

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: **Teaching with Documents: The Twentieth Century: 1946-2001**

Grade/Course: **U. S. History**

Publisher: **The Gilder Lehrman Institute of American History**

Copyright: **2015**

Curriculum Type: **Supplemental**

Overall Rating: **Tier I, Exemplifies quality**

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

<b>STRONG</b>	<b>WEAK</b>
1. Scope and Quality of Content (Non-Negotiable)	
2. Range and Volume of Sources (Non-Negotiable)	
3. Questions and Tasks (Non-Negotiable)	
4. Response to Sources	
5. Scaffolding 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 – 5 may not apply.)

**Tier 1 ratings** receive a “Yes” in Column 1 for Criteria 1 – 5.

**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
<b>Section I. Content</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>1. SCOPE AND QUALITY OF CONTENT:</b></p> <p>Materials adequately address the <a href="#">Louisiana’s Grade-Level Expectations (GLEs)</a> at sufficient depth, accuracy, and quality to build social studies content knowledge.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED (FULL CURRICULUM ONLY)</b></p> <p><b>1a)</b> Materials address the content of 90% of the GLEs.</p> <p><b>1b)</b> 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><b>N/A</b></p> <p><b>Yes</b></p>	<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>For example, in the first topic, The Origins of the Cold War lesson one, students are to find the answer to two essential questions within the comparisons of two primary documents while evaluating the Truman Doctrine. This lesson, among others, gives students an opportunity to analyze the document using close reading strategies, demonstrate the understanding of both literal and inferential aspects of text- based evidence through a debate, and write a comparative argumentative essay using text-based evidence.</p> <p>Topics that students explore throughout the materials include the Cold War, the Vietnam War, and 9/11, among others.</p> <p>Another example is found in Unit three, Martin Luther King's "I Have a Dream Speech" and the March on Washington. The lessons in this unit focus on analyzing MLK's "I Have a Dream Speech" and how it demonstrates the importance and role of the</p>

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			<p>civil rights movement.</p> <p>Also, in the sixth Unit, The Fall of the Berlin Wall Lesson 1, students are to answer the following essential question, "To what extent did internal or external forces cause the fall of the Berlin Wall?" Students are then expected to make claims and provide evidence through the analysis of a map, photograph, newspaper article and primary source excerpts.</p>
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>2. RANGE AND VOLUME OF SOURCES:</b></p> <p>Materials include varied types of primary and secondary sources that support students' understanding of social studies content.</p> <p><input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p>	<p><b>REQUIRED</b></p> <p><b>2a)</b> The main focus of the materials is on primary and secondary sources<sup>1</sup> to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p>	<p><b>Yes</b></p>	<p>The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims; materials may also include text to support students in using the sources.</p> <p>Each lesson is provided with a variety of primary documents that are the main focus of the lesson. In Unit 1, the Marshall Plan, the Truman Doctrine, and a speech about the United Nations are found inviting students to make claims. Additionally, in Unit 2, students are to examine and evaluate speeches from five different First Ladies of the United States and compare and contrast the author's viewpoints based on a common</p>

<sup>1</sup> 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](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>theme.</p> <p>Additionally, in Unit 4, Going to the Moon: Science Fiction v. Science History, students are given documents (both secondary and primary) that explores how the United States expanded the space race against the Soviet Union.</p> <p>Another example is found in Unit 5: The Lessons and Legacy of the Vietnam War. In these lessons, students are given several primary and secondary sources that describes the legacy of the Vietnam War.</p> <p>Furthermore, the unit on Osama bin Laden’s Declaration of Jihad against Americans allows students to read and analyze bin Laden’s words from five years prior to the attacks on 9/11.</p>
	<p><b>REQUIRED</b></p> <p><b>2b)</b> 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>	<p><b>Yes</b></p>	<p>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> <p>In all units from the Origins of the Cold War to the last unit, Osama bin Laden's Declaration of Jihad, excerpts from speeches, pictures, newspaper article excerpts, propaganda posters, photographs, timelines, graphic organizers, maps, and political cartoons are available in varied length.</p> <p>For example, in Unit 6, The Fall of the Berlin Wall, photos of the Berlin Wall, a map of</p>

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			<p>Berlin, an excerpt of a public announcement, political cartoons, photos of the World Trade Center, and a propaganda poster are available for students to analyze.</p> <p>For example, the unit Going to the Moon: Science Fiction v. Science History requires students to analyze three different documents: a speech by President John F. Kennedy, both the text and video, excerpts from H.G. Wells' The First Men in the Moon and article on the first moon landing that was published in the New York Times. Students also view two video clips, one from The First Men in the Moon and the other from Le Voyage dans la Lune.</p> <p>Additionally, the unit, The Lessons and Legacy of the Vietnam War allows students to examine the following primary sources: a chart on the Military Service of the Vietnam Generation, a Letter from Senator Edward Kennedy, the testimony of John H. Geiger before the Senate Subcommittee on Administrative Practice and Procedure of the Committee on the Judiciary, testimony from John Kerry before the Senate Foreign Relations Committee, a memo from Secretary of State Henry A. Kissinger to President Richard M. Nixon on the Lessons of Vietnam.</p>

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	<p><b>2c)</b> Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing<sup>2</sup> and corroboration.<sup>3</sup></p>	<p><b>No</b></p>	<p>Although some of the materials do focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, students should be engaging in these opportunities on a more regular basis.</p> <p>Some examples of strengths of this indicator include a lesson in Unit 5, The Lessons and Legacy of the Vietnam War. Students are to answer an essential question, develop a viewpoint, and a response to the question based on evidence from the Vietnam Generation chart, Senator Kennedy's Letter to Mr. Thursby, and excerpts from John Geiger's Testimony before the Senate Subcommittee. A lesson in Unit 1 on the Cold War that provides an opportunity to examine the Truman Doctrine and Marshall Plan then look at Vyshinsky's speech to the UN wherein students evaluate the claims made in the speech (which claim that US policies violate UN principles). And a lesson in Unit 4 - Going to the Moon which provides an opportunity for students to look at 2 accounts of space travel and engage in sourcing and corroboration as they compare</p>

<sup>2</sup> Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.

<sup>3</sup> Corroboration asks students to determine points where details and evidence across multiple documents agree and disagree.

