Nazis, the Jews were not Aryan, which is what made them inferior in the eyes of the Nazis.

TP 345, **Change:** “Leisure activities: Activities such as concerts, operas, tours, and sporting events offered additional ways for the Nazis to ~~control~~ influence the German people.”

See earlier explanation.

TP 345, **Change:** “P. 447 CRITICAL THINKING Massive displays of disciplined strength attracts followers. Germans were susceptible because of ~~the widespread anti-Semitism~~, a poor economy and widespread unemployment.”

Anti-Semitism was another factor that explains Germans’ embrace of Nazism. A poor economy was not the only factor.

TP 345, Lesson 3 Review, **Change:** “2. ~~Excluded from~~ Stripped of citizenship; forbidden to marry citizens; required to publicly identify as Jews; barred from public buildings; isolated in ghettos; sent to concentration camps.”

See earlier explanation. Missing letter in word “public.”

## Chapter 23

TP 348, letter to teacher, **Change:** “~~Arab states also emerged w~~ With the collapse of Ottoman power, but were given mandate status under the the League of Nations created British and the French mandates. A new state of Saudi Arabia emerged in the Arabian peninsula in 1932, while the Palestine Mandate became a source of tension between newly arrived Jewish settlers Jews and longtime Muslim Palestinians Arabs.”

The text should add in the date to clarify when Saudi Arabia emerged as it did not emerge immediately after WWI. This is consistent with the map on p. 453. For clarity, the text should refer to the Palestine Mandate. Without this information, students may incorrectly assume that there was a state of Palestine. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008.

During the early mandate period, the tensions existed between local Jews and Arabs (the term Palestinian was not used widely in the nationalist sense it is used today). Some Jews were longtime residents and some were newer immigrants. Some Arabs were also new to the area (attracted by Jewish development), so it is more balanced and accurate to simply note tensions between Jews and Arabs. As noted earlier in the review, not all Arabs were/are Muslim.

TP 349, Students will know, **Change:** “that the Balfour Declaration supported the creation of a national Jewish homeland in the Palestine Mandate.”

Edit important for clarity and consistent with the edit agreed to in *Glencoe World History*, 2010, Indiana TE, p.1008.

TP 349, Predictable Misunderstandings, **Change:** “Students may think: In discussing the development of Arab nationalism, remind students that it was complicated by the fact that the Arabs, although united by language, ~~Islam~~, and a shared culture, were not a nation. Their situation was thus different from other majority Islamic groups such as the Turks or Persians. Attempts throughout the twentieth century to unite the Arabs (such as the United Arab Republic), have consistently failed.”

As noted above, it is inaccurate to state that all Arabs are Muslim as there are Christian Arabs as well. The edits correct this and make clear that, not every Arab, Turk or Persian is Muslim though most are. The fact that not all Turks are Muslim is noted on p. 455.

p. 453, Timeline, **Change:** “1939 British limits number of Jewish immigrants to the Palestine Mandate”

Remove extra ‘s’. **See above explanation.**

p. 454, Nationalism in the Middle East, introduction, **Change:** “In the Palestine Mandate, tensions mounted as both Arabs and Jews viewed the area as their homeland.”

See above. **Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008.**

p. 455, first paragraph, **Change:** “British troops advanced from Egypt and seized the Palestine region.” **As noted above,** Palestine was not an independent state so the current wording is misleading.

p. 455, Middle East Changes, **Change:** “While Turkey, Iran, and Saudi Arabia emerged as modern states, tensions mounted between the Jewish and Muslim inhabitants in the Palestine Mandate.”

See above. **Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008.**

p. 457, Arab Nationalism, **Change:** “The Arabs were not a nation, though they were largely united by their language and their Islamic cultural and religious heritage.”

This edit allows for the fact that not all Arabs are/were Muslim. Arab nationalism at this time sought to unite Muslim and Christian Arabs.

p. 457, Arab Nationalism, **Change:** “The mandates of Iraq and Palestine (including Transjordan) were assigned to Great Britain; those of Syria and Lebanon were assigned to France. ~~For the most part,~~ Europeans created these Middle Eastern states mandates. ~~The Europeans determined their nations’ borders and divided the peoples.~~ In general, the people ~~in these states~~ within those borders had no strong identification with their designated ~~country-mandate~~.”

The text’s use of “nations” and “states” when those countries did not exist is confusing and inaccurate. Mandates were not states or countries and should be identified as mandates. The revision also provides a more neutral and objective tone.

TP 353, Losses in World War I, **Change:** “Arabia declared its independence in 1916, and the British also seized the Palestine region during the war.”

**See above.**

TP 353, **Change:** “Saudi Arabia: Through mandates, Europeans determined ~~Arab nations’~~ Middle Eastern borders, but the people there retained a sense of nationalism.”

The term “Middle Eastern borders” is more neutral and reflective of identities during the mandate period. There were different peoples and different types of nationalism so this reference and the change that follows allows for that.

p. 458, subtitle, **Change:** “The ~~Problem of~~ Palestine Mandate and the Balfour Declaration”

See explanation above. “The Palestine Mandate” is more neutral phrasing and more in keeping with the subtitles used elsewhere in the text. **Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008.**



p. 458, The Problem of Palestine, first paragraph, **Change:** “The situation in the Palestine Mandate complicated matters in the Middle East even more. While ~~Palestine had been~~ the region was the Jewish homeland ~~of the Jews~~ in antiquity, most Jews had been forced into exile in the first century A.D.”

For clarity, the text should refer to the Palestine Mandate. Without that addition, students may incorrectly assume that there was a state of Palestine. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008. The term *Palestine* did not come into use until 135 C.E. and was not the home of the Jews in antiquity. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE, TE, p. 189. The addition of *most* is necessary for accuracy and better connects with the next sentence.

p. 458, The Problem of Palestine, second paragraph, **Change:** “Since the 1890s, the Zionist movement had advocated that ~~Palestine should be established as~~ the reestablishment of a Jewish state in the historic homeland. Jews ~~recalled~~ remember that the ancient state Kingdom of Israel was located there. Arabs pointed out that their ancestors had also lived in Palestine the region for centuries. As a result of the Zionist movement and growing anti-Semitism in Europe, ~~more~~ tens of thousands of Jews began to immigrated to Palestine... ~~Then d~~During World War I, the British government, hoping to win Jewish and Arab support ~~for the Allies, made conflicting promises. They issued the Balfour Declaration. It expressed~~ support for a national home for the Jews in Palestine, , but it also added that this goal should not undermine the rights of the non-Jewish peoples living there The British also promised self-rule for Arabs to Sherif Hussein of Mecca.”

As currently worded, the text is misleading because it makes it sound as if there was as state of Palestine. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008. It is more accurate to note that Zionists advocated for reestablishing a Jewish state in their historic homeland – the land of Israel. The term “noted” is more parallel with “pointed out” than the term “recalled.”

The reference to *more* is not specific and implies small numbers. Since Jews had immigrated to the region previously, *began to* is inaccurate.

Finally, the text fails to address the conflicting promises made by the British to Jewish and Arab nationalists during World War One. Conflicting promises and British interests underlie the problems in the Palestine Mandate. These problems should not be blamed solely on the Balfour Declaration.

p. 458, The Problem of Palestine, par. 3, **Change:** “~~The Balfour Declaration drew even more~~ Both Jews and Arabs moved to the Palestine Mandate...During the 1930s many Jews fled to the Palestine Mandate. Violence flared ~~between Jewish and as Muslims inhabitants~~ Arabs attacked Jews, who fought back.”

The text omits Arab immigration during this period. From 1919 to 1940, tens of thousands of Jews immigrated to the Palestine Mandate. At the same time, the Arab population nearly doubled, with tens of thousands of Arabs immigrating in the first three decades of the twentieth century. Both sets of immigrants need to be mentioned; otherwise the text implies that the large Arab population was already in the Palestine Mandate and that only the Jews were newcomers.

During this period the official name of the region was the Palestine Mandate, not “Palestine,” which implies there was a country named Palestine Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana TE, p.1008.

Violence did not simply occur; Arabs attacked the Jews, who fought back. As both groups were inhabitants use of that term is unnecessary. This explanation also helps students understand the reasons for something noted in the next paragraph (not by name) -- the British White Paper of 1939, limiting Jewish immigration at this critical time.



p. 458, Drawing Conclusions, **Change:** “How does the Balfour Declaration simultaneously acknowledge the Zionist desire for a Jewish State in Palestine and ~~the political problems it might cause the challenges in the region?~~”

The suggested wording improves the neutrality of the question. It is inaccurate to blame all problems on the Balfour Declaration and it is imbalanced to present the Declaration in an exclusively negative light which favors one perspective over another.

p. 458, Lesson 1 Review, 5, **Change:** “Write a short paragraph that compares the ~~original context of the Balfour Declaration with its role in subsequent decades~~ promises made by the British during the war with what happened after the war.”

The original question is unclearly written and focuses exclusively on the Balfour Declaration, ignoring conflicting British promises to the Arabs which led to problems. The proposed question encourages students to examine both sets of promises and subsequent events.

TP 354 Lesson 1 Day 1 beside p. 458, **Change:** “III. TENSIONS IN THE PALESTINE MANDATE To help students understand how ~~increased Jewish immigration to Palestine led to~~ tensions between ~~Jewish Jews and Muslims~~ Arab nationalists grew in the mandate, display the slide “The Zionist Movement” as you discuss Zionism and ~~the Balfour Declaration~~ conflicting British promises. Conclude by using the discussion question.”

ICS would like to view the referenced slide for accuracy. As noted above, for clarity, the text should refer to the Palestine Mandate. Without that addition, students may incorrectly assume that there was a state of Palestine. Glencoe agreed to this edit in Glencoe World History, 2010, Indiana TE, p.1008. It is inaccurate to put the entire onus for tensions on Jewish immigration. The text could equally note the benefits Jewish development brought about in the mandate, which drew foreign-born Arabs to the area as well. A variety of factors led to tensions, including disappointment over the broken promises made by the British. Tensions increased between Jewish and Arab nationalists in the mandate so this is more precise. Not all Arabs in the region are Muslim. To reflect the change to the text, the teacher’s note should be changed to address conflicting British promises. The current focus is one-sided and ignores the McMahon-Hussein correspondence.

TP 354, Lesson 1 Day 1 beside p. 458, **Change:** “Project the slide “The Zionist Movement” as you lecture about ~~the Jewish history of Jewish presence in~~ Palestine in the region and ~~the ways in which the Balfour Declaration~~ various factors that contributed to ongoing tensions there.”

The term *Palestine* did not come into use until 135 C.E. and was not the home of the Jews in antiquity. Glencoe agreed to this edit in Glencoe World History, 2010, Indiana SE, TE, p. 189. It is inaccurate to blame all problems in Palestine on the Balfour Declaration and the text seems overly preoccupied with the Balfour Declaration. It is an oversimplification and misrepresentation of history to claim that this document was the cause of all problems. The cause of problems includes Arab resentment of Jewish immigration and frustration over broken promises made by the British.

TP 354, Lesson 1 Day 1 beside p. 458, **Change:** “~~Palestine and the Balfour Declaration~~ Conflicting Promises

- Historical presence: ~~Palestine~~ The land of Israel was the home of the Jews in antiquity, but many Jews had been forced into exile in the first century A.D., though they retained a strong connection. At the start of the 1900s, the area was populated mostly by Muslim Arabs. Jewish and Arab nationalism came into conflict as both groups saw Palestine the region as a potential national state.
- Zionism: Beginning in the 1890s, the Zionist movement called for the re-establishment of a Jewish state in Palestine the historic homeland. Both Zionism and growing anti-Semitism in Europe led Jews to migrate to Palestine the region.

• ~~The Balfour Declaration~~ Conflicting promises: To gain Jewish and Arab support during World War I, the British ~~supported the Zionist desire for a homeland~~ made a variety of conflicting promises about independence. The Balfour Declaration formed the basis of international support for the modern state of Israel. Violence ~~between Jews and Muslims~~ broke out in the Palestine Mandate as Arabs attacked Jews, who fought back.”

Given the text above, the recommended title is more appropriate and neutral. Continued references to Palestine here are inaccurate as is the excessive focus on the Balfour Declaration. The term *Palestine* did not come into use until 135 C.E. and was not the home of the Jews in antiquity.

Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE, TE, p. 189.

Zionism advocated for reestablishing a Jewish state in the land of the historic homeland – the land of Israel. The notes should explain British promises to both Arabs and Jews during the war since these conflicting promises led to problems in the mandate.

Violence did not simply occur; Arabs attacked the Jews, who fought back. This revision makes events clearer.

TP 355, **Change**: “Discussion Ask: In what ways did the actions of the British contribute to ~~the ongoing struggle conflict in Palestine the Middle East?~~ (During World War I, ~~the British made conflicting promises to Jews and Arabs over independence during World War I and divided areas into nations, with little regard for ethnic loyalties. The Balfour Declaration encouraged Jews to move to Palestine but offered no process to give both the Jews and Arab Muslims equal rights in the area. The result was increasing tension and violence.~~)”

Before the British got involved, there was no an ongoing struggle per se, so it would be more accurate to ask how their actions contributed to conflict. Also, the conflict was not just in “Palestine” but in the broader Middle East, as the answer to the question makes clear.

The British promised the Arabs independence over a larger region (with disputes to this day over the exact extent of what was promised) and when the allies redrew the map after WWI, as the text notes, they created new territories in ways that suited their needs, but did not necessarily recognize reality on the ground for the inhabitants of the region. There is no need to repeat information exclusively about Balfour and the fact that these actions led to conflict also does not bear repeating.

**Note:** ICS would like to review the Homework activity/worksheet on the Balfour Declaration for accuracy.

TP 355, Answer p. 458 Document Based Question, **Change**: “The declaration indicates a desire to establish a home for the Jews that will give them rights and political status, ~~but~~ and it prohibits violation of non-Jews’ rights mentions concern for the rights of non-Jews in the area and Jews elsewhere.”

The above changes improve the neutrality of the answer, addressing both the declaration’s concern about the rights of non-Jewish inhabitants in the region and Jews in other countries. The strikethrough is necessary for “but” because what follows is in addition and is also true, not contrary as the word “but” implies.

TP 355, Answers, Lesson 1 Review, 4, **Change**: “Turkey and Iran modernized. Britain and France created mandates in the Middle East. ~~Saudi Arabia was established and discovered oil~~ The Arab states of Iraq and Saudi Arabia were established. Violence flared in the Palestine mandate between Jewish and as Muslims inhabitants of Palestine Arabs attacked Jews, who fought back.”

Iraq and Saudi Arabia both gained independence in 1932. As noted above, violence did not simply occur; Arabs attacked the Jews, who fought back. This revision makes events clearer.

