DEPARTMENT of EDUCATION
Louisiana Believes

Instructional Materials Evaluation Tool 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: **Louisiana U. S. History End-of-Course** Grade/Course: **U. S. History**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

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
Section I. Content			
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**	
	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.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. Multiple-choice questions addressing the GLEs are noted at the end of each section and chapter, but they lack the sufficient quality of details and rigor to master the indicator. The foundation of this resource is having students read about content and then answer basic questions related to the content. Students are not challenged to form their own conclusions or make their own claims about any of the content. As an example, in Chapter 5, Standard 3.1 "Analyze the causes of US Imperialistic policies" is expected. The text addresses foundational material as to what imperialism

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			is, what the economic and military reasons are for US imperialism, but only recall questions follow addressing the basic content. See also Standard 3.3, "Describe the root causes of World War I and evaluate the reasons for US entry into the war." On page 99, the roots of the war are discussed but the only question that immediately questions students learning is the practice 6.1 review question 3 "Who was Archduke Ferdinand, and how was he a key figure regarding WWI?" This question does not address the true scope and depth of the GLE.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Primary and secondary sources are present but the main focus is on secondary sources with illustrations, photographs, and maps added in for visual appeal. There is no connection made between the photographs/illustrations and the content. Students do engage with sources in the Diagnostic test, Chapter 1, and the Practice tests at the end.

[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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			In addition, while the materials sometimes provide primary sources, there is no student engagement with the source, nor does it allow opportunity for students to make claims from these sources. For example, in Chapter 9, on page 160 there is a picture from the Kent State University shooting next to the text that describes this event; however, students are not given an opportunity to engage with the source nor are they questioned to encourage a more rigorous understanding of the event. In Chapter 8, on page 139 there is an image of a victory garden poster from World War II that could have been better utilized. In Chapter 10, on page 182 there is an image of a map of the Middle East with no caption, nor does it reference the map's relationship with the Persian Gulf War (i.e., the text that it is next to). Also, in Chapters 5-8, the lessons use pictures of events and historical figures to illustrate the content, but primary sources are not the main focus to drive instruction. For example, in Chapter 5, on page 97, the following quote by an isolationist has been included in the review section of the chapter

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			"the story doesn't have to be completely true-just true enough…"but the quote does not elicit students to make claims. Also, in Chapter 6, on page 107, a quote by John Pershing's is written, "He has been chosen by the president to lead our American forces in Europe. I have the upmost confidence that the president has made a good choice and that is a capable general." Only recall is asked of the learner. If the question were addressed as to why Pershing was a capable general and how that can impact the outcome of the war, it would have been more critical to make claims. In Chapter 7, on page 113, a picture of the Hooverville and Dust Bowl is located but no student engagement with the source is initiated. On page 51, the publisher places a picture of a farmer farming with a steel plow. This picture is good to show students what farming looked like, however, it doesn't allow for any further analysis. Primary sources are found in the Pre and Post-test part of the text to initiate critical thinking responses, application, and to illicit well-constructed, student-written response answers. But, only for the written response questions – which is very few.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **2b)** 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.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	Materials seldom focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing, and corroboration. In Chapters 5-8, primary sources are found in the review sections of the chapter in the form of a couple quotes per review chapter. Students are seldom given the opportunity for comparing different time periods and place, making determinations of the author's purpose, or given opportunities to make claims. For example, in Chapters 5-8 lessons use pictures of events and historical figures to

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] 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
			illustrate the content, but primary sources are not the main focus to drive instruction, encourage corroboration or search for authors purpose. Also in Chapter 5, on page 97, the following quote by an isolationist has been included in the review section of the Chapter "the story doesn't have to be completely true-just true enough…"but the quote does not draw students to make claims. No questions are posed to students about why an isolationist might hold this viewpoint, nor is there a follow up question asking about the different perspective of an interventionist. Students are only prompted to answer simple recall questions. Also, in Chapter 6, on page 107, a quote by John Pershing's is written," He has been chosen by the president to lead our American forces in Europe. I have the upmost confidence that the president has made a good choice and that is a capable general." Only recall is asked of the learner. If the question was addressed as to why Pershing was a capable general and how that can impact the outcome of the war, it would have been a more critical to make claims. In Chapter 7, on page 113, a picture of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Hooverville and Dust Bowl is located but no student engagement with the source is initiated. In the diagnostic test pages 16, 25, and 26 two questions focus on primary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing, and corroboration. These questions are found to test student's constructive response writing. More questions like these could be added to the text to positively complete this indicator. Other ways that sources could have been used effectively is in Chapter 8. Here, a letter from a code talker, a letter from a WAC member, and one from a Tuskegee Airman could have been used to illustrate the different wartime experiences of minority groups. Furthermore, there is an image of Martin Luther King, Jr. giving his "I Have a Dream" speech on page 153 of Chapter 9. This could have been enhanced by including excerpts from the speech that would allow students to source the photo and the speech while discussing the importance of this speech. One opportunity the publisher could have placed a primary document, was in Chapter

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			4 in Lesson 4.1. The publisher could have provided the viewpoints of a striker and company owner on a labor strike. Then asked the students to contrast between the viewpoints on the conditions of labor at that time. Another missed opportunity would be during Chapter 3.2 in providing an excerpt from the "Gospel of Wealth" by Andrew Carnegie to explain why monopolies and "big business" are necessary. It would also give the students and opportunity to see how laissez-faire capitalism was justified.
	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.[4]	**No**	Materials seldom focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. Even though the text is aligned in a progressive pattern of events in history, the focus of primary documents or secondary sources addressing questions of connections within these resources are not included. Therefore, students are seldom directed to make the determination of how these sources impact the content.

[4] 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
			For example, in Chapter 5, on page 93, a picture of Emilio Aguinaldo and a picture of the US troops in the Philippines are found. Both of these pictures are simply there to illustrate a couple sentences of content. It might have more of a student impact if students were asked what made the Philippines oppose the United States comparing the Spanish American war, the resistance movement of the Philippines and how this was an example of Imperialism. In Chapter 6, on page 95, the pictures of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson are located in the text. Again questions about comparisons to the president's policies, documents explaining their policies, political cartoons, or charts comparing their policies are not found. If included, students could have searched for evidence to make connections as to how these policies impacted Imperialism and the economic, political, and geographic changes of the early 20th century. Also, in the diagnostic test page 16, question 26, this question asks students to explain how women's contributions to society affected the US during the Progressive Era. This question is posed with 5 documents, encouraging students to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			interpret and construct a well-written answer. However, these types of questions addressing contextualization are seldom and not enough evidence is found to prove the indicator. Furthermore, in Chapter 8, on page 14 an overview of the Korean War is provided. Also, on pages 157-159 of Chapter 9, an outline the Vietnam War. However, there are no sources provided that allow students to compare the goals, events, and outcome of each of these conflicts. Also, in Chapter 10 on pages 170-171, President Clinton's attempt at health care reform is mentioned. Later in the same chapter, on page 175, President Obama's health care reform legislation is discussed, with no mention or connection to prior attempts at health care reform. This is a missed opportunity, as health care reform was a topic for many presidents, all of which made little headway in reaching their goals, except for President Obama.
Section II. Claims			
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students	**REQUIRED** **3a)** 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).	**No**	Questions and tasks seldom focus on engaging students with content in varied contexts. For example, multiple-choice questions are located in Chapter 5-8 among others, but the questions address recall. The