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	<p><b>2d)</b> 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.<sup>4</sup></p>	<p><b>No</b></p>	<p>the sci-fi account and the factual account.</p> <p>Most of the materials do not focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. For example, the units focus on certain time periods in history and do not contain lessons that enable students to make connections across time periods with the exception of the First Ladies speeches.</p> <p>Units focus on sources from one time period and do not provide students an opportunity to compare events across time. One way to improve materials would be including sources from events that precipitated the topic of the unit.</p> <p>For example, including sources surrounding the building of the Berlin Wall in The Fall of the Berlin Wall unit.</p> <p>Another way to improve the sources would be to include sources from events that occurred following the main topic of the unit.</p> <p>In addition, in order to meet this indicator, the publisher could add lessons to compare</p>

<sup>4</sup> 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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			time periods and close the gap from one historical time period to the next.
<b>Section II. Claims</b>			
<p><b>Tier 1 and 2 Non-Negotiable</b></p> <p><b>3. QUESTIONS AND TASKS:</b></p> <p>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 2 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><b>REQUIRED</b></p> <p><b>3a)</b> Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p>	<p><b>Yes</b></p>	<p>Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).</p> <p>In the lessons, students are given the opportunity to engage with the source by developing viewpoints, collaborating with classmates, holding class discussions, completing task-based presentations and argumentative essays, and complete questions that allow students to infer, analyze, and imply.</p> <p>For example, the unit on The Origins of the Cold War has students analyze the Truman Doctrine, discuss the speech as a whole group, and then write a short essay answering the essential question of this lesson. Students then read and analyze the Marshall Plan by completing the Document Analysis Worksheet, followed by a class discussion on group's different interpretations. The culminating activity of this unit is a mock debate. Also, the unit on</p>

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			<p>America’s First Ladies on Twentieth-Century Social Issues has students read speeches from Eleanor Roosevelt, Betty Ford, Nancy Reagan, Barbara Bush, and Hilary Clinton. After reading each speech, students complete an Analyzing the Speech worksheet. Upon completion of all speeches, students are assigned one speech to develop a News Conference about. There is also an optional essay extension assignment that requires students to compare and contrast speeches that share a theme. Additionally, the unit, Osama bin Laden’s Declaration of Jihad against Americans, has students breaking down and summarizing different sections of the text before writing an argumentative or informative essay on a topic from a list of prompts.</p> <p>In the last unit, students are to perform three sample writing tasks, each empowering students to engage with the documents to write an informational or explanatory essay, a causation argumentative essay, and an evaluation argument.</p>
	<p><b>REQUIRED</b>  <b>3b) Coherent sequences of source-dependent questions<sup>5</sup> and tasks focus students on building, applying, and</b></p>	<p><b>Yes</b></p>	<p>Coherent sequences of source-dependent questions and tasks focus students on building, applying, and synthesizing</p>

<sup>5</sup> 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>synthesizing knowledge and skills through various sources, classroom research, conversations, etc. to develop an understanding of social studies content.</p>		<p>knowledge and skills through various sources, classroom research, conversations, etc., to develop an understanding of social studies content.</p> <p>For example, in each unit, multiple sources are found mirroring the main focus of allowing students the opportunity to build these skills. In Unit 6, students are to identify and synthesize the main ideas and draw logical inferences from the text, engage in classroom discussions with other students, and write argumentative essays showing their understanding of Osama bin Laden's Declaration of Jihad text.</p> <p>For example, the unit Going to the Moon: Science Fiction v. Science History, requires students to first be introduced to space exploration by analyzing and viewing a speech by President John F. Kennedy. This is followed by viewing and examining science fiction sources, evaluating a video of the Apollo 11 landing, and reviewing an article from the New York Times. Students are then to write an essay that compares the accuracy of science fiction to the actual lunar landing.</p> <p>Additionally, the unit on The Fall of the Berlin Wall requires students to engage in the following activities: an analysis of a photography where students describe what it is implied in the photo versus what they infer, examine a map of Berlin where they</p>

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			<p>once again describe what is implied versus inferred, an excerpt from the New York Times where students answer questions about what can be inferred from the article, excerpt and questions related to Robert Darnton’s Diary, and three political cartoons that students identify the implications and inferences for each. Finally, a culminating activity that allows students to take evidence from all of these sources is included to develop their own viewpoint of what caused the fall of the Berlin Wall.</p>
	<p><b>REQUIRED</b>  <b>3c)</b> 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><b>Yes</b></p>	<p>Source-dependent written and oral tasks require students to make claims with demonstrate understanding of social studies content.</p> <p>In each unit, students are to make a claim, provide evidence, and come to a conclusion as to how to answer an essential question that guides the direction of each lesson. For example, in The Origins of the Cold War unit, students make claims on whether or not the Truman Doctrine is an appropriate foreign policy. In the same unit, students will participate in a debate where they develop claims on the best way to rebuild the European economy and how humanitarian was the Marshall Plan. The unit on Martin Luther King Jr.’s “I Have a Dream” Speech has students develop claims to one of three</p>

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			<p>prompts related to the speech. The Lessons and Legacy of the Vietnam War unit allows students to make claims through utilizing the provided sources in order to address the essential question: To what extent should Americans who evaded or resisted military service in the Vietnam War have received amnesty and clemency?</p> <p>In Unit 5, Lesson 2, as students analyze the documents provided they are asked to look at which account is more persuasive regarding the mortality or immortality of the Vietnam War. This allows them to look at how the political landscape and how values influenced a person's viewpoint on the Vietnam.</p> <p>In Unit 6, students are given the essential question: "To what extent did internal or external forces cause the fall of the Berlin Wall?" Throughout the unit, students are given sources that look at the political and economic factors that caused the fall of the Berlin Wall in 1989. Through short essays and collaborative work, students use the sources to create oral and written tasks that requires students to answer the essential question.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>3d)</b> Materials use varied modes of assessment, including a range of pre-, formative, summative and self-assessment</p>	<p><b>N/A</b></p>	

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	measures that are unbiased and accessible to all students.		
	<b>FULL CURRICULUM ONLY</b> <b>3e)</b> Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	<b>N/A</b>	
<p><b>4. RESPONSE TO SOURCES:</b>            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><b>REQUIRED</b>  <b>4a)</b> 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>	<b>Yes</b>	<p>Writing opportunities for students occur on a regular basis and are varied in length and time demands.</p> <p>For example, in each unit students are to complete short- answer responses to the text- based questions at the end of each lesson, whole-shared writing and formal essays as a response to the essential question, summarize the text in their own words, summarize scenes in their own words and analyze documents to complete task-based argumentative essays.</p> <p>For example, in Unit 4, Lesson 1, while analyzing speeches by John F. Kennedy's speech, students will complete a document analysis sheet. During this activity, students cite evidence directly from the speech and then summarize the authors' answer. After students are finished discussing the speech/document within their groups, they participate in a whole-class discussion, in which they determine the important points that are found in the document.</p> <p>Students are also given other opportunities to write essays based on their document analysis. In Unit 2, Lesson 1, students take</p>