TP 355, Answers, Lesson 1 Review, 5, **Change:** “~~After World War I: Balfour met Britain’s goal of defeating the Ottomans and promoting friendly relations with Jews. It has become a source of conflict between Palestinians and Israelis. During the war: Britain made promises to both Arabs and Jews about independence. After the war: the League of Nations established the mandate system.~~”

The answer reflects the revised question and drives home the point that Britain made conflicting promises and that after the war, instead of independence, the mandate system was created.

TP 366, Exploring the Essential Question, answer 11, **Change:** “• details of the movements: for example, the movement to re-establish a Jewish state in Palestine the ancient Jewish homeland.

• details of their causes: for example, deep attachment to the land; growing anti-Semitism was growing in Europe.”

**Glencoe has made this edit to other texts.** Anti-Semitism played a role in Zionism, but the deep attachment to the ancient homeland is an equally important detail.

TP 367, Chapter Summary, **Change:** “This chapter discussed the creation of Turkey, Iran, and Saudi Arabia; the influence of ~~the Balfour Declaration~~ British promises to Arabs and Jews;”

See earlier explanation.

TP 367, **Change:** “How would you define nationalism? (Answers may include ~~extreme~~ deep loyalty or devotion to ~~their one’s own country or people that causes people to place their country’s interests above that of all other nations and desire for independence.~~)”

This negative definition of nationalism reflects a bias/value judgment which is inappropriate in an objective textbook. The revisions are in keeping with standard definitions of this term.

TP 367, **Change:** “What challenges might people united by their language and cultural or religious heritage face if they don’t have a nation to call their own? (Answers may include ~~conflict with others in trying to establish a nation of their own~~ persecution and having no safe haven, as when the Jews established a Jewish state in Palestine. ~~This led to conflict with Muslim Arabs who lived in the area in Europe experienced anti-Semitic violence and had nowhere to go to escape the Nazis.~~)”

The phrasing of the question focuses on challenges from the perspective of the stateless people, so the answer to the question has been revised to address the question. A clear challenge for a people who do not have a state of their own is always being strangers in other people’s lands and not having a safe haven, as illustrated by what happened to Jews in the Holocaust.

## Chapter 24

TP 368, Letter to teachers, **Change:** “Between 1933 and 1939, Adolf Hitler rebuilt Germany into a military power and strove to create an ~~racial~~ empire that would dominate Europe.”

As explained earlier, Hitler’s ideas about race were not factually accurate so it is inappropriate, confusing, and inaccurate here to speak of his striving to create a “racial empire.” As done on p. 477, “racial purity,” the concepts of “race” and “racial” as used by the Nazis should appear in quotes to indicate that the words do not comport with their literal/technical meaning.

p. 480, The German Path to War, **Change:** “The Slavic peoples could be used as slave labor to build an ‘Aryan racial state’ that Hitler thought would dominate Europe for a thousand years.”

Quotation marks need to be added to indicate that “Aryan racial state” was a Nazi concept, not a real race. **This is done on TP 345 and is consistent with Glencoe’s reference in *World History* (GA) on p. 811 in the Collaborative Learning activity.**

TP 373, **Change:** “~~Racial Supremacy~~ and German Supremacy and Militarism”

The text should be careful to avoid accidentally reinforcing Nazi concepts as accurate or legitimate. The text repeats the term “racial” frequently on this page and because the whole Nazi idea about race was false, it would seem more appropriate to change the heading accordingly, to avoid giving any credence to bogus Nazi beliefs about racial supremacy.

TP 373, **Change:** “Discussion Ask: What did Hitler hope to achieve by invading other lands? (He hoped to build an Aryan racial state that would dominate Europe for a thousand years.)”

The text seems preoccupied with this Nazi concept and ICS does not believe it is necessary or adds greatly to the text here. If the publisher believes it is important to include, the term should be placed in quotations consistent with TP 345 and with Glencoe’s reference in *World History* (GA) on p. 811 in the Collaborative Learning activity.

TP 373, Answer, p. 481 Geography Connection, 2, **Delete:** “Hitler wanted more land to build the Third Reich, ~~an Aryan racial state.~~”

ICS does not believe it is necessary to repeat this term here. If the publisher believes it is important to include, the term should be placed in quotations consistent with TP 345 and with Glencoe’s reference in *World History* (GA) on p. 811 in the Collaborative Learning activity.

TP 373, Lesson 1 Review, 3, **Change:** “He wanted to build a vast ~~Aryan nation~~ empire (the Third Reich) that would dominate Europe.”

ICS sees no need to repeat the pseudoscientific concept of Aryan Nation. The Third Reich is an accurate political and historical term, appropriate here. See above.

TP 373, Lesson 1 Review, 6, **Change:** For: If Britain had re-armed immediately, Hitler may have stood down. Against: Nothing could have stopped Hitler’s drive to create the ~~Aryan nation~~ Third Reich.”

ICS sees no need to repeat the pseudoscientific concept of Aryan Nation. The Third Reich is an accurate political and historical terms, appropriate here. See above.

p. 494, par. 2, **Delete:** “Nevertheless, it is highly unlikely that Allied bombing sapped the German morale. Instead, Germans, ~~whether pro-Nazi or anti-Nazi,~~ fought on stubbornly, often driven simply by a desire to live.”

This suggested deletion is not critical to the point being conveyed and students may interpret it as meaning that Nazi supporters and opponents were about equal in numbers, which is inaccurate.

**ICS Note:** Overall the lesson on The New Order and the Holocaust is very well done and ICS appreciates the attention to detail and to conveying the horrors of the Holocaust.

p. 495, It Matters Because, **Change:** “Nearly two out of every three European Jews ~~died~~ were murdered in the Holocaust.”

*Died* is a very mild word to summarize what should appropriately be termed *murder*. The answer to 11 at the end of the chapter assessment uses the more appropriate term “murder.” Glencoe agreed to similar edits in *The American Journey: Modern Times* TWE, 2009, Virginia, p. 383 and *The American Journey: Early Years* TWE, 2009, Virginia, p. 561.

p. 495, The New Order, par. 2, **Change:** “Hitler’s plans for an ‘Aryan racial’ empire were so important to him that the Nazis began to put their ~~racial~~ racist program into effect soon after the conquest of Poland.”

**See above.** Note also that the previous sentence uses quotes for “living space” which makes it all the more appropriate here for this pseudoscientific term. “Racist” is a more appropriate term here than “racial.” Alternatively, one could just delete “racial.”

TP 380 Lesson 4 Day 1. ICS would like to see the quotation in question for the Discussion Ask. The answer says that Hitler “wanted to gain land for Germany by annihilating the Polish people”, while the text (p. 495) and teacher’s note on p. 381 talks about moving them to southern Poland and plans to make them slave labor (see the bullet on Resettlement in the east). ICS would like to review the Lebensraum activity.

p. 496, The Holocaust, par. 2, **Change:** “Himmler and the SS closely shared Hitler’s racist ideas.”  
Rather than repeating this concept of race, which may make students think Jews were/are a race, it would be better and clearer here to say that they shared Hitler’s racist ideas.

TP 382, Lesson 4 Day 1, The Holocaust, **Change:** “Racist ~~struggle~~ ideas and plan for genocide”  
See above. It is more accurate given the context to speak of racist ideas, which underlay the Nazis thinking and plan for genocide.

Lesson 4 review question 6. ICS appreciates Glencoe’s caveat: “Be careful to use only reputable sources.” This is especially important with the Holocaust given the number of Holocaust deniers out there with organizations that may sound credible, e.g., Institute for Historical Review. It might be worth adding a teacher’s note to provide students with more information on reliable sources and assessing unreliable ones that masquerade as reliable.

TP 383, ICS would like to see the primary source “An eyewitness to the Holocaust” and the worksheet “Jewish Resistance to Nazi Germany.”

TP 383, Aiding the Jews bullet, **Change:** “Some ~~F~~friends and strangers also hid Jews or smuggled them to safe areas.”

Since individuals who helped Jews during the Holocaust were the exception and not the rule, this sentence should be qualified.

TP 383, Denial and Collaboration bullet, **Change:** “Still many others assisted the Nazis.”

While righteous gentiles were the exception, those helping the Nazis were far more numerous. Therefore, the addition of “many” is an important clarification.

TP 383, Lesson 4 Review, 1, **Change:** “...Some helped hunt down or expose hidden Jews, thereby contributing to ~~the Nazi goal of creating a master race~~ genocide.”

The question asks students to explain how collaborators helped make genocide possible. The response has been changed to reflect the question. ICS notes that at present the idea about “master race” appears in three answers and believes the focus on this is excessive and unnecessary.

p. 504, Lesson review 1, **Change:** “What was Hitler’s master plan for creating an ‘Aryan racial’ empire?”

**See above.**

TP 389, Reviewing the Enduring Understanding, first bullet, **Change:** “(Answers may include that Hitler believed in the superiority of the ‘Aryan race’ and...)”

**See above.**



TP 389, Reviewing the Enduring Understanding, fifth bullet, **Change:** “~~s~~Six million European Jews died were murdered and millions of people from other ethnicities died during the Holocaust. Millions of people from other ethnicities were also murdered.”

New sentence so first letter should be capitalized. **See earlier explanation** regarding the inappropriateness of the term “died” in this context. The term Holocaust refers specifically to the genocide against the Jews, so it is not accurate to state that people of other ethnicities were murdered as part of the Holocaust.

## Chapter 26

**ICS note:** pp. 424-525, The map on independence in the Middle East and Africa could be improved by adding in the countries that became independent earlier, e.g., Egypt, Iraq, Saudi Arabia, and Lebanon (and perhaps color coding differently since they are not the focus). Without that information, student may wonder or forget that these places were already independent.

p. 524, Timeline, Africa and Asia, **Add:** “1948 – The State of Israel gains independence”

The chapter timeline mentions independence for other countries in Asia, e.g., India, Pakistan, Indonesia, but omits Israel. This language parallels that used for other countries.

p. 524. Timeline, The World, **Change:** “~~Oslo Peace~~ Oslo Accords gives PLO control over semi-independent area and PLO commits to renouncing terrorism and violence”

The official name of the agreement is the Declaration of Principles on Interim Self-Government Arrangements, but informally they are known as the “Oslo Accords.” The timeline entry represents Oslo selectively focusing only on what one side got in the agreement and omitting the quid pro quo, which was the PLO’s promise to renounce terror and violence.

p. 531, The Question of Palestine, par. 1, **Change:** “In the years between the two world wars, many Jews had immigrated to the Palestine Mandate, ~~which they considered~~ the site of their historic homeland and religious center.”

It is historic fact that the land of Israel is the historic Jewish homeland and religious center. The current phrasing casts this as opinion, not historic fact, which is not accurate.

p. 531, The Question of Palestine, par. 1, **Change:** “Great Britain, which governed the Palestine Mandate under a ~~the~~ League of Nations, had limited...”

Since there was no country of Palestine, only a mandate, the text should refer to “the Palestine Mandate” to avoid misunderstanding. Without this change, students may incorrectly assume that there was a state of Palestine. In response to this issue, **Glencoe agreed to add “Mandate” after “Palestine” in *Glencoe World History*, 2010, Indiana TE, p.1008.**

p. 531, The Question of Palestine, par. 2, **Change:** “~~The~~ Zionists wanted the land of ancient Israel to be a home for the Jewish people again.”

The definite article is not necessary here and for clarity “again” should be added since the whole idea was premised on reestablishing Jewish sovereignty in the ancient homeland.

TP 412 - ICS would like to see the Middle East Mandates bellringer to review.

TP 413, Teaching the Middle East, Arab-Israeli Conflicts bullet, **Change:** “Palestinian Palestine Mandate...Tensions between Jews and Arabs increased because ~~Jews wanted their historic homeland~~”

~~and religious center to become a home for the Jewish people~~ both groups had nationalist aspirations for the same piece of land.

The established term is “Palestine Mandate” not “Palestinian Mandate” so this change is consistent with normal use. The revised sentence is balanced and accurate and does not blame tensions on one side alone.

TP 413, United Nations resolution bullet, **Change:** “In 1947, the United Nations resolution proposed dividing the Palestine Mandate into a Jewish state and an Arab state. The Arabs rejected the resolution. The Jews accepted it and proclaimed the sState of Israel in 1948.”

While the text mentions the resolution, it omits key information about the response of the parties to the resolution, which the above changes rectify. The Jews accepted the partition plan and created Israel in accordance with it. The Arabs rejected the resolution.

State of Israel is a proper name so the ‘s’ should be capitalized.

TP 413, Arabs and Israel bullet, **Change:** “The Arabs refused to recognize Israel’s right to exist. ~~Several~~ Five states attempted a military invasion of Israel to destroy it, but the invasion failed.”

The word several usually indicates two or three, so it is more accurate to state the number of states that invaded, which was five. It also helps to clarify the intent of the invaders, namely Israel’s destruction.

TP 413, Discussion Ask, Why did the Arabs object to the creation of Israel, answer, **Change:** ~~“(Religious differences as well as competing claims on Palestine as homeland were two reasons that Arabs objected to the creation of a Jewish state~~ The Arabs wanted all of the Palestine Mandate for their state and did not want to share any land with the Jews.)”

Religious differences were not the crux of the issue, but rather an unwillingness to share any of the land with the Jews. Both groups’ nationalist aspirations revolved around the same land.

ICS commends the Predictable Misunderstanding in the teacher’s notes, which clarifies that Palestine is a not a country and refers to a region. It may help to note that part of the confusion stems from the fact that contemporary Palestinians speak of Palestine as the name of their hoped for state.

ICS would like to review the Geography and History Activity referenced on TP 413, as well as the interactive map on Arab-Israeli Disputes.

p. 532, Arab-Israeli Disputes 1947-1993, map:

**Add:** “Proposed Arab state, UN partition, 1947”

**Add:** “Areas added to Jordan in 1947”

**Add:** “Area added to Egypt in 1947”

**Add:** “Area from which Israel withdrew in exchange for peace with Egypt” [the Sinai should be shaded to illustrate this point]”

The current map is deeply problematic in its one-sided focus. This one-sidedness begins by not showing the U.N. proposed Arab state that was rejected by the Arabs. The map focuses exclusively on Israel’s actions and land acquisitions, ignoring completely the land taken by Jordan (West Bank and East Jerusalem) and Egypt (Gaza) from 1948-1967. This is important to illustrate, as Jordan and Egypt took much of the land that the U.N. had designated for an Arab state. Israel’s withdrawals from territory should be included along with land gains. Without this information, the text is inaccurate through omission.

p. 532, The Question of Palestine, par. 1, **Change:** “Its Arab neighbors saw the creation of Israel as a betrayal of the Palestinian Arabs people, a majority of whom were Muslim.”