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☐ Yes ☒ No			questions lack the rigor for students to independently demonstrate critical thinking, contextualization or corroborate. These tasks and questions are at a low level and only require basic memorization and application skills. For example, in Chapter 8, on page 144, students are asked: "What occurred during the Cuban Missile Crisis?" "Who was Betty Friedan, and what impact did she have in the 1960s?" is asked on page 157 of Chapter 9. On page 175, the first question from Practice 10.1: Domestic Policies of the Post-Cold War Presidents, is the following multiple-choice question: "Under which US president did the United States government experience a budget surplus and a balanced budget? None of these questions require students to engage with the material at a higher order thinking level. In terms of examining different sources, this is done on a limited basis and only at the end of each chapter's review questions. Chapter 8 has two questions out of ten that require students to engage with sources. None of the eight review questions in Chapter 9 require students to examine different sources. Chapter 10 has two out of twelve questions in the chapter review that require

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			students to engage with sources. Specifically, in Chapter 7, on page 118, question 5, a question is stated: How did the Scopes trial represent the conflict between traditional beliefs and new ideas? This question could have been more rigorous and thought provoking. No images, excerpts from the trial or student engagement or discussion was included. No questions addressing engagement in speaking or listening are included.
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] 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.	**No**	Coherent sequences of source-dependent questions and tasks seldom 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. The text lacks source- dependent questions addressing the rigor necessary to complete this indicator. For example, in Chapter 5-8, approximately 7 source dependent questions were found and mostly these quotes were in the format of a one-sentence quote.

[5] 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
			No opportunity to engage with the sources or synthesis was encouraged. For example, on page 148, a picture of the Tuskegee Airman is found-question 9, states only recall "The image above depicts?" Again no engagement or impact between the source and the student.
	REQUIRED **3c)** 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).	**No**	Source-dependent written and oral tasks that require students to make claims to demonstrate understanding of social studies content were seldom found. For example, on page 174 of Chapter 8, question 7 presents students with a quote (with no author given) describing the rationing system during World War II. While the quote requires students to have a basic understanding of rationing and life on the home front, it does not require students to make connections with other ideas or events, such as life on the home front during World War I, or evaluate the causes and consequences of the rationing system. Chapter 9 does not provide any opportunities for students to engage with source-dependent written tasks in any way. In Chapter 10, on page 200, the review asks students to look at a newspaper headline and determine under whose presidency this headline would have been published. While

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			this requires students to have knowledge of events during recent presidential terms, it does not go any further in student's understanding of social studies content. The text only provides written tasks for students to demonstrate understanding on social studies content. These can only be found in the diagnostic and 2 practice tests that are at the end of the book. For example, in the pre- test and the practice test on pg. 16 question 26, and page 216 question 26, students are to write a well constructed written response. In these particular examples, students are to make claims to demonstrate an understanding of social studies content. However, these two examples are not enough to complete this indicator. Most questions in the text are multiple choice that ask recall.
	FULL CURRICULUM ONLY **3d)** 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 **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both	**REQUIRED** **4a)** 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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	writing/formal essays, on-demand and process writing, etc.).		
	REQUIRED (GRADES 3-12 ONLY) **4b)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	REQUIRED **4c)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	FULL CURRICULUM ONLY **4d)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	4e) 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
☐ Yes ☐ No	**5c)** 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
	5d) 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.

FINAL EVALUATION
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.

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: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Primary and secondary sources are present but they are not the main focus of the materials
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks seldom focus on engaging students with content in varied contexts.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.

FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**

Appendix I.

Publisher Response

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: **Louisiana U. S. History End-of-Course** Grade/Course: **U. S. History**

Publisher: **American Book Company** Copyright: **2016**

Curriculum Type: **Supplemental** *(These materials were originally reviewed as a full curriculum, but after reviewing the publisher's response, they were reviewed as a supplemental curriculum.)*

Overall Rating: **Tier III, Not representing quality**

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

STRONG	WEAK
	1. Scope and Quality of Content (Non-Negotiable)
	2. Range and Volume of Sources (Non-Negotiable)
	3. Questions and Tasks (Non-Negotiable)

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	PUBLISHER RESPONSE
Section I. Content				
Tier 1 and 2 Non-Negotiable **1. SCOPE AND QUALITY OF CONTENT:** Materials adequately address the Louisiana's Grade-Level Expectations (GLEs) at sufficient depth, accuracy, and quality to build social studies content knowledge. ☐ Yes ☒ No	**REQUIRED (FULL CURRICULUM ONLY)** **1a)** Materials address the content of 90% of the GLEs.	**N/A**		
	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.	**No**	The materials do not provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the GLEs. Although the materials build students social studies content knowledge, the historical thinking skills are taught in isolation at the beginning of the materials and students are not given regular practice with those skills (GLEs) as they engage with the social studies content. Multiple-choice questions addressing the GLEs are noted at the end of each section and chapter, but they lack the sufficient quality of details and rigor to master the indicator. The foundation of this resource is having students read about content and then answer basic questions related to the content. Students are not challenged to form their own conclusions or make their own claims about any of the content. As an example, in Chapter 5, Standard 3.1 "Analyze the causes of US Imperialistic policies" is expected. The text addresses foundational material as to what imperialism	As a high-quality educational curriculum provider, we make every effort to provide detailed, robust, and exacting content based upon those standards set forth by the individual state curriculum mandates. Each chapter in each grade's book contains practice questions that correspond to the GLEs taught in that chapter. In addition, each test question clearly states the GLE covered as seen in each grade's pretest and post test. Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials. However, each test does provide opportunities for students to extend knowledge and make their own claims. In chapter 1 (pg. 42), there is a practice where students are asked to choose and defend specific points of view on controversial issues such as immigration,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			is, what the economic and military reasons are for US imperialism, but only recall questions follow addressing the basic content. See also Standard 3.3, "Describe the root causes of World War I and evaluate the reasons for US entry into the war." On page 99, the roots of the war are discussed but the only question that immediately questions students learning is the practice 6.1 review question 3 "Who was Archduke Ferdinand, and how was he a key figure regarding WWI?" This question does not address the true scope and depth of the GLE.	nuclear weapons, and so forth. Other practices (pgs. 67-68 for example) as open-ended questions where students can use the book's information as well as their own knowledge to create responses.
Tier 1 and 2 Non-Negotiable **2. RANGE AND VOLUME OF SOURCES:** Materials include varied types of primary and secondary sources that support students' understanding of social studies content. ☐ Yes ☒ No	**REQUIRED** **2a)** The main focus of the materials is on primary and secondary sources[1] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Primary and secondary sources are present but the main focus is on secondary sources with illustrations, photographs, and maps added in for visual appeal. There is no connection made between the photographs/illustrations and the content. Students do engage with sources in the Diagnostic test, Chapter 1, and the Practice tests at the end.	Each grade contains a chapter where primary and secondary sources are covered as a way to test historical thinking skills. In addition, each test contains a task that often contains primary sources pertinent to the time period studied in a particular grade. Every photograph, illustration, etc., used as primary source is placed within text explaining it. For example, pg. 71 contains a

