



Instructional Materials Evaluation Review for Alignment in Social Studies Grades K – 12



SUPPLEMENTAL
Instructional Materials

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: [World Geography, Civics, U. S. History, World History \(Integrated\)](#)

Grade/Course: [9-12](#)

Publisher: [The Choices Program-Brown University](#)

Copyright: [2017](#)

Curriculum Type: [Supplemental](#)

Overall Rating: [Tier I, Exemplifies quality](#)

[Tier I, Tier II, Tier III Elements of this review:](#)

STRONG	WEAK
1. Use Sources (Non-Negotiable)	
2. Make Connections (Non-Negotiable)	
3. Express Informed Opinions	
4. Scaffold and Support	

Each set of submitted materials was evaluated for alignment with the [standards](#), beginning with a review of the indicators for the non-negotiable criteria. If those criteria were met, a review of the other criteria ensued.

Tier 1 ratings received a “Yes” for all Criteria 1 – 4.

Tier 2 ratings received a “Yes” for all non-negotiable criteria, but at least one “No” for the remaining criteria.

Tier 3 ratings received a “No” for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

[World Geography \(Tier 1\)](#)

[Civics \(Tier 1\)](#)

[U. S. History \(Tier 1\)](#)

[World History \(Tier 1\)](#)



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Title: World Geography

Grade/Course: World Geography

Publisher: The Choices Program-Brown University

Copyright: 2017

Curriculum Type: Supplemental

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Use Sources (Non-Negotiable)	
2. Make Connections (Non-Negotiable)	
3. Express Informed Opinions	
4. Scaffold and Support	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 4 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: NON-NEGOTIABLE CRITERIA			
Tier 1 and 2 Non-Negotiable 1. USE OF SOURCES: Students use sources regularly to learn content. Materials include varied types of primary and secondary sources that support students' understanding of the content of the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs. REQUIRED 1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	N/A	<p>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p>An example of this indicator is found in the lesson, Climate Change and the Question of Justice. In this lesson, the reading and materials focus on the causes of climate change throughout the world and the response from the international community. Activities and sources that are embedded in this lesson help students understand the impact of climate change in different parts of the world and options world leaders have to fix it. (WG.6.2 Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges.) (WG.6.4 Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment.)</p> <p>Another example for this indicator is found in multiple lessons throughout the series. These lessons focus on individual regions and countries of the world and their geography, history, and culture. In standard 4 of the Louisiana GLEs, students are focused</p>

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			<p>on the theme of place. This standard requires that students will identify the physical and cultural characteristics of a particular location and investigate changes to it over time. Some specific lessons that meet this indicator are: Mexico, Brazil, China, and Russia. These are just a few examples the publisher has provided in their series and online supplemental lessons.</p> <p>For example, the unit, The United States in Afghanistan addresses GLEs WG.3.1, WG.4.4, and WG.6.3 examining the impact of the United States' role in Afghanistan, both past and present. Also, the unit, History, Revolution, and Reform: New Directions for Cuba allows students to explore key questions and build knowledge related to GLEs WG.4.3, WG.4.4, WG.4.5 tracing the history of Cuba from Spanish rule to today. In addition, the unit, The United Nations: Challenges and Change, applies to GLEs WG.4.5 and 5.3 students will learn about the specific examples of economic interdependence and the importance of humanitarian efforts to examine the relationship between social, economic, and government systems.</p> <p>Also, the unit, Russian's Transformation: Challenges for U.S. Policy, allows students to explore key questions and build knowledge that involves the historical, political, and</p>

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			economic changes that have taken place throughout the course of Russian history, Key questions guide students to delve into the supplemental materials and make claims based on the sources provided. This lesson applies to GLEs: WG. 4.1, WG. 4.4, WG. 4.5, WG. 5.4, and WG. 6.3.
	<p>REQUIRED</p> <p>1c) The main focus of the materials is on primary and secondary sources¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	Yes	The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge. For example, the introductory reading to Brazil: A History of Change contains excerpts from the Treaty of Tordesillas, explorer Amerigo Vespucci, a bar graph of the number of enslaved peoples brought to Brazil, photographs of Brazil protests, enslaved people working in coffee harvest and production and “Christ the Redeemer,” maps, and a diagram of a slave ship. It should be noted that the introductory reading is not the main focus of the materials, but it sets the context for

¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

(http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

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			<p>students to engage in the daily lesson and the options role-playing.</p> <p>The Day One, Day Two, etc. lessons focus on student analysis of primary documents to further develop their content knowledge and support claims. For example, in Between Two Worlds: Mexico at the Crossroads lesson “The Aztec-Spanish Encounter” students read and analyze primary source accounts of the encounter between the Spanish and Aztecs, determine what makes a source reliable or biased, and consider how different points of view contribute to historical understanding. Students read an excerpt from the memoirs of Bernal Diaz, one of Cortes’ soldiers, an excerpt from Book of Twelve of the Florentine Codex, and an excerpt from one of Cortes’ letters to the King of Spain.</p> <p>Materials also contain lessons in which students are asked to research and role play different perspectives of an issue or time period. Although these are titled “options,” they are not optional lessons, but the focus of the materials; they are titled as such because students have the option to take on different perspectives. For each option students are supplied with background information as well as a “From the Historical</p>

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			Record" section which provides primary source accounts of this perspective. For example, in Brazil: A History of Change option 1 students are provided with a direct statement from General Carlos de Meria Mattos, March 26, 1975; an excerpt from Jose Mindlin in the Gazeta Mercantil, 1977, a group statement from eight leading industries, 1983, among many others.
	<p>1d) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	<p>Materials provided in "The Choices Program-Brown University, World Geography series," does provide primary and secondary sources of different types. Varying sources, including, maps, works of art, charts, quotes, letters, etc. give students/teachers options to supplement the lesson. Videos are located on the website provided to teachers that correspond to certain lessons.</p> <p>Each lesson, in the supplemental activities provides exposure to different types of sources, like charts, photo analysis, paintings from 1930's-era Turkey and excerpts from treaties and laws from history.</p> <p>In addition, the unit Climate Change and Questions of Justice, includes a variety of primary and secondary sources for student use. These include articles on various plants and animals, videos on climate and change, excerpts on editorials, and bar graphs.</p> <p>Additionally, students engage in varied primary and secondary sources in the unit,</p>

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			<p>Dilemmas of Foreign Aid: Debating U.S. Policies. Sources in this unit include graphs, excerpts of presidential speeches, and statistical data on countries in Africa.</p> <p>Another example can be found in the unit, Russian's Transformation: Challenges for the U.S. Policy. The supplementary material includes a variety of primary and secondary sources for student use. These include a map of Russia and its neighbors, charts of Russia's area, per capita income, gross domestic product, internet users, photos of Joseph Stalin, political cartoons, excerpts from key leaders, a photo of former President, John F. Kennedy looking over the Berlin Wall, a photo of Chernobyl, photo of protesters in Kiev, graphs, and presidential speeches.</p> <p>Also in the unit, U.S. Role in a Changing World, students are given opportunities to engage with the sources through a variety of political cartoons, graphs, charts, excerpts from key leaders, photographs, and quotes from key leaders that help to direct students to learn the full scope of how the United States has interacted with the changing world.</p>

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	<p>FULL CURRICULUM ONLY</p> <p>1e) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	N/A	
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. MAKE CONNECTIONS:</p> <p>Students make connections among people, events, and ideas across time and place. Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	Yes	<p>Source-dependent written and oral tasks require students to make claims which demonstrate an understanding of social studies content in various contexts. Written and oral tasks in the unit, Confronting Genocide: Never Again, requires students to engage with content and sources in order to demonstrate understanding of content and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; and recognize recurring themes across time and place as it relates to genocide and how the United States has reacted to genocide at various times in history.</p> <p>Also, the unit, China on the World Stage: Weighing the U.S. Response, provides students with opportunities to engage in written oral tasks that demonstrate how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas on how the United States and</p>

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			<p>China's relationship has changed over time, especially as China has emerged as a leading country in the world.</p> <p>Also, written and oral tasks in the unit, Responding to Terrorism: Challenges for Democracy, requires students to engage with content through opportunities to conduct a mock interview, answering critical thinking questions that pertain to case studies in the lesson, and analyze the issues that frame the current debate on U.S. Policy on terrorism through role play.</p> <p>In addition, the unit Empire, Republic, Democracy: Turkey's Past and Future, allows students to engage with the content through opportunities to compare the reach of the Ottoman Empire with Turkey's contemporary borders in a map activity, analyze a painting's portrayal of Turkish history, analyze photographs of present-day Turkey, work in groups to prepare a debate to present the issues that frame Turkey's future, and assess the viewpoints of the sources and value of the oral histories as historical sources. An example in this indicator can be found in the lesson, Climate Change and the Question of Justice. Found in this particular activity, students are given several case studies that highlight climate change in different parts of the world (California, Bangladesh, Louisiana, Germany,</p>

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			etc.). In groups, students look at their assigned area looking at the causes of climate change, the effects of this change, and the response of the government to combat this change. This information, once researched by each group, would be presented and placed on a graphic organizer to help compare and contrast efforts. (WG.6.1 Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment)
	<p>REQUIRED</p> <p>2b) Coherent sequences of source-dependent questions² and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	Yes	<p>The materials provide coherent sequences of source-dependent questions and tasks that focus students on building, applying, and synthesizing knowledge and skills through various sources.</p> <p>An example for this indicator is found in the lesson, Turkey: Empire, Republic or Democracy. In the supplemental activity, Past and Future-Art as a Political Experience, students analyze painting from Zeki Faik Izer and look from symbols and other meanings behind the piece of art. In addition to the different symbols behind the objects in the painting, students are to look at the overall message, Izer is trying to convey about Turkey's history. (WG.3.1 Analyze how</p>

² Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

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			<p>cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations)</p> <p>Another example can be found in the lesson, History, Revolution and Reform: New Directions in Cuba. In the supplemental activity, Photo Analysis: Looking at Cuba, students are given a series of photos that depict Cuban life and culture to analyze. After looking at the photos, students ask a series of questions from describing the photograph, eventually leading up to students to make conclusions about Cuban life, geography and government. (WG.4.1 Determine the physical and human characteristics that comprise the identity of a given place)</p> <p>Another example, the unit, Climate Change and Questions of Justice begins with students examining how climate change effects plants, animals, and people. Next, students will compare and contrast editorials on the practicality and appeal of carbon taxes to mitigate climate change. Students will then analyze data related to carbon dioxide emissions in various countries. Finally, student groups will create a final option to address climate change. They will present their option.</p> <p>Also, the unit, The United States in</p>

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			<p>Afghanistan begins with a map activity and discussion on how geography effects Afghanistan. Next, students examine present-day photographs and excerpts from memoirs to formulate ideas about Afghan life and culture. Students will then analyze primary source documents to identify the implications of U.S. and Soviet relations and policies on Afghanistan. Finally, students will make a presentation to persuade the U.S. Senate Committee on Foreign Relations how they should proceed with Afghanistan.</p> <p>For example, the unit, The Middle East in Transition: Questions about U.S. Policy, starts with students given the opportunity to analyze a timeline of events of the Modern Middle East. Next, students conduct an analysis of photos of different parts of the Middle East. Then students analyze a variety of primary sources about the Creation of Israel. Finally, students collaborate with classmates to develop a group presentation to determine the role of the U.S. in the Middle East from the perspectives of Middle Eastern leaders. Students share their presentations.</p> <p>In addition, the unit, The Challenge of Nuclear Weapons, students begin exploring multiple contemporary sources and are instructed to answer critical thinking questions to gain background knowledge.</p>

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			Next, students are instructed to analyze maps and charts containing data to draw conclusions about the status of nuclear weapons stockpiles today. Then, students will stage a fictional depiction of presidential decision making during the minutes before a potential nuclear attack and present their findings with the class. Lastly, students will work cooperatively in groups to organize a debate on the role of nuclear weapons in the world.
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing³ and corroboration.⁴</p>	Yes	Materials provided focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, which includes sourcing and corroboration. Each lesson provided by the publisher includes a section in which students are given 3-4 different options in solving the issue at hand. For each option, students are provided sources that represent the point of view of the option. Students then engage in group research to gather information using primary and secondary documents provided to make a claim and convince the class to choose their option. They also do other activities to prepare their argument, some based on economic and political situations and some

³ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

⁴ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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			<p>that help explain background information. An example of this can be found in the lesson: "History, Revolution, and Reform: New Directions for Cuba." In this option activity, students are given four options, in which, they have to determine the course of Cuba's political future. Using a variety of sources, which include, different POV experiences, charts, and other sources that helps students come to a decision. In order to understand the differences between the options, students also complete a graphic organizer to help make their decisions and provide for direction in the written tasks. (WG.4.5 Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time.)</p> <p>Another example can be found in the lesson, Climate Change and the Question of Justice. In the Policy in the Media activity, students are required to read different editorial and distinguish between fact/opinion. In addition, students would use the pieces to determine the different sources and determine their stance on a proposed carbon tax. In the activity, students have to consider who the author of the editorial and their viewpoint and compare them to other viewpoints. (WG.6.4 Assess the role of government and business in preserving or</p>

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			<p>consuming natural resources and protecting or destroying the physical environment.)</p> <p>Also, the unit, The Challenge of Nuclear Weapons, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources for and against to keep nuclear weapons as an essential part of U.S. security.</p> <p>In addition, the unit, Responding to Terrorism: Challenges for Democracy, provides an opportunity for students to examine a number of options and make a claim that reflects their belief about where U.S. policy should be heading.</p> <p>Also, the unit, Climate Change and Questions, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine editorials for and against the use of carbon taxes to mitigate climate change.</p> <p>Furthermore, the unit, The United States in Afghanistan, provides an opportunity to compare the varying perspectives with Afghani people and the Taliban through excerpts from two memoirs. In this unit, students also examine letters between Jimmy Carter and Leonid Brezhnev related to the Soviet Union's role in Afghanistan.</p>

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	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.⁵</p>	Yes	<p>Materials focus on primary and secondary sources from different time periods. Most units provide sources from different time periods to enable students in making connections in and across time periods.</p> <p>For example, the unit China on the World Stage: Weighing the U.S. Response, includes primary and secondary sources that range from the Opium War of 1839-1842 to present day, comparing the time periods with respect of reflecting on the changes and advancements in technology and political structure of the China and its relations with the United States.</p> <p>Also, the unit, U.S. Role in a Changing World, includes primary and secondary sources that include comparisons from the Spanish American War, World War I, World War II, Gulf War, Iraq War and the social, political, and economic ramifications of each.</p> <p>Also, the unit History, Revolution, and Reform: New Direction for Cuba, includes primary and secondary sources related to Jose Marti from the 1890s as well as the 1950s and 1960s. Primary sources dating from the early to 1960s to late 1970s are also included to trace perspectives on Cuba's role in Angola. Documents ranging from the</p>

⁵ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

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			1960s to the 2000s are also in the unit to help students determine if Cuba is a democracy. Furthermore, the unit Confronting Genocide: Never Again, provides students with opportunities to examine primary and secondary sources from different time periods. These sources include the following summaries: The Trail of Tears (1838), King Leopold and the Congo Free State (late 1800s), Tibet (1959), Ukrainian Famine (1932-1933), Argentina (late 1800s). The unit also includes New York Times articles and headlines related to genocide in 1915 and 2004-2005.
Section II: ADDITIONAL INDICATORS OF QUALITY			
3. EXPRESS INFORMED OPINIONS: Students express informed opinions supported by evidence from sources and outside knowledge. Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.	REQUIRED (GRADES 3-12 ONLY) 3a) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	Yes	A majority of the written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. In every unit/lesson, The Choices Program provides activities that require students to look at different options and develop an argument pertaining to a specific question. An example of this activity can be found in lesson: Climate Change: Questions of Justice. In this activity, students are to make a decision on whether or not the United Nations and other governing climate bodies should limit the release of emissions into the

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<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			<p>air or allow for businesses to grow unchecked? Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option.</p> <p>Another example of the indicator is found in the lesson: China on the World Stage: Weighing the US Response. In the activity on the Cross-Strait Relations, students look at primary documents that deal with the conflict concerning China and Taiwan (and the recognition of that government). Each group is assigned a particular segment of the conflict that include: policy agreements, news releases, statistics, governmental leaders' perspectives and public opinion polls to analyze and answer questions. After a period of time, students would be reassigned into different groups to present the information they learned in their original group. Once the information has been discussed, students will then create a poster that represents their knowledge on the topic, which will then be presented orally to the class. Written and speaking tasks in the materials require students to formulate claims from sources and outside knowledge.</p> <p>Climate Change and Questions of Justice</p>