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			<p>the information they gathered from the documents and write an essay based on the essential question presented at the beginning of the lesson.</p> <p>Furthermore, In the America’s First Ladies on Twentieth-Century Social Issues, students complete an Analyzing the Speech worksheet for each of the First Lady speeches. This is followed by creating a news conference and news conference organizer based on one of the speeches. Additionally, the Going to the Moon: Science Fiction v. Science History unit has students engage in writing activities by completing the critical thinking worksheet, completing summary organizers, Apollo 13 worksheet, and an essay on how accurate H.G. Wells was in his vision of space and a lunar landing. The unit Osama bin Laden’s Declaration of Jihad allows students to practice summarizing by completing the skill on sections of the text. This unit also has students write an argumentative essay on one of three prompts.</p>
	<p><b>REQUIRED (GRADES 3-12 ONLY)</b>  <b>4b)</b> 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><b>Yes</b></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.</p> <p>For example, in the last unit, students are to perform three sample writing tasks. Each</p>

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			<p>task encourages students to engage with the documents to write an informational or explanatory essay, an argumentative essay, and an evaluation argument.</p> <p>In addition, in Unit 5, students are to cite textual evidence to support their responses as well as draw inferences to help them develop a point of view to determine an answer to the essential question, "To what extent was the United States' involvement in Vietnam a moral or immoral war?"</p> <p>Furthermore, in Unit 6, Lesson 2, students are asked to write a summary paragraph that is based on the essential question. Students are to support their viewpoint/claim with evidence from the documents (both textual and visual) to support their answer.</p> <p>Also In Unit 1, Lesson 1, after reviewing the Truman Doctrine and completing the document analysis worksheet in their groups, they will then discuss the document with the whole class. During this discussion, students will discuss what the central argument being made in the speech. During this discussion, students use evidence from the document to state their claim. After the discussion, students write a short essay using the essential question: "Was the Truman Doctrine an appropriate foreign policy or was it inappropriate interference in the</p>

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	<p><b>REQUIRED</b></p> <p><b>4c)</b> 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>	<p><b>Yes</b></p>	<p>affairs of other counties?" In this essay, students would use textual based evidence to develop their claim.</p> <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.</p> <p>Throughout each lesson, students are provided with document analysis sheets, which allows students to analyze the given documents and to promote better understanding of the material. In addition, students are also provided extra copies of the document that breaks it down into key words and phrases, and then allows students to place in their own words, to promote better understanding.</p> <p>Students are given speaking tasks that often require them to present information orally through a "non-traditional" activity. One example is found in Unit 2, Lesson 3-4, creating a news conference. Students compose a news conference, in which they would create questions and answers based on the evidence in the documents.</p> <p>In the last unit, students are to demonstrate their understanding of a complex text and write a supporting argumentative essay. Students are to read their best summaries as</p>

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			<p>done through a negotiation or discussion with support. If students require assistance, a writing or graphic organizer is available to students for essay organization.</p> <p>Also in the unit, Going to the Moon: Science Fiction v. Science History, students engage in these activities by completing critical thinking analysis of documents, summarizing excerpts of a novel, picking out the most essential parts of a video clip and article, and completing a compare and contrast activity that allows students to develop their own claims.</p> <p>Furthermore, The Lessons and Legacy of the Vietnam War unit, allows students to practice these skills by completing critical thinking analysis on primary documents and develop their own claims on the morality of the Vietnam War and what should happen to those avoiding the draft.</p>
	<p><b>FULL CURRICULUM ONLY</b>  <b>4d)</b> 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>	<p><b>N/A</b></p>	
	<p><b>4e)</b> 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>	<p><b>Yes</b></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</p>

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			<p>understanding of topics, sources, and tasks. In each lesson, students are consistently asked to take notes on the given document, either by identifying key words or phrases and putting them into their own words. (Unit 3, Lesson 1). Another note-taking strategy the program uses is asking questions that pertain to the document and having students cite the textual evidence and then summarizing the information in their own words.</p> <p>Other activities build listening skills, by allowing students to participate in class discussions how the documents/evidence allows for greater understanding of the material.</p> <p>In Unit 4, Lesson 3, students participate in whole class discussions about which parts of the sources were the most important parts in understanding. For example, in the lesson, Apollo 11: The First Lunar Landing Video and "Men Walk on Moon," students are to choose the most important events or images and list them on a note- chart.</p> <p>Additionally, the America's First Ladies on Twentieth-Century Social Issues unit, allows students to develop a news conference on one of the speeches. While completing the news conference, they must develop questions to ask about the speech, and there is an option to develop and ask follow-up</p>

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			<p>questions as the news conference continues. Because many of the First Lady speeches in this unit are from more modern day First Ladies, students could also practice their active listening skills by watching or listening to the First Lady delivering the speech, when available.</p>
	<p><b>4f)</b> Materials provide models for writing and student exemplars to support writing development in social studies.</p>	<p><b>No</b></p>	<p>The materials do not provide exemplars of student writing to provide support for writing development. This would be very beneficial to both students and teachers. Without these, many teachers may be unsure on what expectations they should set for students in these areas. The exemplars would also serve as supportive tools for instructing students on how to complete these tasks.</p>
<p><b>Section III. Scaffolding and Support</b></p>			
<p><b>5. SCAFFOLDING AND SUPPORT:</b> 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><b>REQUIRED</b> <b>5a)</b> Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p>	<p><b>Yes</b></p>	<p>Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.</p> <p>At the beginning of each lesson, the publisher provides very clear procedures for teachers to follow to guide lesson presentation and engagement. Suggestions for students who might be ELL or different reading levels are also located here. In each lesson, teachers are provided with a step-by-step procedure for each document analysis</p>

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			<p>lesson.</p> <p>For example, in Unit 2, Lesson 1, teachers are given instructions to distribute the documents and analyze them in small groups. Students are then asked to discuss their interpretations as a group. It also provides teachers with a closure activity to evaluate student comprehension.</p>
	<p><b>REQUIRED</b></p> <p><b>5b)</b> The materials are easy to use and well organized for students and teachers.</p>	<p><b>Yes</b></p>	<p>Materials are easy to use and well organized for students and teachers.</p> <p>All materials are easy to use and to access. Teachers are given suggested procedures to follow when implementing the lessons. Each topic provides teachers with a lesson plan, blackline masters of analysis sheets, and provides document excerpts for each topic.</p>
	<p><b>5c)</b> 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>	<p><b>Yes</b></p>	<p>Appropriate suggestions and materials are provided for supporting varying student needs at the unit and lesson level.</p> <p>Suggestions for teachers are located under the procedures each lesson. Suggestions for students at different reading levels and ELL are found in the procedures. Pacing guides and well as how to deliver instruction is clearly stated in the teacher lesson plans.</p>
	<p><b>5d)</b> 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>	<p><b>Yes</b></p>	<p>The content can be taught in a reasonable amount of time, and the pacing of the content allows for student understanding.</p>