[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.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			In addition, while the materials sometimes provide primary sources, there is no student engagement with the source, nor does it allow opportunity for students to make claims from these sources. For example, in Chapter 9, on page 160 there is a picture from the Kent State University shooting next to the text that describes this event; however, students are not given an opportunity to engage with the source nor are they questioned to encourage a more rigorous understanding of the event. In Chapter 8, on page 139 there is an image of a victory garden poster from World War II that could have been better utilized. In Chapter 10, on page 182 there is an image of a map of the Middle East with no caption, nor does it reference the map's relationship with the Persian Gulf War (i.e., the text that it is next to). Also, in Chapters 5-8, the lessons use pictures of events and historical figures to illustrate the content, but primary sources are not the main focus to drive instruction. For example, in Chapter 5, on page 97, the following quote by an isolationist has been included in the review section of the chapter	political cartoon depicting Boss Tweed, and the cartoon is placed next to the paragraphs about Boss Tweed and the use of political cartoons against him. We will take further care to create more connections between primary sources and eliciting responses in the future.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			"the story doesn't have to be completely true-just true enough…"but the quote does not elicit students to make claims. Also, in Chapter 6, on page 107, a quote by John Pershing's is written, "He has been chosen by the president to lead our American forces in Europe. I have the upmost confidence that the president has made a good choice and that is a capable general." Only recall is asked of the learner. If the question were addressed as to why Pershing was a capable general and how that can impact the outcome of the war, it would have been more critical to make claims. In Chapter 7, on page 113, a picture of the Hooverville and Dust Bowl is located but no student engagement with the source is initiated. On page 51, the publisher places a picture of a farmer farming with a steel plow. This picture is good to show students what farming looked like, however, it doesn't allow for any further analysis. Primary sources are found in the Pre and Post-test part of the text to initiate critical thinking responses, application, and to illicit well-constructed, student-written response answers. But, only for the written response questions – which is very few.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **2b)** 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.	**Yes**	The materials do include some varied types of sources; however, they do not emphasize the sources in such a way that makes it clear that the sources are a focus of study with which students engage to explore the content.	
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[2] and corroboration.[3]	**No**	Materials seldom focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing, and corroboration. In Chapters 5-8, primary sources are found in the review sections of the chapter in the form of a couple quotes per review chapter. Students are seldom given the opportunity for comparing different time periods and place, making determinations of the author's purpose, or given opportunities to make claims. For example, in Chapters 5-8 lessons use pictures of events and historical figures to	The tasks in each test require students to write an essay that ties in opinions and evidence from multiple sources, which allows for sourcing and corroboration. One of the suggestions from the evaluators would be to perhaps include excerpts from MLK's "I Have a Dream" speech. However, Dr. King's speech is no longer in the public domain and therefore cannot be legally used in excerpts. Thus, the use of the photo and explanation around the event were the only instances given. We only use sources that are in public domain, so sometimes finding appropriate primary sources can be challenging. However, we take special care in the sources we do choose to use.

[2] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[3] 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	PUBLISHER RESPONSE
			illustrate the content, but primary sources are not the main focus to drive instruction, encourage corroboration or search for authors purpose. Also in Chapter 5, on page 97, the following quote by an isolationist has been included in the review section of the Chapter "the story doesn't have to be completely true-just true enough…"but the quote does not draw students to make claims. No questions are posed to students about why an isolationist might hold this viewpoint, nor is there a follow up question asking about the different perspective of an interventionist. Students are only prompted to answer simple recall questions. Also, in Chapter 6, on page 107, a quote by John Pershing's is written," He has been chosen by the president to lead our American forces in Europe. I have the upmost confidence that the president has made a good choice and that is a capable general." Only recall is asked of the learner. If the question was addressed as to why Pershing was a capable general and how that can impact the outcome of the war, it would have been a more critical to make claims. In Chapter 7, on page 113, a picture of the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Hooverville and Dust Bowl is located but no student engagement with the source is initiated. In the diagnostic test pages 16, 25, and 26 two questions focus on primary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing, and corroboration. These questions are found to test student's constructive response writing. More questions like these could be added to the text to positively complete this indicator. Other ways that sources could have been used effectively is in Chapter 8. Here, a letter from a code talker, a letter from a WAC member, and one from a Tuskegee Airman could have been used to illustrate the different wartime experiences of minority groups. Furthermore, there is an image of Martin Luther King, Jr. giving his "I Have a Dream" speech on page 153 of Chapter 9. This could have been enhanced by including excerpts from the speech that would allow students to source the photo and the speech while discussing the importance of this speech. One opportunity the publisher could have placed a primary document, was in Chapter	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			4 in Lesson 4.1. The publisher could have provided the viewpoints of a striker and company owner on a labor strike. Then asked the students to contrast between the viewpoints on the conditions of labor at that time. Another missed opportunity would be during Chapter 3.2 in providing an excerpt from the "Gospel of Wealth" by Andrew Carnegie to explain why monopolies and "big business" are necessary. It would also give the students and opportunity to see how laissez-faire capitalism was justified.	
	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.[4]	**No**	Materials seldom focus on both primary and secondary sources from different time periods to enable students to make connections within and across time periods, including contextualization. Even though the text is aligned in a progressive pattern of events in history, the focus of primary documents or secondary sources addressing questions of connections within these resources are not included. Therefore, students are seldom directed to make the determination of how these sources impact the content.	There are many time periods represented in each grade's books, especially relating to the time periods covered in the GLEs. For instance, LA US History contains a speech from President Woodrow Wilson from 1918 (p. 11) as well as FDR's Pearl Harbor address from 1941 (p. 210). As a supplemental guide to the standards, our materials mainly focus on covering the standards so that students have a greater understanding of what they will most likely be tested on. The suggestions given by the evaluators are very good ones, but they are