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			<p>require students to evaluate several editorials to determine if carbon taxes are a good idea. Additionally, in Confronting Genocide: Never Again students examine case studies to determine if each is describing genocide according the Genocide Convention.</p> <p>In another example, in the unit, Immigration and the Policy Debate, students are to consider motivations for immigration and emigration, conduct an interview to explore one person's experience of immigration, identify similarities and differences across immigrant experiences, and consider the benefits and limitations of using oral history to learn about the past.</p>
	<p>REQUIRED</p> <p>3b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Writing opportunities for students occur on a regular basis and are varied in length and time demands. Each lesson provides students with study guide questions, that focuses on the background reading found in the beginning of the lesson. It also provides multiple opportunities for students to respond to primary source documents and debates throughout history. In addition to study guides, students are given opportunities to collaborate and create written pieces that will be used for whole-class shared pieces and can be extended into a formal essay, if designated by a teacher.</p> <p>For example, in the unit, The United Nations:</p>

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			<p>Challenges and Change, students are given the opportunity to complete study guides, graphic organizers that help students to analyze the evolution of the United Nations, fill in a chart viewing the Security Council, create their own charter, and using the required reading and handouts, work cooperatively within groups to organize effective presentations to analyze issues regarding U.S. policy toward the U.N.</p> <p>Also, in the unit, The U.S. Role in a Changing World, students are given the opportunity to write through access to study guides, graphic organizers that compare World War I and World War II, questions that relate to the interpretation of comparisons to the U.N. and the U.S., questions that relate to interpretation of political cartoons, and preparatory writing for a role play that compares value differences between the United States and the United Nations.</p> <p>Writing tasks for each part of the unit vary from simple writing tasks where students answer basic questions all the way to more in-depth, longer written tasks. Additionally, China on the World Stage: Weighing the U.S. Response, a study guide and graphic organizers are included for each section.</p> <p>Each part of the unit includes writing tasks that are varied. Some are simple, recall tasks with others being more in-depth and</p>

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	<p>3c) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Yes	<p>complex.</p> <p>Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. There are several examples and activities, in which the publisher provides students the opportunities to build on their listening skills. Examples include: study guides that are based on the reading, completing group activities that asks students to present an argument and defend their option to other groups, and questions that help analyze the sources.</p> <p>For example, in Dilemmas of Foreign Aid: Debating U.S. Policies, students will present either a support or criticism of U.S. foreign aid. After presentations, students will question one another and be forced to defend their stance. Furthermore, in Competing Visions of Human Rights: Questions for U.S. Policy, students will present, question, and defend different stances on human rights controversies</p> <p>Another example, in the unit, Responding to Terrorism: Challenges for Democracy, students are to work in groups and prepare for a persuasive presentation. Students are to persuade committee members that their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opinions, based on fact from previous primary documents, political cartoons and outside research, should serve as the basis U.S. policy on terrorism.</p> <p>Also, in the same unit, students are given the opportunity to deliberate with classmates on the merits and tradeoffs of alternative views. They are to articulate coherent recommendations for U.S. policy on terrorism based on personally held values and historical understanding. Then students apply their policy recommendations to hypothetical crises. Students are to finally identify the leading values and trade-offs in the current policy debate.</p>
	<p>3d) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	Yes	<p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. An example of this indicator is found in the Debating the Options Activity found in every lesson/unit. Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option. They are also responsible for organizing the information for each option in a graphic organizer in order to weigh each option and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>make a decision.</p> <p>For example, in the unit, Dilemmas of Foreign Aid: Debating U.S. Policies, students are given the opportunity to draw conclusions about the dilemmas of foreign aid through interpreting and answering questions from graphic organizers, a line graph, excerpts from speeches, required readings, supplemental materials and handouts, study guides and cooperative debates.</p> <p>Also, in the unit, Competing Visions of Human Rights: Questions for U.S. Policy, students are given the opportunity to complete study guides, explore different categories of human rights through required reading, handouts, a chart of categorizing human rights, assess creative forms of expression, create posters that demonstrate human rights controversies, and construct a debate on the U.S. human rights policy.</p>
	<p>FULL CURRICULUM ONLY</p> <p>3e) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	N/A	
	<p>FULL CURRICULUM ONLY</p> <p>3f) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	
4. SCAFFOLDING AND SUPPORT: Students are supported by	<p>REQUIRED</p> <p>4a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build</p>	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
appropriate scaffolds. Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	<p>understanding of the content.</p>		<p>content. In the Teacher Resource Book of each unit, teachers are offered suggestions as the time frame of lessons, what primary documents are included, what resource tools are available, how to adjust lessons for students with differing abilities, how to manage a role play, and ways to assess students. Lessons are scaffolded and presented in a manner that increases in complexity and growth.</p> <p>For example, in the unit, The Middle East in Transition, students begin with a timeline, then progresses to the first study guide, then a graphic organizer, photo analysis, then primary source analysis.</p>
	<p>REQUIRED</p> <p>4b) The materials are easy to use and well organized for students and teachers.</p>	Yes	<p>The materials are easy to use and well organized for student and teachers. The digital supplementary material is easy to access and includes a table of contents for student and teacher use for effective navigation of the resource.</p>
	<p>4c) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	No	<p>Materials do not provide models for writing and student exemplars to support writing development in social studies.</p> <p>For example, in the unit, The Middle East in Transition: Questions for U.S. Policy, an assessment guide for oral presentations is available. A model for writing or student exemplar is not included.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	FULL CURRICULUM ONLY 4d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	N/A	
	FULL CURRICULUM ONLY 4e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	N/A	

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Use Sources (Non-Negotiable)	Yes	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge.
	2. Make Connections (Non-Negotiable)	Yes	Oral and written tasks in the materials allow students to appropriately utilize sources in a variety of contexts in order to develop content knowledge and express claims.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators Of Quality	3. Express Informed Opinions	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.
	4. Scaffold and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: Civics

Grade/Course: Civics

Publisher: The Choices Program-Brown University

Copyright: 2017

Curriculum Type: Supplemental

Overall Rating: Tier I, Exemplifies quality

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Use Sources (Non-Negotiable)	
2. Make Connections (Non-Negotiable)	
3. Express Informed Opinions	
4. Scaffold and Support	

To evaluate each set of submitted materials for alignment with the standards, begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 4 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: NON-NEGOTIABLE CRITERIA			
Tier 1 and 2 Non-Negotiable 1. USE OF SOURCES: Students use sources regularly to learn content. Materials include varied types of primary and secondary sources that support students' understanding of the content of the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs. REQUIRED 1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	N/A	<p>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p>An example of meeting the indicator can be found in the lesson: A More Perfect Union: The Constitution Convention and the Ratification Debate. This lesson focuses on the Constitutional Convention and the debates surrounding the ratification of the Constitution itself. Students are provided with opportunities to use guided readings and primary/secondary source activities to help students understand the information.</p> <p>(C.1.5 Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution)</p> <p>Another example is found in the lesson: US Role in a Changing World. This particular lesson focuses on the role of the United States and the shifts that must occur for them to remain relevant. Like the previous lesson, students are provided with and introductory background text and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>supplemental activities using primary and secondary sources that allow students to build knowledge and use Social Studies skills. (C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations.)</p> <p>Another example of meeting the indicator can be found in the unit: Trade: International Trade in a Globalized World. This lesson focuses on the history of the economic system and the changes brought about by Globalization. Students are provided with four options to engage with the sources and answer key questions to gain a deeper understanding of the values and beliefs underlying U.S. policy. (C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government implementation). (C 3.2 Examine the ways that nations work to cooperate with international organizations politically and economically).</p> <p>Another example is found in the unit: Immigration: Immigration and the U.S. Policy Debate. Students view sources and review history of immigration to the United States from the colonial era to the early twentieth</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			century while answering key questions in preparation for a role play simulation. (C.3.3) Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations.
	<p>REQUIRED</p> <p>1c) The main focus of the materials is on primary and secondary sources⁶ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	Yes	The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge. For example, the introductory reading to The U.S. Role in a Changing World contains excerpts from Secretary of State George Marshall, US Diplomat George Kennan, author Thomas L. Friedman, and president Barack Obama. There are also introductory photographs (President Obama meeting with Cuban President Raul Castro, Ukrainian military forces, nuclear negotiations from July 2014, women in DuFour), political cartoons and pie charts of US Income Distribution in 2013. It

⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

(http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>should be noted that the introductory reading is not the main focus of the materials, but it sets the context for students to engage in the daily lesson and the options role-playing.</p> <p>The Day One, Day Two, etc. lessons focus on student analysis of primary documents to further develop their content knowledge and support claims. For example, in The U.S. Role in a Changing World lesson “Rethinking International Relations: Eight Perspectives” students read eight sources, including “The Clash of Civilizations,” “The Lexus and the Olive Tree,” “Un-American Revolutions,” “The Arab Spring,” “Occupy Wall Street and the Demand for Economic Justice,” “In Need of Criminal Justice,” “Do Drones Undermine Democracy,” and “The World Says No to Surveillance.”. Students then develop and share their conclusions to the following: “According to the author, what are the most important issues of the twenty-first century? According to the author, why are these issues important to the United States? (For example, is the United States contributing to a global problem? Is the United States threatened? Does the United States have the ability to help address a problem?)</p> <p>Materials also contain lessons in which</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students are asked to research and role play different perspectives of an issue or time period. Although these are titled “options,” they are not optional lessons, but the focus of the materials; they are titled as such because students have the option to take on different perspectives. For each option students are supplied with background information and most contain a “From the Historical Record” section which provides primary source accounts of this perspective. For example, in A More Perfect Union: The Constitutional Convention and the Ratification Debate option 1 students are provided with four excerpts from The Federalist Papers as well as an excerpt from a letter from James Madison to Thomas Jefferson.</p>
	<p>1d) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	<p>Material provides primary and secondary sources of different types. Varying sources, including, maps, works of art, charts, quotes, letters, etc. give students/teachers options to supplement the lesson and provide different mediums to do so. Since the program is delivered in print format, videos for teacher to utilize can be located at https://video.choices.edu/home. For example, in the lesson: The United Nations: Challenges and Change, the publisher provides different types of primary</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>sources. There are photographs of the UN Building and Egypt signing the UN Charter in 1945, political cartoons, the UN Charter and other sources, and charts depicting the member nations of the United Nations. (C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States.)</p> <p>Also, the example in the unit, The American Revolution: Experiences of Rebellion includes a variety of primary and secondary sources for student use. These include political cartoons, graphs, maps, excerpts from pamphlets and letters, resolutions from Parliament and paintings.</p> <p>Additionally, students engage in varied primary and secondary sources in the unit, Ending the War Against Japan: Science, Morality, and the Atomic Bomb. Sources in this unit include photographs, maps, political cartoons, excerpts from letters, State of the Union addresses, reports to Congress, timeline, and biographical sketches. For example, the unit: A More Perfect Union: American Independence and the Constitution includes a variety of primary and secondary sources for student use. These maps, graphs, charts excerpts from key leaders, letters, pictures, and acts of Congress.</p> <p>Also in the unit: US Role in a Changing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FULL CURRICULUM ONLY</p> <p>1e) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	N/A	World, students review charts, graphs, pictures, photos, and maps of global changes in which students can engage.
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. MAKE CONNECTIONS:</p> <p>Students make connections among people, events, and ideas across time and place. Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	Yes	<p>Source-dependent written and oral tasks require students to make claims which demonstrate an understanding of social studies content in various contexts.</p> <p>Written and oral tasks in the unit: The Cuban Missile Crisis: Considering its Place in Cold War History requires students to engage with content and sources by allowing students to debate actions outlining U. S. involvement during the Cuban Missile Crisis, answer discussion questions based on their viewpoints about the U.S.- Soviet relations, role play as former President Kennedy, the Soviet Union or Cuba.</p> <p>Also, the unit, A More Perfect Union: The Constitutional Convention and the Ratification Debate provides students with opportunities to engage in written oral tasks that demonstrate understanding of content and evaluate the causes and consequences of events and developments.</p> <p>Source dependent written and oral tasks that require students to make claims and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>demonstrate understanding can also be found in the unit: Westward Expansion: A New History. Sources allow students to make connections between the Apache, the O'odham, the Pima, and the Papago Indian tribes in which student engage with the sources to answer questions pertaining to their records of life. Students also have the opportunity to present their perspective in a presentation, create articles, and share their article with classmates, and present different perspectives about an attack at Camp Grant. An example of this indicator can be found in the lesson: US Role in a Changing World. In the activity, Rethinking International Relations: Eight Perspectives on page 12 of the supplemental guide, students are given different perspectives on different international issues. For each perspective, students look at two major questions: What is the major issue according to the author? Why are these issues important to the United States? What values are present in the opinions and the problems that exist today? After considering and discussing their findings with peers, students will present their findings orally to the class. (C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States.)</p> <p>Another example can be found in the lesson:</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Confronting Genocide: Never Again. In the supplemental activities, "Genocide in the Media," students use media coverage of genocide campaigns of the 20th and 21st Centuries to identify similarities and differences in the campaign. After the initial comparison, students will answer guiding questions based on the articles and discuss orally themes that reoccur in the two different campaigns. After a class discussion, students research other resources that reported on their genocide campaigns they researched in class. (C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations.)
	<p>REQUIRED</p> <p>2b) Coherent sequences of source-dependent questions⁷ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	Yes	<p>The materials provide coherent sequences of source-dependent questions and tasks that focus students on building, applying, and synthesizing knowledge and skills through various sources.</p> <p>An example can be found in the lesson: "The U.S. Role in a Changing World; Examining Global Opinion," on page 23 of the Teacher Resource Book. In this activity, students look at a series of public opinion charts taken by The Pew Global Attitudes Project on several</p>

⁷ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>topics. Students are given the charts based on topics ranging from values and beliefs, terrorism, to the perception of the United States; after analyzing the chart, students are to answer a series of questions based on the graphs. After analyzing the graphs, students should be able to draw conclusions and make assumptions as to why the United States is perceived by other countries in a particular way. (C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States.)</p> <p>Another example of this indicator is found in the lesson: Dilemmas of Foreign Aid: Debating U.S. Policies. In this lesson, students are provided the reading in Part I and two data analysis sheets based on the millennium development goals in dealing with poverty in the world. After completing the study guide questions for the reading, students use those answers, along with the charts to answer questions about U.S. Foreign Aid and its impact on poverty. While answering the questions, students will consider opportunities and challenges the United States and other world leaders have had in tackling poverty. (C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society.)</p> <p>Another example can be found in the unit, A</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>More Perfect Union: The Constitutional Convention and the Ratification Debate. Students begin the lesson by viewing information about the colonial rebellion of 1775 and how it grew into the War of Independence then furthers their knowledge by engaging in activities to learn about the rising debate about the changes to the Articles of Confederation to the construction of the Constitution. Students must take an Anti-Federalist or Federalist point of view. Then, students must use what they have learned as well as other sources to present arguments for or against 10 mini-debate activities. Finally, student share their results with their classmates to offer reflection and solidification of the subject matter.</p> <p>Another unit, The Limits in Power: The United States in Vietnam begins with students evaluating the differences of what the war represented to differing populations and the war's history. Next, students will examine documents that helped our country to decide to go to war or not. Students then are offered four options, based on primary sources, to provide evidence for their argument for or against the U.S. involvement in war. Students are then provided with charts, a timeline, and historical reading about key leaders in the Vietnam War to help to provide background information to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>research and present a broadcast of the student's findings about the Geneva Conference. Finally, students will perform their broadcast report and share with the students differing perspectives about the Democratic Republic of Vietnam, People's Republic of China, the United States, and France.</p> <p>In addition, the unit, The Cuban Missile Crisis: Considering Its Place in Cold War History, students begin by identifying the main themes related to the U.S. involvement in the Caribbean. Students then build on this knowledge by engaging in activities to learn about the rising tension that led to the crisis and examine the perspectives of the three countries involved in the Cuban Missile Crisis. Following this, students must use what they have learned as well as other sources to present a plan of action to President Kennedy about how to proceed. To conclude, students examine documents to trace U.S.-Cuban relations since the missile crisis. Another unit, Freedom Now: The Civil Rights Movement in Mississippi begins with students evaluating the implications and outcomes of the Plessy vs. Ferguson Supreme Court Case. Next, students will examine documents related to early Civil Rights activists and organizations and the events spearheaded by these</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			groups. Following this activity, students will take on a perspective from the 1964 Democratic Convention and present their groups views. Students will then analyze documents related to the use of violence in the struggle for rights. Finally, students will use nine additional documents to complete a written assessment on the civil rights movement.
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing⁸ and corroboration.⁹</p>	Yes	<p>Materials provided focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, which includes sourcing and corroboration.</p> <p>Each lesson provided by the publisher includes a section in which students are given 3-4 different options in solving the issue at hand. For each option, students are provided sources that represent the point of view of the option. Students then engage in group research to gather information using primary and secondary documents provided to make a claim and convince the class to choose their option. Other activities are included for students to complete and prepare their argument. Some of these activities are based on economic and political situations and some that help</p>