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
<b>FINAL EVALUATION</b> <i>Tier 1 ratings</i> receive a “Yes” in Column 1 for Criteria 1 – 5. <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.			
<b>Compile the results for Sections I-VII to make a final decision for the material under review.</b>			
Section	Criteria	Yes/No	Final Justification/Comments
I: Content	1. Scope and Quality of Content <b>(Non-Negotiable)</b>	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.
	2. Range and Volume of Sources <b>(Non-Negotiable)</b>	Yes	The main focus of the materials is on primary and secondary sources to develop content knowledge and express claims; materials may also include text to support students in using the sources.
II: Claims	3. Questions and Tasks <b>(Non-Negotiable)</b>	Yes	Questions and tasks focus on engaging students with content in varied contexts (e.g., examining different sources, completing tasks, answering multiple-choice questions, engaging in speaking/listening).
	4. Response to Sources	Yes	Writing opportunities for students occur on a regular basis and are varied in length and time demands.
III: Scaffolding and Support	5. Scaffolding and Support	Yes	Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.
<b>FINAL DECISION FOR THIS MATERIAL: <u>Tier I, Exemplifies quality</u></b>			

Appendix I.

Publisher Response

The publisher had no response.

Appendix II.

Public Comments

October 27, 2016

Dr. Jackie Bobbett, Ph.D. K-12 Administration and Supervision  
Supervisor, Instructional Material Reviews  
Office of Academic Content  
Louisiana Department of Education  
<http://www.louisianabelieves.com>

Dear Dr. Bobbett and the Louisiana Department of Education,

The North Louisiana Jewish Federation, Jewish Federation of Greater New Orleans and the Jewish Federation of Baton Rouge are partnering with the Institute for Curriculum Services: National Resource Center for Accurate Jewish Content in Schools (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 the textbooks so Louisiana educators can provide more accurate and pedagogically sound instruction to their students.

Attached please find our review of a textbook submitted by the The Gilder Lehrman Institute of American History, *Teaching with Documents: The Twentieth Century: 1946-2001*. We have suggestions for improvement. We hope you will give these recommendations your thoughtful 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.

For additional information or questions on the review, please contact Aliza Craimer Elias at [aelias@icsresources.org](mailto:aelias@icsresources.org) at 415-977-7430.

We look forward to working with you on this very meaningful task. If you have any questions, please contact me at 318-861-7829 or [haasfam@bellsouth.net](mailto:haasfam@bellsouth.net).

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  
The Gilder Lehrman Institute of American History,  
*Teaching with Documents: The Twentieth Century: 1946-2001*, 2015,  
“Osama bin Laden’s Declaration of Jihad Against Americans”  
ISBN: 978-1-932821-95-6  
Publisher Reference Number #17022 for Louisiana DOE  
October 2016**

**General Comments:** This book includes a brief historical introduction to the twentieth century, followed by seven chapters, each of which directs students to look at primary sources on a post-WWII topic in the period 1946-2001. This review focuses on the last chapter, “Osama bin Laden’s Declaration of Jihad Against Americans.”

The chapter, presented as a unit consisting of five lessons, contains classroom-ready materials with directions for teachers and students. While the subject matter itself continues to be of interest because of its relevance to current events, the presentation suffers from weak pedagogy; it lacks important historical framing, and some content would be offensive or overly challenging were it to be presented according to the directions the unit gives to teachers.

**Navigation Notes:**

1. Go to the URL [https://assets.adobe.com/link/f8888a39-bed3-40b9-6b02-5bab5b0bd697?section=activity\\_public&page=1](https://assets.adobe.com/link/f8888a39-bed3-40b9-6b02-5bab5b0bd697?section=activity_public&page=1)
2. In the upper right corner, select the download button, and select save as a PDF.

**This chapter requires significant revision for the following reasons:**

1. No balancing primary source(s) are included. The chapter lacks contrasting points of view; neither a rebuttal nor framing of its prejudiced views on Judeo-Christian civilization, on the U.S. and the West, and on Jews and Israel is provided.
2. No Tools or Instructions are given for fact checking.
3. No contextualization of its primary source’s moment in history and what preceded that (and specifically, no context that led to the genesis of al-Qaida) are provided. An explanation of the 9/11 Terrorist Attacks is omitted.
4. No explanation of the effects and larger impact of the point of view expressed in it.
5. Techniques applied to other primary sources in this book are inadequate or inappropriate when used to teach a problematic, biased primary source.
6. The lessons should provide a greater variety of critical activities, and activities, with better scaffolding for students.

**ICS suggests the following revisions be made to address the problematic issues above:**

### **1. Provide balanced primary sources**

**a)** This chapter should provide at least one text students can use to compare to, or counter, bin Laden's declaration, which contains his assessment of a clash of civilizations. This would be in keeping with the chapter on the Marshall Plan, which presents both the Soviet and American views of the plan.

**b)** The text should present other Muslim views either of al-Qaida, or of the problems in the Muslim world during the era. Since so much of this primary document is bin Laden's critique of Saudi Arabia, another source analyzing the problems in that country would be instructive. (See p.118, Summary Organizer.)

**c)** Bin Laden's declaration states with no basis in fact that, "the people of Islam have been afflicted with oppression, hostility, and injustice by the Judeo-Christian alliance and its supporters." The lesson should not allow bin Laden's assertion to stand as fact. It should explain what "Judeo-Christian" means, and should offer a refutation of the existence of such an anti-Islamic Judeo-Christian alliance, rather than include offensive anti-Jewish and anti-Christian Claims with no framing.

**d)** Bin Laden rails in his declaration against the "Judeo-American alliance that has occupied the holy places of Islam," stating that "at the very same time the Americans are occupying Saudi Arabia and supporting—with money, arms, and manpower—their Jewish brothers in the occupation of Palestine and their murder and expulsion of Muslims there." In fact, neither Jews, Israelis Americans, occupy the holy places of Islam in Israel (or elsewhere). The Jerusalem Islamic Waqf controls Islamic holy places within Jerusalem. Presenting only his diatribe against Israel allows bin Laden's views to stand as fact. (See p. 119, Summary Organizer 3.) The text should present the Israeli side refuting bin Laden's claims. Students should be asked to analyze his inflammatory charges and should be provided with an Israeli (or any other) response to these inaccurate and unjustified claims.

### **2. Provide Tools or Instructions for Fact Checking**

Students should be provided with one or more responses to his speech, and should be provided with adequate historical resources and information to ensure that they have the opportunity to assess the validity of bin Laden's claims.