[4] 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	PUBLISHER RESPONSE
			For example, in Chapter 5, on page 93, a picture of Emilio Aguinaldo and a picture of the US troops in the Philippines are found. Both of these pictures are simply there to illustrate a couple sentences of content. It might have more of a student impact if students were asked what made the Philippines oppose the United States comparing the Spanish American war, the resistance movement of the Philippines and how this was an example of Imperialism. In Chapter 6, on page 95, the pictures of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson are located in the text. Again questions about comparisons to the president's policies, documents explaining their policies, political cartoons, or charts comparing their policies are not found. If included, students could have searched for evidence to make connections as to how these policies impacted Imperialism and the economic, political, and geographic changes of the early 20th century. Also, in the diagnostic test page 16, question 26, this question asks students to explain how women's contributions to society affected the US during the Progressive Era. This question is posed with 5 documents, encouraging students to	better suited for materials that cover extensive amounts of history in one textbook, rather than a supplemental guide such as ours.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			interpret and construct a well-written answer. However, these types of questions addressing contextualization are seldom and not enough evidence is found to prove the indicator. Furthermore, in Chapter 8, on page 14 an overview of the Korean War is provided. Also, on pages 157-159 of Chapter 9, an outline the Vietnam War. However, there are no sources provided that allow students to compare the goals, events, and outcome of each of these conflicts. Also, in Chapter 10 on pages 170-171, President Clinton's attempt at health care reform is mentioned. Later in the same chapter, on page 175, President Obama's health care reform legislation is discussed, with no mention or connection to prior attempts at health care reform. This is a missed opportunity, as health care reform was a topic for many presidents, all of which made little headway in reaching their goals, except for President Obama.	
Section II. Claims				
Tier 1 and 2 Non-Negotiable **3. QUESTIONS AND TASKS:** Materials offer opportunities to elicit direct, observable evidence of the degree to which students	**REQUIRED** **3a)** 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).	**No**	Questions and tasks seldom focus on engaging students with content in varied contexts. For example, multiple-choice questions are located in Chapter 5-8 among others, but the questions address recall. The	Seeing as the new LEAP test blueprints were not available at the time of submission, many questions are multiple choice only. We will be taking into consideration the new testing formats when updating the materials.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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. ☐ Yes ☒ No			questions lack the rigor for students to independently demonstrate critical thinking, contextualization or corroborate. These tasks and questions are at a low level and only require basic memorization and application skills. For example, in Chapter 8, on page 144, students are asked: "What occurred during the Cuban Missile Crisis?" "Who was Betty Friedan, and what impact did she have in the 1960s?" is asked on page 157 of Chapter 9. On page 175, the first question from Practice 10.1: Domestic Policies of the Post-Cold War Presidents, is the following multiple-choice question: "Under which US president did the United States government experience a budget surplus and a balanced budget? None of these questions require students to engage with the material at a higher order thinking level. In terms of examining different sources, this is done on a limited basis and only at the end of each chapter's review questions. Chapter 8 has two questions out of ten that require students to engage with sources. None of the eight review questions in Chapter 9 require students to examine different sources. Chapter 10 has two out of twelve questions in the chapter review that require	However, each test does provide opportunities for students to extend knowledge and make their own claims. Each pre and post test contain a documents-based task. This task includes 2-3 primary and secondary sources and asks students to answer multiple-choice questions as well as write an essay based on the documents. In addition, each chapter contains practices and reviews that ask a variety of text-based questions that require extension and not just recall.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			students to engage with sources. Specifically, in Chapter 7, on page 118, question 5, a question is stated: How did the Scopes trial represent the conflict between traditional beliefs and new ideas? This question could have been more rigorous and thought provoking. No images, excerpts from the trial or student engagement or discussion was included. No questions addressing engagement in speaking or listening are included.	
	REQUIRED **3b)** Coherent sequences of source-dependent questions[5] 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.	**No**	Coherent sequences of source-dependent questions and tasks seldom 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. The text lacks source- dependent questions addressing the rigor necessary to complete this indicator. For example, in Chapter 5-8, approximately 7 source dependent questions were found and mostly these quotes were in the format of a one-sentence quote.	As stated above, each pre and post test contain a documents-based task. This task includes 2-3 primary and secondary sources and asks students to answer multiple-choice questions as well as write an essay based on the documents. This requires synthesizing knowledge and identifying evidence from multiple sources in order to write a well-organized essay based on a prompt. In addition, each chapter contains practices and reviews that ask a variety of text-based questions that require extension and not just recall.

[5] 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	PUBLISHER RESPONSE
			No opportunity to engage with the sources or synthesis was encouraged. For example, on page 148, a picture of the Tuskegee Airman is found-question 9, states only recall "The image above depicts?" Again no engagement or impact between the source and the student.	
	REQUIRED **3c)** 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).	**No**	Source-dependent written and oral tasks that require students to make claims to demonstrate understanding of social studies content were seldom found. For example, on page 174 of Chapter 8, question 7 presents students with a quote (with no author given) describing the rationing system during World War II. While the quote requires students to have a basic understanding of rationing and life on the home front, it does not require students to make connections with other ideas or events, such as life on the home front during World War I, or evaluate the causes and consequences of the rationing system. Chapter 9 does not provide any opportunities for students to engage with source-dependent written tasks in any way. In Chapter 10, on page 200, the review asks students to look at a newspaper headline and determine under whose presidency this headline would have been published. While	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			this requires students to have knowledge of events during recent presidential terms, it does not go any further in student's understanding of social studies content. The text only provides written tasks for students to demonstrate understanding on social studies content. These can only be found in the diagnostic and 2 practice tests that are at the end of the book. For example, in the pre- test and the practice test on pg. 16 question 26, and page 216 question 26, students are to write a well constructed written response. In these particular examples, students are to make claims to demonstrate an understanding of social studies content. However, these two examples are not enough to complete this indicator. Most questions in the text are multiple choice that ask recall.	
	FULL CURRICULUM ONLY **3d)** 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 **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**N/A**		
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both	**REQUIRED** **4a)** 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	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	writing/formal essays, on-demand and process writing, etc.).			
	REQUIRED (GRADES 3-12 ONLY) **4b)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	REQUIRED **4c)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	FULL CURRICULUM ONLY **4d)** 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	4e) 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	4f) Materials provide models for writing and student exemplars to support writing development in social studies.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions using multiple sources to make claims about social studies content.	**REQUIRED** **5a)** Activities and suggested approaches guide teachers on how to scaffold instruction for students to build understanding of the content.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	REQUIRED **5b)** The materials are easy to use and well organized for students and teachers.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
☐ Yes ☐ No	**5c)** 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.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
	5d) 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.	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
FINAL EVALUATION ***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.				
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: Content	1. Scope and Quality of Content **(Non-Negotiable)**	**No**	Materials do not provide regular opportunities for students to explore key questions and build knowledge and skills within social studies content.	
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Primary and secondary sources are present but they are not the main focus of the materials	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	Questions and tasks seldom focus on engaging students with content in varied contexts.	
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria was not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

August 18, 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 is 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 American Book Company. 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 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.

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
American Book Company, *United States History,* High School
Publisher Reference Number #17005
August 2016

General Comments: This social studies text covers United States history from the history of the westward expansion to the present day and the presidency of Barack Obama.

The Jewish community appreciates the opportunity to provide input and would like to work with the publisher to ensure the highest quality education for students. Thank you for your consideration of our suggestions detailed below.

Navigation Notes:

- Web Page for Louisiana Social Studies Online Instructional Materials Review http://www.louisianabelieves.com/academics/ONLINE-INSTRUCTIONAL-MATERIALS-REVIEWS
- Password: lareview2016

p. 15, Pretest, Section 2, Document 5, **Change**: "Mother Jones wasn't the only major player in the progressive movement. Jane Addams (nicknamed the "mother of social work") opened Hull House as a settlement house in Chicago."
ICS Comments: The sentence seems to have omitted the word "only."

p. 66, Chapter 3 Industrial Growth, 3.1 Technology, Innovations, and Urbanization, Migration and Immigrants, Problems and Concerns, **Change**: "Religious differences were also a source of tension. Most US citizens were Protestants, while many of the arriving immigrants from Southern and Eastern Europe were Catholics or Jews. As a result, ~~an~~ the religious practices of many of the immigrants~~'s religious practices often conflicted with~~ seemed very different than those of natural-born citizens. ~~Even among the immigrants themselves, problems existed.~~ Immigrants from different places often spoke different languages, ate different food, and had different religious practices. As people from different nations and ethnic groups began to live in ~~ghettos that were in~~ close proximity to one another, some conflicts arose. As a result, sometimes people from one nation or ethnic group developed rivalries with those of another."
ICS Comments: It was not that the religious practices and beliefs themselves came into conflict, but that they were, or seemed, very different from each other. Also, language differences, as well as other differences divided various immigrant communities event though they lived in nearby neighborhoods. This paragraph seems to overstate conflicts between immigrant communities, and is a broad generalization that is not backed up by the histories of the period. Immigrant communities tended to settle in affinity groups, due more to familial ties and language familiarity more than conflict with other immigrant groups.