⁸ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

⁹ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>explain background information. One example is found in the lesson: "The United Nations: Challenges and Change." Students are given a set of options that look at US participation in the United Nations. Once they read and research their option/arguments, students will then try to convince the class to agree. To keep the information organized, students are encouraged to complete various graphic organizers which will help them come to a decision. (C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically.) Another example that fits this indicator is found in the lesson: Constitutional Convention located in the US History unit. The activity, Recalling Mini Debates of Philadelphia, has students look at the attitudes of the delegates at the Constitutional Convention. After reviewing each delegates point of view, students will then advocate for their position for each issue with the entire class. During the exercise, students are asked to consider why delegates believed certain things should/should not be placed in the Constitution. Was there any precedent that might have shaped the way delegates thought? (C.1.5 Explain the issues involved in various compromises or plans leading to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>creation of the United States Constitution C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution.)</p> <p>Also in the unit, Beyond Manifest Destiny: America Enters the Age of Imperialism, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to immigrants and the U.S.'s relationship with the outside world.</p> <p>Additionally, the unit, A More Perfect Union: The Constitutional Convention and the Ratification Debate, provides an opportunity to compare the varying perspectives related to the debates that occurred at the Constitutional Convention.</p> <p>In addition, the unit, Between World Wars: FDR and the Age of Isolationism, students are provided opportunities to evaluate sources from different perspectives. In this unit, students evaluate the newly created League of Nations and the European reaction to the Treaty of Versailles, the economic, political, and social impact of the Great Depression, the Japanese aggression in China, isolationism and FDR, and the idea of America First. Students then evaluate sources that can direct students to support or object the Lend- Lease Act.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Additionally, the unit, The Origins of the Cold War: U.S. Choices After World War II provides an opportunity to compare the areas of conflict that emerged in the U.S.-Soviet relations in 1945-46 based on two primary documents. Students are also given the opportunity to conduct a Big Four Conference Role-play to debate security concerns expressed by each country.
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁰</p>	No	<p>Materials provided do not focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods.</p> <p>There are some opportunities in which the publisher could have extended lessons to incorporate sources and corresponding activities from different time periods. An example could be found in The Challenge of Nuclear Weapons. In the supplemental activities, students are given sources, both primary and secondary, that pertain only to a particular time period. The publisher could have created a lesson that focused on the nuclear weapon program during the 1950's and 1960's, and compared it to the nuclear weapons program of today. Asking students to identify the possible motives behind</p>

¹⁰ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			creating these programs, during these two time periods. By having this activity, students would be able to discuss the challenges of the United States, and how they maintain foreign policy. (C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States.)
Section II: ADDITIONAL INDICATORS OF QUALITY			
3. EXPRESS INFORMED OPINIONS: Students express informed opinions supported by evidence from sources and outside knowledge. Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.	REQUIRED (GRADES 3-12 ONLY) 3a) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	A majority of the written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. In every unit/lesson, The Choices Program provides activities that require students to look at different options and develop an argument pertaining to a specific question. An example of this activity can be found in lesson: The US Role in a Changing Role. In this activity, students are to use the documents provided and use other sources to create a presentation on the option they are assigned. At the end of each lesson, students will use the information gathered from their perspective and other groups to create a decision on whether or not the United States should change its perspective on foreign policy. In the lesson, Students are given a set of primary sources from different perspectives

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option.</p> <p>Another example of the indicator is found in the lesson: The American Revolution. In the activity, Revolutionary People, students are given profiles of various participants of the American Revolution. After they read their particular profile, they will organize their thoughts and information into a graphic organizer and develop a character based on these profiles. When each group is finished, one person will act as the reporter and conduct interviews in front of the class featuring members of the class as their particular revolutionary to gain more information on the reasons we went to war and declared independence. Also, the unit, Freedom Now: The Civil Rights Movement in Mississippi, has several tasks that require students to develop claims from sources and outside knowledge. This includes The Anti-Lynching Campaign of Ida B. Wells activity where students read a biography of Ida B. Wells as well as excerpts of her writings. Through class discussions and written activities explore her work with the anti-lynching movement. The end of the unit concludes with an assessment utilizing</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			documents. Students must use the sources and their knowledge to explain the federal government's impact on the civil rights movement in the United States.
	<p>REQUIRED</p> <p>3b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Writing opportunities for students occur on a regular basis and are varied in length and time demands. Each lesson provides students with study guide questions, that focuses on the background reading found in the beginning of the lesson. It also provides multiple opportunities for students to respond to primary source documents and debates throughout history. In addition to study guides, students are given opportunities to collaborate and create written pieces that will be used for whole-class shared pieces and can be extended into a formal essay, if designated by a teacher.</p> <p>For example, in the unit, The United Nations: Challenges and Change, students are given the opportunity to complete study guides, graphic organizers that help students to analyze the evolution of the United Nations, fill in a chart viewing the Security Council, create their own charter, and using the required reading and handouts, work cooperatively within groups to organize effective presentations to analyze issues regarding U.S. policy toward the U.N.</p> <p>Also, in the unit, The U.S. Role in a Changing World, students are given the opportunity to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>write through access to study guides, graphic organizers that compare World War I and World War II, questions that relate to the interpretation of comparisons to the U.N. and the U.S., questions that relate to interpretation of political cartoons, and preparatory writing for a role play that compares value differences between the United States and the United Nations.</p> <p>Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. For example, in the unit, Responding to Terrorism: Challenges for Democracy, students are to work in groups and prepare for a persuasive presentation. Students are to persuade committee members that their opinions, based on fact from previous primary documents, political cartoons and outside research, should serve as the basis U.S. policy on terrorism.</p> <p>Also, in the same unit, students are given the opportunity to deliberate with classmates on the merits and tradeoffs of alternative views. They are to articulate coherent recommendations for U.S. policy on terrorism based on personally held values and historical understanding. Then students apply their policy recommendations to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>3c) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Yes	<p>hypothetical crises. Students are to finally identify the leading values and trade-offs in the current policy debate.</p> <p>Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks. Materials build on students' active listening skills by providing opportunities to take notes on the main ideas, ask relevant questions, and elaborate on the opinions and information of others. There are several examples and activities, in which the publisher provides students the opportunities to build on their listening skills. Examples include: study guides that are based on the reading, completing group activities that asks students to present an argument and defend their option to other groups, and questions that help analyze the sources.</p> <p>A More Perfect Union: The Constitutional Convention and the Ratification Debate includes an activity that requires students to practice this skill. As groups present their debate on ratifying the Constitution, one group is dedicated to creating questions to ask the groups as they present. Additionally, during the discussion phase, students can ask other groups questions about their</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>stance in an effort to make other groups defend their arguments</p> <p>Another example, in the unit, Responding to Terrorism: Challenges for Democracy, students are to work in groups and prepare for a persuasive presentation. Students are to persuade committee members that their opinions, based on fact from previous primary documents, political cartoons and outside research, should serve as the basis U.S. policy on terrorism.</p> <p>Also, in the same unit, students are given the opportunity to deliberate with classmates on the merits and tradeoffs of alternative views. They are to articulate coherent recommendations for U.S. policy on terrorism based on personally held values and historical understanding. Then students apply their policy recommendations to hypothetical crises. Students are to finally identify the leading values and trade-offs in the current policy debate.</p>
	<p>3d) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	Yes	<p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing. An example of this indicator is found in the Debating the Options Activity found in every lesson/unit. Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>other written assignments based on their research to convince the class of the best option. They are also responsible for organizing the information for each option in a graphic organizer in order to weigh each option and make a decision.</p> <p>In Between World Wars: FDR and the age of Isolationism, students are provided opportunities to practice their organizational skills in speaking and writing with the role-playing debate on the Lend-Lease Bill. Additionally, throughout The Limits of Power: The United States in Vietnam, student activities are requiring them to organize their thoughts in both spoken and written formats. Students engage in activities such as interviewing veterans and civilians on Vietnam, role-playing and debating various topics, and discussing and explaining lessons-learned from Vietnam.</p>
	<p>FULL CURRICULUM ONLY</p> <p>3e) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.</p>	N/A	
	<p>FULL CURRICULUM ONLY</p> <p>3f) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.</p>	N/A	
4. SCAFFOLDING AND SUPPORT: Students are supported by	<p>REQUIRED</p> <p>4a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build</p>	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>appropriate scaffolds. Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>understanding of the content.</p>		<p>content. In the Teacher Resource Book of each unit, teachers are offered suggestions as the time frame of lessons, what primary documents are included, what resource tools are available, how to adjust lessons for students with differing abilities, how to manage a role play, and ways to assess students. Lessons are scaffolded and presented in a manner that increases in complexity and growth.</p> <p>For example, in the unit, The Middle East in Transition, students begin with a timeline, then progresses to the first study guide, then a graphic organizer, photo analysis, then primary source analysis.</p>
	<p>REQUIRED</p> <p>4b) The materials are easy to use and well organized for students and teachers.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for student and teachers. The digital supplementary material is easy to access and includes a table of contents for student and teacher use for effective navigation of the resource.</p>
	<p>4c) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p>No</p>	<p>The Choices program does not provide models for writing and student exemplars to support writing development in social studies. The program only provides a rubric for the options oral presentation activity, instead of providing exemplars for students to understand.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FULL CURRICULUM ONLY</p> <p>4d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	N/A	
	<p>FULL CURRICULUM ONLY</p> <p>4e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	N/A	

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Use Sources (Non-Negotiable)	Yes	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge.
	2. Make Connections (Non-Negotiable)	Yes	Source-dependent written and oral tasks require students to make claims which demonstrate an understanding of social studies content in various contexts.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators Of Quality	3. Express Informed Opinions	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.
	4. Scaffold and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: [U. S. History](#)

Grade/Course: [U. S. History](#)

Publisher: [The Choices Program-Brown University](#)

Copyright: [2017](#)

Curriculum Type: [Supplemental](#)

Overall Rating: [Tier I, Exemplifies quality](#)

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Use Sources (Non-Negotiable)	
2. Make Connections (Non-Negotiable)	
3. Express Informed Opinions	
4. Scaffold and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 4 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: NON-NEGOTIABLE CRITERIA			
Tier 1 and 2 Non-Negotiable 1. USE OF SOURCES: Students use sources regularly to learn content. Materials include varied types of primary and secondary sources that support students' understanding of the content of the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs. REQUIRED 1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	N/A	<p>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.</p> <p>An example of this indicator is found in the unit: Immigration and the Great Debate. Throughout this unit, students examine patterns and reasoning for immigration to the United States from the late 19th Century to the present. In the supplemental activities, students look at various immigrant stories that spans from the early to mid-twentieth centuries, that looks at the motivation of their immigration and the challenges they faced once here. (US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response.)</p> <p>Another example can be found in the unit: The Origins of the Cold War, U.S. Choices after World War II. The unit discusses the relationship between the United States and the Soviet Union and how it caused (increased) tensions post World War II.</p>

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			<p>(US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism.)</p> <p>Another example, the unit, Ending the War Against Japan: Science, Morality, and the Atomic Bomb address GLE US. 4.6, examining the causes of World War II and the reasons for U.S. entry into the war. GLE US. 4.7, explaining how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort and GLE US. 4.9, analyzing the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war are also addressed in the unit. And GLE US. 4.10, describing how key political and military leaders affected the outcome of World War II and led to the beginnings of the Cold War also applies. In this unit, students examine the values and ethics in warfare, compare advancements in technology from World War I to World War II, evaluate how the Nazi's used air power in World War II, and determine the consequences of war. Also in the unit, Freedom Now: the Civil Rights Movement in Mississippi, GLE US. 5.4 applies. The GLE notes for students to describe the role and importance of the Civil</p>

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			<p>Rights movement in the expansion of opportunities for African Americans in the United States. In the unit, students examine the struggles for freedom from the perspective of key Civil Rights Leaders, the purpose of the Freedom Movement, Supreme Court case decisions and Civil Rights Acts, the Democratic National Convention, and the impact of the NAACP on Civil Rights.</p> <p>Another example can be found in the unit, Beyond Manifest Destiny: America Enters the Age of Imperialism. This unit addresses GLEs US.3.1 and US.3.2 examining the causes of imperialism and the influence of U.S. policies on Latin America and the Pacific. Also, the unit, Freedom Now: The Civil Rights Movement in Mississippi allows students to explore key questions and build knowledge related to GLE US.5.4, describing the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>1c) The main focus of the materials is on primary and secondary sources¹¹ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	Yes	<p>The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge. For example, the introductory reading to The Age of Imperialism contains excerpts from President Grover Cleveland and John Carlisle, a bar graph and immigration data, photographs, ads, maps, and a political cartoon about Spanish Warfare, as well as the front page of The New York Journal from 1896. It should be noted that the introductory reading is not the main focus of the materials, but it sets the context for students to engage in the daily lesson and the options role-playing.</p> <p>The Day One, Day Two, etc. lessons focus on student analysis of primary documents to further develop their content knowledge and support claims. For example, in The Age of Imperialism Day One “America in the 1890s”</p>