Students are asked to repeat aloud and carefully examine this diatribe by a radical terrorist, to extract its key message, and then to re-write his speech in their own words. In the absence of any mention of, or guidance in, fact checking, and of discussion about the intended audience and political goals of the author, students may well presume the speech to be accurate, free of distortions, and based on fact.

### **3. Provide Greater Historical Context About the Genesis of al-Qaida**

The success of teaching with primary sources is dependent on the specific selection of sources used, and on the ways in which teachers direct their students to approach these sources. Some of the other chapters have much more detailed historical backgrounds that accurately cover the context of the primary sources they present. The chapter on “The Lessons and Legacy of the Vietnam War” offers a good contrast in that respect. However, when the general method of this book (closely describing a primary text in the student’s own words) is applied to a biased, troubling source, it can yield unintended, but nonetheless problematic results.

It is problematic to look at sources in isolation, without any kind of instruction on how to weigh that kind of primary source, and such an effort has limited utility in strengthening students’ critical thinking. Including a document like this out of context, without providing any explanation of what followed it, is inappropriate in the same way as if one were to ask students to read the Nazi Nuremberg laws as a primary source without providing them with any information about the period beyond 1939, and omitting coverage of the Holocaust.

- a) It is critically important to include balancing primary sources, to provide a detailed explanation of the point of view of the document, and to provide context regarding the circumstances preceding the document. Some details about the immediate and later (sometimes lasting) impact of the document should also be included.

The historical background summary excerpted from the History Channel should be replaced with a better introductory summary containing the following:

- i. It should include key events of relevant historical background, including information about why many joined bin Laden, and why his brand of radical Islamic terrorism became attractive to recruits. This should mention general problems and sources of anger for many Muslims in the region, including poverty and economic inequality, the impact of Western cultural influences that many felt undermined Islam, and the role of authoritarian rulers whose corrupt, despotic regimes oppressed Muslim political parties.
- ii. It should say more about Russian military involvement in Afghanistan, and mention American involvement there.
- iii. It should provide at least a brief summary of the history of European and American control of Muslim countries in this oil-rich region.
- iv. It should discuss the 1990-1991 Gulf War given in the background, supplementing the many documents and videos highlighting al-Qaida’s anger at the presence of U.S. troops in Saudi Arabia during and following the Gulf War. It should say more about the key event immediately preceding this declaration, the 1993 truck bomb terrorist attack on the World Trade center by al-Qaida, which is mentioned only in passing.

- b) The chapter should include a section on the 9/11 attack, providing information about those coordinated attacks, information known about al-Qaida prior to 9/11 (for example, the CIA's identifying a similar plan by bin Laden in 1998, just two years after bin Laden's speech quoted here), and the ongoing impact of that day's attacks (see point #4 focusing on al-Qaida's impact below). This is necessary since students are asked to write about the multiple terrorist attacks of 9/11, while the chapter itself notes the necessity of seeking information outside of the book. Bin Laden's declaration of jihad was evidently selected as a primary source because of the significance of the 9/11 terrorist attack and its impact on American and world history; pages 5 and 7 of the preface and introduction note the importance of 9/11. However, the chapter on bin Laden itself says almost nothing about 9/11. This shortcoming is acknowledged on page 115:

Note: Information found outside of this text is necessary for the students to understand this question and respond accordingly. Students need to understand that bin Laden was able to motivate the al-Qaida network to ultimately carry out the 9/11 attacks and inflict economic and emotional harm on the United States and its allies.

In order for the lessons in this chapter to be considered classroom-ready, and to enable students to adequately understand the source and to respond to questions about it, students must be provided with the missing information that the text itself acknowledges is necessary for understanding and answering the question.

#### **4. Explain and Describe the Impact of al-Qaida**

The chapter should cover the outcomes of the spreading of the rhetoric displayed in bin Laden's declaration, including:

- a) The events of 9/11 and the thousands of deaths directly attributed to al-Qaida.
- b) The wars in Afghanistan (to remove the Taliban government harboring al-Qaida) and in Iraq (as part of the U.S. war on terror that can be traced to the U.S. response to the attack on 9/11).
- c) Developments in the United States resulting from the impact of 9/11 in the areas of surveillance, privacy, immigration restrictions, and security.
- d) The Arab Spring and its revolutions, protests and civil wars in countries across the Arab world beginning in 2010, and its aftermath (called by some the Arab Winter).
- e) The rise of ISIS, the Islamic State of Iraq and Syria (also called ISIL, the Islamic State of Iraq and the Levant, or the Islamic State), and other Muslim fundamentalist Jihadist groups.

#### **5. Change Activities in this Chapter's Lessons to More Appropriately Correspond to what is a Problematic Biased Primary Source**

- a) Neither teachers nor students should read texts containing slurs aloud. One can acknowledge the benefits for some students in reading some texts out loud, assuming they contain nothing offensive, but it is wholly inappropriate to invite students to read aloud texts containing problematic slurs, and to ask them to repeat them. The instructions for the teacher on page 110 asks students to

4. “Share read” the text with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. Then ask the class to join in with the reading after a few sentences while you continue to read aloud, still serving as the model for the class.

Jewish American and Christian American students and teachers may feel uncomfortable or ashamed at being called responsible for the attacks of al-Qaida. Muslim American students and teachers may feel even worse, grouped in with radical Islamic terrorists. Reading this text aloud will needlessly cause or exacerbate student discomfort.

- b) References and phrases that are familiar to adults who lived through the 1990s and the events of 9/11, but which may baffle students, should be explained. This approach is specifically problematic with regard to the primary source by bin Laden included in this chapter. For example, the statement “Expel the Polytheists from the Arabian peninsula” refers to U.S. troops stationed in Saudi Arabia during and after the Gulf War. Bin Laden viewed them as polytheists, i.e., not true (Muslim) monotheists; their presence particularly irked bin Laden.

The publisher should consider adding definitions of vocabulary items and unfamiliar names, to aid the teacher and present this work as classroom-ready. The original source (see link on page 116) offers more definitions at the end.

- c) The lessons should provide a greater variety of critical activities, and activities, with better scaffolding for students. The organization of this chapter, in marked contrast to the preceding six chapters, is not well thought out and seems hastily prepared. Chapter 7 (“Osama bin Laden’s Declaration of Jihad Against Americans”) devotes its five lessons, or five class hours, to reading one brief document. There is insufficient material provided to fill five lessons, as the text itself admits on page 107, where under Number of Class Periods, it states: “you may combine Lessons 2 and 3 or Lessons 3 and 4.” The main focus of four out of the five lessons centers on having students figure out what one paragraph says. Even struggling students do not need an entire lesson to read a paragraph, summarize it, pick out key words, and write it in their own words. Lesson after lesson, students are asked to do the same, simplistic activity. This is in contrast to the other six chapters, all of which provide more detailed historical background, a variety of critical activities, and activities with better

scaffolding for students. Only one other chapter in the book uses only one primary source (M.L.K. Jr.'s I have a Dream Speech.)