The original wording “Palestinian people” incorrectly suggests that there was a distinct Palestinian national identity at this time. At this point in time, the terms “Palestine” and “Palestinian” did not have the exclusively Arab nationalist connotations that those terms have today. The edit corrects this inaccuracy.

p. 532, The Question of Palestine, par. 1, **Change:** “As a result of these events, hundreds of thousands of Palestinians Arabs fled to neighboring Arab countries, ~~where they~~ and lived in refugee camps. Others ~~Palestinians remained as residents~~ became citizens of Israel. A comparable number of Jews fled Arab countries and moved to Israel.”

See above. The phrases “of these events” and “where they” are deleted to make space for the additional sentence about Jewish refugees below. A comparable number of Jewish refugees fled their homes in Arab lands in subsequent years and became citizens of Israel. Glencoe agreed to this edit in *Geography and History of the World*, 2010, SE and TE, pp. 444 and 446.

p. 532, Nasser and Pan-Arabism, par. 1, **Add:** “~~Then~~ He blockaded Israeli shipping and on July 26, 1956, ~~Nasser~~ seized the Suez Canal Company, which had been under British and French administration since the 1800s.”

The text provides rationales for England and France’s attack on Egypt, but does not describe Israel’s rationale, which included the blockade of Israeli shipping (an act of war under international law). Glencoe agreed to this edit in *American History: A Survey*, 2007, pp. 815-16. On August 9, 1949, the U.N. Mixed Armistice Commission upheld Israel's complaint that Egypt was illegally blocking the canal. UN negotiator Ralph Bunche declared: “There should be free movement for legitimate shipping and no vestiges of the wartime blockade should be allowed to remain, as they are inconsistent with both the letter and the spirit of the armistice agreements.” Without this information there is no context given for why Israel participated in this conflict. This small addition should fit within the available space.

p. 533, par. 2, **Add:** “Fearing attack by Egypt and other Arabs states, Israel launched air strikes against Egypt and several of its Arab neighbors. Israeli warplanes wiped out most of the Egyptian air force.”

The edit clarifies who Israel feared and Glencoe agreed to this edit in *Glencoe World History: Modern Times*, 2007, SE, p.713.

p. 533, par. 2, **Change:** “Then, ~~the Israeli armies~~ broke the blockade and ~~occupied~~ took control of the Sinai Peninsula. Israel ~~seized territory on~~ gained the West Bank of the Jordan River, ~~occupied~~ East Jerusalem, and ~~took control of~~ the Golan Heights. During this Six-Day War, Israel tripled the size of the territory under its control. As a result, ~~another~~ million Palestinians now lived in areas under Israeli control, most ~~of them~~ on the West Bank.”

There is only one Israeli army, so plural should be changed to singular. The publisher agreed to change the word *occupied* on page 713 of the Kentucky edition of *World History: Modern Times* (Kentucky Teacher Wraparound Edition, 2007) and to remove the loaded term *occupied* in *World History* (Indiana edition, 2010) on p. 997. The removal of the term *occupied* should be done for consistency and neutrality.

Prior to the Six-Day War, no Palestinians “lived in areas under Israeli control,” let alone a million, as this sentence states. Arabs who chose to remain in Israel after the 1948 war lived in the State of Israel and became citizens of Israel.



p. 533, par. 3, **Change:** “Over the next few years, Arab states continued to demand the return of the occupied territories West Bank and Gaza...An agreement in 1974 officially ended the conflict, but the dispute over the occupied territories tensions remained.”

See above regarding the use of *occupied*. This is a loaded term and since it tends to be applied exclusively towards Israel with a political bias, it should not appear in a student textbook. Glencoe agreed to the second edit in *Exploring Our World Eastern Hemisphere* TE, 2010, p. 309 and in *Geography and History of the World*, 2010, SE, p. 449. The text seems to focus inordinately on the territories, reflecting the concerns of only the Arab side in the conflict. The reality in 1974 was that the Arab countries still did not accept Israel’s right to exist and continued to pursue the approach determined at the Khartoum conference in 1967 – no peace with Israel, no recognition of Israel, no negotiations with Israel. In summarizing what happened in 1974, it would be more apt to state that tensions remained.

p. 533, last paragraph, **Change:** “This militancy led to a movement called an intifada , or uprising, in the territories occupied by Israel since the 1967 Arab-Israeli war West Bank and Gaza Strip.”

See explanation above regarding the use of the *occupied*. It is unnecessary here as the text can use more neutral descriptors to situate the conflict.

p. 533, last paragraph, **Change:** “Finally, in the Oslo ~~Peace~~ Accords of 1993, an interim agreement for future negotiations, Israel and the PLO agreed that the PLO the Palestinians would control a semi-independent area known as the Palestinian Authority and In return, the PLO recognized the Israeli state and renounced terrorism.”

The Accords are known as the “Oslo Accords”, though the official name was the Declaration of Principles on Interim Self-Government Arrangements. The text omits a major and defining characteristic of the Oslo Accords, namely that the agreement was intended to be the framework for future negotiations and relations between Israel and the Palestinians in which all outstanding “final status issues” between the two sides would be addressed and resolved. It was anticipated that this arrangement would last for a five-year interim period during which a permanent agreement would be negotiated. The text does not make clear the interim nature of this agreement, so the additions above are important to clarify this. Some edits to the second sentence should create sufficient space for this important factual clarification. The independent area was not known as the Palestinian Authority rather that was the organizational body formed to govern parts of the West Bank and Gaza Strip. To make room for the other important additions, it is sufficient to note that the Palestinians were given control of a semi-independent area. For their part, the PLO recognized Israel and renounced terrorism. Both key pieces should be mentioned as parts of the agreement.

**ICS comment** - Since the text is being published in 2012, ICS wonders why this textbook stops its coverage of the Arab-Israel conflict in 1993, as opposed to Glencoe’s *World History* textbook which is much more current in its coverage of history. Ending the coverage in 1993 means that this textbook misses a lot of important history in the area, for example, the Jordan-Israel peace treaty, the second intifada, Israel’s withdrawal from Gaza, the election of Hamas, the civil conflict between the Palestinian Authority and Hamas, the second Lebanon war, etc. It is surprising that a text published in 2012 would omit twenty years of history and this is disadvantageous to students studying modern world history.

p. 533, Biography, Golda Meir, **Add:** “In her early 20s she moved to the Palestine Mandate, where she was active in politics and the Zionist movement.”

She immigrated in 1921 so the text should refer to “the Palestine Mandate”, not Palestine.

p. 533, *intifada* “uprising”, **Change:** “a militant movement that arose during the 1980s among supporters of the Palestine Liberation Organization living in ~~Israel~~ the West Bank and Gaza.”

The intifada was carried out by Palestinians living in the West Bank and Gaza, not living in Israel.

p. 534, first paragraph, **Change:** “The conflict between Arabs and Israel ~~and the Palestinians~~ is one of many challenges in the Middle East.”

As the text illustrates, the conflict is larger than the Palestinians, as it includes Arab states. Previous references refer to the conflict between Israel and the Arabs states or Israel and her neighbors, which puts the onus for the conflict on Israel. This is a balancing reference, which more accurately reflects the situation.

TP 415, Arab-Israeli Wars bullet, **Change:** “Nasser said the blockade was related to the dispute involving Israel and ~~Palestine~~ the Palestinians. Israel responded by attacking Egypt and its allies, occupying and gained the Sinai Peninsula and other territories.”

There was no “Palestine” at this time, so the reference should be corrected to “the Palestinians” for accuracy. See above regarding use of *occupying*. The suggested replacement is neutral.

TP 415, Palestine Liberation Organization bullet, **Change:** “Members wished for an Arab state ~~in the area of Palestine~~ to replace Israel.”

Since the area was called Israel at this time and the PLO charter clearly called for the destruction of Israel and the creation of a Palestinian state in its stead, it would be more accurate to state that the Palestinian state would replace Israel.

TP 415, Background for the Teacher, **Change:** “The Suez Crisis began on July 26, 1956, when Egyptian president Nasser nationalized the Suez Canal. Nasser took action after the United States and Great Britain declined to finance Egypt’s construction of the Aswan High Dam because of Egypt’s growing ties to the Soviet Union. Fearing that Nasser might close the canal and cut off shipments of petroleum from the Persian Gulf to Western Europe, Britain and France planned military action to regain the canal ~~and possibly depose Nasser~~. Israel, angered by Egypt’s illegal blockade of the Straits of Tiran and ~~Egyptian~~ raids into Israel, joined in the attack. Their efforts failed. The United States sponsored resolutions in the United Nations to counter threatened Soviet intervention. On December 22, the United Nations evacuated British and French troops, and Israeli forces withdrew in March of 1957.”

The text omits one of the major reasons for Israel’s involvement, namely Egypt’s illegal blockade of the Straits of Tiran, considered an act of war under international law. Glencoe agreed to this edit in *American History: A Survey*, 2007, pp. 815-16. On August 9, 1949, the U.N. Mixed Armistice Commission upheld Israel’s complaint that Egypt was illegally blocking Israeli shipping. UN negotiator Ralph Bunche declared: “There should be free movement for legitimate shipping and no vestiges of the wartime blockade should be allowed to remain, as they are inconsistent with both the letter and the spirit of the armistice agreements.” Without this information the major reason for Israel’s participation is lacking. The suggested deletion is not critical to understanding French and British motivation and the deletion creates space to include Israel’s primary motivation.

TP 415, Answers, Geography Connection 2, **Change:** “In return, the PLO recognized ~~the Israeli~~ state.”

“The Israeli state” is an odd reference to Israel and ICS recommends the text simply refer to Israel in the same way it refers to other countries.

TP 415, Answers, Progress Check, **Change:** “Israel ~~occupied~~ gained the Sinai Peninsula and the West Bank.”

**See earlier explanation.**

TP 415, The Iranian Revolution, Background for the Teacher, **Delete:** “...and Iran’s hostilities with ~~other~~ Muslim Arab states led to unrest and an interest in dissident rhetoric.”

Iranians are not Arabs, so the word “other” is inaccurate.

p. 536, par. 2, **Change:** “At the beginning of the twentieth century, women’s place in ~~Middle Eastern~~ Muslim society had changed little for hundreds of years...Cultural practices in many countries had overshadowed those rights, ~~however~~. Jewish women in pre-state Israel had more rights and greater equality.”

The text should be specific here, as it is above, that it is talking about Muslim society. However, given that this section is about Society and Culture in the Middle East in general, it should note the condition of women within the Jewish community, which was more progressive. Women and men worked side by side to develop the yishuv (pre-state Jewish community) and agriculture.

p. 536, last paragraph, **Change:** “...~~not just the elite. For example, Cairo Trilogy~~ by Egyptian writer Naguib Mahfouz tells about a merchant family in Egypt in the 1920s. ~~The changes in the family parallel the changes in Egypt.~~ Mahfouz was the first writer in Arabic to win the Nobel Prize in Literature (in 1988). In 1966, Shmuel Yosef Agnon was Israel’s first writer in Hebrew to win the Nobel Prize.”

Agnon was Israel’s first writer in Hebrew to win a Nobel Prize in Literature. In 1966, Shmuel Yosef Agnon, jointly won the Nobel Prize in Literature (with a Swedish Jewish writer) for “his profoundly characteristic narrative art with motifs from the life of the Jewish people.” His fame in Israel is legendary and his image has appeared on the 50 shekel banknote since 1985, along with an excerpt from his speech upon accepting the Nobel Prize. A street in Jerusalem is also named after him. For balance, both groundbreaking winners of the Nobel Prize in the region should be noted.

p. 536, Lesson 2 Review questions, **Change:** “What ~~events led~~ factors contributed to the ~~dispute~~ conflict between the Arabs and Israel and ~~its Arab neighbors?~~”

Given the answer provided, it would seem more appropriate to ask what factors contributed to the conflict. The word “dispute” is an understatement given the magnitude of what is being discussed. Since the Arab states rejected Israel’s existence, began the conflict by invading Israel in 1948, and demonstrated continued aggression, the reversed formulation is more accurate.

The writing activity in the review is excellent and ICS commends Glencoe for it.

TP 417, Lesson 2 Review answers, 2, **Change:** “1948: Israel established ~~and five Arab states attack~~; 1956: Israel joins Suez War; 1964: PLO formed; 1967: Six Day War; 1973: Egypt attacks Israel; 1978: Camp David Accords; 1993: Oslo ~~Peace~~ Accords, PLO recognizes Israel.”

The answers are supposed to summarize specific events in the Arab-Israeli conflict, so the 1948 war should be mentioned as should the Six Day War.

TP 417, Lesson 2 Review Answers, 3, **Change:** “~~Many Palestinians were living in the British Mandate of Palestine when Israel was created—seen by many Arabs as a betrayal. Israel joined Suez War against Egypt; Egypt attacked Israel.~~ Arabs and Jews had national aspirations for the same area. When the U.N. partitioned the Palestine Mandate, the Jews accepted and created Israel, while the Arabs rejected their state. The Arabs wanted a state in the entire area and rejected Israel’s right to exist.”

Events relating to the conflict have been summarized above and the current answer is so selective as to be inaccurate. The information ICS recommends for the answer addresses the key factors that have contributed to the conflict, which are important for students to understand.

TP 426, Chapter Assessment, question 3, **Add:** “Why has it been difficult to resolve conflicts in the Middle East? Give specific examples.”

Since the textbook describes multiple conflicts and notes that there are multiple conflicts in this region, it makes sense to speak of “conflicts” rather than “conflict.”

TP 426, answer 3, **Change:** ~~“The Israel-Palestine problem has been going on for decades. Competing national aspirations for the same territory; some leaders have wanted to promote Pan-Arabism, while oil-rich countries have not wanted to share the wealth; religious differences have caused frictions; extremist religious movements have tried to rid the Middle East of any Western influence.”~~

Since the other examples listed are non-specific, it would seem more appropriate to be consistent in this approach and not single out one conflict. Competing national aspirations explain a number of conflicts in the region so this is an apt answer to the question. ICS has noted previously the problem with references of this sort to “Palestine.”

TP 427, **Change:** ~~“What challenges did Israel face when it became a new nation? (Answers may include: how to defend Israel from Arab nations and guerrilla movements that attacked Israel and/or refused to recognize Israel as a country; how to live a normal life under constant attacks and threats; and how to satisfy displaced Palestinians address challenges relating to Jewish and Arab refugees that resulted from the conflict; how to settle land disputes based on religious differences; and how to defend Israel from Arab nations and guerrilla movements that attacked Israel and/or refused to recognize Israel as a country.)”~~

The last part of the original answer provided is well written and is the crux of the challenges Israel faced/faces in the region so it should be presented first. A real challenge Israel faced and continues to face is how to live a normal life under constant attack and threat, so this should be added. The point about land disputes and religious differences is unclear and was not described in the chapter, so this can be removed to make space for the above challenge. Israel not only faced questions about Palestinian Arab refugees, but about how to absorb the hundreds of thousands of Jewish refugees fleeing persecution in Arab countries. The revised answer acknowledges both challenges. McGraw-Hill has added reference to Jewish refugees in other texts.