¹¹ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

(http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>students conduct a jigsaw reading of eight sources, including “The New Colossus,” “Unguarded Gates,” opinions from Theodore Roosevelt, Francis A Walker, Mark Twain, Henry Cabot Lodge, and William Graham Sumner as well as a political cartoons. Students then develop and share their conclusions to the following: “How did shifting immigration patterns in the late 1800s affect American attitudes toward other peoples? How did the theories of social Darwinism color America’s international outlook especially in the area of foreign policy?”</p> <p>Materials also contain lessons in which students are asked to research and role play different perspectives of an issue or time period. Although these are titled “options,” they are not optional lessons, but the focus of the materials; they are titled as such because students have the option to take on different perspectives. For each option students are supplied with background information as well as a “From the Historical Record” section which provides primary source accounts of this perspective. For example, in The Age of Imperialism option 1 students are provided with the excerpts from opinions of Senator Orville Platt and Senator Knute Nelson along with five more</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			direct text opinions.
	<p>1d) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	<p>Materials include primary and secondary sources that are varied in type and length. For example, the unit, Responding to Terrorism: Challenges for Democracy includes a variety of primary and secondary sources for student use. These include a political cartoon of Black September, a picture of a memorial of an Israeli athlete, quotes from a former FBI agent, a picture of a Somalian infant, a picture of a candlelight vigil following a terror attack, a diagram of the explosives found in a car in Time Square, a map of Kabul, Afghanistan, a picture of a protest sticker against roving wiretaps, and excerpts from political figures. Students are encouraged to engage with the unit through debate.</p> <p>Additionally, students engage in varied primary and secondary sources in the unit, U.S. Role in the World: The U.S. Role in a Changing World. Sources in this unit include a picture of the Cuban President and former President Obama at a meeting to normalize relations between the countries, photographs of women in Darfur, Ukrainian military forces, and Iranian leaders. Sources</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>also include excerpts from key leaders, political cartoons, graphs, and pie charts of the U.S. Income distribution.</p> <p>Another example, the unit, The American Revolution: Experiences of Rebellion, includes a variety of primary and secondary sources for student use. These include political cartoons, graphs, maps, excerpts from pamphlets and letters, resolutions from Parliament and paintings. Additionally, students engage in varied primary and secondary sources in the unit, Ending the War Against Japan: Science, Morality, and the Atomic Bomb. Sources in this unit include photographs, maps, political cartoons, excerpts from letters, State of the Union addresses, reports to Congress, timeline, and biographical sketches.</p> <p>An additional example of this indicator can be found in the unit, "A Global Controversy: The US Invasion of Iraq." This unit provides different types of sources, from sketches drawn in Ancient Mesopotamia of water devices to pictures depicting life in Iraq in the 1930's. Further into the unit, it has political cartoons and tables to help students better understand the material being presented on the Iraq War. Because this is a print-based material, the publisher does not include videos or audio segments.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>FULL CURRICULUM ONLY</p> <p>1e) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.</p>	N/A	
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. MAKE CONNECTIONS:</p> <p>Students make connections among people, events, and ideas across time and place. Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	Yes	<p>The materials provide source dependent written and oral tasks that require students to make claims and demonstrate an understanding of social studies content. In each unit, students are given four options that provide background information, sources that give them information (evidence) in order to make their claims and other places to research the information. Students then will present their information to the class to gain support for their cause. An example of this indicator can be found in the unit: To End All Wars: World War I and the League of Nations Debate. On page 22-33, students are asked to decide whether the League of Nations and the Treaty of Versailles should be ratified by the US Senate. With this simulation, students assume a position (option) and create a presentation based on the primary/secondary source documents provided. After researching their positions, students present their option to the class and discuss the benefits and persuade others to adopt or go against the League of Nations. Another example of this indicator can be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>found in the unit: Between World Wars: FDR and the Age of Isolationism. Students are asked to examine the text reading along with other sources from the Great Depression and look at how domestic events (like the Great Depression) affected US foreign policy.</p> <p>Written and oral tasks in the unit: The Cuban Missile Crisis: Considering its Place in Cold War History requires students to engage with content and sources by allowing students to debate actions outlining U. S. involvement during the Cuban Missile Crisis, answer discussion questions based on their viewpoints about the U.S.- Soviet relations, role play as former President Kennedy, the Soviet Union or Cuba.</p> <p>Source dependent written and oral tasks that require students to make claims and demonstrate understanding can also be found in the unit: Westward Expansion: A New History. Sources allow students to make connections between the Apache, the O'odham, the Pina, and the Papago Indian tribes in which student engage with the sources to answer questions pertaining to their records of life. Students also have the opportunity to present their perspective in a presentation, create articles, and share their article with classmates, and present different perspectives about an attack at Camp Grant. Also, the unit, A More Perfect Union: The</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Constitutional Convention and the Ratification Debate provides students with opportunities to engage in written oral tasks that demonstrate understanding of content and evaluate the causes and consequences of events and developments.
	<p>REQUIRED</p> <p>2b) Coherent sequences of source-dependent questions¹² and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	Yes	<p>The materials provide coherent sequences of source-dependent questions and tasks that focus students on building, applying, and synthesizing knowledge and skills through various sources.</p> <p>An example of this indicator is found in the unit: A Forgotten History: The Slave Trade and Slavery in New England. Students are broken up into groups and given several sources that relate to the slave trade. Each group will use the sources to answer questions that focus on the following aspects: Role of the Traders; Financial Role of the Voyage; Attitudes towards enslaved people; and determining time and place of the voyage (leads into examining discrepancies). In the supplemental activities, students are given two primary sources from Truman (1945) and Winston Churchill (1946) to analyze. After reading the Truman excerpt, students are asked to</p>

¹² Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>discuss the impression of US-Soviet relations in 1945. After a brief class discussion, the teacher will then distribute the Churchill letter, written in 1946, and asked to compare/contrast how the overall tone had changed and what clearly indicates the change.</p> <p>In another example, the unit, A More Perfect Union: The Constitutional Convention and the Ratification Debate, students begin the lesson by viewing information about the colonial rebellion of 1775 and how it grew into the War of Independence then furthers their knowledge by engaging in activities to learn about the rising debate about the changes to the Articles of Confederation to the construction of the Constitution.</p> <p>Students must take an Anti-Federalist or Federalist point of view. Then, students must use what they have learned as well as other sources to present arguments for or against 10 mini-debate activities. Finally, student share their results with their classmates to offer reflection and solidification of the subject matter.</p> <p>Another unit, The Limits in Power: The United States in Vietnam begins with students evaluating the differences of what the war represented to differing populations and the war's history. Next, students will examine documents that helped our country</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to decide to go to war or not. Students then are offered four options, based on primary sources, to provide evidence for their argument for or against the U.S. involvement in war. Students are then provided with charts, a timeline, and historical reading about key leaders in the Vietnam War to help to provide background information to research and present a broadcast of the student's findings about the Geneva Conference. Finally, students will perform their broadcast report and share with the students differing perspectives about the Democratic Republic of Vietnam, People's Republic of China, the United States, and France.</p> <p>In addition, the unit, The Cuban Missile Crisis: Considering Its Place in Cold War History, students begin by identifying the main themes related to the U.S. involvement in the Caribbean. Students then build on this knowledge by engaging in activities to learn about the rising tension that led to the crisis and examine the perspectives of the three countries involved in the Cuban Missile Crisis. Following this, students must use what they have learned as well as other sources to present a plan of action to President Kennedy about how to proceed. To conclude, students examine documents to trace U.S.-Cuban relations since the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>missile crisis.</p> <p>Another Unit, Freedom Now: The Civil Rights Movement in Mississippi begins with students evaluating the implications and outcomes of the Plessy vs. Ferguson Supreme Court Case. Next, students will examine documents related to early Civil Rights activists and organizations and the events spearheaded by these groups. Following this activity, students will take on a perspective from the 1964 Democratic Convention and present their group's views. Students will then analyze documents related to the use of violence in the struggle for rights. Finally, students will use nine additional documents to complete a written assessment on the civil rights movement.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing¹³ and corroboration.¹⁴</p>	Yes	<p>Materials provided focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, which includes sourcing and corroboration.</p> <p>Each lesson provided by the publisher includes a section in which students are given 3-4 different options in solving the issue at hand. Students then will engage in group research to gather information using primary and secondary documents provided</p>

¹³ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

¹⁴ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>to make a claim and convince the class to choose their option. An example of this simulation can be found in the unit: Slave Trade in New England. The simulation is titled: Winter 1783: Rhode Island Moment of Decision. In this simulation, each group is provided with 1 of the 4 options on whether the Rhode Island State Legislature should continue the slave trade or abolish it. Each option gives students information and primary sources on each perspective and they must develop an argument in favor of their option. These types of activities allow for students to compare and contrast different perspectives for a particular event/decision.</p> <p>Also, the unit, Between World Wars: FDR and the Age of Isolationism, students are provided opportunities to evaluate sources from different perspectives. In this unit, students evaluate the newly created League of Nations and the European reaction to the Treaty of Versailles, the economic, political, and social impact of the Great Depression, the Japanese aggression in China, isolationism and FDR, and the idea of America First. Students then evaluate sources that can direct students to support or object the Lend- Lease Act.</p> <p>Additionally, the unit, The Origins of the Cold War: U.S. Choices After World War II</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>provides an opportunity to compare the areas of conflict that emerged in the U.S.-Soviet relations in 1945-46 based on two primary documents. Students are also given the opportunity to conduct a Big Four Conference Role-play to debate security concerns expressed by each country.</p> <p>Also, the unit, Beyond Manifest Destiny: America Enters the Age of Imperialism, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to immigrants and the U.S.'s relationship with the outside world.</p> <p>Additionally, the unit, A More Perfect Union: The Constitutional Convention and the Ratification Debate, provides an opportunity to compare the varying perspectives.</p>
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.¹⁵</p>	No	<p>Materials do not focus on primary and secondary sources from different time periods. Primary and secondary sources in each lesson are within the same time periods. Such as in the unit, The Cold War: U.S. Choices After World War II, a timeline of is provided from 1917 to 1950, but students are not given the option to make connections within and across time periods.</p>
Section II: ADDITIONAL INDICATORS OF QUALITY			

¹⁵ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>3. EXPRESS INFORMED OPINIONS:</p> <p>Students express informed opinions supported by evidence from sources and outside knowledge. Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED (GRADES 3-12 ONLY)</p> <p>3a) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.</p>	<p>Yes</p>	<p>A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. In every unit/lesson, The Choices Program provides activities that require students to look at different options and develop an argument pertaining to a specific question. An example of this activity can be found in lesson: "The Origins of the Cold War: US Choices after WWII." In this activity, students are to make a decision on US foreign policy after WWII. Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option.</p> <p>Another example of the indicator is found in the lesson: "Age of Imperialism." In the "America Looks Abroad" activity, students are given multiple sources that reflects American ideas of the world. After reading the sources, students answer guided questions that require them to analyze the ideas of the authors.</p> <p>For example, in the unit, Freedom Now: The Civil Rights Movement in Mississippi, students are given the opportunity to cooperate with classmates in staging a</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			presentation about differing views of the Civil Rights movement. This includes The Anti-Lynching Campaign of Ida B. Wells activity where students read a biography of Ida B. Wells as well as excerpts of her writings. Through class discussions and written, students may explore her work with the anti-lynching movement. The end of the unit concludes with an Assessment utilizing documents. Students must use the sources and their knowledge to explain the federal government's impact on the civil rights movement in the United States. Also, in the unit, Westward Expansion: A New History, students are to explain a perspective of a group in southern Arizona in 1871 to other classmates, both in a presentation and in a political cartoon. Students may also use quotes and evidence from reading to support their views.
	<p>REQUIRED</p> <p>3b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	Writing opportunities for students occur on a regular basis and are varied in length and time demands. Each lesson provides students with study guide questions, that focuses on the background reading found in the beginning of the lesson. It also provides multiple opportunities for students to respond to primary source documents and debates throughout history. In addition to study guides, students are given opportunities to collaborate and create

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>written pieces that will be used for whole-class shared pieces and can be extended into a formal essay, if designated by a teacher. For example, in the unit, The Origins of the Cold War: U.S. Choices After World War II, study guides are available, a circle graph and chart that offers differing points of analysis between the United States and the Soviet Union, and a role- play option. Students in this role play will responsible for articulating the leading values underlying the debate on U.S. policy toward the Soviet Union. Then, students cooperate with classmates in staging a persuasive presentation.</p> <p>Also, in the unit, American Revolution: Experiences of Rebellion, students can answer questions in a study guide, complete a graphic organizer determining Revolutionary Ideals, form groups based on these common interests and draft a mission statement that represents your group's vision for the future of the colonies.</p> <p>Another example, The American Revolution: Experiences of Rebellion, includes basic review questions for students to answer during and after reading a selection, as well as higher order questions and a graphic organizer to use as a study tool. Activities in the unit have a mixture of questions for students to answer, including short, one sentence responses to essay questions.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Also, Immigration and the U.S. Policy Debate includes a study guide with basic and higher-order questions for students to answer during and after reading. There is also a Cause and Effect chart on Immigration and graphic organizers for students to complete. Throughout the activities, students engage in various writing opportunities ranging from simple tasks to more advanced and in-depth writing tasks.
	<p>3c) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Yes	Materials build students' active listening skills through various activities. There are several examples and activities, in which the publisher provides students the opportunities to build on their listening skills. Examples include: study guides that are based on the reading, completing group activities that asks students to present an argument and defend their option to other groups, and questions that help analyze the sources. A More Perfect Union: The Constitutional Convention and the Ratification Debate includes an activity that requires students to practice this skill. As groups present their debate on ratifying the Constitution, one group is dedicated to creating questions to ask the groups as they present. Additionally, during the discussion phase, students can ask other groups questions about their stance in an effort to make other groups defend their arguments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Also, Responding to Terrorism: Challenges for Democracy requires students to interview someone about September 11. After the interviews, groups will discuss their findings and share out with the class any similarities they discovered.</p> <p>Also, in the unit, The U.S. Role in a Changing World, students have available to them videos and analyze the issues that frame a debate on the U.S. role in the world. Students will integrate the arguments and beliefs of the options and the reading into a persuasive, coherent presentation. Students are also encouraged to offer their own recommendations for U.S. foreign policy that reflect their personal beliefs and opinions.</p>
	<p>3d) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	Yes	<p>Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge. An example of this indicator is found in the Debating the Options Activity found in every lesson/unit. Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option. They are also responsible for organizing the information for each option in a graphic</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			organizer in order to weigh each option and make a decision. For example, in the unit, The Limits of Power: The United States in Vietnam, students are to use the primary documents and interviews located in the unit to apply what they have learned. Students write and present a persuasive argument convincing the President of the United States to adopt your option. Students are also given the opportunity to apply a list of lessons, coupled with an argument to each lesson, to make their own determinations as to why the United States had a failed diplomacy during the Vietnam War. Also in the unit, In Between World Wars: FDR and the age of Isolationism, students are provided opportunities to practice their organizational skills in speaking and writing with the role-playing debate on the Lend-Lease Bill.
	FULL CURRICULUM ONLY 3e) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	N/A	
	FULL CURRICULUM ONLY 3f) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A	
4. SCAFFOLDING AND SUPPORT: Students are supported by appropriate scaffolds.	REQUIRED 4a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. Throughout each of the units,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>			<p>teachers are guided step-by-step on how to implement in their class. Optional and alternative lessons and activities are also included in units for teachers to use at their discretion. In the Teacher Resource Book of each unit, teachers are offered suggestions as the time frame of lessons, what primary documents are included, what resource tools are available, how to adjust lessons for students with differing abilities, how to manage a role play, and ways to assess students. Lessons are scaffolded and presented in a manner that increases in complexity and growth.</p> <p>For example, in the unit, The U.S. Role in a Changing World, students are given the opportunity to complete study guides and identify the terms, analyze the issues that frame the debate of the U.S. role in the world, identify the underlying values of the options, integrate the arguments and beliefs of the options and the reading into a persuasive, coherent presentation, and work cooperatively within groups to organize effective presentations.</p>
	<p>REQUIRED</p> <p>4b) The materials are easy to use and well organized for students and teachers.</p>	<p>Yes</p>	<p>The materials are easy to use and well organized for students and teachers to use. In Part I of each lesson, students are provided with an organized reading that gives some background information the topic discussed, and then is logically divided</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			into sections. This provides students with a logical narrative for gaining understanding of the topic. In the provided activities, each begins with a lesson plan for teachers (that provides student objectives) and then has the corresponding activities in order of which they need them.
	<p>4c) Materials provide models for writing and student exemplars to support writing development in social studies.</p>	No	<p>Materials do not provide models for writing and student exemplars to support writing development in social studies. The program only provides a rubric for the options oral presentation activity, instead of providing exemplars for students to understand. For example, in the unit, The Middle East in Transition: Questions for U.S. Policy, an assessment guide for oral presentations is available. A model for writing or student exemplar is not included.</p>
	<p>FULL CURRICULUM ONLY</p> <p>4d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).</p>	N/A	
	<p>FULL CURRICULUM ONLY</p> <p>4e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.</p>	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
FINAL EVALUATION			
<i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 4.			
<i>Tier 2 ratings</i> receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.			
<i>Tier 3 ratings</i> receive a “No” in Column 1 for at least one of the non-negotiable criteria.			
Compile the results for Sections I-VII to make a final decision for the material under review.			
Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Use Sources (Non-Negotiable)	Yes	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge.
	2. Make Connections (Non-Negotiable)	Yes	Source-dependent written and oral tasks require students to make claims which demonstrate an understanding of social studies content in various contexts.
II: Additional Indicators Of Quality	3. Express Informed Opinions	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.
	4. Scaffold and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

The goal for social studies students is develop a deep, conceptual understanding of the content, as demonstrated through writing and speaking about the content. Strong social studies instruction is built around these priorities.

Content: Students build an understanding of social studies content.

- They examine authentic sources to build knowledge of social studies content.
- They explore meaningful questions about sources and content to build understanding.

Claims: Students develop and express claims that demonstrate their understanding of content.

- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: [World History](#)

Grade/Course: [World History](#)

Publisher: [The Choices Program-Brown University](#)

Copyright: [2017](#)

Curriculum Type: [Supplemental](#)

Overall Rating: [Tier I, Exemplifies quality](#)

Tier I, Tier II, Tier III Elements of this review:

STRONG	WEAK
1. Use Sources (Non-Negotiable)	
2. Make Connections (Non-Negotiable)	
3. Express Informed Opinions	
4. Scaffold and Support	

To evaluate each set of submitted materials for alignment with the [standards](#), begin by reviewing Column 2 for the non-negotiable criteria. If there is a “Yes” for all required indicators in Column 2, then the materials receive a “Yes” in Column 1. If there is a “No” for any required indicators in Column 2, then the materials receive a “No” in Column 1. (Note: If materials do not represent a full curricula, then some of Criteria 1 – 4 may not apply.)

