DEPARTMENT of EDUCATION
Louisiana Believes

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

FULL CURRICULUM
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: **HMH Social Studies World Civilizations; HMH Social Studies United States History: Beginnings to 1877**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**   Grade/Course: **6-7**

Curriculum Type: **Full 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)

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

Tier 1 ratings received a "Yes" for all Criteria 1 – 5.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 6 (Tier 3)   Grade 7 (Tier 3)

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: **HMH Social Studies World Civilizations**   Grade/Course: **6**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**

Curriculum Type: **Full 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.	Yes	HMH Social Studies World Civilizations address the content of at least 90% of Social Studies: Grade 6 Louisiana GLEs, which covers topics, events, and people that contributed to the growth of civilizations during ancient times through the Middle Ages. Various activities and Lessons in Modules 1 through 15 and 19 through 20 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Key Events, Ideas, and People, Standard 3 – Geography Skills, Standard 4 – Culture and Environment, Standard 5 – Government: Foundation and Structure, and Standard 6 – Resources and Interdependence. An example of this indicator can be found in Module 3, Lesson 1. In this lesson, students are looking at how the rivers of Southwest Asia supported the growth of civilization in Mesopotamia and the Fertile Crescent region. In this lesson, students are looking at how the physical feature of the fertile crescent allowed for a growth of civilization and how they were dependent on this resource for food and trade. (GLE 6.4.1: Identify and describe the physical features and climate conditions that contribute to early human settlement in regions of the world.)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Another example can be supported in Module 20: The Renaissance, in this module, the material that is covered helps students look at the Renaissance in three major ways: it's origins, Italian, and non-Italian. In these lessons, students explore the people and ideas that contributed to the Renaissance in Europe. (GLE 6.2.10) Also in Module 1, Uncovering the Past, standard 1 is used in the resources section of the text. Suggested activities are available to teach students how historians and geographers study the past in order to learn more about the present. Primary and secondary documents are available for students to interpret and investigate. And students are to interpret different time periods and show correlation to the past and present to build knowledge. Standard 2, GLE 6.2.3 is evident in Modules 3, 4, 5, and 6. It describes the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China. The content allows the student to think spatially, learn about themes and elements, introduces world regions and where they are located, evaluate the elements of a map, analyze map projections and map scales, note the difference between political, physical, economic and cultural themes.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the Social Studies: Grade 6 Louisiana GLEs. For example, Module 4: Kingdoms of the Nile (4500 BC – AD 400) requires students to explore key questions and build knowledge and skills with content related to the following GLEs: 6.1.3 Analyze information in primary and secondary sources to address document-based questions 6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes 6.2.2 Examine how the achievements of early humans led to the development of civilization 6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China 6.6.1 Explain the impact of job specialization in the development of civilizations Additionally, Module 13: The Rise of Islam (AD 550 – 900) allows students to explore key questions and build knowledge and skills with content related to the following GLEs: 6.1.3 Analyze information in primary and secondary sources to address document-based questions

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			6.2.6 Analyze the origin and spread of major world religions as they developed throughout history 6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes 6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world 6.4.3 Explain the connection between physical geography and its influence on the development of civilization 6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world The following is an example to how the text provides opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with an "Opener" that contains one essential question. For example, Module 19: The Middle Ages asks the question "How did life in Europe change after the fall of Rome?" Each module contains from 3-6 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Module 19: Lesson 1 is "Europe faced religious and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			political change after the fall of Rome." could be presented as a question, what political and religious changes did Europe face after the fall of Rome? Also, another example for this indicator is evident in Module 3. Section 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the module, questions about a map of the Fertile Crescent and the Rile Valley Civilizations follow early in the section of Module 3. At the end of each lesson in the module a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.
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.	**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**	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text. For example. in Module 18: The Earl Americas, Lesson 3: The Aztec Empire, the author present a primary source (The Mask of Tlaloc) yet the students are not asked to evaluate what the meaning of the