**Specific Edits: *Teaching with Documents: The Twentieth Century: 1946-2001*, pp. 107-120, “Osama bin Laden’s Declaration of Jihad Against Americans”**

The following notations identify edits proposed by ICS:

<del>Single strikethrough</del>	Deletion proposed by ICS
Single underline	Addition proposed by ICS

p. 107, Osama bin Laden’s Declaration of Jihad Against Americans, Unit Overview, **Add:** “Over the course of these five lessons, students will read and analyze Osama bin Laden’s Declaration of Jihad against Americans, published in 1996, five years before attacks against the United States on September 11, 2001, and three years after the 1993 truck bomb terrorist attack on the World Trade center by al-Qaida.”

**ICS Comments:** This overview should note the two key dates that contextualize this declaration, including both 9/11 and the 1993 bombing of the World Trade Center by al-Qaida so students can understand the threat posed to the United States by bin Laden and his group.

p. 107, Osama bin Laden’s Declaration of Jihad Against Americans, Unit Objectives, **Add [as bullet points]:**

“Students will be able to

- Read and demonstrate understanding of a complex text
- Identify and synthesize main ideas and draw logical inferences from the text
- Summarize the author’s ideas and restate those ideas in their own words
- Write brief, bullet points that might be used to respond to the author’s main ideas”
- Engage in classroom discussions with other students to compare understanding of the text
- Write an argumentative essay supported by evidence from the text”

**ICS Comments:** There is much utility in being able to summarize and restate bin Laden’s ideas, but this can have the adverse effect of reinforcing his ideas if one does not also encourage students to respond to those ideas, by providing them with the background material to do so.

Since one may assume that students are not necessarily equipped to evaluate the veracity of some (or all) of his charges, bin Laden’s statements should be addressed somewhere in the lesson.

ICS strongly recommends adding some responses to bin Laden’s charges, so that students can see at least one informed response that they can compare with their

own. They may also think about whether and how to use those materials to bolster their responses to bin Laden's main ideas. ICS would be happy to work with the publisher to identify at least one additional primary source for use in this chapter.

p.108, Osama bin Laden's Declaration of Jihad against Americans, Historical Background, **Change:** ICS recommends that this section be replaced with more one that is more accurate, less ambiguous, and goes beyond providing a biographical sketch to include greater context.

**ICS Comments:** The historical background provided for this unit was, as noted in the text, taken from the History Channel website. While it is inappropriate to provide specific edits to that excerpt, since it is not the work of the author of this unit, it is appropriate to comment on the selections made here, in explaining why the content of the historical background section should be replaced.

The excerpted text shrinks from applying a brief description of bin Laden's organization when he is first introduced to students, as would normally be given in presenting any infamous or famous historical person for the first time in a text (e.g., Al Capone, the Prohibition-era leader of organized crime, was finally brought to justice for income-tax evasion in 1931"). Had that been done, students would know from the outset about his violent organization, just as they read of his violent end. Bin Laden is also not introduced, through this excerpt, as responsible—indeed as having claimed responsibility—for a large number of terrorist acts. They are told, instead, that "intelligence officials believe bin Laden was responsible" for them.

The selected excerpt goes on to present bin Laden's behavior as commonplace, and in doing so excuses or minimizes his terrorist behavior. ("He went to school in Jiddah, married young and, like many Saudi men, joined the Islamist Muslim Brotherhood"). Unfortunately, what the text does not state was that, while his membership in the Muslim Brotherhood in his home country was commonplace, through his early active efforts, bin Laden was considered more radical than his fellow members. Beyond offering financial support to Pakistan, he insisted on waging physical jihad alongside the Mujahidin in Afghanistan.

Rather than providing convenient background information that students can rely on, this excerpt may well confuse students with its imprecise and ambiguous phrasing: This excerpt states that "In 1988, bin Laden created a new group, called al-Qaida ("the base") that would focus on symbolic acts of terrorism instead of military campaigns." Students could misunderstand "symbolic acts of terrorism" as acts that were symbolic of terrorism, but which were not actual terrorist acts.

Further divorcing bin Laden and his organization from the acts which he is now known to have committed, the excerpt states as fact their killing 18 American servicemen in Mogadishu in 1993, but then qualifies that responsibility when it provides an abbreviated list of three bombings and a failed assassination attempt to which they were merely "linked." Students should be told that bin Laden and his group have been identified, and are recognized, as the perpetrators responsible for those and for host of other bombings, plane hijackings and crashes. Instead they are provided with an excerpt from a biographical sketch that portrays him as having some unclear association with those terrorist acts.

ICS recommends that information be added on the issues that led to the rise of al-Qaida. Some of the other units in this text contain much more detailed historical information that accurately cover the context of the primary sources (see, for example, the unit on the Vietnam War). In contrast, this historical background merely summarizes biographical details about bin Laden, and does not address al-Qaida's appeal to the Muslim world and the greater problems that contributed to its rise in popularity.

p. 24, TEACHING with DOCUMENTS, The Twentieth Century: 1946-2001, Timeline, **Add:** Add an individual timeline for this chapter on the page following this page (which ends the first chapter), and add individual timelines for each chapter in the book following the final pages of each of the other six chapters in this book.

**ICS Comments:** It would be useful for students if the book were to add separate timelines related to the topics of each chapter, so that more relevant important information could be included. The need for this is especially apparent in the last chapter, since the general timeline at the end of the book omits key events; this information would be useful, and relevant to the chapter's lessons.

p. 109, Osama bin Laden's Declaration of Jihad against Americans, Vocabulary, **Add:** "In this unit, students will encounter vocabulary (Tier Two words, content-specific words, etc.) that they do not know...You can provide a definition if the term is critical to understanding the passage.

**jihad:**

1. a holy war undertaken as a sacred duty by Muslims (the use employed by bin Laden)
2. any vigorous, emotional crusade for an idea or principle"

**ICS Comments:** The text should state explicitly that it is the first definition of jihad that was used by bin Laden, and is still used by al-Qaida.

p. 110, Osama bin Laden's Declaration of Jihad against Americans, Lesson 1, Procedure, **Change:** "PROCEDURE

1. Tell the students that immediately following the terrorist attacks on the United States on September 11, 2001, many people asked why someone would do this and who exactly was responsible. Explain that one source of information about the attacks of September 11 is a declaration of Jihad written by Osama bin Laden in 1996. Discuss the information in the Historical Background. Resist providing more information about the document so the students can develop ideas based solely on bin Laden's words."