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
Section I: NON-NEGOTIABLE CRITERIA			
Tier 1 and 2 Non-Negotiable 1. USE OF SOURCES: Students use sources regularly to learn content. Materials include varied types of primary and secondary sources that support students' understanding of the content of the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED (FULL CURRICULUM ONLY) 1a) Materials address the content of 90% of the GLEs. REQUIRED 1b) Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs.	N/A	<p>Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Many activities consist of analyzing political cartoons, determining a point of view, or evaluating a broad variety of primary and secondary sources to determine the best course of action in a situation.</p> <p>Examples to fit this indicator can be found in the program, The Russian Revolution. In this lesson, students examine the state of Russia prior to and the events during the Revolution in 1919. (WH.6.3 Analyze the causes and consequences of the Russian Revolutions of 1917)</p> <p>Another example is found in the program, Iran Through the Looking Glass: History, Reform, and Revolution. This lesson looks at Iran's history prior to and during colonial rule and focuses on its role the world stage in the present. (WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule.)</p> <p>In addition, the unit Freedom in Our Lifetime: South Africa's Struggle applies to GLE WH. 5.3, describing the motives, major events, extent, and effects of European and</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>American Imperialism in Africa, Asia, and the Americas. Key essential questions about who the first Africans were, the Mfecane, the Battle of Blood River, the South African War of 1899-1902, and Apartheid are among a few of the key areas to build knowledge and social studies skills.</p> <p>Also, the unit, Brazil: A History of Change students are given the opportunity to explore key questions as it applies to the GLE WH. 2.4, identifying key European explorers of the Americans and Asia, and explains the goals and consequences of exploration on society. Students explore key questions about Brazil's indigenous communities, slavery and race, independence, life of the governing changes to Democracy, and the direct elections of Brazil.</p> <p>Furthermore, the unit, Colonization and Independence in Africa addresses GLE WH.5.3 examining the impact of colonization and imperialism in Africa.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	<p>REQUIRED</p> <p>1c) The main focus of the materials is on primary and secondary sources¹⁶ to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	Yes	<p>The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge. For example, the introductory reading to The French Revolution contains excerpts from the Tennis Court Oath, 1789, King Louis XV, 1766, Louis Sebastian Mercier, and Denis Diderot, a map of France, artwork depicting both peasants and royalty, military victories, and assembly meetings as well as revolutionary drawings, and photographs of Notre Dame. It should be noted that the introductory reading is not the main focus of the materials, but it sets the context for students to engage in the daily lesson and the options role-playing.</p> <p>The Day One, Day Two, etc. lessons focus on student analysis of primary documents to further develop their content knowledge and support claims. For example, in The French</p>

¹⁶ Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format.

(http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: <http://www.princeton.edu/~refdesk/primary2.html> and <http://www.archives.gov/education/research/history-in-the-raw.html>.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Revolution lesson “The Trial of Louis XVI” students conduct a jigsaw reading of three sources, including excerpts of the Report from the Committee on Legislation to the Convention, November, 1792, excerpts from the Speech of Charles Morrison to the Convention, November 13, 1792, and excerpts from the speech of Louis Saint-Just, November 13, 1792. Students identify and consider the issues raised by the trial of Louis XVI, assess and analyze primary source documents, and consider the tensions surrounding law, justice, revolutionary politics, and the trial of Louis XVI.</p> <p>Materials also contain lessons in which students are asked to research and role play different perspectives of an issue or time period. Although these are titled “options,” they are not optional lessons, but the focus of the materials; they are titled as such because students have the option to take on different perspectives. For each option students are supplied with background information as well as a “From the Historical Record” section which provides primary source accounts of this perspective. For example, in The French Revolution option 1 students are provided with the excerpts from Abbe Barruel, 1791, Conte d’Antraigues pamphlet April 1790, and Jean-Joseph</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Mounier, member of the National Constituent Assembly 1789 as well as many others.
	<p>1d) Materials include primary and secondary sources of different types (i.e., print and non-print, including video, audio, art, maps, charts, etc.) and varied lengths.</p>	Yes	<p>Materials provided focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, which includes sourcing and corroboration.</p> <p>Each lesson provided by the publisher includes a section in which students are given 3-4 different options in solving the issue at hand. Students then will engage in group research to gather information using primary and secondary documents provided to make a claim and convince the class to choose their option. They also do other activities to prepare their argument, some based on economic and political situations and some that help explain background information provided by the publisher. An example of this activity is found in the lesson entitled: Indian Independence and the Question of Partition. In this particular activity, students are given four options in dealing with the 1947 Partition of Bengal, a former colonial hold of the British. Students must research and debate on how the partition should occur. During this simulation, students will look at multiple</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>viewpoints from government leaders and citizens of Bengal and documents that help students visualize the actual events that unfolded in India to make a better decision. (WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule.)</p> <p>Another example is found in the lesson, Between Two Worlds: Mexico at the Crossroads. In the supplemental activities, activity, The Spanish in Tenochtitlan: Three Perspectives, students are given different perspectives on the Spanish conquest/Aztec Encounter. Students will then look at who, when, and why the selections were written and the similarities they have. This allows students to look at the reliability of sources and developing an understanding of historical events based on point of view. (WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society)</p> <p>Additionally, the unit The French Revolution, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to Louis XVI's trial and also documents to determine why and how the French Revolution occurred.</p> <p>Additionally, the unit, The United States in Afghanistan, provides an opportunity to</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			compare the varying perspectives with Afghani people and the Taliban through excerpts from two memoirs. In this unit, students also examine letters between Jimmy Carter and Leonid Brezhnev related to the Soviet Union's role in Afghanistan. Also, the unit, A Global Controversy: The U.S. Invasion of Iraq, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to the Persian Gulf War from the critics perspective, former President George H.W. Bush, congress, and the media. Students use the sources to determine why and how the Persian Gulf War started and the impact it had globally. Also, the unit, Weimar Germany and the Rise of Hitler provides an opportunity to compare the varying perspectives of the Germans regarding the reparations agreement and Wilson's Fourteen Points, the difference of the Communist Party of Germany and the Social Democratic Party of Germany, the Center and the NSDAP.
	FULL CURRICULUM ONLY 1e) Materials provide regular opportunities for students to conduct shared (grades K-2) or short research projects to develop the expertise needed to conduct research independently.	N/A	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<p>Tier 1 and 2 Non-Negotiable</p> <p>2. MAKE CONNECTIONS:</p> <p>Students make connections among people, events, and ideas across time and place. Materials offer opportunities to elicit direct, observable evidence of the degree to which students can independently demonstrate the grade-level expectations with source(s) described in Criteria 1 and genuinely measure how well students are able to understand social studies content.</p> <p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>REQUIRED</p> <p>2a) Source-dependent written and oral tasks require students to make claims which demonstrate understanding of social studies content (e.g., make connections between ideas, people, and events; explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).</p>	<p>Yes</p>	<p>Source-dependent written and oral tasks require students to make claims which demonstrate an understanding of social studies content in various contexts. Written and oral tasks in the unit, Empire, Republic, Democracy: Turkey's Past and Future, requires students to engage with content and sources in order to demonstrate understanding of content and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas; evaluate the causes and consequences of events and developments; and recognize recurring themes across time and place. For example, students are given the option to engage in a role play, create a poster, political cartoon, or public service announcement to analyze issues that frame the debate about Turkey's future using the sources provided in the materials and suggested reading.</p> <p>Materials found within the content allow for students to look at economic and political factors that influence events, look at the causes and consequences and recognize themes across time.</p> <p>An example is found in the lesson entitled, Indian Independence, Question of Partition, on pages 9-15. This lesson provides primary and secondary sources that look at the Great</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Revolt of 1857. Each of these sources provides a different interpretation of the events in India and from different perspectives over time. Historians look at recurring themes that appear in other revolts during the age of European colonialism and decolonialism in the Middle East. (WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas; WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule.) Also, the unit, The Russian Revolution provides students with opportunities to engage in written oral tasks that demonstrate understanding of content and evaluate the causes and consequences of events and developments. For example, it is suggested that students work cooperatively in groups to create and present a dramatic fictional recreation of history.</p> <p>Written and oral tasks can also be found in the unit, History, Revolution, and Reform: New Directions for Cuba, in which requires students to engage with content and sources in order to demonstrate understanding of content and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas;</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			evaluate the causes and consequences of events and developments; and recognize recurring themes across time and place. Additionally, the unit, Colonization and Independence in Africa provides students with opportunities to engage in written and oral tasks that demonstrate understanding of the content and allows opportunities for students to evaluate the causes and consequences of events and developments.
	<p>REQUIRED</p> <p>2b) Coherent sequences of source-dependent questions¹⁷ and tasks focus students on building, applying, and synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>	Yes	Coherent sequences of source-dependent questions and tasks focus students on building, applying, and synthesizing knowledge and skills through various means. For example, the unit, Colonization and Independence in Africa students are to explore the history and map of Africa and compare the African continent of today with the political geography of the late nineteenth century and early twentieth century. During this period with an activity where students are reporters or characters discussing life during the era. Next, students read two sources and mark statements as fact or opinion and share with the class. Then, students analyze photos and consider the benefits and limitations of using photos

¹⁷ Source-dependent questions or tasks are those that require students to pull information from a given source(s) to answer the question. Students still pull from prior learning, but the evidentiary support required in the students' responses are dependent upon the source(s).

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>as sources for history. Finally, students read about colonization in Kenya and collaborate in groups to create a dramatic or artistic interpretation of the story.</p> <p>Also, the unit, Between Two Worlds: Mexico at the Crossroads students begin to learn about the geography and early societies of Mexico, the Spanish Conquest, Mexican Independence, the Mexican Revolution, the economy, and challenges today that Mexico faces. The students will then use what they have learned to analyze the encounters between the Spanish and the Aztecs and answer questions. Next, compare textbook controversies in Mexico and the United States and share results with the class. Then students analyze the relationship between art and politics in Mexico and express the political views. Finally, students analyze the issues that frame the debate on the direction of Mexico's reform and integrate arguments and beliefs into a persuasive presentation.</p> <p>Another example to fit this indicator is found in the lesson entitled, The Haitian Revolution. In this lesson, students are assigned a person living during the Revolution. Using the information provided in the preceding text, along with their persons description, students will consider what it was like to be an enslaved person at the outbreak of the revolt in 1791. Students</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>will then write a series of journal entries using those sources. (WH.3.5 Compare and contrast leaders and key events in the revolutions of the 17th through the 19th centuries and their impact on world political and social developments)</p> <p>Additionally, an example of the indicator can be found in the lesson, Iran Through the Looking Glass: History, Reform, and Revolution. Starting on page 23 of the Supplemental Activities, students look at multiple documents on the Coup of 1953 and answer questions pertaining to each document. After answering questions for each document, students look at the documents as a whole and determines which of these U.S. documents give attention to Iranian concerns or public opinion and provide an explanation for their choice.</p> <p>(WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule).</p> <p>More examples can be found in the unit, The French Revolution. It begins by setting the stage of France during this period with an activity where students are reporters or characters discussing life during the era. Next, students map out the fall of the Bastille and then present their option from the National Constituent Assembly where members of the groups will portray actual</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>people from the meeting. Students will next analyze documents affiliated with Louis XVI's trial. Finally, students will complete a writing assessment utilizing eight new documents.</p> <p>Also, the unit, The United States in Afghanistan begins with a map activity and discussion on how geography effects Afghanistan. Next, students examine present-day photographs and excerpts from memoirs to formulate ideas about Afghan life and culture. Students will then analyze primary source documents to identify the implications of U.S. and Soviet relations and policies on Afghanistan. Finally, students will make a presentation to persuade the U.S. Senate Committee on Foreign Relations how they should proceed with Afghanistan.</p>
	<p>2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing¹⁸ and corroboration.¹⁹</p>	Yes	<p>Materials provided focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, which includes sourcing and corroboration.</p> <p>Each lesson provided by the publisher includes a section in which students are given 3-4 different options in solving the issue at hand. Students then will engage in group research to gather information using</p>

¹⁸ Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

¹⁹ Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>primary and secondary documents provided to make a claim and convince the class to choose their option. They also do other activities to prepare their argument, some based on economic and political situations and some that help explain background information provided by the publisher. An example of this activity is found in the lesson entitled: Indian Independence and the Question of Partition. In this particular activity, students are given four options in dealing with the 1947 Partition of Bengal, a former colonial hold of the British. Students must research and debate on how the partition should occur. During this simulation, students will look at multiple viewpoints from government leaders and citizens of Bengal and documents that help students visualize the actual events that unfolded in India to make a better decision. (WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule.) Another example is found in the lesson, Between Two Worlds: Mexico at the Crossroads. In the supplemental activities, activity, The Spanish in Tenochtitlan: Three Perspectives, students are given different perspectives on the Spanish conquest/Aztec Encounter. Students will then look at who, when, and why the selections were written</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and the similarities they have. This allows students to look at the reliability of sources and developing an understanding of historical events based on point of view. (WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society) Additionally, the unit The French Revolution, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to Louis XVI's trial and also documents to determine why and how the French Revolution occurred. Additionally, the unit, The United States in Afghanistan, provides an opportunity to compare the varying perspectives with Afghani people and the Taliban through excerpts from two memoirs. In this unit, students also examine letters between Jimmy Carter and Leonid Brezhnev related to the Soviet Union's role in Afghanistan.</p> <p>Also, the unit, A Global Controversy: The U.S. Invasion of Iraq, students are provided opportunities to evaluate sources from different perspectives. In this unit, students examine sources related to the Persian Gulf War from the critics perspective, former President George H.W. Bush, congress, and the media. Students use the sources to determine why and how the Persian Gulf</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			War started and the impact it had globally. Also, the unit, Weimar Germany and the Rise of Hitler provides an opportunity to compare the varying perspectives of the Germans regarding the reparations agreement and Wilson's Fourteen Points, the difference of the Communist Party of Germany and the Social Democratic Party of Germany, the Center and the NSDAP.
	<p>2d) Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization.²⁰</p>	Yes	Materials focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods. An example for this indicator is found in History, Revolution, and Reform: New Directions for Cuba. In the supplemental activities, Using Sources to Answer Questions about History. Students are given several sources from Angola, Cuba, the Soviet Union, South Africa, the United Kingdom, and the United States on the Cold War conflict in Angola. In addition to looking for sources that agree and disagree with each other, students will determine whether Castro sent troops on his own or on orders of the Soviet Union. (WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by multiple primary