---

[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
☐ Yes ☒ No			details of the mask might mean. Instead the question presented to the students is Why was human sacrifice part of Aztec religion? This is apparent again in Lesson 4 where the students are asked to interpret the writings of Cieza de Léon as translated from interviews with Incan officials. The students are asked the question, "According to Cieza de Léon, how did the Incas gain the obedience of people they conquered"? The question can certainly be answered through students reading the source, however, there is no apparent relationship between the Big Idea (The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature) nor the Essential Question (How did geography and climate impact the way American civilizations developed?) Another example can be found in Module 8: Ancient Greece (2000 – 330 BC), opportunities for primary and secondary sources to be the focus of the material exist, however, they are not utilized. In Lesson 4: Greek Mythology, primary and secondary sources such as an excerpt from Homer's the Odyssey, a painting of Olympian Gods, and an excerpt from Aesop's "The Ants and the Grasshopper" are present, however they are under-utilized. Students are generally presented one Analyze Sources question to

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			answer related to the source. Instead of making these and other sources the focus of the lesson on Greek Mythology, they are placed in a supporting role. Furthermore, in Module 15: Later Chinese Dynasties (589 – 1644), opportunities for primary and secondary sources to be the focus of the material exist, however, they are not taken advantage of. In Lesson 4: The Yuan and Ming Dynasties, students are presented with a map of the Mongol Empire I 1294, a biography of Kublai Khan, a painting of Kublai Klan hunting on horseback, and an excerpt from The Story of Marco Polo, however, students examine these sources in isolation and only answer one or two questions related to them. They are not the focus of the lesson. Furthermore, even though the publisher adds primary and secondary sources to each module and throughout most of the lessons, overall, there are a few that do not add to the learning of the students. If the written material in the book were removed, the remaining majority of the sources ask basic recall questions ("Right there") questions, rather than allowing students to express claims.

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**	Though not used as main focus, these materials do contain a generous offering of sources of all types located in each lesson and at the end of the lessons in the DBIs. This is apparent in all of the modules. For example, in Module 15: Later Chinese Dynasties, students are presented with maps, charts, text (mostly translated), pictures, prints, artifacts, etc. Many of the modules include a section called Multimedia Connections (found in chapters 6, 8, 10, 16, 18, and 19). In this resource, a student can see History Channel videos, maps, and primary sources. For example, Module 9: The Hellenistic World (330 – 30 BC) includes a variety of primary and secondary sources. Sources in this module include: pictures of the library in Ephesus and the ruins of Ephesus, videos on Alexander and his city, Decisive Battles: Gaugamela, and The Lighthouse of Alexandria, timelines of events from the period, biographies of Phillip II of Macedonia and Cleopatra VII, excerpts from Plutarch's Life of Alexander, Polybius' The Histories, and from Plutarch's Lives, maps of Alexander the Great's Empire c. 323 BC, and The Hellenistic Kingdoms, c. 300 BC, Alexander's coins dated 323-315 BC, and a statue of Ptolemy. Also, Module 19: The Middle Ages (500 –

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			1500) includes a variety of primary and secondary sources. Sources in this module include: a picture of Chillon Castle in Switzerland, a statue of William the Conqueror, videos on Harold and William: The Battle for England, Bet You Didn't Know: St. Patrick's Day, the Battle of Hastings, and the Children's Crusade, timelines of events from the period, maps include a physical map of Europe, the Spread of Christianity, Charlemagne's Empire, Invasions of Europe, Europe in 1000, the Crusades from 1096-1204, Route of the Plague, and the Reconquista from 1000-1300, biographies of Patrick, Benedict, Charlemagne, Eleanor of Aquitaine, Pope Leo IX, Pope Urban II, Richard I, Saladin, Francis of Assisi, and Queen Isabella, excerpts from Einhard's Life of Charlemagne, the Anglo-Saxon Chronicle and quoted in A Source Book of Medieval History, a December 1075 letter of Gregory VII to Henry IV, a 1076 letter from Emperor Henry IV to Pope Gregory VII, Pope Urban II quoted in A Source Book for Medieval History, The Prayer of Saint Francis, Thomas Aquinas' Summa Theologica, and the Magna Carta. Another example is found in Module 8 Greece, the following primary and secondary sources are found: a video of the origins of the Western Culture, a timeline of Ancient