**ICS Comments:** Each of the other six chapters includes an instruction for the students to read the historical background provided in them as part of one or more of their lessons. However, nowhere in this chapter are teachers instructed as part of the lessons' procedures to do so. Students should be given enough information to understand, at least minimally, what they are reading.

p. 110, Osama bin Laden's Declaration of Jihad against Americans, Lesson 1, Procedure, **Change:** "4...Share read" the text with the students. This is done by having the students follow along silently while you begin to read aloud, modeling prosody, inflection, and punctuation. ~~Then ask the class to join in with the reading after a few~~

~~sentences while you continue to read aloud, still serving as the model for the class. This technique will support struggling readers as well as English language learners (ELL)."~~

**ICS Comments:** While the process of having students read together aloud from a text has obvious positive elements, particularly for struggling readers, it is inappropriate to ask either teachers or students to read aloud from bin Laden's manifesto, since the chapter currently includes only this one primary source, with only bin Laden's point of view. Instructing the teacher to read bin Laden's words aloud, modeling prosody, inflection, and punctuation, puts the teacher in the awkward position of trying to channel bin Laden's voice and thus seeming empathetic to it. There is also no presentation of the Israeli side refuting bin Laden's claims. Similarly, if one were, for example, to take the extreme of having students (or teachers) read aloud a statement supporting slavery by Jefferson Davis (such as "African slavery, as it exists in the United States, is a moral, a social, and a political blessing") in the context of learning about Davis's philosophy as a basis for his subsequent actions, the negatives of this approach would be clear.

p. 114, Osama bin Laden's Declaration of Jihad against Americans, Lesson 5, Overview, **Add:** "The class will first read the historical background provided, and then review the meaning of each section of Osama bin Laden's "Declaration of Jihad against Americans. Second, they will write a short argumentative essay about bin Laden's declaration in which they support their statements with evidence taken directly from the text.

Objectives

Students will be able to

- Demonstrate an understanding of a complex text
- Write a short essay supporting an argument based on evidence from the text."

**ICS Comments:** This approach is a good exercise in understanding a text in a vacuum, but will not provide students with the historical background needed to more fully understand bin Laden's philosophy and actions in historical context. Without, for example, being given at least a brief survey (which ICS suggests adding to the Historical Background section; see below) of when jihad was espoused and its implementation by earlier Muslim actors, they will be missing a key historical lesson even while gaining experience in how to approach texts that (seem to) stand on their own.

p. 115, Sample Writing Prompts / Summative Assessments, Lesson 5, **Add:** A summative assessment that reflects the addition of at least one other primary source.

**ICS Comments:** All three tasks should not be focused solely on the bin Laden document, but rather more evenly distributed across the different primary sources. Note: This suggested change is based on the publisher including one or more additional primary sources to this chapter.

p. 115, Sample Writing Prompts / Summative Assessments, Lesson 5, **Change:**

"a. Task 1: (Informational or Explanatory/Description & Cause)

After reading and summarizing Osama bin Laden's Declaration of Jihad against Americans, write an essay that describes three possible reasons ~~for~~ Osama bin Laden gives for his condemnation of the United States and its allies (the West)...

b. Task 2: (Argumentation/Cause)

After reading and summarizing Osama bin Laden's Declaration of Jihad against Americans, write an essay that ~~argues for~~ cites one primary reason bin Laden's gives for his condemnation of the United States and its allies (the West). What implications can you draw from his use of specific arguments? Which category (social, political, economic) does the cause fall into? Explain. Support your discussion with evidence from the text.

c. Task 3: (Argumentation/Evaluation)

After reading and summarizing Osama bin Laden's Declaration of Jihad against Americans, write an essay that discusses the ~~strength~~ force of the rhetoric found in bin Laden's text and evaluates the impact it had on stirring up ~~nationalistic (anti-Western)~~ pro-Islamic caliphate feelings throughout his terrorist network. Be sure to support your position with evidence from the text.

(Note: Information found outside of this text is necessary for the students to understand this question and respond accordingly. Students need to understand that bin Laden was able to motivate the al-Qaida network to ultimately carry out the 9/11 attacks and inflict economic and emotional harm on the United States and its allies. See the many primary sources available on this topic at <<http://www.911memorial.org/>>.")

**ICS Comments:** Relying on the flawed historical background excerpt, and provided with a two-item vocabulary key, four summary organizers, students are asked to read, understand, summarize, analyze and discuss excerpts from one of bin Laden's screeds. They are also asked to draw inferences from his writing, and, finally, to write an argumentative essay, supporting their arguments with citations from his speech.

Aside from a somewhat skewed historical background, excerpted from a popular history website, the only information this unit presents to students is comprised of excerpts from Osama bin Laden's 1996 "Declaration of Jihad against Americans." As noted above, students are not— but should be—provided with one or more additional primary resources, as well. The Summative Assessments section should be changed accordingly.

Students should not be expected in Task 1 to produce **possible** reasons bin Laden had for condemning the U.S. and the West. Couching the task in that way legitimizes bin Laden's views as having reasonable motivations. Students are instructed here to present three of bin Laden's statements as reasons for his condemnation thereby legitimizing them as valid reasons, and promoting the idea that the U.S., through its actions, earned and deserved the response by bin Laden. Instead, students should be asked to cite the reasons bin Laden stated which he claimed were justification for acting as he encouraged.

It is unclear what the question in Task 2 means. Does it ask what students should understand from bin Laden's best/most valid argument? Or in what way is it true or a valid point? While it is entirely appropriate, and even good practice, for students to be tasked (as they are in Task 2) with examining bin Laden's speech and highlighting the chief reason he gives for condemning the U.S. and its allies, students should not be asked to actually actively advocate for bin Laden's viewpoint. This is especially true here, since the only particulars provided to them include bin Laden's viewpoint in his excerpted speech, and a somewhat skewed historical background. Students should be

provided with at least one opposing viewpoint presented in a speech, article, or other source, which would provide background, context and balance.

Task 3 asks students to discuss the “strength” of bin Laden’s persuasive arguments, but using that term may be seen as assigning a positive connotation, which is inappropriate in this context. Does strength mean validity (or verbal power, or strength of the translation)? How could students evaluate that? What would that be based on? Students are not given statistics about how recruitment increased following publication or dissemination of his writing. Substituting “force” there will remove unwanted approval.

The unit’s author acknowledges, that students are not adequately equipped by the materials in this lesson to draw inferences from bin Laden’s writing, nor do they have the necessary materials to write an argumentative essay about the impact of the speech on his followers merely by using citations from this one speech.

In the absence of historical context, a fuller explanation of religious, political, and cultural context and realities, students are essentially examining the text in a vacuum. The text should direct them to at least one website or other resource that can offer missing background (including videos in which bin Laden defiantly goads his enemy audience) and more information that can be readily drawn upon. As noted above, ICS would be happy to help identify additional sources for use in this chapter.