## Chapter 29

p. 588, The United Nations, **Note:** ICS believes the textbook should acknowledge some of the concerns about the U.N. and its commitment to equality and human rights given that it passed a resolution declaring “Zionism is racism,” elected Libya to its Human Rights Council in 2010, to the Security Council in 2008-2009, and as General Assembly president in 2009. Of 10 emergency special sessions called by the GA, six have been about Israel. No emergency sessions have been held on the Rwandan genocide, ethnic cleansing in the former Yugoslavia, or Sudan’s genocide in Darfur. U.N. bodies (General Assembly, World Health Organization, and International Labor Organization) routinely pass resolutions or make statements against only one country – Israel. This bias has been well documented (see links) and is disturbing because the disproportionate focus on one country neglects serious human rights violations and violates the equality principles established by the U.N. Charter. U.N. bias against Israel was even acknowledged by Secretary-General Ban Ki-moon in August 2013 (<http://www.ynetnews.com/articles/0,7340,L-4418776,00.html> and <http://www.jewishpress.com/news/breaking-news/un-ban-ki-moon-did-not-mean-to-retract-statement->

[on-anti-israel-bias/2013/08/27/](http://on-anti-israel-bias/2013/08/27/)). For more on U.N. bias against Israel, see: [http://www.unwatch.org/site/c.bdKKISNqEmG/b.1359197/k.6748/UN\\_Israel\\_AntiSemitism.htm](http://www.unwatch.org/site/c.bdKKISNqEmG/b.1359197/k.6748/UN_Israel_AntiSemitism.htm) and <http://www.adl.org/international/Israel-UN-1-introduction.asp>. ICS would be happy to help Glencoe determine a suitable place and way to acknowledge this reality and portray a more accurate picture of the U.N., wars and all.

p. 589, Weapons of Mass Destruction, par. 2 **Change:** “A great risk comes from countries that have not joined the Nuclear Nonproliferation Treaty (NPT)-India, Pakistan, ~~Israel~~, and North Korea; and from countries that have violated the NPT, such as Iran.”

Israel is not in the same category as these other countries because it is not viewed as a great risk or threat. While Israel is suspected of having nuclear capabilities, the United States and other countries do not feel that Israel poses a risk to the well being of the world. It is not considered at all likely that Israel would sell knowledge or technology to dangerous or rogue regimes. On the other hand, the international community feels great concern over the possession of such weapons by countries that threaten the West, such as Iran and North Korea.

p. 591, par. 1, **Change:** “Most Muslims around the world do not share this vision; and ~~nor do not they agree with support the use of terrorism.~~ Some are also terror victims.”

The text should note that Muslims have also been victims of terrorism. Although there is not space to add details, in Iraq, Sunni Muslims have killed hundreds of Shia Muslims in suicide bombings and Shia death squads have killed and terrorized Sunnis. In recent times, many victims of terrorism in the Middle East have been Muslim.

TP 461, Nuclear proliferation bullet, **Change:** “Nonetheless, India, Pakistan, ~~Israel~~, Iran, and North Korea have openly or ~~secretly~~ covertly tested nuclear weapons in recent years.”

There is no concrete evidence that Israel has tested nuclear weapons, whereas there is clear evidence that India and Pakistan (in 1998) and North Korea (2009) have tested nuclear weapons in recent years. It is also strange to say openly or secretly because the word secret implies that no one knows. Covert is a better word and conveys the idea that weapons were tested quietly.

TP 461, Terrorism and 9/11 bullet, **Change:** “The 1972 Palestinian attack on Israeli athletes at the Olympic Games was one of the acts of terror to first gain worldwide attention. Other terrorist groups have included the Irish Republican Army (IRA), the ETA in Spain, and the Shining Path in Peru. Attacks on the World Trade Center and the Pentagon led the United States to begin a war on terrorism.”

The perpetrators and victims of that landmark terrorist attack should be identified. While Palestinian terrorists raised the profile of terrorism through decades of hijackings, bombings and suicide bombings against Israeli civilians and inspired other terrorist groups, this is the only reference to Palestinian terrorism, so it should be complete as the other references in this paragraph are.

TP 461, **Change:** “Discussion Ask: Why do you think some groups use terrorism to try to advance their causes? (Answers will vary, but students may suggest that extremists desire to dramatize their campaigns ~~against perceived oppressors by using the threat of destruction and death~~ and frighten their targets into giving them what they want.)”

This suggested answer misses the most obvious reason which is intimidation and the hope that by terrorizing their victims, they can get what they want. The suggested revision corrects this oversight.

## Glossary

Recommendations are made to the English glossary and ICS asks that conforming edits be made in Spanish.

p. 476, Aryan, **Change:** “a term used to identify people speaking Indo-European languages; Nazis misused the terms, incorrectly treating it as a racial designation and identifying the Aryans with the ancient Greeks and Romans and twentieth-century Germans and Scandinavians (p. 446)”

The term is singular so no ‘s’ needed. Addition of “incorrectly” makes this point clearer.

p. 477, Bedouin, **Add:** “a nomadic Arab who lives in the Arabian, Syrian, Israeli, or North African deserts (p. 48)”

Bedouin also live in deserts in Israel.

p. 478, ICS notes that the definition of “collateralized debt obligations” uses the same terms being defined in the definition, which does not help students understand the definition. This is not done in other definitions so ICS thought McGraw Hill would like to correct this.

p. 479, concentration camp, **Change:** “a camp where prisoners of war, political ~~prisoners~~ dissidents, ~~or~~ and members of minority groups are confined, ~~typically under harsh conditions~~ and subjected to heavy labor, starvation, abuse, and frequently murder (p. 446)”

The current definition is both vague and euphemistic. The term “political prisoners” seems to legitimize their imprisonment as it makes it sound like punishment for a crime. In most cases, people sent for political reasons were sent because they opposed the government.

p.481, **Add entry:** “Death camp: Camp built by the Nazis to systematically kill millions of people, primarily Jews, by gassing and extreme work under starvation conditions (p.496)”

Death camps are explained in the section “The Death Camps” on p. 496. A corresponding key term definition should be added on that page and there is room to do so.

p. 485, ghetto, **Change:** “formerly a district in a city in which Jews ~~are~~ were required to live (p. 186)”

Past tense is necessary here.

p. 487, *intifada* “uprising”, **Change:** “a militant movement that arose during the 1980s among supporters of the Palestine Liberation Organization living in ~~Israel~~ the West Bank and Gaza. (p. 533)”

The intifada was carried out by Palestinians living in the West Bank and Gaza, not living in Israel.

p. 488, **Add entry:** “Judaism: monotheistic religion that emerged in the land of Israel in the eleventh century B.C. (p. 6)”

Other religions, like Islam, Christianity and Buddhism are defined in the glossary. Judaism should be included in the glossary and defined in a parallel manner.

p. 489, mandate, **Change:** “a territory temporarily governed by ~~another nation~~ a country on behalf of the League of Nations (p. 429)”

p. 502, Zionism, **Change:** “~~an internal~~ nationalist movement originally for the re-establishment of a Jewish ~~national~~ homeland in ~~Palestine~~ the historic homeland of Israel and later for the support of modern Israel (p. 361)”

This change to the glossary is consistent with ICS's recommended change in the text for accuracy.

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**Institute for Curriculum Services Review on behalf of the  
Jewish Federation of Nashville and Middle Tennessee  
McGraw-Hill, *Discovering Our Past, A History of the World, Early Ages,*  
Florida Teacher Edition  
Jackson J. Spielvogel, 2013    ISBN 978-0-07-659545-7**

**NOTE: ICS is submitting this middle school review of the Florida Teacher's Edition of this textbook for the Tennessee and Alabama 2013 state adoptions. We request that these edits be transferred to the Tennessee and Alabama 2015 editions. This review was also submitted for the Oklahoma state adoption in 2012 (though the title in Oklahoma is *Discovering Our Past: Early Years*) and the Florida state adoption in 2011, and ICS request that these edits be transferred to the Oklahoma and Florida editions.**

**General Comments:** This middle school world history text is interesting and informative, and most of the text is accurate. There are a few problems that need correction. These include:

1. The text needs to capitalize "Temple" consistently in reference to the First and Second Temples in Jerusalem. The text uses lower case in about a third of its references to the Jewish Temple in Jerusalem.
2. The text usually distinguishes religious belief from historical fact. However, in Chapter 6 the text twice states, "...where Moses supposedly received the tablets..." Use of "supposedly" to note religious belief is inappropriate; more scholarly explanations such as "Jews believe" or "according to the Hebrew Bible" should be used. The text does not use "supposedly" in reference to any religion other than Judaism.
3. There are some passages in Chapter 13 that are very negative about Jews and should be changed. The Short Response activity about the Zealots on the Chapter 13 Assessment should be deleted. Public school textbooks should treat all religions with equal respect and not denigrate or single out one religion in a negative manner.
4. At times the word "teachings" would be more appropriate than law when describing the Torah, both because what's contained in the Torah goes beyond laws and also because the root word of Torah means teaching.
5. When describing Jewish beliefs and practices, the text's use of past tense suggests that Judaism is not a living religion. Since the Torah continues to shape Jewish life today, sections describing Jewish belief, custom, and practice should be changed to present tense.

Edits McGraw Hill has agreed to in other editions of texts published by Glencoe are highlighted in yellow. Since the teacher notes are on pages that have different numbers from the SE pages, **ICS identifies comments on the teacher pages by writing TP and the page number.** For regular edits on the main text, ICS notes the page numbers that correspond to the student edition.

## **Chapter 1**

p. 6, Calendars, par. 2, **Change:** "The Chinese and ~~Hebrew~~ Jewish calendars base their months on the appearance of the new moon."



The text should use the term “Jewish” in this sentence as the topic is calendars of various cultures, and the culture is Jewish, not Hebrew. A reference on page 7 correctly uses “Jewish” to explain the Jewish calendar.

p. 7, par. 1, **Change:** “The ~~Hebrew~~, or Jewish, calendar begins about 3,760 years before the Gregorian calendar.”

The text should eliminate the term “Hebrew” on p. 6 and thus will not need this explanation.

p. 7, Dating Events, last par., **Note:** ICS appreciates McGraw-Hill’s explanation of B.C.E. and C.E., the dating system preferred by many historians. This information is reinforced on p. 23 in the Chapter 1 Assessment Review of Guiding Questions, #1.

## Chapter 4: Mesopotamia

p. 74, Time line, The World, **Delete:** “c. 1290 B.C. Moses is reported to have lead the Israelites from Egypt”

“Have lead” is an inaccurate verb form.

p. 74, Time line, The World, **Add:** “c. 1000 B.C. David makes Jerusalem the capital of the kingdom of Israel”

Since Jerusalem is shown on the map, this historical fact should be added.

## Chapter 6: The Israelites

p. 139, Time line, The Israelites, **Change:** “The Romans destroy the **Temple** in Jerusalem”

It is customary to capitalize “Temple” when referring to the First and Second Temples in Jerusalem, as this text frequently does and **as McGraw-Hill had done in other texts.**

p. 141, Abraham, par. 1, **Change:** “Egypt’s empire ended, and new peoples, including the Israelites, ~~entered~~ created kingdoms in the region.”

As the next sentence makes clear, the Hebrew Bible records that the Israelites had lived in Canaan prior to their slavery in Egypt. Thus, it is inappropriate to describe the Israelites as a new people entering the region.

p. 141, Content Vocabulary, prophet, **Add:** “according to religious belief, a messenger sent by God to share God’s word with people (pp. 140–141)”

The idea that a prophet is a messenger sent by God is a religious idea and needs to be clarified as belief rather than historical fact.

p. 142, Isaac and Jacob, **Change:** “The Hebrew Bible says ~~An~~ angel gave Jacob the new name of Israel, which means “one who struggles with God.”

Elsewhere, the text does a very good job of distinguishing religious belief from fact by attributing the information to the Hebrew Bible. Since this sentence is in a new sub-section on a new page, a new attribution should be added.

p. 142, Moses and the Exodus, last sentence, **Change:** “Jews celebrate a holy-day festival called Passover to remember their freedom from slavery.”

The festival of Passover lasts eight days, so “festival” is more accurate.

pp. 142-143, **Change:** “In the agreement, God promised to return the Israelites safely to Canaan ~~if~~ and they followed promised to follow God’s laws.”

The covenant is an agreement between God and the Israelites; thus both sides made promises. Jews see the covenant as a positive call to righteousness, not simply as a quid pro quo. The text should reflect Jews’ active role in promising to follow God’s teachings.

p. 143, caption, **Change:** “The Hebrew Bible says Mount Sinai is where Moses ~~supposedly~~ received the tablets containing the Ten Commandments and other ~~laws~~ teachings.”

It is appropriate to make clear that this information comes from the Hebrew Bible and is not proven historical fact. However, the word “supposedly” should be replaced by the more accurate and scholarly identification of the source of this information, the Hebrew Bible. “Supposedly” is a somewhat insulting term for religious belief, suggests dubiousness, and is used in this text only for Judaism, not for any other religions.

Since Jewish tradition holds that Moses received the Torah on Mount Sinai and since Torah literally means teaching and contains more than laws, ICS would recommend using the word “teachings” here instead of “laws.”

p. 143, par. 1, **Change:** “There, as God’s chosen leader, he received ~~laws~~ teachings from God. Known as the Torah (TAWR • uh), these ~~laws~~ teachings later became the first part of the Hebrew Bible.

See explanation above regarding “teachings.”

p. 143, par. 2, **Change:** “The Torah ~~made~~ makes clear what God ~~considered~~ is to be right and wrong.”

The text shifts back and forth between present and past tense in its discussion of the Torah and the Ten Commandments. The verb should be present tense because the Torah’s contents are still read and studied (only the verb following “the Israelites” should be past tense, since Israelites is not the term used for the Jewish people today).

p. 143, par. 3, **Change:** “The name of God ~~was~~ is never to be misused.”

See above regarding the use of the present tense.

p. 143, par. 4, **Change:** “The Ten Commandments also ~~promoted~~ social justice and a feeling of community.”

See above regarding the use of the present tense.

p. 143 definition, Torah, **Change:** “laws teachings that Moses ~~supposedly~~ received from God, according to the Hebrew Bible; later became the first part of the Hebrew Bible”

See above regarding the use of “teachings” and “supposedly.”

p. 91 TP, **Note:** This page effectively identifies religious belief with appropriate terminology, for example, “the Israelites believed,” “according to Jewish belief,” and “according to the Hebrew Bible.” These phrases are far better than the use of “supposedly” noted above.

p. 91 TP, col. 1, Teach and Assess, **Add:** “Ask: What contributions did the ancient Israelites make to world religion? (Possible answer: monotheism, the Hebrew Bible and the Ten Commandments)”

The answer omits the central contribution of the ancient Israelites to world religion—monotheism, the belief in one God.

p. 91 TP, col. 3, Answers for pp. 140-143, **Change:** “According to ~~Hebrew~~ Jewish tradition, God ordered Abraham to settle in Canaan.”