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Greece from 2000 to 330 B.C., a map of the bodies of water around Greece and the type of Transportation in ancient Greece, a picture of Knossos, and a Minoan vase, a map of tsunamis, a map of the Minoan and Mycenaean Cultures, a gold Mycenae mask, a map of Greek city-states, a polis, and a picture of Greek trade. In the multimedia section of the module, Primary documents and video as found to help build student knowledge. Also at the end of the module., a set of primary documents are found in which students are to analyze each and construct an essay.
	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**	This book offers very few opportunities to satisfy this indicator. For example, the students are asked to write a compare and contrast essay. This assignment is found in part two of the DBI section of Module 18. There is little evidence within the lessons themselves that allow students to compare/contrast. There are a few places where the students are able to compare/contrast, but the questions do not challenge the students, low level question at best. For example, In Module 1: Lesson 1 "Using Clues," the students are asked to answer the question "How are primary and

---

[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
			secondary sources different? They don't even ask the students to expand on their answer. This is evident again in Module 19 DBI Part One. Sourcing is not visible and corroboration is not apparent. There is a part of the DBIs that shows the students how to evaluate a document; however, there is no evidence that the students are actually asked to do it.
For example. In the Document Based Investigation found in Module 4, Kingdoms of the Nile, students are provided with multiple primary and secondary sources that focuses on Egyptian symbols and stories. The analysis questions are based on the information in the sources given (most of the answers are found directly in the source, without consideration of any sourcing activity). Once the sources are analyzed, students are asked to write an essay exploring the beliefs and values expressed in art, artifacts, and writings from Egypt and other ancient kingdoms of the Nile Valley. In order to meet the requirements of the indicator the publishers could have developed questions to include more sourcing opportunities between the documents and more opportunities to recognize relationships within a particular culture. Furthermore, modules that do contain primary and secondary sources,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			often only have one pairing of sources and are the exception, not the rule.
	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	Throughout the textbook, the materials focus on both primary and secondary sources of different types. The majority of these sources allow students to analyze information that occur within the time period presented in the module, however, it doesn't allow for students to make connections across time periods. In Module 20: The Renaissance, students are given three sources from the Renaissance period and use those sources to answer the document based investigation on how humanism influenced the work of European writers and artists during this period? The publisher could've expanded the document selection to include artists from the Middle Ages or other time periods discussed within the GLEs and had students compare and contrast the artistic movements and their impact on culture. Another example for not meeting this indicator follows. "Which author believes that visual symbols can represent written language? Which part of the quote makes this point?" In Module 18: DBI Part One, this question is found at the end of two primary

---

[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
			sources. Though the question depends on the students to read and evaluate the document content, they are not even given the dates in which the documents were written which could influence why the authors have different opinions. They should have been given this opportunity to discover the difference between an archaeologist and anthropologist and why they might have opposing viewpoints.
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 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	**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).	**Yes**	The materials are engaging and bountiful. Each module start out with an essential question. All of the modules contain an assessment at the end of each lesson that contain both multiple choice, fill in the blank, and short answer questions. Each lesson also has questions relating to each source. These materials also include a student guided reading workbook. Each lesson contains a section called "Enrichment" that engages the students in tasks such as the one found in Module 2: Lesson 2 which asks the students to create a map using the physical, environmental, and cultural aspects of their school and its place in the country as well as the world. Each lesson contains at least two tasks. Finally, at the end of each module is a segment that's titled "Close," which contains documents and questions based on those documents.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For Example, Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire (7000 – 480 BC) contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, "What factors helped unify early civilizations in Southwest Asia?" The graphic organizers of this module include completing a chart identifying the chain of events from a varying water supply to civilization, describing aspects of Sumerian society, describe the strengths and achievements of the military empires, identify different aspects of Phoenician society, a chart on the Persian Empire from its beginnings to its wars with Greece. Enrichment activities include writing a story about a farming family living in the Fertile Crescent, creating a 6-10 word pictographic "language" and write a message, create a comic strip or picture book on a Sumerian creation story or flood from The Epic of Gilgamesh, create a chart demonstrating which of Hammurabi's laws have a modern-day counterpart, and write a paragraph comparing the Phoenician alphabet to the English alphabet. The Document-Based Investigation is writing an explanatory essay describing what geographers have learned about how the environment shaped these early civilizations and how these early