The use of “nationalistic” to describe bin Laden is an incorrect use of the term. Al-Qaida and bin Laden argued for an Islamic unity that would supplant the nationalisms of individual states, supporting an Islamic caliphate. Thus the term “nationalistic” should be deleted.

p.122, TEACHING with DOCUMENTS, The Twentieth Century: 1946-2001, Timeline, **Change:** “Al-Qaida bombs World Trade Center-bombed (1993).”

**ICS Comments:** There is no reason for this event to be phrased in the passive voice, since the actors (perpetrators) are known. Just as the event “Iraq invades Kuwait (1990)” is put in active voice, rather than writing “Kuwait is invaded” in the passive voice, as if those who invaded were unknown.

p.122, TEACHING with DOCUMENTS, The Twentieth Century: 1946-2001, Timeline, **Add:** “Al-Qaida Terrorists fly planes into World Trade Center, Pentagon (September 11, 2001).”

**ICS Comments:** Since bin Laden, who directed the terrorists who perpetrated these attacks, is the subject of one of the book’s chapters, it is particularly appropriate to include that group (al-Qaida) in the event headline; the actors are known and should be stated here.

The date of these attacks, the deadliest terror attacks known, should also be included here, since they are widely known as the September 11 or 9/11 Attacks.

p.122, TEACHING with DOCUMENTS, The Twentieth Century: 1946-2001, Timeline, **Add:** Individual timeline for this chapter (Chapter 7) here, and (as noted above), individual timeline for the preceding chapters.

**ICS Comments:** It would be useful for students if the book were to add separate timelines related to the topics of each chapter, so that similarly important information

could be included. By adding a chapter-specific timeline here, there would be enough space to available to include more useful, related events.

With specific reference to this chapter, the timeline on this concluding page of the book is limited to the dates in the title, 1946-2001, but there are many events relevant to the chapter discussed in this review that could be profitably added here. There are only two events explicitly connected to bin Laden and al-Qaida included in the timeline: "World Trade Center bombed (1993)" and "Terrorists fly planes into World Trade Center, Pentagon (2001)." As noted above (see comments on p.115, Historical Background), al-Qaeda's killing 18 American servicemen in Mogadishu in 1993 is stated as fact in the Historical Background provided, but that provides only an abbreviated list of three bombings and a failed assassination attempt to which they were merely "linked." Students should be told that bin Laden and his group have been identified, and are recognized, as the perpetrators responsible for a host of bombings, plane hijackings and crashes, which are listed below by year. (They are also responsible for at least 19 attacks in Iraq between 2003 and 2011, in which at least 2,918 were killed and 6,931 were injured.) If a chapter-specific timeline is included as ICS suggests, the attacks below could be included (at least through 2001):

1992

December 29, 1992: Two Yemen hotels were bombed in an attempt to block U.S. troops from participating in Operation Restore Hope, an international famine relief effort (two killed, others severely injured).

1993

February 26, 1993: A truck bomb exploded beneath New York's World Trade Center (six killed, 1,500 injured).

1998

December 1998: The United States embassies were bombed in Nairobi Kenya and Dar es Salaam, Tanzania (over 200 killed, 5,000 injured).

2000

January 2000: A plot to attack U.S. Navy ship The Sullivans failed.

October 2000: The U.S. Navy ship Cole was bombed (17 killed); the British Embassy in Yemen was attacked with a grenade.

2001

September 9, 2001: Ahmed Shah Massoud (leader of the Afghan Northern Alliance, who fought the Taliban) was assassinated.

September 11, 2001: In the deadliest terrorist attack known to date, al-Qaida terrorists hijacked four U.S. airliners, used two to destroy the twin towers of the World Trade Center, a third plane crashed into the Pentagon, and a fourth (which had targeted the White House of the U.S. Capitol), crashed in a Pennsylvania field (2,996 killed, more than 6,000 injured)

December 22, 2001: An al-Qaida shoe-bomber attempted to blow up U.S. airliner mid-flight.

## 2002

April 11, 2002: The ancient El Ghriba Synagogue in Djerba, Tunisia was bombed (19 killed, more than 30 injured).

October 12, 2002: Al-Qaida funded 2002 bombings in Bali, Indonesia (202 killed, 209 injured).

November 28, 2002: An Israeli-owned hotel and a plane belonging to an Israeli airline were attacked in Mombasa (13 killed, 80 injured).

## 2003

November 15, 2003: Two synagogues were attacked with truck bombs in Istanbul, Turkey (23 killed, more than 300 injured).

November 20, 2003: The British Consulate and a bank in Istanbul, Turkey were attacked with truck bombs (30 killed, 400 wounded).

## 2004

May 29, 2004: Two oil installations and a foreign workers complex in Khobar, Saudi Arabia were attacked; the attackers slit the throats of non-Muslims (22 killed, 25 injured).

March 11, 2004: Al-Qaida-inspired terrorists bombed Madrid commuter trains during rush hour (192 killed, around 2,000 wounded).

## 2005

March 19, 2005: A suicide car bomber attacked theater in Doha, Qatar (one killed, 15 injured).

October 1, 2005: A suicide bomber and car bombs exploded in two sites in Bali, Indonesia (23 killed, over 100 injured)

## 2007

December 27, 2007: An assassination attempt against former Prime Minister Benazir Bhutto failed in Karachi, Pakistan (180 killed, 500 injured).

## 2008

June 2, 2008: The Danish Embassy was bombed in Islamabad, Pakistan (six killed, 27 injured).

July 13, 2008: Al-Qaeda and Taliban guerillas attacked NATO (North Atlantic Treaty Organization) troops (most of them American) in Afghanistan (nine U.S. troops, four Afghanis National Army troops killed, 27 U.S. troops injured).

September 20, 2008: The Marriott Hotel was bombed in Islamabad, Pakistan (54 killed, 266 injured).

2009

December 25, 2009: A failed attack was made on Northwest Airlines Flight 253.

December 30, 2009: A suicide bomber attacked a Central Intelligence Agency facility in Afghanistan (seven CIA officers and one Jordanian killed, six seriously injured).

2010

February 13, 2010: A German bakery near the Jewish Chabad House and international Osho resort was bombed in Pune, India (17 killed, 60 injured).

September 3, 2010: A UPS Airlines flight containing a bomb exploded on return because of in-flight fire to Dubai International Airport (two killed).

October 29, 2010: Bombs were planted a two cargo plane in East Midland, U.K., and on a cargo plane in Dubai international Airport in a failed plot.

2013

January 16, 2013: Hostages were taken at a gas facility near Amenas, Algeria (39 foreign hostages and one Algerian guard killed).