p. 76, Chapter 4: Labor and Progressivism, 4.1 Workers and Labor Unions, The Unions, **Change**: "The American Federation of Labor (AFL) was a craft union led by Jewish American

immigrant Samuel Gompers. It formed in 1886. The AFL focused on the issues of wages, working hours, and working conditions."
ICS Comments: This section comes after the section on how immigrants changed America and explains the contributions of early labor leaders to working class lives. The textbook refers to Japanese Americans, Muslim Americans, Hispanic Americans, African Americans, Native Americans, European Americans, Mexican Americans, and should reference the contributions of Jewish Americans as well.

p. 125, Chapter 8: World War II and the Early Cold War Era, 8.1 Causes of World War II, Groundwork for War, Adolf Hitler, **Change**: "Following its defeat in World War I, Germany suffered humiliation and economic hardships. Many of ~~their~~ Germany's economic woes resulted from conditions imposed on the nation by the Treaty of Versailles, which ended World War. I. The treaty forced Germany to bear much of the war's financial burden. It also left the German people feeling bitter and humiliated by restrictions placed on the nation's military. Adolf Hitler took advantage of the German people's resentment to win support for his Nazi Party. Using his talents as a zealous and inspiring speaker, Hitler ~~effectively~~ falsely blamed the Jews for Germany's economic problems, ~~the betrayal of the former German republic,~~ and blamed Germany's enemies in World War I for the nation's troubles."
ICS Comments: It is not clear from the summary sentence above that the accusations against the Jews were false, and it is unclear what Hitler accused the Jews about.

The phrase "the betrayal of the former German republic" is very unclear. Does it concern the Jews or WWI enemies? Since it is so unclear, delete it.

The plural "their" is referring Germans, so make it agree, it should either be "Germany's economic woes, " or "their counties' economic woes."

pp. 135-136, Chapter 8: World War II and the Early Cold War Era, The Aftermath of World War II, The Holocaust, **Change**: "The Holocaust The invasion of Europe by the Allies brought an end to the war. It also led to exposing the horrible atrocities committed by the Nazis against people they labeled as socially inferior and unfit to live. Among the groups so targeted, no group suffered in so great a number as the Jewish people. Hitler had ascended to power in the early ~~'~~1930s in large part by ~~successfully~~ drawing on long-held prejudices and portraying the Jews as the major reason for Germany's financial problems. When the Nazis came to power, they began implementing laws and policies that were discriminatory against Jewish citizens. From 1933-1939, state-sponsored racism led to stripping of the rights of Jewish Germans in the Nuremberg Laws, and persecution escalated, with Jews losing their jobs, and Jewish children kicked out of their schools. From 1939-1941, the Nazis removed Jews from ~~society on~~ German-occupied soil through emigration, ghettoization, and deportation to concentration and death camps. From 1941-1945, ~~Eventually, this progressed to what Hitler called the "Final Solution" to the "Jewish problem."~~ The Nazis set about attempting to exterminate the Jewish ~~race~~ people through mass genocide (murder of ~~a race~~ an entire group of people, with the intent to destroy the existence of the group). Under Hitler's regime, Jews were rounded up, separated from their families, and either killed or shipped to concentration camps. In the camps, Jews and other prisoners were either immediately put to death or forced to provide slave labor before finally being executed or dying of disease or starvation. As Allied soldiers began liberating areas of Europe formerly held by the Nazis, they encountered the camps that housed tortured and starving people, most of whom were Jews. The Allies found gas chambers for conducting mass executions and ovens for

burning bodies. Troops also uncovered mass graves where victims had been thrown after they'd been killed or left to die in the camps. ~~Roughly six~~ Six million Jews died during this horrible episode in history, representing two-thirds of European Jewry, or one-third of the world population of Jews, which became known as the Holocaust."

ICS Comments: More details about the escalations of the persecution of Jew should be added so students can see the progression from racism to genocide.

"1930s" should be stated in its entirety to be clear to students.

Using adverbs such as "successfully" and "effectively" to describe horrific acts leading to genocide are entirely too upbeat, set the wrong tone, and fail to convey that Hitler used terrible lies to archive his genocidal ends.

Hitler's anti-Jewish rhetoric built upon centuries old hatreds to falsely place blame on the Jews for Germany's financial problems, not the bankers or stockbrokers.

Details of the Holocaust can be covered without introducing students to the anti-Jewish term "Jewish Problem," which should be deleted. The phrase implies that hatred of Jews is caused by the Jews themselves and they created their own problem. It would be like calling rape, the women problem.

It was Hitler and the Nazis that defined Jews as a race. Jews are a religious and an ethnic group, but not a race. The text should not use Hitler's problematic and racist definition of Jews as a race, perpetuating these terrible ideas.

For a clearer definition of genocide, and an explanation of its origins as a term, see this page from the United States Holocaust Memorial Museum https://www.ushmm.org/confront-genocide/defining-genocide .

Six million is the figure accepted by scholars and should be presented as such, deleting the word "roughly."

The scale of the devastation of the population of Jews in the world should be noted so students can understand what six million murdered means.

p. 178, Map, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, The Founding of Israel,

Change: Replace confusing, problematic map with a clear map illustrating the State of Israel today, the West Bank, Gaza, Lebanon, Jordan, and Egypt and label what it depicts.

ICS Comments: The current map fails to illustrate the region discussed in pages 178-180. The larger map of the region fails to label Israel, West Bank, Gaza, Lebanon, Jordan, and Egypt, and simply omits them. It is unclear why 17 other countries from the wider region from Azerbaijan to Oman are labeled, though none of them are discussed in this section but the actual countries and territories discussed in this section are all missing.

Both large and small maps have only three black and white shades that make both of them very hard to read.

The larger map indicates by the border outlines that the insert map will be of Israel, Lebanon, Syria, Jordan, West Bank, Gaza, and the Sinai part of Egypt. But the smaller insert map only covers the West Bank and the part of Israel that touches the middle of the West Bank.

On the insert map, there is no date or label for the map as a whole spelling out what date the map is supposed to represent. On the small map, there is no map of the State of Israel. Gaza does not appear. There is no label telling that this is the West Bank. A smaller subsection of the northern part of the West Bank is labeled "Palestine," but what this is referring to is not clear. The label "Israel" is printed in some white space that looks more like a sea than a country. In that

white space are three captions: “The Green Line,” “The wall,” and “Land lost by the wall.” There are no references to the green line or the wall or land lost by the wall in the text, so students will have no idea to what these terms are referring. Furthermore, the arrows from these captions point vaguely to a line or blank space, and confuse rather than clarify.