Since this speaks of the tradition of the Jewish people, the word “Jewish” should be used, as it is in column 2, Assessing.

p. 146, Military Conquest, par. 1, **Change:** “Because other groups lived in the region, the Israelites faced a challenge reestablishing Canaan as their ~~new~~ homeland. They believed, however, that it was God’s will that they reclaim the land.”

The Israelites were returning to Canaan, so it was not a “new” homeland for them. Canaan was the land that God promised to Abraham and his descendants, according to the Hebrew Bible. Abraham and his descendants had lived in Canaan before going to Egypt. They were returning to their homeland to reestablish it as their homeland and to reclaim it.

p. 146, last par., **Change:** “Any land they ~~seized~~ conquered was divided among the 12 tribes.”

This sentence refers to land won in battle. “Seized” is a very aggressive word with negative connotations; “conquered” is more appropriate.

p. 146, last par., **Change:** “After Joshua died, political and military leaders called judges ~~ruled~~ led the tribes.

Judges were leaders of the twelve tribes; the term “ruled” should be reserved for the kings who came later.

p. 146, caption, **Add:** “Here we see an illustration of the Hebrew Bible story of Joshua bringing down the walls of the city.”

This should be identified as an account from the Hebrew Bible. If the text wants to identify the people, Israelite would be the accurate term.

p. 93 TP, col. 2, Image, Analyzing, **Change:** “(After Joshua’s death, political and military leaders known as judges ~~ruled~~ led the 12 tribes.)”

Judges were leaders of the twelve tribes; the term “ruled” should be used for the kings who led all the tribes.

p. 93 TP, col. 3, Image, **Add:** “Ask: Why did the Israelites treasure the ark? (They believed it contained the Ten Commandments, was a sign of God’s presence, and that it would ensure their victory in battles.)”

According to the Hebrew Bible, the tablets containing the Ten Commandments that Moses received from God were kept in the Ark. That is the main reason the Israelites treasured the ark.

p. 149, Top Caption, **Change:** “Scholars ~~argue~~ note that family connections and a common religion bound the tribes together long before they united under David.”

There is general agreement on this point, so “note” is a more accurate verb than “argue,” which inaccurately implies this is a controversial idea.

p. 95 TN, col. 3, Answers, p. 148, Taking Notes, **Change:** “Solomon—built First Temple in Jerusalem; brought peace to the region; wrote proverbs”

The text introduces the term “First Temple,” so it should be reinforced in this answer. Addition of Solomon’s proverbs parallels reference to David’s psalms in the answer. Glencoe agreed to similar edits in the California edition of this text in 2005.

p. 152, last sentence, **Change:** “He destroyed the First Temple, captured the king, and took him and thousands of Judah’s people to Babylon.”

The text has introduced the term “First Temple, so it should be used here. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE and TE, p.227.

p.155, par. 1, **Change:** “They rebuilt Jerusalem and ~~constructed a new~~ the Temple to replace the one that was destroyed by the Chaldeans. This ~~new rebuilt~~ place of worship became known as the Second Temple.

The Second Temple stood on the same site as the First Temple. The key elements of its physical layout were the same. Thus it should be described as a rebuilt place of worship, not a new place of worship.

p. 157, par. 1, **Change:** “The Torah provides laws teachings for daily living ~~and. These laws continues to shaped~~ the family life ~~of the early for many~~ Jews. ~~The laws gave~~ It includes instructions about what foods to eat and what clothes to wear. ~~They~~ It also ~~requireds~~ Jews to help the poor, deal honestly with their neighbors, and apply laws fairly. Jewish law emphasizes individual worth and responsibility, as well as self-discipline.”

See rationale above for the use of “teachings.” The use of past tense here is problematic given that Judaism is a living religion and the Torah continues to shape family life for many Jews. The additional edits shift the text to present tense since the Torah continues to do all of these things and is still applicable to Jews today. **ICS requests that similar changes from past to present tense when describing Jewish practice and learning that continues today.**

p. 157, Caption, **Delete:** “The Sabbath is the day of the week when, according to Jewish tradition, people ~~may~~ stop working in order to worship.”

The word “may” implies that not working on the Sabbath is casual and optional. In fact, most traditionally observant Jews do not work on the Sabbath.

p. 157, The Jewish Family, par. 2, **Change:** “~~Everything t~~The students ~~learned—used the Torah to study everything~~ from the alphabet to Jewish history—~~they learned from the Torah.~~

Religious instruction includes other sacred Jewish texts, such as the Talmud, prayer books, and texts by religious leaders, so “everything” needs to be deleted.

p. 158, Caption, **Change:** “Because Ruth was ~~considered an outsider~~ Naomi’s daughter-in-law, she ~~depended on the~~ was accepted with kindness ~~of Naomi and Boaz to survive~~ in Bethlehem.”

This statement does not follow the original source, the Hebrew Bible. Ruth was accepted as a family member of Naomi by the people of Bethlehem, and she was not treated as an outsider. In fact, in Ruth 3:11, Boaz references her excellent reputation. The original text presents an inaccurate description of Israelite culture.

p. 99 TP, col. 1, Primary Sources Activity, **Change:** “Ask: What do the excerpts suggest about the power of ~~the Hebrew~~ God? (*They suggest that the Hebrew God has great powers that humans do not possess.*)”

The text does not qualify “God” when referring to the Christian deity, and it should not qualify God in reference to the Jewish deity, which is the same deity worshipped by Christians. Use of “the Hebrew God” implies this is not the real God or is a different God. Glencoe agreed to this edit in the California edition of this text in 2005.

p. 99 TP, col. 1, Close and Reflect, **Change:** “After their return to Judah, they worked together to build ~~a new~~ the Second Temple and to create the Hebrew Bible.”

The text uses the term “Second Temple,” and it should be reinforced in the answer. In addition, as addressed above, the Second Temple stood on the same site as the First Temple and the key elements of its physical layout were the same. Thus describing it as a “new” temple is not ideal. Glencoe agreed to this edit in the California edition of this text in 2005.

p. 99 TP, col. 2, Guided Reading Activity, **Change:** “Tell students that they will learn about how the ~~laws~~ teachings of the Torah influenced Jewish daily life in areas such as family, education, food, and dress.”

See rationale above and note about using present tense since the Torah continues to influence Jewish life.

p. 99 TP, col. 2, Making Inferences, **Change:** “Point out to them the ways in which the ~~laws~~ teachings of the Torah shaped the behaviors of ~~early~~ Jews. Ask: How ~~did~~ do the ~~laws~~ teachings of the Torah encourage Jews to behave responsibly? (*Possible answer: The ~~laws of the~~ Torah encouraged Jews to help the poor, deal honestly with other people, and apply laws fairly.*)”

See rationale above. The question and answer should be in the present tense.

p. 99 TP, col. 2, last sentence, **Delete:** “~~They also~~ wore special items in order to remind themselves to think of God.”

The main reason Jews wore special items, such as head coverings, was to remind themselves to think of God. The word “also” implies that Jews dressed differently mainly to distinguish themselves from the Greeks, which is not accurate.

pp. 160-161, How Did Jewish Ideas Spread? **Note:** ICS commends McGraw-Hill for this excellent explanation of the Jewish Diaspora during Greek rule of Judah and for the Diaspora map showing the areas where Jews lived during this period.

p. 162, par. 2, **Change:** “They then rededicated the ~~Temple~~ Temple to the worship of God.”

This paragraph uses “Temple” three times, correctly capitalizing it twice. Temple should be capitalized in this sentence also. Glencoe agreed to this edit in the California edition of this text in 2005.

p. 163, par. 2, **Change:** “They were more concerned, however, with applying the laws to ~~the~~ Temple ceremonies.”

As in the paragraph referenced above, this paragraph uses “Temple” twice. For consistency, it should be capitalized both times. **Glencoe agreed to this edit in the California edition of this text in 2005.**

p. 101 TP, Image, “Click on the image to learn about the First Book of Maccabees. Ask: Who wrote the Book of Maccabees?” **Note:** ICS does not have access to this material. For accuracy, McGraw-Hill should make clear that the Book of Maccabees is not part of Jewish Scripture nor is it canonical in most Protestant churches. It is part of the Apocrypha.

p. 101 TP, col. 3, Answers to pp. 160-163, **Delete:** “~~Jews revolted against Roman rule; Romans forced Jews out of Jerusalem.~~”

This information is not contained in pp. 160-163; it is in the next section.

p. 101 TP, col. 3, p. 162 Critical Thinking, **Change:** “By rededicating the Temple, Maccabees reclaimed ~~an important~~ the central Jewish site for worship.”

Students should understand that the Temple was the central Jewish site for worship. **Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE and TE, p.227.**

p. 166, par. 1, **Change:** “The Jewish people no longer had ~~a~~ the Temple or priests.”

Since the text has clarified that there were only two Temples and that the Second Temple replaced the First Temple, “the Temple” should be used to reinforce that point. **Glencoe agreed to this edit in the California edition of this text in 2005.**

p. 166, par. 3, **Change:** “Ben Zaccai helped the Judaic spirit survive the destruction of the ~~the~~ Temple and the loss of Jerusalem.”

See rationales above for capitalization of “Temple.” **Glencoe agreed to this edit in the California edition of this text in 2005.**

p. 166, par. 3, **Change:** “The Talmud became the basis for Jewish law and customs throughout the ages.

Since the Talmud is also the basis for many customs this should be noted as well.

p. 166, Academic Vocabulary, **Add:** “rabbi - the official leader of a Jewish congregation; the word literally means *teacher*.”

Rabbi means teacher, so that should be added to the definition.

p. 103TN, col. 2, Finding the Main Idea, **Add:** “(Ask: Why is the Western Wall still important to modern Jews? (*It is the only part of the Temple complex available to Jews for prayer. It is a monument to their faith. It is a symbol of how their faith has outlasted their enemies.*))”

The Western Wall is a physical remnant of the Temple complex available to Jews for prayer. That is the main reason it is still important to modern Jews. **Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE and TE, p.227.**

p. 103 TP, col. 2, Drawing Conclusions, **Change:** “Possible answer: During this time, the Jewish people no longer had ~~a~~ the Temple or priests.”

See rationale above.

p. 169, Assessment, #1, **Change:** “C. worshiping only one gGod.”

Reference to the deity of Judaism should be capitalized, as are references to the deity of Christianity. Glencoe agreed to this edit in *Geography and History of the World* 2010, SE and TE, pp. 84, 92, 99, 445, and in *Glencoe World History*, 2010, Indiana TE, pp. 51, 61.214, 218. 226.

p. 170, Document Based Questions, #10, **Change:** “Why might Solomon granting special privileges to the tribes of Israel Judah have displeased the other tribes?”

Solomon granted special privileges to the tribe of Judah. All of the tribes were tribes of Israel.

p. 170, Document Based Questions, #11, **Change:** “Consider how Greek and Roman rule affected the Jewish peoples’\_ ability to practice their religion.”

Typo. Incorrect punctuation; an apostrophe is needed, not a quotation mark.

p. 105 TP, Activities Answers, #1, **Delete:** “Students may highlight leaders such as Abraham, Moses, Joshua, David, Daniel, Judahs, Maccabeeus, and Yohanan ben Zaccai in their essays.”

Misplaced comma dividing name of one person; The text should use the more familiar/common name, Judah Maccabee as Judas Maccabeus is more obscure.

p. 105 TP, Assessment Answers, #9, **Delete:** “Also he favored the tribes of Judah over the other tribes.”

The tribe of Judah is one of the 12 tribes.

## Chapter 7: The Ancient Greeks

p. 190, last par., **Change:** “They brought Mesopotamia, Syria, ~~Canaan~~ Judah, and the Greek city-states of the area of Anatolia under Persian rule.”

The Persians conquered Judah, not Canaan. Place names should be used that are accurate for the 540s B.C.

p. 119 TN, col. 3, Ask, **Change:** “What lands did Cyrus conquer? (*Mesopotamia, Syria, ~~Canaan~~ Judah, and the Greek city-states in the area of Anatolia*)”

See above.

## Chapter 12: Roman Civilization

p. 359, Caption, **Change:** “*The Destruction of the Temples in Jerusalem by the Emperor Titus*, a painting by Nicolas Poussin”

Typo. There was only one Temple in Jerusalem, and a web search shows that “Temple” is used in the title of this painting.

p. 359, Quotation attribution, **Change:** “—(Flavius) Josephus describing the destruction of the Jewish Temple by the Romans in A.D. 70, *The Jewish War*”

See rationale above for capitalization of Temple. McGraw-Hill has made this edit to other texts.

p. 223 TP, col. 2, Making Inferences, **Change:** “*Josephus may have witnessed the Jewish Temple destruction and escaped.*”

See rationale above for capitalization of Temple. McGraw-Hill has made this edit to other texts.

### Chapter 13: The Rise of Christianity

p. 226 TP, par. 1, **Change:** “Christianity was attractive to many people because of its promise of salvation, its similarity to ~~previously established religions~~ Judaism from which it developed...”

Christianity was similar to Judaism because it began within Judaism. There is no reference to other “previously established religions” in this chapter.

p. 226 TP, Media Resources, At the Movies, **Note:** ICS commends McGraw-Hill for referencing the Frontline documentary *From Jesus to Christ: The First Christians*, which is a scholarly explanation of the origins of Christianity.

p. 363, caption, **Delete:** “*This image of St. Peter was painted by the Greek artist El Greco around 1600.*”

Religious titles with theological implications should not be used as part of an individual’s name in a secular textbook. Peter is considered a saint by Christians; he should not be described as a saint without this qualification. Glencoe agreed to this edit in *Glencoe World History, 2010, Indiana SE and TE, pp. 322, 326, 327, 347, 548, 550, 551.*

p. 366, Control by the Romans, par. 1, **Add:** “*Judaea was now more tightly controlled by the Roman Empire. Sometimes, Romans interfered with Jewish religious practices.*”

This section gives key background to the Great Revolt. The religious dimension should be added. Religious factors that contributed to the support for a revolt against Rome included: Caligula’s requirement that Jews worship him and erect an idol to him in the Temple, Roman soldiers exposing themselves at the Temple, Roman soldiers burning a Torah scroll, Greco-Roman sacrifices being offered in Jewish synagogues, and the seizure of valuables from the Temple. The text later acknowledges religious factors contributing to the revolt on p. 239 TN, short response 9 This sample answer suggests (somewhat problematically, as will be discussed) that the expectation that Jews honor Roman gods contributed to opposition to Roman rule.

p. 367, par. 1, **Change:** “They destroyed the Jewish ~~Temple~~ in Jerusalem and killed thousands of Jews.”