²⁰ Contextualization asks students to determine the time and place a document was created and examine how those factors influence the content.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>and secondary sources; WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world).</p> <p>Most units provide sources from different time periods to enable students in making connections in and across time periods.</p> <p>For example, the unit, History, Revolution, and Reform: New Direction for Cuba, includes primary and secondary sources related to Jose Marti from the 1890s as well as the 1950s and 1960s. Primary sources dating from the early to 1960s to late 1970s are also included to trace perspectives on Cuba's role in Angola. Documents ranging from the 1960s to the 2000s are also in the unit to help students determine if Cuba is a democracy.</p> <p>Furthermore, the unit, Brazil: A History of Change provides students with opportunities to examine primary and secondary sources from different time periods. These sources include accounts on slavery from 1789, 1821, 1839, 1853, 1867, and 1866-1878. An analysis of the census results of 1976 and 2010 are also utilized in the unit.</p> <p>For example, the unit, A Global Controversy: The U.S. Invasion of Iraq, includes primary and secondary sources from 1136, 1932, 1933, 1991, 2007, 2014, and 2015. Primary sources dating back to 1136 is a mechanical sketch from Mesopotamia referring to the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			early civilizations of Iraq. Documents in the 1930's refer to the early independence period of Iraq. The Persian Gulf War apply to the late and early 1990's. Current response to the soldiers still returning from military duty is reflected from the years 2014 and 2015. Students learn the difficulties Veterans face as they return home and find work.
Section II: ADDITIONAL INDICATORS OF QUALITY			
3. EXPRESS INFORMED OPINIONS: Students express informed opinions supported by evidence from sources and outside knowledge. Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED (GRADES 3-12 ONLY) 3a) A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge. For example, in the unit, The Russian Revolution, students are given the opportunity to cooperate with classmates in staging a presentation about differing views of the what the future of Russia holds. In the activity, "Peasant Life," students are provided a set of sources, proverbs, statistics on peasant life, literature and pictures of peasant life. After analyzing the sources, each group will answer their particular questions that relates to their source. After each group reports to the class, students will consider whether or not they find similarities and differences in the sources. Also, in the unit, Between Two Worlds: students are to articulate a coherent political program for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>Mexico based on personally held values and historical understanding. Students are then to compare and contrast values and assumptions with classmates, offer reasoned arguments to support policy recommendations, and then apply individual views to current issues in Mexico.</p> <p>Additionally, in the unit, Brazil: A History of Change, students will examine sources on slavery in Brazil and complete a graphic organizer. After class discussions, students will determine what the sources tell about slavery and society in Brazil in the 1800s and how ideas about race might influence future Brazilian society. Also, The French Revolution's The Trial of Louis XVI, students will examine documents related to the trial. Student's will determine the role justice should play in dealing with political opponents or enemies and define justice in this case.</p>
	<p>REQUIRED</p> <p>3b) Writing opportunities for students occur on a regular basis and are varied in length and time demands (e.g., notes, summaries, short-answer responses, whole-class shared writing/formal essays, on-demand and process writing, etc.).</p>	Yes	<p>Writing opportunities for students occur on a regular basis and are varied in length and time demands. Each lesson provides students with study guide questions, that focuses on the background reading found in the beginning of the lesson. It also provides multiple opportunities for students to respond to primary source documents and debates throughout history. In addition to study guides, students are given</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>opportunities to collaborate and create written pieces that will be used for whole-class shared pieces and can be extended into a formal essay, if designated by a teacher. For example, in the unit, Freedom in Our Lifetime: South Africa's Struggle, students have the opportunity to complete study guides, complete a chart that analyzes the Understanding of South Africa Before Apartheid, complete a chart that depicts the Racial Discrimination in Twentieth Century South Africa, answer questions about a piece of protest poetry, and construct a role- play framing a debate for an anti-apartheid campaign assignment.</p> <p>Additionally, in the unit, History, Revolution, and Reform: New Directions for Cuba, the lesson includes a study guide and graphic organizers for each section. Writing tasks for each part of the unit vary from simple writing tasks where students answer basic questions all the way to more in-depth, longer written tasks. Additionally, The Haitian Revolution includes a study guide and graphic organizers for each section. Writing tasks found in each part of the unit vary in their complexity and length.</p>
	<p>3c) Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop understanding of topics, sources, and tasks.</p>	Yes	<p>Materials build students' active listening skills, such as taking notes on main ideas, asking relevant questions, and elaborating on remarks of others to develop</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			<p>understanding of topics, sources, and tasks. There are several examples and activities, in which the publisher provides students the opportunities to build on their listening skills. Examples include: study guides that are based on the reading, completing group activities that asks students to present an argument and defend their option to other groups, and questions that help analyze the sources.</p> <p>For example, in the unit, The French Revolution, students create a television report about life in France before the French Revolution. Students gather information, based on their character from primary and secondary sources, and then the TV reporter asks the characters a series of questions about their social class. In another assignment from the same unit, students have the option to conduct an Assembly. Students will present a 3 to 5 minute summary of their common vision for France to in a mock assembly.</p> <p>Also, the unit, Colonization and Independence in Africa, requires students to analyze different documents. In their discussion, students will summarize differences between the sources. Students will also discuss the reliability and benefits of reading the sources. Through these activities and the progression, students must be</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			actively listening to the discussion in the classroom. Additionally, in Indian Independence and the Question of Partition students will listen and discuss various topics including satyagraha to combat oppression and injustice.
	<p>3d) Materials provide regular opportunities to develop students' skill in organizing and supporting their thinking in speaking and writing, including using evidence from sources and outside knowledge.</p>	Yes	<p>Materials provide regular opportunities to develop students' skill in organizing and supports their thinking in speaking and writing, including evidence from outside sources. An example of this indicator is found in the Debating the Options Activity found in every lesson/unit. Students are given a set of primary sources from different perspectives and assigned a side. From this point, students create speeches, presentations and other written assignments based on their research to convince the class of the best option. They are also responsible for organizing the information for each option in a graphic organizer in order to weigh each option and make a decision. For example, in the unit, History, Revolution, and Reform: New Directions for Cuba, students are to explore the history and legacy of Jose Marti and consider contested interpretations of history in order to analyze the writings of Marti. In the same unit, students are also given the opportunity to review other primary documents and assess the different political interpretation of the</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Cuban role in Angola. Students are then to explore, debate, and evaluate multiple perspectives on Cuba's future and conduct a persuasive debate with other students in the class to discuss the future of Cuba. Also, in the unit, The United States in Afghanistan, students will use a graphic organizer to organize three options related to U.S. policy in Afghanistan. As students watch the role-playing activity in The French Revolution, they will organize each group's option on a form.
	FULL CURRICULUM ONLY 3e) Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures that are unbiased and accessible to all students.	N/A	
	FULL CURRICULUM ONLY 3f) Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	N/A	
4. SCAFFOLDING AND SUPPORT: Students are supported by appropriate scaffolds. Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	REQUIRED 4a) Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content. In the Teacher Resource Book of each unit, teachers are offered suggestions as the time frame of lessons, what primary documents are included, what resource tools are available, how to adjust lessons for students with differing abilities, how to manage a role play, and ways to assess students. Lessons are scaffolded and presented in a manner that increases in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			complexity and growth. For example, in the unit, The U.S. Role in a Changing World, students are given the opportunity to complete study guides and identify the terms, analyze the issues that frame the debate of the U.S. role in the world, identify the underlying values of the options, integrate the arguments and beliefs of the options and the reading into a persuasive, coherent presentation, and work cooperatively within groups to organize effective presentations.
	<p>REQUIRED</p> <p>4b) The materials are easy to use and well organized for students and teachers.</p>	Yes	The materials are easy to use and well organized for students and teachers to use. In Part I of each lesson, students are provided with an organized reading that gives some background information the topic discussed, and then is logically divided into sections. This provides students with a logical narrative for gaining understanding of the topic. In the provided activities, each begins with a lesson plan for teachers (that provides student objectives) and then has the corresponding activities in order of which they need them. The digital supplementary material is easy to access and includes a table of contents for student and teacher use for effective navigation of the resource.
	4c) Materials provide models for writing and student exemplars to support writing development in social studies.	No	Materials do not provide models for writing and student exemplars to support writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			development in social studies. The program only provides a rubric for its' options oral presentation activity, instead of providing exemplars for students to understand. For example, in the unit, The Middle East in Transition: Questions for U.S. Policy, an assessment guide for oral presentations is available.
	FULL CURRICULUM ONLY 4d) Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level (e.g., alternate teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties to meet standards, etc.).	N/A	
	FULL CURRICULUM ONLY 4e) The content can be reasonably completed within a regular school year and the pacing of content allows for maximum student understanding. The materials provide guidance about the amount of time a task might reasonably take.	N/A	

FINAL EVALUATION

Tier 1 ratings receive a “Yes” in Column 1 for Criteria 1 – 4.

Tier 2 ratings receive a “Yes” in Column 1 for all non-negotiable criteria, but at least one “No” in Column 1 for the remaining criteria.

Tier 3 ratings receive a “No” in Column 1 for at least one of the non-negotiable criteria.

Compile the results for Sections I-VII to make a final decision for the material under review.

Section	Criteria	Yes/No	Final Justification/Comments
I: Non-Negotiables	1. Use Sources (Non-Negotiable)	Yes	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims. Although they are not the main focus of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Additional Indicators Of Quality			introductory text, primary sources are purposely selected and dispersed throughout this text to support students in building content knowledge.
	2. Make Connections (Non-Negotiable)	Yes	Through oral and written tasks, students are able to utilize the materials in order to make connections between people, events, and ideas as well as across time periods.
	3. Express Informed Opinions	Yes	A vast majority of written and speaking tasks require students to present and develop claims with clear explanations and well-chosen information from sources and outside knowledge.
	4. Scaffold and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

August 2, 2017

Supervisor, Instructional Material Reviews
Office of Academic Content
Louisiana Department of Education
<http://www.louisianabelieves.com>

Dear Louisiana Department of Education,

The Jewish Federation of Greater New Orleans, North Louisiana Jewish Federation and the Jewish Federation of Baton Rouge are partnering with the Institute for Curriculum Services (ICS) to ensure accurate social studies content standards on Jews, Judaism, and Israel in the instructional materials being evaluated for the students and educators in the state of Louisiana. The Institute for Curriculum Services promotes accurate instructional materials and instruction on Jews, Judaism, and Israel for American K-12 students. We greatly appreciate the opportunity to give input on the proposed textbooks so that Louisiana educators can provide more accurate and pedagogically sound instruction to their students.

We have serious concerns with respect to inaccuracies and bias in the reviewed content of The Choices Program – Brown University, text #17071; the attached review provides some corrections of the inaccuracies and offers suggestions for improvement. We urge that these corrections be made along the lines recommended before the text is considered for adoption.

We hope you will give these recommendations your careful consideration and look forward to working with you to ensure accurate and pedagogically sound instructional materials. We share your goals of accuracy and excellence in educational materials for the educators and students of Louisiana. This online review process of social studies instructional review is an important step in furthering this aim. ICS sincerely appreciates your leadership and the excellent work of your staff.

[REDACTED]

Thank you very much for your time and consideration.

Sincerely,

Peter Haas

**Institute for Curriculum Services (ICS) Review
on behalf of
the Jewish Federation of Greater New Orleans,
the Jewish Federation of Baton Rouge,
and the North Louisiana Jewish Federation
of Brown University
*The Choices Program***

**U.S. History, World Geography, and Civics, High School
Louisiana Adoption
#17071
August 2017**

General Comments: This collection of high school texts covers various social studies topics, including the history of the United States, world history, and current events. The texts presented for use in Louisiana include 48 PDF lessons, each averaging 120 pages. Brown University's *The Choices Program* are presented as a supplemental history and social studies collection of document-based investigations, together with a variety approaches to a single topic.

This review touches on just some of the content, focusing on inaccuracies, bias, and problematic tone that characterize parts of several of the texts presented in The Choices Program. Particular attention is paid here to the way the material presented tackles discussions of Jews, Judaism, Jewish history, and the State of Israel.

The material reviewed is divided by The Choices Program into three collections: "World History," "U.S. History," and "Current Issues." Some texts are presented in more than one collection. For example, The entry on Iraq, *A Global Controversy: The U.S. Invasion of Iraq*, is offered in both the U.S. History and World History collections, and the texts on Mexico and Cuba are offered in the World History and in the Current Issues collections of texts.

While The Choices Program merits the praise garnered in some areas (for its high level of writing, clear organization, ease of use, useful graphic organizers, timelines, handouts, the handy Issues Toolbox, and role play options, all of which will engage students), there are a number of problems with it. Unfortunately, while the structure of the materials and their presentation is appealing, teacher-friendly, and likely to engage advanced students, there are many instances of historical inaccuracy, imbalance, and bias.

The sheer enormity of the content, coupled with the limited timeframe for review of it, prevents a careful evaluation of more than a representative selection of the contents. Certain elements of the content itself, and the way information is phrased and formulated, detract from the utility of the text and its use in anything but advanced courses. For example, one of the texts, on the modern Middle East, fails to talk about the rising nationalism of both the Jewish and the Arab peoples. It improperly frames the creation of the State of Israel as part of the history of European colonialism, rather than correctly situate it within the rise of nationalism in the 19th and 20th centuries. This framing reflects a clear bias on the part of the program's creators. Zionism was not a colonialist or imperialist enterprise. Jews who returned to the Land of Israel did so as

members of the Jewish people, not on behalf of any of the states they left (often under persecution), nor did they (as colonialists did) seek to “civilize,” proselytize, or steal natural resources to send back to their countries of origin. The State of Israel should not be presented as an extension of European colonial rule.

ICS strongly urges that the changes recommended below be made to the texts *Confronting Genocide: Never Again, A Global Controversy, Weimar Germany and the Rise of Hitler, The Middle East in Transition: Questions for U.S. Policy* (which has a number of inaccuracies), *A Global Controversy: The U.S. Invasion of Iraq*, and *Iran Through the Looking Glass: History, Reform, and Revolution*. These texts require review and correction. Included among the problematic issues contained in those texts are the following:

- A highly questionable statement is presented in a call out box titled “Holocaust Victim Count” at the top of page 22 of the text *Confronting Genocide: Never Again?*. The text seems reasonable, even scientific, on its face, but amounts to what historian Deborah Lipstadt has called “soft denial” of the Holocaust. (See the related edit and extended comments below.)
- The texts contain a number of factual errors and historical anachronisms. For example, a map of Iran in 1907 in *Iran Through the Looking Glass: History, Reform, and Revolution*, shows post-1919 border lines for Ottoman areas and includes Saudi Arabia, founded in 1932 (see the related edit and comments below).
- On the main introductory map of the Middle East, in *The Middle East in Transition: Questions for U.S. Policy*, Tel Aviv is marked as the capital of the State of Israel when Jerusalem is the capital of Israel.
- An exercise on the United Nations which highlights growth in membership of African and Asian-Pacific countries does not explain the (problematic) classification of Israel in the category of “Western Europeans and Others” rather than in the “Asia-Pacific” group, which includes the Middle East (see related edit below).
- There are a number of important omissions of topics that should be covered in a text with this depth of detail:
 - No mention is made of the roughly 800,000 Jewish refugees from Arab and North African countries in the years just after the founding of the State of Israel, a comparable number to the number of Palestinian refugees at that time.
 - No mention is made of Jordan’s control of East Jerusalem prior to 1967, and of the fact that it barred Jews from their holiest site, the Western Wall, and from their cemetery on the Mount of Olives, and destroyed dozens of synagogues.
 - No mention is made of the Khartoum Resolution issued at a summit held a few months after the Six Day War ended, in which the Arab League nations proclaimed the “Three NOs”: No recognition of Israel, no negotiations with Israel, and no peace with Israel. After the 1967 war, Israel expected to trade land for peace, and this did not happen because no negotiations were held as the Arab world decided on this course at Khartoum.

- While students in AP classes might well be expected to identify established facts and judge the merits of political statements independently, it is inappropriate to present students who are approaching the basic facts of the material for the first time with nuanced statements which betray bias and political agendas in their wording, in their imbalance, and in their omissions. For example, the text *Weimar Germany and the Rise of Hitler* asks students to compare Nazi propaganda with material from the German Communist Party and German Socialist Party. This creates a moral equivalency between the Nazis and their democratic opponents.
- Kristallnacht* is not covered in either *Weimar Germany and the Rise of Hitler* or in *Confronting Genocide: Never Again, A Global Controversy*. Texts of this detail and level should cover major historical events. (See comments below.)
- The presentation is marked by a lack of balance in content. Israel is presented solely as a source of conflict in the Middle East, for example (see related edits and comments below).
- Discussions of Jewish and Israel-related topics are incomplete and biased. A case in point, the text covering Iraq, *A Global Controversy: The U.S. Invasion of Iraq*, includes misleading and factually incorrect statements designed to promote an ideological agenda that ignores the severity of modern Iraq's treatment of minorities in service of critiquing American involvement in the region (see the related edit and extended comments below).
- The Choices Program claims to advance a laudable goal of more inclusive and representative historical narratives. Unfortunately, a closer look reveals a clear ideological agenda, presented in sometimes subtle and other times overt ways. (See comments below.)
- Terms are used loosely and inconsistently, as exemplified in the definition for "nationalism" given in three different texts (see related edit and comments below):

<i>A Global Controversy: The U.S. invasion of Iraq</i>	<i>Confronting Genocide: Never Again? A Global Controversy</i>	<i>The Middle East in Transition: Questions for U.S. Policy</i>
Nationalism --A strong devotion to the interests of one's country and people.	Nationalism --A strong devotion to the interests of one's country and people. <i>In some cases, nationalism is taken to the extreme and is used by individuals or institutions to justify violence against those with different identities or beliefs.</i>	Nationalism --Nationalism is a strong devotion to the interests of one's people or country. <i>In the case of anticolonial movements in the twentieth century, nationalism was a broad term used to describe the desire to gain independence from foreign influence and control.</i>

Navigation Notes:

1. Go to
<https://app.box.com/s/aqujy3z9sf2x5g7d3k76641z9nzq304p/folder/28572379471>
2. Select a collection.

Open the appropriate PDF of a topic.