This does not appear to be an accurate or correct map for students to use.

p. 178, Map, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, The Founding of Israel, map captions, **Delete**: “~~The Green Line~~,” “~~The wall,”~~ and “~~Land lost by the wall~~.”
ICS Comments: There are no explanations or references at all to “the green line” or “the wall” or “land lost by the wall” in the student text, so students will have no idea to what these terms are referring. This is poor pedagogy. It is not appropriate in a public school classroom to introduce biased terms as map captions presenting political arguments from one side in the absence of general information, and the omission of all viewpoints on the terms and the issues behind them. These are not objective captions. This map does not appear to be created for this textbook, but copied from some unrelated source.

pp. 178-179, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, The Founding of Israel,
Change: “The Founding of Israel ~~For years,~~ Since the late 1800s, Jewish nationalists had called for a sovereign Jewish homeland in the region that had once been ancient Israel. At the time World War II began, the ~~land of~~ Palestine Mandate was under British rule. In 1922, roughly 80% of the British Mandate for Palestine became Transjordan, and Jews were not permitted to immigrate there. When the war ended, Great Britain no longer wanted the burden of governing the area. Transjordan, later called Jordan, became independent in 1946. The ~~native~~ Arab peoples of the region also wanted the British Mandate for Palestine to become an independent Arab state. Many Jewish people wanted the Mandate territory west of the Jordan River to become a Jewish state. Once the world learned of the horrors of the Holocaust, cries for a Jewish homeland grew louder. In 1947, the General Assembly of member countries of the UN voted to partition the Palestine Mandate into two states, Arab and Jewish. The Arabs rejected the UN partition, whereas the Jews accepted it and established Israel legally on the territory that contained a Jewish majority. ~~In 1948, the United Nations chose to recognize the modern state of Israel as a sovereign Jewish state in the land that had been Palestine.~~ The United States supported the move and immediately recognized the State of Israel ~~as an ally in Southwest Asia.~~ Palestinians and other Arabs across the region greatly resented the move. They refused to recognize the new state and were determined to eventually bring about its downfall.”
ICS Comments: The time period that Jewish nationalists started calling for a Jewish homeland should be made clear, the late 1800s.

From 1920 to 1948, the region should be referred to by its official name according to the League of Nations, the *British Mandate for Palestine* or, alternatively, the *Palestine Mandate*. The territory was placed under the administration of the British by the League of Nations after WWI.

Transjordan was not a separate mandate; it made up roughly 80% of the British Mandate for Palestine. Jews were not permitted to immigrate to Transjordan. Transjordan, later called Jordan, became an independent Arab state in 1946 in land formerly part of the British Mandate

for Palestine. It should be specified that it was the territory west of the Jordan to which the UN vote referred.

In 1947, the General Assembly of the United Nations of all member countries voted to partition the Palestine Mandate into two states, Arab and Jewish. The Arabs rejected the UN partition, whereas the Jews accepted it and established Israel legally on the territory that contained a Jewish majority, as approved by the UN General Assembly. It is incorrect to assert that the UN "chose" to recognize Israel.

The year of the UN vote was 1947, not 1948, which was the year that the British withdrew and the State of Israel was declared. The UN voted for two states, not just one state.

It is not correct that the US immediately became an ally of Israel in 1948 and has been ever since. In May 1948, President Truman recognized the State of Israel, but the US was not a strong ally of Israel until the Johnson administration, especially after the 1967 war, and the US did not provide substantial aid to Israel until 1973. Between 1948 and 1967, the US was aimed to be neutral in the region, until the Soviet influence was growing, and the Cold War impacted superpower relations in the Middle East.

p. 179, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, Arab-Israeli Conflict, **Change**: "Arab-Israeli Conflict In 1967, Arab armies mobilized along all of Israel's borders. In an act of war, Egypt blockaded Israeli shipping and repeatedly broadcast its intent to destroy Israel. To defend itself, Israel attacked Egypt and Syria. Jordan attacked Israel despite Israeli pleas to King Hussein to stay out of the conflict. As a result of the war, Israel captured the West Bank, East Jerusalem and the Old City from Jordan, the Golan Heights from Syria, and the Gaza Strip and Sinai Peninsula from Egypt. Several months after the Six Day War ended, Arab nations held a summit at Khartoum and issued the famous "Three NOs": no recognition of Israel, no negotiations with Israel, and no peace with Israel. By the mid 1970s, no Arab nation acknowledged Israel's right to exist. The Arabs believed Israel had stolen land that ~~rightfully~~ belonged to Palestinian Arabs. When the PLO (Palestine Liberation Organization) formed in 1964, Arab states recognized it as the official representative body of the Palestinian people. Until 1988, the PLO listed the destruction of Israel as its primary goal. Its longest and most noted leader was Yasser Arafat, who led the organization from 1968 until his death in 2004. Today the PLO still exists as the recognized representative of the Palestinians. Its main objective is the establishment of an independent Palestinian state. Because of some of their ~~past~~ tactics and acts of violence, the PLO has long been considered a terrorist organization by Israel and other countries. The dispute between the Palestinians and the Israelis continues to this day."

ICS Comments: This section is out of chronological order. The first paragraph of the section entitled "Arab-Israeli Conflict" covers the 1970 to 2004, focusing on the PLO. The second paragraph covers the 1967 and 1973 wars and the oil embargo in 1973-1974. However, to understand the Palestinian-Israeli conflict, and the creation of the PLO, students first need to grasp the basic facts of the Arab-Israeli conflict and its major wars.

In a section covering "Arab-Israeli Conflict" it is a serious omission to fail to explain the causes of the 1967 Six Day War and its territorial and political consequences. These additions concisely explain the causes and consequences of the 1967 war, and Arab refusal to negotiate land for peace at its conclusion.

The assertion that the land rightfully belongs to anyone is a political argument, not an objective statement of the facts.

In 2016, is there really just one organization, the PLO, which is the sole representative of the Palestinian people? Are there not more organizations such as the Palestinian Authority, Fatah, Hamas, among others, so the PLO is *a* representative, but not *the* only representative?

Terrorist attacks against Israel are still happening regularly in 2016, and it is not always clear who is behind them, so removing the word "past" makes this sentence accurate.

p. 179, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, Arab-Israeli Conflict, **Change**: ~~"In 1967, the Israelis fought and defeated Egypt, Syria, and Jordan (Arab nations by which Israel had constantly felt threatened). The humiliating defeat only intensified Arab hatred for Israel.~~ During the period of 1967-1971, the PLO attacked Israeli military personnel and civilians from bases in Jordan, Lebanon, Syria, and Egypt. The PLO also carried out airplane hijackings and terrorist attacks outside of Israel. In 1970, after an attempt by the PLO to overthrow Jordan's King Hussein, the Jordanian army attacked PLO forces in what became known as "Black September." Fighting continued until June of 1971 when Jordan succeeded in evicting the PLO from the country. The PLO moved its base of operations to Lebanon. On October 6, 1973, Egyptian and Syrian forces attacked Israel~~i territories~~ on the eve of Yom Kippur (the holiest day of the Hebrew calendar). By mid-October, Israel had seized the upper hand in the Yom Kippur War, pushing back the Syrians in the north and the Egyptians in the south. After initial Arab military successes and significant Israeli casualties, Israeli managed to push back the attack.."
ICS Comments: As mentioned for the previous paragraph, this section is out of chronological order, and this sentence should be deleted when the information it is moved as suggested above.