See rationales above for capitalization of “Temple.” Glencoe agreed to this edit in the California edition of this text in 2005.

p. 231 TP, col. 2, Previewing, **Change:** “Add that ~~some most~~ most Jews rejected ~~his teachings and believed these teachings went against Judaism~~ the idea that Jesus was the messiah.”

Few Jews believed that Jesus was the messiah. Thus, *Some Jews rejected* should be changed to *Most Jews rejected*.



It is not the bulk of the teachings of Jesus that Jews rejected; those teachings were in line with Jewish beliefs and understandings as Jesus was Jewish. It was the concept that Jesus was the messiah that Jews did not accept.

p. 370, par. 1, **Change:** “Many believed he was the promised deliverer. ~~Some~~ Most Jews ~~felt Jesus was deceiving people and opposed him~~ disagreed and did not follow Jesus.”

As in the preview above, this sentence is much more negative about the reaction of most Jews to Jesus than is warranted. There were many Jewish teachers at the time, and each had followers and detractors. It is unfair to emphasize that some Jews considered Jesus a deceiver and opposed him; most simply ignored him.

There is no historical source for these accusations against the Jews of the time beyond polemics, and these kinds of charges have led to 2,000 years of anti-Semitism and should not be included in a public school textbook. Most Christian denominations have repudiated these ideas against Jews.

p. 373, caption, **Change:** “Before becoming an apostle, Paul of Tarsus ~~punished~~ opposed Jews who accepted the message of Jesus.”

The suggested edit is more neutral and less inflammatory.

p. 233 TP, Lesson 1 Review Answers, #5. **Change:** “Some Jews believed that Jesus was their promised deliverer. ~~Other~~ Most Jews ~~refused to~~ did not believe this. They expected the deliverer to be a political leader who would liberate them from Roman rule.”

“Refused to” should not be used because it implies that the Jews who did not accept Jesus as the deliverer were wrong. This is religious opinion, not fact, and is inappropriate in a public school textbook. Most Jews did not become followers of Jesus, so the word “other” should be changed to “most.”

p. 382, Short Response, **Change:** “~~Extremists among the Zealots turned to terrorism and assassination. . . . They frequented [went to] public places with hidden daggers to strike down persons friendly to Rome. . . . [A]t Masada in [A.D.] 73 they committed suicide rather than surrender the fortress.~~” — Encyclopaedia Britannica online, “Zealot”

“Why do you think ~~the Zealots were so strongly~~ Jews opposed to Roman rule?”

“~~What effect do you think Zealot tactics had on other Jews and Romans?~~”

The contrast between this very negative quotation and the very positive quotation from “The Acts of the Christian Martyrs” in the previous question, which emphasizes the goodness of the martyr, is striking. This extremely negative quotation about the Zealots as assassins and terrorists serves no purpose for the chapter on the rise of Christianity. These extreme tactics were not representative of the majority of Jews and were severely criticized by other Jews, such as by the early rabbis who wrote the Talmud. This is one of several examples in this chapter that portrays Jews in a negative manner. None of these instances contribute to students’ understanding of the rise of Christianity, but all will give students a very negative view of Jews.

p. 382, Extended Response, #11, Descriptive Writing, **Change:** “You are a young person who lives in Judaea and attended one of Jesus’ sermons. Write a letter to your grandparents telling them about what you saw and what you ~~thought about the sermon~~ learned about Jesus’ teachings.”

The current question is inappropriate for a public school text because it leads students to express their own religious beliefs rather than explain the information they have learned about

Christianity. Along with the directions to the teacher on p. 239 TP, this becomes a religious exercise inappropriate in public school.

p. 239 TP, **Change:** “Short Response Answers may vary but should include some of these reasons:

~~9. Jews were expected to honor Roman gods~~ Romans sometimes interfered with Jewish religious practices; the Emperor Augustus made Judah a Roman province and replaced a Jewish king with a Roman governor; the Romans treated the Jews cruelly.

~~10. Zealots used violent means, so students could infer that many Romans were afraid and angry. Some Jews might have secretly approved of the tactics used by Zealots. Others might have argued that violence would hurt the cause of freedom.”~~

As is discussed regarding p. 382, Short Response, the problematic content on the Zealots should be deleted from the text. Also, generally speaking, Jews were not required to perform pagan worship. There were a few exceptions and several other notable ways that Jewish teachings were violated. So the text should still acknowledge religious factors contributing to Jewish opposition to Roman rule.

p. 239 TP, Extended Response, #11, **Change:** ~~“Meaningful responses should include students’ personal responses to the teachings of Jesus. Teachers should not expect all students to accept the teachings of Jesus; answers should explain what students have learned about Jesus’ teachings.”~~

The deleted direction to teachers could constitute proselytizing and is inappropriate for a public school text. Students should not be graded on their devotion to or personal response to Christianity but rather on their learning about the religion from this chapter.

## Glossary

p. 288, prophet, **Add:** “according to religious belief, a messenger sent by God to share God’s word with people (pp. 140–141)”

The idea that a prophet is a messenger sent by God is a religious idea and needs to be clarified as belief rather than historical fact.

p. 289, rabbi, **Add:** “rabbi - the official leader of a Jewish congregation; the word literally means teacher.”

Rabbi means teacher, so that should be added to the definition (p. 166).

p.278, **Add:** “Christianity, a major religion based on the life and teachings of Jesus”

The text defines eastern religions and so should also define Judaism and Christianity.

p. 284, **Add:** “Judaism a major religion that originated in ancient Israel”

The text defines eastern religions and so should also define Judaism and Christianity.

## Index

p. 296, **Delete:** “Augustine, **Saint**, 379, *ptg379*”

The text does not use the religious title of Augustine on this page. Use of religious titles with theological implications is not appropriate for a public school textbook. Christians consider Augustine a saint; others do not. Glencoe agreed to this edit in *Glencoe World History*, 2010, Indiana SE and TE, pp. 322, 326, 327, 347, 548, 550, 551.

p. 298, **Delete:** “*Destruction of the Temples in Jerusalem, The* (Poussin), q359”  
Temple should be singular. See above, p. 359.

p.300, **Change and Move to p. 301:** “~~Hebrews, ancient,~~ Jewish calendar, 6–7. *See also* Israelites, ancient.”

See above for rationale for using Jewish calendar. This needs to be moved to the “J” section.

p. 304, religion, **Change:** “6–7, 88, 152, 282, 284, 309; Aryan, 254, q254, 257; calendars and, 6–7; Chaldean, 91, 92; common beliefs of Judaism, Islam, and Christianity, and Islam, 141, 156...”

It is customary to list the religions according to their age, so Christianity should be listed before Islam. Glencoe agreed to this edit in *Geography and History of the World*, 2010, SE, p.R32.

p. 306, Torah, **Change:** “142–43, 152, 155, p155, 156–57, 162–63, 165, 166; ~~laws~~ teachings of...”  
See rationale above.

p. 306, Zealots, **Delete:** “164, 367, ~~q382~~”  
See above for why this quotation should be removed.

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**Institute for Curriculum Services Review on behalf of the  
Jewish Federation of Nashville and Middle Tennessee  
McGraw-Hill, *United States History and Geography Modern Times*,  
Florida Teacher's Edition, by Joyce Appleby et. al,  
2013, ISBN: 978-0-07-660943-7**

**Note:** ICS is submitting this review of the Florida Teacher's Edition of this textbook for the Tennessee and Alabama 2013 state adoptions. We request that these edits be transferred to the Tennessee and Alabama 2015 editions. Note that the title for Alabama is *United States History and Geography Volume 2 Alabama Student Edition*. The title for Tennessee is *United States History and Geography Modern Times Tennessee Teacher Edition*. This review was also submitted for the Oklahoma state adoption in 2012 and the Florida state adoption in 2011, and ICS requests that these edits also be made to the Oklahoma and Florida editions.

**General Comments:** This American history textbook focuses on the modern era, post-reconstruction to the present day. The feature that starts each lesson "It Matters Because..." is particularly helpful in explaining the importance of historical issues to students. Its presentation of "Big Ideas, Essential Questions, and Enduring Understandings are particularly effective.

The correction of some inaccuracies concerning the history of the Middle East and the identification of the ethnicity of some prominent Jewish Americans, who have made contributions to American history, would strengthen this textbook.

Since the teacher notes are on pages that have different numbers from the Student Edition pages, **ICS identifies comments on the teacher pages by writing TP and the page number.** For regular edits on the main text, ICS notes the page numbers that correspond to the Student Edition. Items that have agreed to be changes in other McGraw-Hill texts are highlighted in yellow.

### **Chapter 3**

p. 108, photo caption, **Add:** "Jewish American Samuel Gompers concentrated his efforts on improving working conditions and believed that a just society was built on a fair labor policy."

In keeping with the publisher's practice of identifying ethnicities of notable Americans, Gompers should be identified as a Jewish American.

### **Chapter 4**

p. 120, **Add:** "Zalmen Yoffeh, a Jewish immigrant journalist, lived in a New York tenement as a child. He recalled his family's everyday struggle:" from "The Passing of the East Side," *Menorah Journal*, 1929

This chapter describes the "new immigrants" which includes Jewish immigrants from Eastern Europe. In keeping with the publisher's practice of identifying ethnicities of notable Americans, Yoffeh should be identified as a Jewish American. Here he is writing for a Jewish newspaper, describing Jewish immigrant life in the Lower East Side.

## Chapter 8

pp. 218-219, National Origins Act, **Add:** “In 1924 the National Origins Act made immigration restriction a permanent policy. The law set quotas at 2 percent of each national group represented in the U.S. Census of 1890—long before the heavy wave of Catholic and Jewish immigration from southern and eastern Europe.”

The National Origins Act was designed to reduce immigration from southern and eastern Europe in order to prevent Catholic and Jewish immigrants from entering the U. S., and so the religious background of those discriminated against in the act should be noted.

## Chapter 11

p. 277, Kristallnacht, **Change:** “~~In retaliation, an infuriated~~ Using this as a pretext, Hitler ordered his minister of propaganda, Joseph Goebbels, to stage attacks against the Jews that would seem like a spontaneous popular reaction to news of the murder. On the night of November 9, this plan played out in a spree of destruction.”

Kristallnacht had actually been planned for quite a while, and this was just the pretext to put the plan into action, as is noted in the student text in the next sentence.

p. TP 201, Col. 2, **Change:** “*Students’ responses will vary, but guide them to an understanding that Anne Frank was a ~~young~~ Jewish ~~woman~~ teenager who lived in Europe during World War II.*”

Since Anne Frank died at age 15, it is more appropriate to describe her as a teenager than as a young woman. Students will more readily identify with a teen near their age.

p. TP 201, LESSON 3 • Day 1 (cont.) last par., **Change:** “Ask: In light of all that happened, what ~~responsibility~~ responsibility does the United States ~~bare~~ bear in regards to the Holocaust? (*Some students may say that the United States ~~did~~ does not ~~bare~~ bear any ~~responsibility~~ responsibility for the Holocaust, as it was ultimately American power and American lives that ended it. Others may say that by refusing to admit more Jews into the country, the United States is partially responsible for the death of millions.*)”

Typos. Responsibility is spelled incorrectly twice, and the correct phrase is to bear responsibility. Other changes improve consistency with the present tense of the question.

## Chapter 12

p. 311, The Manhattan Project, **Add:** “Worried that the Nazis were working on an atomic bomb, Szilard convinced the world’s best-known physicist, German-born Jewish immigrant Albert Einstein, to sign a letter Szilard had drafted and send it to President Roosevelt.”

Like Szilard, Einstein was a Jewish physicist who fled Nazi persecution of Jews. Einstein emigrated from Nazi Germany when Hitler came to power. Einstein’s Jewish background should also be noted. He is both notable and this background explains how we wound up in the United States.

## Chapter 13

p. 334, Popular Culture in the Cold War, **Add:** “In 1953 Jewish playwright Arthur Miller’s thinly veiled criticism of the Communist witch-hunts, *The Crucible*, appeared on Broadway. The play remains popular today as a cautionary tale about how hysteria can lead to false accusations.”

In keeping with the publisher’s practice of identifying ethnicities of notable Americans, Miller should be identified as Jewish.

## Chapter 14

p. 351, Medical Breakthroughs, **Add:** “Finally, Jewish research scientist Jonas Salk developed an injectable polio vaccine, which became available to the public in 1955. Jewish Researcher Albert Sabin then developed an oral polio vaccine. Safer and more convenient than Salk’s vaccine, the Sabin vaccine helped the threat of polio nearly disappear.”

In keeping with the publisher’s practice of identifying ethnicities of notable Americans, Salk and Sabin should be identified as Jewish. For example, Cesar Chavez is identified as a Mexican American in the sidebar biography on p. 429, and Henry Kissinger is identified as Jewish on p. 438. There is sufficient room in this paragraph to identify their ethnicities.

p. 354, The Beat Movement, **Add:** “In 1956, 29-year-old Jewish poet Allen Ginsberg published a long poem titled “Howl” blasting American life.”

In keeping with the publisher’s practice of identifying ethnicities of notable Americans, the Ginsberg should be identified as Jewish. Ginsberg’s second most famous poem entitled “Kaddish” has an explicitly Jewish theme, and scholars of his work often discuss his focus on Jewish themes in “Howl” and the rest of his poetry.

## Chapter 18

p. 423, photo caption, **Add:** “Jewish Feminist and writer Gloria Steinem drew attention to the problems facing women and fought for the ratification of the Equal Rights Amendment.”

In keeping with the publisher’s practice of identifying ethnicities of notable Americans, Steinem should be identified as Jewish.

## Chapter 19

p. 443, A Mighty Economic Machine Slows, **Change:** “In 1973 the Arab members of the Organization of the Petroleum Exporting Countries (OPEC)—a cartel dominated by Arab countries—used oil as a political weapon when war erupted between Israel and its Arab neighbors. ~~OPEC~~ Arab members announced an embargo, or trade ban, on petroleum to countries that supported Israel. ~~OPEC~~ They raised the price of crude oil by 70 percent and then by another 130 percent a few months later.”

The non-Arab members of OPEC did not participate in the embargo, so the text needs to clarify this.

p. TP 331, col. 1, The Economic Crisis of the 1970s, **Change:** “GUIDING QUESTION What economic conditions or problems led to a stagnant economy during the 1970s? INTERACTIVE MAP Project the “OPEC” map while lecturing on the OPEC oil embargo. Background • Arab

members of OPEC Foreign oil producers, which included Iran, seven Arab countries, plus Venezuela, Indonesia, Nigeria, and Ecuador, announced an oil embargo for countries that supported Israel, including the United States.”