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			civilizations shaped their environments. The module closes with a persuasive essay on the essential question. Additionally, Module 11: The Growth of Christianity (AD 1 – 400) contains questions and tasks that allows students to engage with content in a variety of contexts. The module begins with an essential question, "How did developments within the Roman Empire affect Christianity's growth?" The graphic organizers of this module include identifying how Romans feel about religion, conflicts between Romans and Jews, and the Origins of Christianity, a chart identifying the life events, teachings, and followers of Jesus of Nazareth, a flow chart on the Spread of Christianity, and a chart identifying people from the Early Christian World and their contribution. Enrichment activities include creating a cause and effect chart to show how the beliefs and interests of Jews and Romans led to war, writing a personal essay about a selfish decision, writing a journal entry from the point of view of a Christian in Rome in the 200s and 300s, writing a short play about Constantine and his contributions to Christianity, creating interview questions to ask Pope Francis. The Document-Based Investigation is to write an informative essay on what beliefs and events were most important for the growth of Christianity

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			during this period. The module closes with a persuasive essay on the essential question
	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**	The questions and tasks should "focus students on building, applying, and synthesizing information." Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 12: "What large river flows through the southern part of the region?", "Where did the procession begin and end?"). In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this aspect only occurs in enrichment.
	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,	**Yes**	Source-dependent written and oral tasks require students to make claims which demonstrate a thorough understanding of social studies content. For example, in Module 6: Ancient China (1600 BC – AD 1), students are required to

---

[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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		utilize various sources in order to determine which dynasty had the greatest impact on China's development as a powerful empire. Engaging in this activity allows students to make connections between ideas, people, and events, and evaluate the causes and consequences of events and developments. Another example can be found in Module 1, Uncovering the Past. In the Document - based Investigation part 1, students are to answer questions that pertain to the following documents then form an essay to express how geography, economics, and civics help historians in their work. Students are given the following documents to justify for their reasoning: an excerpt from the History of Herodotus, an excerpt from a writer about the purpose of geography, an excerpt from Adam Smith, and an excerpt from John Locke's the Second Treatise of Government. Also, In Module 14, Early African Civilizations, students are to compare and contrast Primary documents and answer how trade, religion, and learning played important roles in early African civilizations. Students are to write an essay to compare and contrast how these factors affected the different societies in Africa. Additionally, in Module 14: Early African Civilizations (500 BC – AD 1600), students

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			analyze various sources to compare and contrast how trade, religion, and learning affected the different societies in Africa. Engaging in this activity allows students to 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, and evaluate the causes and consequences of events and developments.
	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.	Yes	Materials use a multitude of assessment measures that are unbiased and accessible to all students. Each lesson has reading check questions, a review of the lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not. Also at the end of the assessments, students are able to go back and review the content that they didn't answer correctly. The summative assessments consist of cumulative module tests at the end of each module.
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for	Yes	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	interpreting student performance.		rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**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 writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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 were 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 were 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 were 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 were 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 were not met.
Section III. Scaffolding and Support			

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
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. ☐ Yes ☐ No	**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 were 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 were not met.
	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 were 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 were 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)**	Yes	HMH Social Studies World Civilizations address the content of at least 90% of Social Studies: Grade 6 Louisiana GLEs, which covers topics, events, and people that contributed to the growth of civilizations during ancient times through the Middle Ages.
	2. Range and Volume of Sources **(Non-Negotiable)**	No	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
FINAL DECISION FOR THIS MATERIAL: <u>**Tier III, Not representing quality**</u>			

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

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

Claims: Students develop and express claims that demonstrate their understanding of content.
- They make connections among ideas, people, and events across time and place.
- They express understanding of content using evidence from authentic sources and outside knowledge.