This summary omits all mention of Palestinian terrorism, and the problems the PLO caused in the region, which are summarized in this suggested change.

p. 179, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, Arab-Israeli Conflict, **Change**: "Alarmed that their Arab allies were on the verge of losing yet another war with the Israelis, the Soviet Union threatened to intervene. President Nixon responded by putting US military forces on alert worldwide. Within twenty-four hours, the Soviets backed down, and it was agreed that a UN peacekeeping force should be sent to the region. For many Israelis, the 1973 war was traumatic and reinforced the strategic importance of the buffer zones gained in 1967. Many Israelis felt that the heartland of Israel could have been overrun if not for the time it took the invading forces to move through the West Bank, the Golan Heights, and the Sinai. Furious that the US had supported Israel, the Arab nations comprising most of OPEC (Organization for Petroleum Exporting Countries) imposed an oil embargo against the United States. The embargo had a major impact on the United States. Gas prices soared as supplies dwindled. US drivers sat in long gas lines, sometimes waiting for hours to get what little gas was available for their cars. Fortunately, the United States negotiated effectively with OPEC countries, and the embargo was lifted after only a few months."
ICS Comments: It is a serious omission to fail to explain the consequences of the 1973 war for the larger Arab-Israeli conflict

p. 180, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, The Camp David Peace Accords, **Change**: "The Camp David Peace Accords In November of 1977, Egyptian President Anwar

Sadat shocked everyone when he flew to Israel to meet with ~~that nation's~~ Israeli ~~p~~Prime ~~m~~Minister~~,~~ Menachem Begin. It was the first time any Arab leader had acknowledged Israel, much less visited the country. Many in the Arab world hated Sadat for going to Israel, but Sadat felt it was necessary to improve Egyptian and Israeli relations. Sadat realized that a continuing state of war with Israel was harming the Egyptian economy and the well being of his people. Soon after, US President Jimmy Carter invited the two leaders to Camp David (the president's personal retreat) to continue their talks. Initially the meetings proved unproductive. Through Carter's tireless efforts to broker a peace deal, however, both nations ended up signing the Camp David Accords on September 17, 1978. The agreement called for a peace treaty between the two nations and meant that Israel would return to Egypt all of the Sinai Peninsula ~~withdraw from territories~~ taken during the Yom Kippur War. This agreement became a model for Israel's "land for peace" policy. President Sadat and Israeli Prime Minister Menachem Begin shared the Nobel Peace Prize in 1978, and the treaty has been the basis for stable relations between Egypt and Israel for more than thirty-five years."

ICS Comments: The text should explain why Sadat decided to make peace with Israel.

Parallel capitalization should be used for Israeli Prime Minister Begin as for Egyptian President Sadat, and President Carter.

The treaty covered the Sinai Peninsula not all territories taken during the Yom Kippur war, and so that should be specified. This factual error should be corrected.

The text should explain the key outcomes of the treaty, including the model of "land for peace," that Sadat and Begin shared the Nobel Peace Prize in 1978, and that the treaty has been the basis for stable relations between Egypt and Israel for more than thirty-five years.

p. 180, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The United States and Israel, Lebanon , **Change** "Lebanon For years, the PLO used southern Lebanon as a place from which to launch attacks on Israel. With the Lebanese government unable to halt these operations, the Israelis decided to take matters into their own hands. In June 1982, Israeli forces marched across the border into Lebanon and pushed the PLO all the way back to the capital city of Beirut. The invasion caused tension between Israel and their ~~longtime~~ ally, the United States. Finally, at Israel's insistence, a multinational peacekeeping force consisting of US, French, and Italian forces arrived in Beirut to supervise the evacuation of the PLO.

Not long afterwards, however, violence again broke out following the assassination of the Lebanese president and mass killings at two Palestinian refugee camps. The peacekeeping force which had left following the PLO's evacuation now returned to Beirut to restore order. Meanwhile, Israeli forces withdrew and left Lebanon on the verge of civil war. On October 23, 1983, 241 people died when ~~a~~ two suicide bombers drove ~~a car~~ two trucks full of explosives into a barracks housing US Marines who were part of the peacekeeping mission. Finally, in early 1984, with the situation in Lebanon deteriorating into chaos, the multinational peacekeeping force left Beirut.

Israel withdrew from most of Lebanon in June 1985. Until 2000, Israel maintained a military presence in a section of southern Lebanon that served as a buffer zone and prevented widespread terrorist incursions into Israel from the north.

Hezbollah, a radical Islamic organization committed to destroying Israel, is based in Lebanon and is believed to be heavily supported by Iran and Syria. On July 11, 2006, Hezbollah crossed the Lebanon-Israel border and attacked an Israeli army unit, killing eight soldiers and

kidnapping two more who were subsequently murdered. At the same time, it began launching rockets into Israeli cities and towns. In response, Israel launched air strikes on suspected Hezbollah military targets, particularly rocket launchers, and mounted a ground offensive. This conflict is known as the 2006 Lebanon War or the Second Lebanon War. Hezbollah used a human shield strategy by imbedding its fighters and rocket launchers in civilian neighborhoods and homes, resulting in the loss of civilian lives and property damage when Israel retaliated. Israel strategically damaged Lebanese transportation infrastructure to prevent Hezbollah from resupplying and redeploying. This war resulted in significant population movement in both countries as civilians sought safety. Hostilities officially ended with UN Cease Fire Resolution 1701 passed on August 11, 2006.

Hezbollah joined the unity government of Lebanon in 2008, gaining effective veto power over the Lebanese government. Hezbollah is often called a state within a state. Hezbollah receives military training, weapons, and financial support from Iran and Syria. Hezbollah has provided support to Syrian President Bashar Assad in the Syrian Civil War 2012 to the present."

ICS Comments: The text should cover events in Lebanon since 1984, as it is seriously out of date.

The US was not a strong ally of Israel until the 1967 and 1973 wars, so "longtime" should be deleted from ally.

There were two suicide bombers that drove trucks into the US Marine barracks, not one driving a car.

The role of Hezbollah in Lebanon should be explained.

p. 182, Chapter 10: Conflicts, Resolutions, and Humanitarianism in Modern America, 10.3 US Relations with the Middle East, The War on Terror, Al-Qaeda, **Change** "In recent decades, Islamic terrorist organizations have shown animosity toward the United States and other western nations. They hold that Western culture undermines traditional Muslim values, and Muslim fundamentalists call for a return to traditional Muslim ways. Islamic extremists have decried that western nations have long interfered in the Middle East to the detriment of the Muslim population, from European imperialism following WWI to recent US war in Iraq. Extremist Islamic groups have objected to military interventions in Kuwait, Afghanistan, Iraq, and the stationing of US troops in Saudi Arabia as a violation of holy Muslim land. Western support of dictators and oppressive regimes and American involvement in the oil industry has also been a source of resentment.