Not all of OPEC participated in the embargo; just the Arab members of OPEC.

p. 446, Triumph and Failure in the Middle East, **Change:** “In 1978 Carter helped broker a historic peace treaty, known as the Camp David Accords. The agreement was signed between Israel and Egypt—two nations that had been bitter enemies for decades. ~~Although many Arab nations did not support the treaty,~~ This peace treaty helped increase stability in the region for decades, and it helped begin the slow peace process in the Middle East.”

The importance of the treaty was that it stabilized the region for decades, ending decades of continual war and conflict, and paved the way for the peace with Jordan and negotiations between the Palestinians and Israel. The opinion of other countries is not the key result of the treaty, and should be deleted.

p. TP 338, #13, **Add:** “In 1973, when there was a war between Israel and its Arab neighbors, Arab members of OPEC used an embargo as a political weapon to prevent the sale of petroleum to nations that supported Israel.”

The Arab members of OPEC used the embargo, not all members of OPEC. The text should clarify this.

## Chapter 22

p. 499, timeline, **Change:** “July 2006 Israel invades Lebanon in response to Hezbollah attack; withdraws August 2006”

This brief conflict only lasted a month, and without this clarifying addition, students could confuse this conflict with the earlier longer Lebanon-Israel conflict.

p.502, Middle East Terrorism and the United States, **Add:** “The 9/11 attacks were acts of terrorism, the use of violence by nongovernmental groups against civilians to achieve a political goal.”

What makes the violence of terrorism different than warfare, including guerilla warfare, is violence against civilians and non-combatants. The goal of terrorists is to terrorize and intimidate a civilian population. The definitions of terrorism in the margin on p. 502 and of state-sponsored terrorism on p. 503 correctly include violent acts against civilians. In December 2004, a UN Secretary General report described terrorism as any act “intended to cause death or serious bodily harm to civilians or non-combatants with the purpose of intimidating a population or compelling a government or an international organization to do or abstain from doing any act.” (see p. 49: <http://www.un.org/secureworld/report.pdf>).

p. 503, Major Terrorist Attacks 1993–Present, **Add:** Insert a new entry that reads: “2. 1994-present Over 160 suicide bombing attacks in Israel, hundreds killed”.

To adjust for the new entry, the entries on the map will need to be renumbered.

Suicide bombers have attacked Israel and missiles have been launched into Israel from Lebanon and Gaza. This map omits an example from the country that has experienced the most terrorist attacks of any country during the time frame covered by the map. **Glencoe McGraw-Hill agreed to this edit in *The American Journey: Early Years* Indiana edition, 2010, SE, p. 570.**

p. TP 377, Answers for pages 500–503, col. 3, **Change:** “P. 503 PROGRESS CHECK ~~When~~ After the UN voted to split the Palestine Mandate ~~was split~~ into two states, Israel declared statehood and the five Arab states responded by attacking Israel because they did not want a Jewish state in the area. Land the UN had authorized ~~proposed that the for an Arab territory state be~~ came under the control of Israel, Jordan, and Egypt at the end of the war. This angered many Muslims, who later targeted the United States because of its history of ~~aid to~~ support for Israel.”

This teacher’s note contains multiple errors, confusing things that happened decades apart. It does not match the correct student text on pp. 502-503. The corrections above reflect the student text. Most of American support is in the form of loan guarantees, and arms sales, not aid, so “support”, which covers financial and political support, is the accurate term.

p. TP 378, teacher’s notes opposite p. 504, **Change:** “Discussion Ask: During the 1900s, why did Western powers become involved in the Middle East? (*The United States and other Western countries invested heavily in Middle Eastern oil. The West also supported the creation of Israel, a new Jewish nation in the British Mandate of Palestine.*)”

The correct name is used in the student text on p.502. Between 1920 and 1948, the word *mandate* was part of the official name for this area, used either as “*Palestine Mandate*,” or “*British Mandate for Palestine*.” There was not an independent country named Palestine. Before 1920, the area was part of the Ottoman Empire, divided across three administrative districts and not a political entity. The use of the name “*British Mandate of Palestine*” avoids the misapprehension that the State of Israel was created from a former independent country.

p. TP 387, REFLECT, REVIEW, AND REMEDIATE, **Change:** “Why was the United States attacked on September 11, 2001? (American support for Mideast oil kingdoms; ~~American support for Israel; and~~ the American military presence abroad, and resentment of the influence of Western culture.)”

This part of the answer should be changed because the terrorist attacks in the U.S. were not about Israel. This was not one of the reasons Bin Laden cited for the attack at the time. Later, when he realized this would garner him support in the Muslim world, al-Qaeda added this to their motivations. This item should be deleted as an anachronism added after the fact. Al-Qaeda was very clear that it resented American presence in Saudi Arabia as a violation of holy Muslim land. While many people in the Middle East do not like U.S. support for Israel, the terrorist attacks in the U.S. are unrelated to this support. Palestinian terrorists are focused on attacking Israel, not other countries.

## End Matter

### NOTE-TAKING ACTIVITIES WORKBOOK ANSWER KEY

p. 436, CHAPTER 3, Lesson 4 Notes, **Change:** “III.E Jewish; ~~Irish~~ Italian; wages; benefits”

The text on p.109, Women and Organized Labor, par. 4 says: “In 1900 Jewish and Italian immigrants who worked in the clothing business in New York City founded the International Ladies’ Garment Workers Union (ILGWU), which represented female and male workers in the women’s clothing industry.”



Most sources note that the ILGWU was founded by Jewish and Italian immigrants, but some sources say, Jewish, Italian, and Irish immigrants. If McGraw-Hill wants to include all three ethnic groups, the student text and the note taking answers should match. The question is on p 24 of the student workbook Note Taking Activity.

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**Institute for Curriculum Services Review on behalf of the  
Jewish Federation of Nashville and Middle Tennessee  
McGraw Hill, *Human Geography*, Jon C. Malinowski and David H. Kaplan,  
2013 1<sup>st</sup> ed., ISBN 978-0-07-665665-3, 0-07-665665-9**

**General Comments:**

This AP text is written in an accessible manner and is easy to read. It has a good definition of religion and a good explanation of Jewish belief and of Oral Torah. It is generally very good at differentiating between religious beliefs and historical facts, though some problems in this regard need correcting (see below). The text offers an excellent description of the Warsaw Ghetto Uprising. Recognition of the legitimacy of Israel as a sovereign state is clear, though some problematic language is used in discussing the establishment of the state (see below).

The sections noted below include inaccuracies, misinformation, and omissions that mislead students about Judaism, the creation of the State of Israel, and the nature of the Arab-Israeli conflict. ICS has made recommendations below so problematic sections can be rewritten to discuss these topics accurately. The text contains some instances where language needs to be changed to remove religious bias and some others that reflect a distorted view of the origins of the State of the Israel and the nature of the conflict between Israelis and Palestinians. These distortions are in some cases matters of misinformation and in others matters of an inappropriate framing of a political slant. A few others items are noted where some fine-tuning of the presentation will make the text stronger and more accurate. In the introduction to the chapter on religion, text uses “temple” but not “synagogue;” the latter word *is* used in the section on Judaism.

p. 94, Figure 5B.2, 6, **Change:** “The 1948 ~~Palestine~~-wWar between the newly created Israel and its Arab neighbors caused the migration of over 600,000 Palestinian Arabs ~~who lived in what became Israel from the new state, and about 10,000 Jews in Palestine~~ A similar number of Jews, forced to flee Arab lands, came to Israel.”

The war that Israel fought to defend itself against attack from all its neighboring Arab countries that refused to recognize its existence is known as “The War of Independence.” It is not referred to as the “Palestine war.” “The 1948 War” is a neutral descriptor for that war.

The phrase “who lived in what became Israel” implies that the change of status in the land was something unnatural that upset an inherently acceptable status-quo. The truth is that Jews have for millennia identified the land as the “Land of Israel” and had secured the world community's commitment for a safe haven in the ancestral Jewish homeland for Jews fleeing oppression and genocide.

It is not clear what “about 10,000 Jews in Palestine” means. The political entity was now known as the State of Israel, not Palestine, which was never an official name of a political entity. Furthermore, the truth is that there were almost as many Jews expelled by the Arab nations

where they lived who fled for safety to the new Jewish state as there were Palestinian refugees. The creation of refugees was a consequence of the war and both refugee groups should be included.

p. 150, Language Conflict, par. 1, **Change:** “For decades, Israeli and Palestinian groups have fought over the names of places in their region. After gaining statehood in the 1940s, Israel renamed many places using traditional Hebrew names. ~~For example, Nazareth was renamed Al-Nasirah. This attempt to change the cultural landscape has met with strong resistance from many Palestinian groups~~”

The example is incorrect. Al-Nasirah is the Arabic name for the town. The Hebrew is Notzrat. If an example is desired, another one should be found.

The final sentence is politically biased, insinuating a specific reading of the narrative of conflict in the region. It implies that the cultural landscape was a purely Arabic one that Israelis intruded upon. Much of the geography of Israel consists of ancient Hebrew place names that go back to Biblical times. For balance, since the first sentence mentions how both groups have fought over place names, it is worth giving an example of this on the Palestinian side.

p. 164, par. 1, **Change:** “Our values, beliefs, customs, and laws often bear the imprint of ideas that began with a small group of ~~nomads~~ shepherds thousands of years ago.”

The term nomad implies that a group does not have any historical ties to a certain land. The earliest Hebrews—Abraham, Isaac, and Jacob—had, according to the Hebrew Bible, a distinct relationship to the Land of Canaan. Their less settled nature was the result of their livelihood as shepherds.

p. 164, par. 2, **Delete:** “~~The ancestors of the Jews, the Hebrews, were a small tribal group that lived in the Middle East in what is now Iraq, Syria, Joran, Saudi Arabia, and Israel.~~”

This sentence adds nothing valuable to the narrative of the origins of the Jewish people while only offering problematic claims about a tribal existence that spanned the larger Middle East. All we know about the Jewish self-understanding of the people's origins is what the next sentence describes from the Biblical account—that Abraham migrated from Mesopotamia to Canaan, where he became the founder of a new religion.

p. 164, bottom, Figure 8E.1, **Change:** “Because of the Diaspora, Jewish communities are ~~scattered~~ dispersed across the globe...”

The map legend uses the word “dispersion,” which is more appropriate for referring to human populations that “scattered;” the latter can be seen as demeaning.

p. 164, bottom, Figure 8E.1, **Change:** “Centuries later, many European Jews fled the pogroms of Eastern Europe in the 19<sup>th</sup> and early 20<sup>th</sup> centuries and then the horrible genocide of the Nazi Holocaust during the 1930s and settled in the United States...”

The majority of the United States' Jewish population arrived during waves of massive immigration in the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

p. 165, par. 2, **Change:** “During this exodus, Moses gave what might have been a variety of peoples a unique identity, that of *bene yisrael*, ~~or~~ “Children of Israel,” or Israelites.”

While “Children of Israel” is the literal translation of the Hebrew phrase, it is important to note that it is used as a name for a national identity. The English suffix “-ites” is more effective at capturing that meaning, and is more frequently used in historical accounts.

p. 165, par. 4, **Change:** “The expulsion of the Jews from the region is known as the **Diaspora**, or ~~scattering~~ dispersion.”

See above.

p. 165, final par., **Change:** “Among mammals, ~~Only animals~~ those that have a cloven hoof and dual digestive tract can be eaten.”

The above requirements pertain only to mammals but not to birds or the few permitted insects. As the text indicates, sea life has its own requirements. Therefore, the more specific word “mammals” should be used instead of the more general and potentially misleading “animals.”

p. 166, par. 2, **Change:** “To Christians, God is an all-powerful, perfect being who loves everyone unconditionally. But Christianity naturally adds to these core Jewish beliefs a variety of values that stem from Jesus's life and teachings. ~~Basically,~~ In addition to Jesus's Jewish taught ~~his followers teachings~~ to love God and love each other, Christians ~~also~~ believe that Jesus, by allowing himself to be crucified, gave humans the opportunity to be forgiven by God for their sins.”

The penultimate sentence here, as written, does not add a Christian value that goes beyond Jewish teachings. It seems to imply that Judaism does not teach adherents to love God and love each other. This is inaccurate and denigrating to Judaism. The following sentence, regarding salvation through the crucifixion, is the first uniquely Christian belief mentioned. Hence the suggested edits above.

p. 166, par. 2, **Change:** “Another central idea of Christianity is the belief in a trinity comprised of God the Father, Jesus the Son, and the Holy Spirit.”

The text’s distinction between “God” and “Jesus” misses the point of the trinity. The classical Christian belief is that all three “parts” *are* God; the first “part” is distinct by being the “Father.” It is essential that these introductory passages about Christianity mention the central Christian idea of Jesus being the “son of God.”

p. 166, Figure 8F.1, **Change:** “In about AD 29, Jesus was executed by the Romans and his disciples and followers were ~~scattered~~ dispersed.”

See above.

p. 166, Christian Worship, par. 2, **Change:** “...but there is evidence that the Jewish Sabbath was also observed for centuries after ~~Christ's~~ Jesus's death.”

A non-religious, scholarly textbook should not use the word “Christ” when discussing the historical Jesus. The term is a theological one that is not appropriate for an objective presentation.

p. 169, Figure 8G.3, **Add:** “The 313 Edict of Milan called for tolerance for all faith (except Judaism) in the Roman Empire.”

The Edict terminated many Jewish rights. (See [http://www.religioustolerance.org/vat\\_hol11.htm](http://www.religioustolerance.org/vat_hol11.htm))

p. 234, Figure 11D.1, **Change:** “~~In Israel, a~~ All Jews—at least those with Jewish mothers defined as anyone with a Jewish grandparent or who has converted—are, if they desire, granted automatic citizenship in Israel based on the Law of Return of 1950.”

The phrase “in Israel” appears twice and is only needed once.

The Law of Return defines Jews as anyone with a Jewish grandparent. This definition is different from traditional religious Jewish law, which defines a Jew as someone with a Jewish mother or someone who has converted.

Citizenship is only granted to a Jew who desires it. Most Jews in the world are not Israeli citizens.

Glossary, G-2, col. 1, Christianity, **Delete:** “...based on the life and teachings of Jesus ~~Christ~~, who Christians believe is the son of God.”

See above for not using the word Christ for the historical Jesus.

Glossary, G-6, col. 1, Islam, **Change:** “It was founded in the seventh century by ~~the prophet Muhammad, Islam's prophet,~~ ...”

That Muhammad was a prophet is a religious belief, not a historical fact. Accordingly, by referring to Muhammad as Islam’s prophet, the text properly acknowledges Muhammad’s status within Islam and does not confuse religious belief with historical fact.

Glossary, G-6, col. 1, Jesus, **Change:** “A Jewish ~~prophet~~ teacher...”

Neither Judaism nor Christianity considers Jesus to have been a prophet in the sense that the Hebrew Bible (or Old Testament) understands the category. “Teacher” is a more appropriate historical description.