Specific Suggested Edits

The following specific suggested edits and comments are not intended as a comprehensive presentation of the inaccuracies and instances of imbalance to be found in the series; rather, they serve to illustrate that such elements are found throughout the content. The sheer number of texts prevents a more thorough review of these dozens of texts in the limited review window available.

Confronting Genocide: Never Again? A Global Controversy, Part II, p. 21, Holocaust Victim Count, **Delete**: “~~The number of victims of the Holocaust is widely disputed. Due to the incineration of bodies, mass grave burials, and lack of complete records, it is impossible to know with certainty how many people were killed in the genocide. Politics, denial, and differing historical interpretations also play into the uncertainty. Moreover, because the Holocaust took place during World War II, it is sometimes difficult to establish which deaths were part of a targeted extermination campaign (the Holocaust) and which deaths were wartime casualties. The most widely, though certainly not universally accepted estimate, is twelve million Holocaust victims—six million Jews and six million others.”~~

Comments: ICS recommends that the entire section, “Holocaust Victim Count,” be removed. It is not clear why it is presented here. None of the other genocide case studies include a similar discussion of numbers of victims. The title is disrespectful and reductive, and victims are presented as statistics. This amounts to what historian Deborah Lipstadt has called “soft denial” of the Holocaust, an undermining of student understanding of the Holocaust as a fact that should be understood with outrage, not a debate on statistics.

The number of victims is *not* widely disputed. Historians and demographers do agree that it may be difficult to ascertain an exact number for some of the reasons mentioned, but legitimate Holocaust and genocide studies experts accept that the commonly cited number of Jews murdered is approximately 6 million. The United States Holocaust Memorial Museum (USHMM), for example, provides extensive information on the demographics of the Holocaust. (See USHMM, “Documenting Numbers of Victims of The Holocaust and Nazi Persecution,” *Encyclopedia of the Holocaust*, <<https://www.ushmm.org/wlc/en/article.php?ModuleId=10008193>>, retrieved July 27, 2017.)

Defining the Holocaust in the manner above does not align with the historical consensus, nor does it reflect a U.S. perspective. For example, The USHMM, a U.S. federal government agency and one of the preeminent centers for the study of the Holocaust and genocide, defines the Holocaust as “*the systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators*. (See United States Holocaust Memorial Museum, “Introduction to the

Holocaust: What was the Holocaust?,” <<https://www.ushmm.org/learn/introduction-to-the-holocaust>>, retrieved July 27, 2017.)

By using the formula, “six million Jews and six million others,” repeated in coverage of the Holocaust throughout the series (see map, *Genocidal Acts of the Twentieth & Twenty-First Centuries*, on page ii of this chapter as well as the chapter, *Weimar Germany and the Rise of Hitler*, for example), the text attempts to diminish the significance of the murder of Jews through comparison. “Relativizing” Nazi Germany’s victimization of Jews is a common feature of Holocaust denial.

Weimar Germany and the Rise of Hitler, Supplementary Documents, p. 44, **Add:**
“Reinhard Heydrich's Instructions for Measures Against Jews, November 10, 1938
As soon as the course of events during the night permits the release of the officials required, as many Jews in all districts, especially the rich, as can be accommodated in existing prisons are to be arrested. For the time being only healthy male Jews, who are not too old, are to be detained. After the detentions have been carried out the appropriate concentration camps are to be contacted immediately for the prompt accommodation of the Jews in the camps.”

Comments: *Kristallnacht*, often called the Night of Broken Glass, should be included in any review of the Nazi rise to power and the implementation of the first phase of the Holocaust (1933-1939). The riots swept through Germany, Austria, and occupied Czechoslovakia on November 9 and 10, 1938. Approximately 200 synagogues were burned down, and over 7,000 Jewish-owned shops were damaged or destroyed. The event gets its name from the broken glass of the shops, synagogues, and homes that littered the streets. The riots were sanctioned by the Nazi authorities and led by the Nazi SA (Sturmabteilung) paramilitary with widespread participation by German civilians. About 30,000 Jewish men were arrested and sent to concentration camps. The event was widely reported internationally. The Jewish community was forced to pay for the damage. *Kristallnacht* is seen as an important turning point in the history of the Holocaust, as it heralded a shift in Nazi anti-Jewish policies from legal restriction to violence. (For documents, see Berenbaum, Michael, ed., “The November Pogroms: *Kristallnacht* and Its Aftermath,” *Witness to the Holocaust*, pages 40-68. New York: HarperCollins Publishers, 1997, or similar; for a discussion of *Kristallnacht*, see United States Holocaust Memorial Museum, “*Kristallnacht: A Nationwide Pogrom*,” *Encyclopedia of the Holocaust*, <<https://www.ushmm.org/wlc/en/article.php?ModuleId=10005201>>, retrieved July 31, 2017.)

Weimar Germany and the Rise of Hitler, Chronology of German History: 1914-1939, p. 46, **1938, Add:** “November A series of violent Nazi pogroms known as Kristallnacht or the ‘Night of Broken Glass’ across Germany, Austria, and occupied Czechoslovakia.”

Comments: See above.

The Middle East in Transition: Questions for U.S. Policy, Part I, “The Middle East” map, p. ii, **Change:** On map, replace name “Tel Aviv” with “Jerusalem,” and move the star designating the capital to Jerusalem from Tel Aviv.

Comments: Jerusalem, not Tel Aviv, is the capital of the State of Israel. There is no key

that identifies the stars assigned to the various cities on the map, but it is evident that these indicate capital cities. All countries determine their own capital, and Israel is no exception.

The Middle East in Transition: Questions for U.S. Policy, Part I, “The Middle East” map, p. ii, map caption, lines 4-6, **Change:** “The term “Arab world” refers to the countries in which Arabic is widely spoken. This includes countries in North and East Africa and extends to the Persian Gulf. It does not include Turkey, where Turkish is the official language, Iran, where Persian is the official language, and Israel, where Hebrew is the most widely spoken of its two official languages.”

Comments: Just as Iran is acknowledged as separate from the “Arab world” by virtue of language, the linguistic differences of Turkey and Israel should also be acknowledged. There is room for these inclusions. Sixty percent of Israelis aged 20-44 report Hebrew as their first language. Twenty percent of the same cohort reports Arabic, Israel’s other official language, as their first language. (See Israel Central Bureau of Statistics, “Selected Data from the 2011 Social Survey on Mastery of the Hebrew Language and Usage of Languages (Hebrew),” http://www.cbs.gov.il/reader/newhodaot/hodaa_template.html?hodaa=201319017, retrieved July 21, 2017.)

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: What is the Middle East, p. 1, para. 2, **Change:** “The term “Middle East can create an image of a group of similar countries and peoples with shared politics and histories, but this is deceptive. The people of this part of the world have diverse ethnicities, religions, languages, and understandings of their histories....In Egypt, Syria, and Lebanon, there are large Christian minority populations as well as Muslims. In Israel, Judaism is the majority religion. The religion of Islam (which is the identity most frequently associated with the Middle East) is understood and practiced in many different ways across the region.”

Comments: The Choices program is to be commended for recognizing the religious and ethnic diversity of the Middle East. In keeping with this effort to promote a more nuanced understanding of the Middle East, the text should also address the place of Israel and Judaism in the larger context of the Middle East.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: What is the Middle East, Why does the United States maintain an active role in the Middle East?, pages 1-2, **Change:** “The U.S. role in the Middle East is a subject of debate in the United States. The United States has had an active role in the Middle East for three two main reasons. First, the United States wants to ensure the steady flow of oil, the fuel which currently drives much of the global economy. Second, the United States is concerned about long-term stability and wants to retain power and influence in this important area of the world. The U.S. involvement in Iraq and its concerns about Iran’s nuclear program fall under this category. Finally, the United States has long been involved in the dispute. The longstanding involvement of the United States in disputes between Israel and the Palestinians also reflects concerns about security and stability. Each of These reasons overlaps with the each others, making the U.S. role in the

Middle East very complicated. Within the United States, there is often strong disagreement about the best approach to these issues.

Comments: As the text suggests, the United States has longstanding interests in the Middle East that predate the conflict between Israel and its neighbors by at least a century. While the U.S. certainly has an important stake in the relationship between Israel and the Palestinians, this results fundamentally from security concerns. The suggested change contextualizes U.S. involvement in the Middle East more accurately.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: What is the Middle East, Why does the United States maintain an active role in the Middle East?, p. 2,

Change: “How should the Middle East’s enormous oil reserves and the United States’ close relationship with Israel figure into policy calculations? What role should the United States play in disputes between Israel, Syria, and Lebanon?”

Comments: It is not clear how U.S. concerns about Middle East oil is directly related to policy calculations about Israel. Conversely, American policy considerations concerning Israel are not about oil (Israel has none), nor are they solely about Israel. Egypt, Jordan, Syria, and the Palestinians play central roles in these issues. Space permitting, the two issues should be separated into two questions. This will encourage students to think about U.S. policy concerns in a more complex way. Since Israel has peace treaties with Jordan and Egypt, it would make sense here to identify the countries who remain in a state of war against Israel.

The Middle East in Transition: Questions for U.S. Policy, Part I, The Modern Middle East, p. 3, para 1, **Change:** “The Middle East, which is sometimes called the cradle of civilization, is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam. In the nineteenth and early twentieth centuries, most people in the United States were introduced to the Middle East through the Bbible. At the heart of the region, are areas that The territories that are at the center of the Palestinian-Israeli conflict today were referred to as the “Holy Land.” because of their importance in these faiths. The Middle East, which is sometimes called the cradle of civilization, is the birthplace of three of the world’s major religions: Judaism, Christianity, and Islam.”

Comments: As presented, the last line of the paragraph seemed disconnected from the rest. The flow of ideas in the suggested rephrasing of the text enhances clarity.

In the context of the paragraph, bible should be spelled with a lowercase “b” since no specific religious text is being referenced (e.g., the Hebrew Bible, the Christian Bible, etc.).

Historically, the area called the Holy Land included the present-day State of Israel, the West Bank and Gaza, as well as parts of Jordan, Lebanon, and Syria. Portraying the biblical Holy Land as synonymous with the State of Israel and the West Bank and Gaza suggests that the conflict between Israel and the Palestinians is of ancient origin. The proximity of this description to the discussion of biblical imagery and the beginnings of monotheistic religions suggests that the source of the conflict between Palestinians and the State of Israel is primarily religious in nature. The provided edit preserves the main point of the sentence without introducing information that might lead students to misunderstand the history of the region.

The term “the Holy Land” should be capitalized as it is a historical place name used for centuries by Jews, Christians, and Muslims to refer to a region that includes present-day Israel, the West Bank, Gaza, and parts of Jordan, Lebanon, and Syria.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: The Modern Middle East, World War I & The Mandate System, p. 3, para 4, **Change:** “In the early 1800s, Christian Protestant missionaries from the United States traveled to the Middle East hoping to convert the Jews and Muslims of the region to Christianity. To a large extent, U.S. impressions of the Middle East were filtered through the eyes of these missionaries.”

Comments: Both American Protestant and Catholic missionaries were active in the Middle East in the early 19th Century. They were later joined by Mormons.

There were large Jewish communities in most of the Middle East in the 19th century. Foreign missions to the Jews were common in the Middle East. For example, between 1824-1831 the American Board of Commissioners for Foreign Missions maintained missions to the Jews in Ottoman Palestine. (See American Board of Commissioners for Foreign Missions Archives, 1810-1961, ABC 16.6: Mission to the Jews, <<http://oasis.lib.harvard.edu/oasis/deliver/~hou01467#hou99993f1>>, retrieved July 24, 2017.)

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: The Modern Middle East, World War I & The Mandate System, p. 3, col. 2, para. 2, **Change:** “These nationalist movements, as well as competition from other European powers imperialism, weakened the empire.”

Comments: The text does not explain how Ottoman imperialism differed from European imperialism and thereby implies that European imperialism was somehow different or alien. The Ottoman Empire certainly fit the definitions of “imperialism” and “colonialism” offered on page 4, which also explains the position taken by the many nationalities of the Ottoman Empire who sought autonomy. Additionally, the Ottomans controlled territory in Europe, as is noted elsewhere in the text. Since all the powers under discussion are imperial powers, it is not good pedagogy to encourage students to evaluate which is better. The suggested change offers a more nuanced and accurate presentation.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction Definitions, p. 4, left sidebar, **Change:** “Nationalism is a strong devotion to the interests of one’s people or country. In some cases, nationalism is taken to the extreme and is used by individuals or institutions to justify violence against those with different identities or beliefs. In the case of anticolonial movements in the twentieth century, nationalism was a broad term used to describe the desire to gain independence from foreign influence and control.”

Comments: As noted above in the bullet points, three different texts contain three different definitions of the term “nationalism.” Definitions provided should be consistent throughout the series; they not used loosely. The proposed change recognizes the dangers of nationalist movements in the Middle East while bringing the definition in line with that offered in *Confronting Genocide: Never Again? A Global Controversy*.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: The Modern Middle East, Questions for U.S. Policy, How did “mandates” allow European empires to exert control in the Middle East?, p. 6, col. 1, para. 2, **Change:** “While France took over the area that comprises present-day Syria and Lebanon, the British controlled Mesopotamia, in which they established the Kingdom of Iraq, Kuwait, the Palestine region, including the newly-created Transjordan., and most of the coastal areas of the Arabian peninsula. Although the British and French did not call these areas “colonies,” some the people living within these mandates saw themselves as subjects of Britain and France European colonialism.”

Comments: The place names used are factually incorrect and anachronistic. The mandate areas under discussion were previously referred to as the Vilayet of Syria and Mesopotamia.

The French established several political entities in their mandatory region that eventually became the states that we now call Syria and Lebanon.

There was no nation of Palestine prior to or during the mandatory period, nor currently. It is accurate to refer to the Palestine region. Transjordan and Iraq were carved out of the Palestine region and Mesopotamia, respectively, to provide kingdoms for members of Hashemite dynasty of the Hejaz as a reward for their support of the British in the Arab Revolt against the Ottomans in World War I. Abdullah ruled the Hashemite Kingdom of Transjordan. Faisal was initially King of Greater Syria and later ruler of the Hashemite Kingdom of Iraq.

Though technically correct to refer to Kuwait and the coastal areas of the Arabian Peninsula as “British controlled,” Britain’s presence in the region was not related to the mandatory system and in some cases it pre-dated the mandates. Kuwait, for example, became a British protectorate in 1899 when Sheikh Mubarak bin Sabah Al-Sabah sought to prevent Russian and Ottoman incursions (See Anscombe, Frederick F. *The Ottoman Gulf: The Creation of Kuwait, Saudi Arabia, and Qatar*. New York: Columbia University Press, 1997, pp.112, 121.) Aden, now part of Yemen, was a British protectorate from 1839 through 1967.

It is not clear why the mandatory system is presented as a stand-in for all European colonialism. The regions’ mandates were created by the League of Nations for specified purposes following World War I. Stating that residents of the mandates “saw themselves as subjects of European colonialism” is a subtle way of labeling the State of Israel as an outsider colonial power. Students are meant to conclude that the existence of the State Israel is an extension of European colonialism. The proposed changes offer a neutral, factual presentation.

The Middle East in Transition: Questions for U.S. Policy, Part I, Introduction: The Modern Middle East, Questions for U.S. Policy, How did “mandates” allow European empires to exert control in the Middle East?, p. 6, col. 1, map label, British and French Influence in the Middle East, 1926, **Add:** “Palestine Mandate”

Comments: The addition of “Mandate” clarifies the name of this area between 1920 and 1948; it should be included in order to avoid students conflating the historical entity defined by the League of Nations with contemporary political discussion of a future state. In 1947, the United Nations partitioned the British Mandate for Palestine, not a country named Palestine.