Because the United States has ~~traditionally~~ shown support for Israel in recent decades, many in the Middle East have feelings of anger and animosity towards the United States. In recent years, this alliance with Israel has been one of the factors making the United States a major target of Islamic terrorists (criminals who destroy property and kill innocent civilians in the name of a political or social cause). These terrorists subscribe to a radical form of Islam, which advocates violence to overthrow the United States and other western nations. The most formidable and best-known Islamic terrorist groups are ~~is~~ al-Qaeda and ISIS. The founder of ~~this~~ the al-Qaeda organization was a Saudi radical Muslim named Osama bin Laden. Bin Laden's terrorist organization had its roots in Afghanistan. During the early 1980s, when Muslims in Afghanistan were fighting against the Soviet invasion, bin Laden (a member of a rich Saudi family) actively raised funds and recruited Arab fighters to join the resistance. Once the Soviets withdrew from the country in 1989, bin Laden and other radical Muslims wanted to continue the "fight for Islamic causes." During the Persian Gulf War of the early '90s, bin Laden offered to

use his forces to aid the Saudi government because he and his followers greatly opposed the secular (nonreligious) government of Saddam Hussein. When the Saudis declined in favor of letting UN-backed forces (mostly from the United States) use their territory to launch the war effort, bin Laden was outraged that "infidels" had been allowed on Muslim soil. This, combined with US ties to Israel, led bin Laden's group to ~~oppose~~ attack the United States of America."
ICS Comments: This paragraph incorrectly focuses the blame for terrorism against the US solely on US support for Israel. As detailed above, a resentment of Western military intervention in the region, belief that Western culture undermines Islamic values, and western support for oppressive regimes are higher up on the list. Osama bin Laden detailed the motivations for al-Qaeda's 9/11 attack and listed these reasons, including resentment of western support of Arab regimes that were not Islamic enough and persecuted Muslim fundamentalists, and resentment of the influence of Western culture. Bin Laden also argued that the US steals Muslim wealth and oil at paltry prices through threats of military intervention. An additional reason for Muslim extremist anger is US support of Israel, but it was and is not the only or primary reason for terrorism. The arrangement of this paragraph is inaccurate and leads to a poor understanding of the full range of motives, making Israel the scapegoat for larger issues. The verb "oppose" is rather mild for the violence of the 9/11 terror attacks by al-Qaeda.

Answer Key, Louisiana US History End-of-Course 2016–2017 Edition

- The following suggested edits are from a separate PDF document called "LA US History AK 2016-2017.PDF"

p. 30, Answer Key, **Change**: "**Israel** – ~~Official~~ Jewish state founded in 1948 following the 1947 UN partition plan, and after the British withdrew from the ~~what was formally~~ Palestine Mandate in 1948. It came into being with the support of a vote by the member nations of the General Assembly of the newly formed United Nations, with official recognition from the US, and in large part as a result of the Holocaust that occurred in Europe during WWII. Its founding was greatly opposed by surrounding Arab~~s~~ States who rejected the UN vote to partition the Palestine Mandate into two states, Arab and Jewish. ~~felt the land had been stolen from the Palestinian people~~. As a result, ~~Israel and~~ Arab nations have fought numerous wars with Israel and continue to be at odds today. Israel signed peace treaties with Egypt in 1978 and with Jordan in 1994, but ~~M~~many Arab nations still refuse to recognize Israel's right to exist."
ICS Comments: Odd use of "official" should be deleted. A definition should not include the opinions of one side ("felt the land had been stolen") but should stick to the facts that Arabs rejected the offer of an Arab state in 1948. The current wording implies that Israel was founded in what was Palestine, replacing it. In fact, in 1947, while still living in the British Mandate for Palestine, both communities has been offered a state by the UN partition plan.

Israel signed peace treaties with Egypt in 1978 and with Jordan in 1994, so this should be noted along with the assertion that many other states and groups still refuse to recognize Israel's right to exist.

p. 30, Answer Key, **Change**: "**Palestinians** – Arabic speaking ethnic group from the region that was the British Mandate for Palestine and today includes the State of Israel, the West Bank, and Gaza Strip. Mainly Muslim and Christian Arabs, this ethnic identity emerged over time as a unique Palestinian national identity. ~~These are natives of Palestine who greatly resented the United Nations recognizing the modern state of Israel as a sovereign Jewish state~~."

ICS Comments: Again, a definition should not include the opinions of one side, but should neutrally describe the group in question.

p. 30, Answer Key, **Change**: **"Palestine Liberation Organization (PLO)** – This organization was formed in 1964. It was led from 1968 to 2004 by Yasser Arafat and recognized by Arab nations as the official representative body of the Palestinian people. ~~It has experienced~~ The PLO has engaged in ongoing conflict with Israel over territory and, because of ~~past~~ acts of violence, is considered by Israel and other states to be a terrorist organization. Its main objective used to be the destruction of Israel until 1988 but now is the establishment of a Palestinian state."
ICS Comments: The passive voice here disguises the PLO's active use of terrorism against Israel and its active role in conflict with Israel over territory. There continues to be Palestinian terror attacks on Israel, not just in the past. It is not only Israel that considers the PLO to be a terrorist organization.

p. 30, Answer Key, **Change**: "**Yom Kippur War –** The 1973 war in which Egypt and Syria attacked Israel on the eve of Yom Kippur, the holiest day of the Jewish year. Eventually, the Israelis pushed their Arab attackers back~~,~~. For many Israelis, tthe 1973 war was traumatic and reinforced the strategic importance of the buffer zones gained in 1967 against attcks. ~~seizing territory previously belonging to each nation.~~ Arab nations became angry with the US for supporting Israel in the conflict.

ICS Comments: This incorrectly confuses the 1967 and 1973 wars. This factual error should be corrected. Israel gained control of land in the 1967 war. In the 1973 war, Israel retained the territories captured in 1967, but did not keep any additional land. The text should explain that Yom Kippur was the holiest day in the Jewish year. The definition should explain that this war reinforced the strategic importance for Israel of keeping the land it had gained as a protective buffer against attacks.

p. 30, Answer Key, **Change**:
"**OPEC oil embargo** – OPEC stands for the Organization for Petroleum Exporting Countries. The organization is comprised of Arab nations that produce and export oil. After the Yom Kippur War, the organization voted to impose an oil embargo against the United States, leading to the 1973 Oil Crisis in the US ~~energy crisis~~."
ICS Comments: The 1973 oil crisis resulted from the Oil embargo. The term "energy crisis" is an inaccurate exaggeration.

p. 30, Answer Key, **Change**:
"**Camp David Accords** – This was a monumental agreement signed by the United States, Israel, and Egypt in 1978 after President Carter brokered a deal between Egypt and Israel during meetings at Camp David. This paved the way to the peace treaty signed by Israel and Egypt in 1979. The Egypt-Israel Peace Treaty was seen as ~~a stroke of diplomatic genius by~~ great breakthrough and a foreign policy success for Carter because it established ~~a~~ the first peace treaty between an Arab state and Israel, and became a model for Israel's "land for peace" policy."
ICS Comments: This definition needs to make it clear that the Camp David Accords in 1978 paved the way for the 1979 Egypt-Israel Peace Treaty. Sadat and Begin took great risks in conducting this ground breaking agreement, and while its was seen as a foreign policy success

for President Carter, his role should not be completely overstated to the diminishment of the other contributions.

p. 30, Answer Key, **Change**: "**Lebanon** – The PLO used Lebanon as a place from which to launch attacks on Israel, leading to prolonged intervention by Israel to prevent attacks on its citizens and its soil. On October 23, 1983 ~~a~~ two suicide bombers drove ~~a car~~ two trucks full of explosives into a barracks housing US marines. In the 2006 Lebanon War, also called the Second Lebanon War. Hezbollah crossed the Lebanon-Israel border and attacked an Israeli army unit, ultimately killing ten Israeli soldiers."

ICS Comments: The definition should include mention of Hezbollah, and the role of Hezbollah in the Second Lebanon War in 2006 should be explained.

There were two suicide bombers that drove trucks into the US Marine barracks, not one driving a car.