Glossary, G-7, col. 1, Muhammad, **Change:** “The seventh-century ~~prophet~~ religious leader that Muslims believe ~~was~~ a prophet, or messenger of God;”

See above for distinguishing between belief and fact.

Glossary, G-9, col. 2, Semitic, **Add:** “The branch of the Afro-Asiatic language family that includes Hebrew and Arabic.”

Given the influence of Hebrew writings, primarily the Hebrew Bible, on world culture and history, and the fact that 19th-century anti-Jewish racism took the name “anti-Semitism,” it is important to include Hebrew in this definition.

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**Institute for Curriculum Services Review on behalf of the  
Jewish Federation of Nashville and Middle Tennessee  
Glencoe, *Sociology and You*, Teacher Edition, Jon M. Shepard and Robert W. Greene  
2008 ISBN 978-0-07-874520-1**

**Note:** ICS is submitting this review of the 2008 Virginia Teacher's Edition of this textbook for the Tennessee and Alabama 2013 state adoptions. We request that these edits be transferred to the Tennessee and Alabama 2014 teacher editions. This review was also submitted for the Virginia, Georgia, and New Mexico state adoptions. The Georgia, and New Mexico editions did not contain the edits that McGraw-Hill agreed to make for the Virginia edition of this text. ICS requests that these edits be transferred to the Virginia, Georgia, and New Mexico editions as well as to those for Tennessee and Alabama.

**General Comments:** This text is a comprehensive and well-written introduction to sociology. It contains up-to-date information and covers the major topics of sociology. Activities and questions effectively extend students' understanding of sociology. ICS has a few recommendations to strengthen the text.

Previously promised edits and similar edits that Glencoe has made in other texts or other pages of this text are highlighted in yellow.

**McGraw-Hill Glencoe responses are highlighted in turquoise.**

**ICS replies are highlighted in green.**

p. 120, **Change:** "Surviving a ~~Prisoner-of-War~~ Concentration Camp."

This excerpt from Bruno Bettelheim is used to illustrate desocialization and resocialization. It omits the important fact that Bettelheim was Jewish and imprisoned in a concentration camp because he was Jewish. He was not a soldier, a prisoner of war, or held in a prisoner-of-war camp. He was held in a concentration camp.

p. 120, **Change:** "The following description of adaptation in a German concentration ~~prison~~ camp during WWII was written by Bruno Bettelheim, an Austrian Jew and noted American scholar who survived imprisonment."

See above.

**McGraw-Hill Glencoe response to Virginia review:** Change the first paragraph to read: "By learning the culture around them human beings can and do adapt to almost any situation. This learning process is a type of socialization. The following description of adaptation in a German prison camp during World War II was written by Bruno Bettelheim, an Austrian Jew who survived imprisonment and became a noted American scholar."

**ICS Reply:** The addition that he was Jewish is a good one and should be carried over to all texts. It is inaccurate to state that Bettelheim was in a prisoner of war camp. Captured soldiers are considered prisoners of war and are interned in prisoner of war camps. Bettelheim was imprisoned in Dachau and Buchenwald, two concentration camps because he was Jewish. Accordingly, ICS asks that prison camp be changed to concentration camp. ICS realized that the language of imprisonment has a similar problem to the language of prison camp, in terms of giving an inaccurate idea of what happened. The following edit at the end of the sentence fits

within the space and is very clear: “an Austrian Jew, who survived the Holocaust imprisonment and became a noted American scholar.”

p. 120, **Change:** Photo of what appears to be a prisoner of war camp in a warm climate, possibly in the Pacific during WWII. Replace with a photo of a German concentration camp, preferably Dachau or Buchenwald, where Bettelheim was imprisoned in 1938 and 1939.

**McGraw-Hill Glencoe response to Virginia review:** Make this change.

**ICS Reply:** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 245, **Change:** “Fame is another basis for power. In 1952, for example, Jewish American scientist Albert Einstein was offered the presidency of Israel.”

The contributions of various groups to society should be recognized. Thus, references to Einstein, Freud, and other famous Jews should acknowledge their Jewish origin, as do references to great Muslims, African Americans, and members of other groups. Some state standards require this recognition.

**McGraw-Hill Glencoe response to Virginia review:** The religious affiliation of people is not normally identified unless it is required for students to understand the material being discussed. In this case, adding information about Einstein’s religious affiliation helps students understand why he was offered the presidency of Israel beyond the fact that he was famous so the change will be made.

**ICS Reply:** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 246, **Change:** “Finally, we can overcome a lack of wealth if we have large number of people on our side or if we are skilled at organizing our resources. ~~Hitler, for example, was able to turn the problem of limited resources into a mass political movement. He gained absolute power by promising to deliver Germany from economic hardship following WWI.~~ Gandhi, for example, was able to bring about the end of centuries of British rule in India. His example of peaceful resistance against British policies roused the support of millions of Indians.”

While there are appropriate uses of Hitler as an example, such as of a totalitarian leader, there are much better examples of leaders who gained power without wealth, such as Gandhi. Using Hitler here makes him appear resourceful and ignores his crimes against humanity.

**McGraw-Hill Glencoe response to Virginia review:** Replace “Hitler, for example, was able to turn the problem of limited resources into a mass political movement. He gained absolute power by promising to deliver Germany from economic hardship following WWI.” with “Gandhi, for example, was able to bring about the end of centuries of British rule in India. His example of peaceful resistance against British policies roused the support of millions of Indians.”

**ICS Reply:** ICS appreciates this change and kindly requests that this be done for the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 281, Figure 9.2 Impact of the Holocaust, **Change:** “One of the worst examples of genocide was the Nazi’s attempt, in the 1930s and 1940s, to exterminate the European Jewish population. The Nazis murdered six million Jews, two-thirds of Europe’s Jews.”



This addition helps the student to understand that genocide is, as the text states, “the systematic effort to destroy an entire population,” not just a very large number of deaths. The proportion, two-thirds of Europe’s Jews, clarifies the extent of the genocide.

The text does not include the number of Jews murdered. The example of the Rape of Nanking gives the numbers murdered, and thus it is important to also give numbers for those murdered in the Holocaust. Replace the map with a table displaying estimates of Jews killed during the Holocaust for a selection of European countries.

**McGraw-Hill Glencoe response to Virginia review:** Replace the map with a table displaying estimates of Jews killed during the Holocaust for a selection of European countries.

“Country, Estimated Jewish Population Pre-War, Estimate of Jews Killed, Percent Killed

Poland, 3,300,000, 3,000,000, 90%

Estonia, Latvia, and Lithuania, 253,000, 228,000, 90%

Germany and Austria, 240,000, 210,000, 90%

Greece, 70,000, 54,000, 77%

Netherlands, 140,000, 105,000, 75%

Hungary, 650,000, 450,000, 70%

Belgium, 65,000, 40,000, 60%

France, 350,000, 90,000, 26%

Italy, 40,000, 8,000, 20%”

**ICS Reply:** ICS commends the inclusion of this detailed chart. The addition of the above sentence, “The Nazis murdered six million Jews, two-thirds of Europe’s Jews,” will help summarize the full impact of the Holocaust and the scale of the genocide for students. Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 430, last sentence, **Change:** “The SS brutally put to death ~~over more than~~ six million European Jews ~~and others~~—a ~~mass killing genocide~~ now known as the Holocaust—~~and murdered between five and six million others.~~”

The correct figures are six million Jews and five million others, not six million Jews and others. While all of the deaths are of equal importance, the term “Holocaust” is used specifically for the genocide against the Jews. Change “Hitler’s National Socialist (Nazi) government, which came to power in Germany in the early 1930s, offers an example of the way a totalitarian system works.” to “Hitler’s National Socialist (Nazi) government, which came to power in Germany in 1933, shows how a totalitarian system works.”

**McGraw-Hill Glencoe response to Virginia review:** Change “His absolute control was strengthened by the Gestapo secret police and SS troops, who terrorized Hitler’s political enemies and private citizens. The SS brutally and systematically put to death over six million European Jews and others—a mass killing now known as the Holocaust.” to “His absolute control was strengthened by the Gestapo secret police and SS troops, who terrorized political enemies and citizens. The SS brutally and systematically put to death more than six million European Jews—a genocide now known as the Holocaust—and murdered between five and six million others.”

**ICS Reply:** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 467, **Change:** “While the early ~~Hebrews~~ **Israelites** believed that ~~pigs were unclean animals whose pollution would spread to all who touched or tasted them, it was forbidden to cook, eat, or derive benefit from pigs,~~ the tribes of New Guinea considered pigs holy creatures worthy of ancestral sacrifice (Harris, 1989).”

This is factually incorrect. The Israelites, not the Hebrews, were forbidden to eat pigs. The first three generations (Abraham, Isaac, and Jacob) are called *Hebrews*, and they were not yet forbidden to eat pigs. In the book of Genesis, Jacob's name is changed to Israel, and his children and succeeding generations call themselves Children of Israel, or Israelites. **Glencoe** agreed to this edit in *Glencoe World History*, 2010, Indiana SE and TE, pp.58-9, *Ancient Civilizations*, 2006, California, and in *Civics Today TWE*, 2010, Virginia, p .428.

The Torah forbids the Israelites to eat, cook, or derive any benefit from pigs. Pigs and their carcasses are impure. (Leviticus 11:7-8) Unlike corpses, pigs do not spread pollution to all who touched or tasted them.

**McGraw-Hill Glencoe response to Virginia review:** Change “Evidence of religious practices appears in many ancient cultures. In Rome, there were specific gods for objects and events—a god of trees, a god of money, a goddess of fever. While the early Hebrews believed that pigs were unclean animals whose pollution would spread to all who touched or tasted them, the tribes of New Guinea considered pigs holy creatures worthy of ancestral sacrifice (Harris, 1989).” to “Evidence of religious practices appears in many ancient cultures. In Rome, Egypt, and many other civilizations there were specific gods for objects and events—a god of trees, a god of money, a goddess of fever. While the early Israelites believed that pigs were impure animals whose pollution would spread to all who touched or tasted them, the tribes of New Guinea considered pigs holy creatures worthy of ancestral sacrifice (Harris, 1989).” and set as a separate paragraph.

**ICS Reply:** ICS commends the change from Hebrews to Israelites. It is also more accurate to replace the description on the taboo against pigs as ICS phrased above. **A slightly modified wording may help clarify things: “While the Israelites were forbidden to cook, eat, or derive benefit from pigs, the tribes of New Guinea considered pigs...”** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 468, Working with the Data, **Delete:** “~~When the Christian category is broken down into its distinct religions, Islam becomes the religion with the largest percentage of followers worldwide.~~”

This statement is not accurate. The various branches of Christianity are not distinct religions but variations within Christianity. If the graph broke down Christianity into its branches, which it does not, to be equal it should also break down Islam, Buddhism, and the other religions in the same way. Then the comparison could fairly be made as to which branch of which religion has the largest percentage of followers.

**McGraw-Hill Glencoe response to Virginia review:** Make this change.

**ICS Reply:** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 470, Chart, Christianity, Key Figure, **Delete:** “Jesus ~~Christ~~”

“Christ” is a religious title with meaning to believers; its use should be avoided in a public school text. **Glencoe has made this edit in *Ancient Civilizations* (California Edition) and other texts.**

**McGraw-Hill Glencoe response to Virginia review: Make this change.**

**ICS Reply: Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.**

pp. 486-487, Using Decision-Making Skills, Scenario, **Change:** “Members of the ~~Youth for Christ and the Fellowship of Christian Athletes~~ Christian youth group have requested permission to hold lunchtime prayer meetings as well as to continue meeting before school on Wednesdays at the flagpole distribute proselytizing Christian literature in school.

“Your principal has tasked you with serving on a committee made up of eight students (two from each grade level), two teachers, two parents, and two assistant principals. Your committee has been directed to reach a group consensus; whether to allow ~~religious freedom to these groups to~~ distribute the literature and whether some restrictions on distribution are necessary ~~restrict their activities on campus.~~ Such material might offend others, yet can it be banned entirely? What reasonable restrictions can the school place on its distribution? What if the following week, atheist students want to hand out a flyer saying there is no god? You ponder their constitutional rights provisions of free exercise of religion and no government establishment of religion as well as the rights of free speech and expression, and you remember a comment that former secretary of education Richard W. Riley once stated on the news: “Public schools can neither foster religion nor preclude it.”

~~“Will you allow religious freedom, or restrict their activities? What policy will your committee recommend about distribution of proselytizing literature in school? Explain your reasons for your decision.”~~

This scenario has several problems:

1. A committee cannot vote whether to allow religious freedom; constitutional freedoms are not up for a vote.
2. This scenario is subject to the Equal Access Act, and a committee can only research their school policies to see if lunchtime is an open forum; they cannot use consensus, compromise, and negotiation to decide whether to “allow religious freedom.”
3. If the students are not allowed to hold prayer meetings at lunch because this time is not an open forum, that does not restrict their religious freedom.
4. The question is written in a biased manner: Will you allow religious freedom (positive) or restrict rights (negative)?

The substitute scenario presents a real situation for students to discuss rather than an issue that is clearly answered by settled law. It is better to use a generic name for the group than to use specific Christian organizations since this is a fictional scenario, not an actual case.

**McGraw-Hill Glencoe response to Virginia review: Change** “Members of the Youth for Christ and the Fellowship of Christian Athletes have requested permission to hold lunchtime prayer meetings as well as to continue meeting before school on Wednesdays at the flagpole. Your principal has tasked you with serving on a committee made up of eight students (two from each grade level), two teachers, two parents, and two assistant principals. Your committee has been directed to reach a group consensus: whether to allow religious freedom to these groups or restrict their activities on campus. You ponder their constitutional rights of free speech and

expression, and you remember a comment that former secretary of education Richard W. Riley once stated on the news: “Public schools can neither foster religion nor preclude it.” Will you allow religious freedom, or restrict their activities? Explain your reasons for your decision.” to “Members of a Christian youth group have requested permission to distribute proselytizing Christian literature in school. Your principal has assigned you to serve on a committee made up of eight students: two from each grade level, two parents, and two assistant principals. Your committee has been directed to reach a consensus on whether to allow the group to distribute the literature, and what guidelines it should follow. Such material might offend some students, yet can it be banned completely? What reasonable restrictions can the school place on the group? What if atheistic students want to hand out a flier saying there is no god? Consider the rights guaranteed by the First Amendment for free speech and the free exercise of religion. What policy will your committee recommend? Explain the reasons for your decision.”

**ICS Reply:** ICS appreciates the changes above and kindly requests that they be made to the national online and print editions to ensure that students in Tennessee receive the revised content.

p. 491, **Change:** “Jes Jews.”

Typo. The letter “w” is omitted.

**McGraw-Hill Glencoe response to Virginia review:** Make this change.

**ICS reply:** Please make these changes to the national online and print editions to ensure that students in Tennessee receive the revised content.

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