The Middle East in Transition Questions for U.S. Policy, Part I: The Modern Middle East, The Creation of Israel, What is Zionism?, pp. 8-9, Change: “Zion’ is a Hebrew word for the land of Israel. Zionism, the political movement for to reestablishing a state in the historic Jewish homeland. ~~the state of Israel, had its origins in Europe, where Jews had long been subjected to persecution. By the nineteenth century, some Jewish religious leaders and political thinkers argued that Jews, like other ethnic groups, needed a country of their own in which they could live safely. They focused on Israel because it was the original homeland of the Jews, Jews had lived there continuously since ancient times, and because returning to Zion was a core tenet of Jewish belief. By the early 1900s, many Jews were moving to the region for religious and political reasons. At the end of the nineteenth century, some Jewish intellectuals argued that Jews could flourish safely only by establishing an independent state. They looked in East Africa and South America before settling on Palestine, a significant region in Jewish history. In the early 1900s, these Zionists started buying land there for Jewish settlements.”~~

Comments: Zionism is a political movement of national liberation that draws on core Jewish religious beliefs in the messianic redemption and the “ingathering of the exiles” from the Diaspora into the Land of Israel, as well as modern romantic nationalism and liberation movements. The Greek Revolution of the 1820s, Italian unification during most of the 19th century, and Russian populism were important influences.

Zionism should be explained in the context of rising nationalisms of the 19th century, and Zionism should be defined as an expression of Jewish liberation or Jewish nationalism, namely the belief in the right to self-determination for the Jewish people. It arose in the context of rising nationalisms in the late 19th century and amidst widespread antisemitism. It refers to a modern political movement aimed at reestablishing a Jewish homeland in the historic homeland of Israel. The movement reflects the Jewish people’s connection and attachment to the biblical Land of Israel, or Zion.

There has been an uninterrupted Jewish presence in Israel since ancient times. Since the beginning of the Jewish Diaspora in the first century, there have been groups of Jews that returned to Israel, called *aliyah* (ascent) in Hebrew. Many of the early proponents of a modern, political return to Israel, were from, or deeply connected to, the Middle East. The influential Ottoman rabbi, Judah Alkalai, advocated for a Jewish homeland in response to the Damascus Blood Libel of 1840, for example. Yemenite Jews had begun moving to Israel in large numbers starting in 1882.

Uganda was proposed as a possible area for a Jewish national home by the British in 1903, long after the beginnings of political Zionism. The plan was never considered seriously. There were other Jewish “back-to-the-land” groups who settled in North and South America, but the Zionist movement never proposed settlement in South America.

By the beginning of the 20th century, there had been several modern waves of Jewish immigration (*aliyot*). Individual Jews and Zionist organizations had begun buying land in the region in the 19th century.

The Middle East in Transition: Questions for U.S. Policy, Part I: The Modern Middle East, The Creation of Israel, What is Zionism, p. 9, photo caption, Change: “The

American Colony gained the trust of the local Jewish, Christian, and Muslim, Jewish, and Christian communities through doing charitable work with people in Jerusalem regardless of religious affiliation."

Comments: The order presented above for the religions mentioned might give students the impression that Jewish and Christian communities are newer arrivals to Jerusalem than Muslim communities. Good pedagogy about religious communities discourages students from comparing them, which can lead to an evaluation of which is better. Thus alternate wording is preferred. In listing the three communities, it is customary to list them in chronological order.

The Middle East in Transition: Questions for U.S. Policy, Part I: The Modern Middle East, The Creation of Israel, p. 10, header, Change: "How did the Middle East change after the creation of the State of Israel's Creation Plant the Seeds of Conflict?"

Comments: This header reflects a biased position which ascribes blame for conflict in the region solely to Israel. The change frames the question neutrally.

The Middle East in Transition: Questions for U.S. Policy, Part II, p. 13, map, Add: Add a caption that describes the purpose and limitations of this map.

Comments: This map is presented without any caption. The key indicates that Israel occupied the areas shown (the West Bank and Golan Heights, the Gaza Strip, and the Sinai Peninsula) for different periods following the 1967 War. Although the map appears to illustrate paragraphs on the results of the Six Day War, students should be informed that the status quo that was interrupted in 1967 included Egypt's occupation of Gaza from 1948 to October 1956 and from March 1957 to June 1967, and Jordan's occupation of the West Bank and East Jerusalem in the 1948 War, followed by its annexation of them in 1950. Use of the term "occupied" in this context imposes a political viewpoint. The text should state in a neutral fashion that, as a result of the 1967 War—a war that Israel began following Arab threats and military buildup on its borders—Israel gained control of certain bordering territories. The meaning of the term "occupied" as applied to Israel is problematic, since it is never applied to Egypt to describe Egypt's taking the Sinai Peninsula and the Gaza Strip, or to Jordan's taking the West Bank. Also, even after the Israeli military withdrew to areas agreed upon by the Palestinian Authority in the 1995 Interim Agreement, the areas continue to be called "occupied." It is preferable to simply relate the facts without use of loaded political terminology.

A Global Controversy: The U.S. invasion of Iraq, Teacher's Resource Book, Part I: Geography of Iraq, p.16, map label, European Influence in the Middle East--1926, Add: "Palestine Mandate"

Comments: The addition of "Mandate" clarifies the name of this area between 1920 and 1948; it should be included in order to avoid students conflating the historical political entity created by the League of Nations with contemporary discussion of a future state. The United Nations partitioned the British Mandate for Palestine, not a country named Palestine.

A Global Controversy: The U.S. invasion of Iraq, Part I: A Brief History of Iraq, What religions do Iraqis practice, p. 4, para. 2, **Change:** “As late as the 1950s, there was a significant minority of Christians and Jews in Iraq. In fact, Jews from the Kingdom of Judah were brought as captives to what is now Iraq in the 6th century BCE by the Babylonians. Iraq was also the home of some of the earliest Christian churches. Jews driven out of Palestine about two thousand years ago came to settle in Iraq. Today, due to state-sponsored repression, the numbers of both of Christians is much smaller and the Jewish community has been all but eliminated. Jews are much smaller.”

Comments: The text uses “Palestine” to refer to the Kingdom of Judah, and “driven out” instead of “exiled.” Both terms are factually incorrect. Neither “Iraq” nor “Palestine” were used as regional names in the period under discussion. Kingdom of Judah, from which the name “Jew” is derived, and “Babylonian Empire” are historically accurate names for the areas being discussed. The Babylonian Captivity occurred when Nebuchadnezzar II of the Neo-Babylonian Empire took captives and forcibly resettled some of the Jews of the Kingdom of Judah starting in 597 BCE. This was a common practice in ancient empires. A significant portion of the Jewish population remained in Judah and there were likely Jews already living in the area that is current-day Iraq before the exile.

Stating that numbers of Christians and Jews are much smaller in current-day Iraq, is a gross understatement. A frequent target of Muslim terrorists, by 2013 the number of Christians was down to approximately 400,000 from just over 1 million. (See “Christian areas hit by Baghdad bombs,” *BBC News*, December 25, 2013, <http://www.bbc.co.uk/news/world-middle-east-25514687>, retrieved July 30, 2017.) The forced expulsion of Iraq’s Jews is understated by several orders of magnitude. In 1948, there were between 120,000 and 130,000 Jews in Iraq. Today, fewer than 10 Jews remain in that country. The events preceding the forced migration mirror events in the early years of the Holocaust. After the establishment of the State of Israel, Iraqi Jews were accused of being Zionist spies, stripped of government employment, and harassed by local police. They lived in fear of pogroms as they had experienced in 1941. In 1950, Iraq allowed Jews to migrate, but only if they renounced their citizenship and their possessions, which were taken by the Iraqi state. (See Farrell, Steven, “Baghdad Jews Have Become a Fearful Few,” *New York Times*, June 1, 2008, http://www.nytimes.com/2008/06/01/world/middleeast/01babylon.html?_r=0, retrieved July 31, 2017; Bassem, Wassim, Baghdad Jewish Cemetery Reminds of Bygone Days,” *Al Monitor*, December 1, 2015, <http://www.al-monitor.com/pulse/originals/2015/12/jews-of-iraq-historic-monuments.html>, retrieved July 31, 2017; and Gabay, Zvi, “Maintaining the Link - World Organization of Iraqi Jewry,” *Babylonian Jewry Heritage Center*, n.d., <http://www.bjcny.org/art-ZviGabay-WorldOrg.htm>, retrieved July 31, 2017, among others.)

The U.S. Role in a Changing World, p. 30, call out box, “Islamic Extremism,” para. 2, **Change:** “Like all religions, Islam is subject to interpretation. Most interpretations of Islamic tradition note a history of tolerance and peace. (The word Islam is related to the Arabic word salaam, which means peace.) Throughout much of history, Muslims have lived peacefully with followers of other tolerated religions; their status as dhimmis (non-Muslim citizens) offered protection along with financial obligations and restrictions. For example, in the late fifteenth century many Jews fled persecution in Christian Europe

and found the Ottoman Empire in the Middle East to be more tolerant; nevertheless, Jews and Christians were subject to periodic forced conversions, and experienced physical attacks, financial constraints and appropriation of their property, even as some numbers of them were able to rise to prominence. Islam permits the use of force in self-defense, but not the killing of innocents or civilians. Since September 11, 2001, numerous important Islamic clerics from many branches of Islam and different countries have strongly condemned bin Laden and other extremists' acts of violence.

Comments: The text provides an example in which Jews fled Christian Europe for the greater tolerance and safety to be found in Islamic lands, but not all Muslim-ruled countries extended tolerance to Jews and other minorities in all periods. Indeed, discrimination was more menacing and impactful than would be understood by students when viewing the word "tolerant." For example, in 1148, when the Almohads conquered Cordoba, where Jews and Christians had enjoyed relative tolerance in the 8th-11th centuries, persecution and forced conversions of Jews and Christians increased significantly, leading the famous Jewish philosopher, physician, and leader Moses Maimonides and others to flee. Even during more tolerant periods, non-Muslim monotheists were required to wear identifying clothing and other restrictions. It is important to explain the relative nature of tolerance in historical context for students for whom the word carries a different meaning.

The U.S. Role in a Changing World, Part 3, p. 36, What is nuclear proliferation?

Change: "Most experts believe that Israel has nuclear weapons, although Israel has never admitted confirmed this."

Comments: The word "admitted" suggests criminality and/or guilt. A neutral term should be used.

Iran Through the Looking Glass: History, Reform, and Revolution, p. 11, map, Iran in 1907, **Change:** Remove labels for Syria, Iraq, and Saudi Arabia; Remove borderlines demarcating present-day Iraq, Syria, Lebanon, Israel, the West Bank, and Gaza.

Replace 1907 Ottoman borders and reposition the label "Ottoman Empire" to better reflect the political boundaries of the period.

Comments: This map of Iran in 1907 is inaccurate and anachronistic in its presentation for several reasons: It does not clearly delineate the areas of Ottoman rule. The Ottomans controlled Iraq from 1831, when they overthrew the Mamluks, until World War I, but on the map Iraq appears to be outside the area of the Ottoman Empire.

Borderlines are included which demarcate areas that came into existence only after 1919 (Jordan, Iraq, Syria, and Lebanon); Saudi Arabia was founded only in 1932, and Israel was founded in 1948. Like Israel, the West Bank and Gaza were previously part of the British Mandate for Palestine. After 1948, the West Bank and Gaza were occupied by Jordan and Egypt, respectively. The map is reproduced in an activity on page 6 of Day 1 of the Teacher's Resource Book and should be changed. (For 1907 borders and toponomy, see Bartholomew, J.G., "Turkey in Asia, Arabia, Persia, Afghanistan, and Baluchistan," *The Globe Hand Atlas*, New York: Thomas Nelson and Sons, 1908. University of Alabama Map Collection,

[<http://cartweb.geography.ua.edu/lizardtech/iserv/calcrgn?cat=Asia&item=/Asia1908aq.](http://cartweb.geography.ua.edu/lizardtech/iserv/calcrgn?cat=Asia&item=/Asia1908aq)

[sid&wid=1000&hei=900&props=item\(Name,Description\),cat\(Name,Description\)&style=simple/view-dhtml.xsl>](#), retrieved July 31, 2017.)

United Nations: Challenges and Change, Teacher's Resource Book, Day 1, p. 9, **Add:** "3. a. Which two geographic regions have the greatest number of member states today? b. Which geographic region has the fewest member states today? c. Why are countries like Australia, New Zealand, Turkey, and Israel included in "Western Europe and Others" instead of "Asia-Pacific?"

Comments: Geographically, Australia, New Zealand, Turkey, and Israel are part of the Asian-Pacific region, but are included elsewhere. Because the questions and the chart assignment that follows are primarily focused on the growth of U.N. membership as a result of decolonization, this question should be raised for the benefit of teachers using this Resource Book. They should be equipped to respond to this question, which may well be posed by students, since several countries have been assigned by various UN bodies to membership in groups whose area names do not correspond to their geographic location (as is the case with Australia, New Zealand, Turkey, and Israel). In Israel's case, the official misnomer is particularly troubling, because it perpetuates the idea that Israel is not part of the Middle East, and that it is, rather, an extension of European colonial rule, and is thus more appropriately associated with Western European countries with whom--it is asserted by some--they have strong historical and cultural ties. It also does not acknowledge Israel's creation as part of the first wave of decolonization, which includes countries like Jordan, Iraq, Syria, Lebanon, India, and Pakistan, nor its ancient ties to and origin in the region known as the Middle East. Note: In parallel with inclusion of this question, the text should also include information on purported reasons for this misclassification.

United Nations: Challenges and Change, Teacher's Resource Book, Day 5, p. 39, Civil War in Syria, **Add:** "Fighters from Hezbollah, which is supported by Iran, have entered the fighting on behalf of the Syrian government. Israeli aircraft have attacked targets in Syria to prevent weapons from falling into the hands of Hezbollah and in response to attacks across their border."

Comments: In addition to preventing transfer of arms to Hezbollah, Israel has responded to incursions into its territory by fighters from Syria. In June, 2014 an Israeli teenager was killed in such an attack. (See Beaumont, Peter, "Israeli jets bomb Syria, says Damascus," *The Guardian*, December 7, 2014, [<https://www.theguardian.com/world/2014/dec/07/israeli-jets-bomb-syria-says-damascus>](https://www.theguardian.com/world/2014/dec/07/israeli-jets-bomb-syria-says-damascus), retrieved July 31, 2017.)

U.S. Role in Changing World, Part I: Rethinking International Relations, Eight Perspectives, **Add:** Add thoughtful additional opinions that express the views of those on the right.

Comments: The text presents eight short pieces that purportedly represent a range of opinions, but that is not the case and this exercise is biased as it stands. The text should present a range of thoughtful perspectives from across the political spectrum. The majority of the authors quoted espouse views that are emblematic of the left (including Rashid Khalidi, Jeffrey Sachs, Desmond Tutu and Mary Robinson, and

Edward Snowden). The text evidently will not allow students to evaluate even a few views that diverge from those preferred by the authors. The views of Samuel Huntington (one of those two who, with Niall Ferguson are evidently counted as being from the right) are presented as dating from the 1990s. The text cleverly dismisses them as it asks students then to “*Consider whether the ideas presented in these selections are still relevant today,*” a not-so-subtle question which will likely guide students to the desired response, a dismissal of such views as irrelevant:

Introduction: The world has changed dramatically in the last twenty-five years....Below, you will read selections from articles and books that reflect the discussion. The eight selections present a range of opinions about important international issues...Note that the first two selections are from the 1990s.
Consider whether the ideas presented in these selections are still relevant today.

Questions:

1. *According to the author, what are the most important issues of the twenty-first century?*
2. *According to the author, why are these issues important to the United States?*

U.S. Role in Changing World, Part I: Rethinking International Relations, Eight Perspectives, pages 13-18, **Add:** Add one or more additional opinions that express the views of those on the right.

Comments: Students are told by Jeffrey Sachs (Selection 5, “Occupy Wall Street and the Demand for Economic Justice”) that “Vast inequality and the accompanying sense of injustice explain why the protests have also exploded in Chile and Israel, two countries doing rather well in economic growth and employment.” But without any description of “the protests” or the protesters, and given the much greater coverage of Palestinian protests, students are likely to understand from Sachs’s mention of protests in Israel that the protesters are Palestinians, and that this Palestinian protest is built on economic inequality. The selections should present viewpoints with greater clarity.

The Challenge of Nuclear Weapons, p. 17, Preventing Nuclear Proliferation, **Change:** “Most experts believe that Israel has nuclear weapons, although Israel has never admitted confirmed this.”

Comments: The word “admitted” suggests criminality and/or guilt. A neutral term should be used.