Title: **HMH Social Studies United States History: Beginnings to 1877**   Grade/Course: **7**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**

Curriculum Type: **Full 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.	Yes	HMH Social Studies United States History: Beginnings to 1877 address the content of at least 90% of Social Studies: Grade 7 Louisiana GLEs. Various activities in Modules 3 through 20 address the following Standards: Standard 1 – Historical Thinking Skills, Standards 5 – Geography Skills, Standard 6 – Immigration and Cultural Diversity, Standard 7 – Environment, Standard 8– Government: Purposes, Foundation, and Structure, Standard 9 – Global Awareness, Standard 10 – Civic Literacy, Standard 11 – Resources, Interdependence, and Decision Making, Standard 12 – Revolution and the New Nation is addressed in Modules 3-7, Standard 13 – The Expanding Nation is addressed in Modules 8-1, and Standard 14 – War and Reconstruction is addressed in Modules 17-19. The text begins with content that focuses on pre-colonial America, Europe and Africa (Unit 1) and continues through Reconstruction. In Module 7, the materials provided help students describe the major political and economic events, and policies of the Washington and Adams presidencies. (GLE 7.2.4) As a culminating activity, students analyze primary sources to use to write an

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			essay to the following question: To what extent did the early presidents build a strong nation through their leadership on domestic and foreign policies? Another example to justify the indicator is found in Module 16, the material provided help students understand the motivations and influence of the American reform movements during the 19th Century. (GLE 7.3.3) Using the information found in the module and the information found in the primary and secondary documents, students will create a presentation that examines the goals and work of reform movements in the United States in the early 1800s. Furthermore, In Module 4, The American Revolution, standard 2 is addressed. The text focuses on the impact of key ideas, events and people that led to the American Revolution. Suggested activities are available to teach students how historians and geographers study the past in order to learn more about the present. Primary and secondary documents are available for students to interpret and investigate. And students are to interpret different time periods and show correlation to the past and present to build knowledge.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	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.	**Yes**	The materials do provide opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with an "Opener" that contains one essential question. For example, Module 4: The American Revolution asks the question, "Why were the American Patriots willing to risk their lives for independence?" Each module contains from 3-6 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Module 19: Lesson 2 is "The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction" could be presented as a question by turning the Big Idea into the question, "How did the Republicans try to keep the South from returning to pre-war leadership?" Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the Social Studies: Grade 7 Louisiana GLEs. For example, Module 4: The American Revolution requires students to explore key questions and build knowledge and skills with content related to the following GLEs: • 7.1.1 Produce clear and coherent writing

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			for a range of tasks, purposes, and audiences by comparing and contrasting varied points of view and conducting historical research. • 7.1.4 Interpret and construct timelines of key events, people and ideas • 7.1.5 Analyze primary and secondary sources to answer questions related to United States history • 7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution • 7.2.2 Analyze important turning points and major developments of the American Revolution • 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877 • 7.9.1 Compare and contrast political divisions of the world from 1763–1877 • 7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877Additionally, Module 12: Expansion and Conflict allows students to explore key questions and build knowledge and skills with content related to the following GLEs: • 7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by evaluating a broad variety of primary and secondary sources • 7.1.4 Interpret and construct timelines of key events, people and ideas

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			• 7.4.3 Describe long-term and short-term outcomes of Reconstruction • 7.5.1 Analyze the physical and political features of the United States • 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877 • 7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877 • 7.10.1 Describe the influences on and the development and expansion of individual rights and freedom Also, in Module 7, Lesson 2, students will analyze the differing points of view that were presented by Thomas Jefferson and Alexander Hamilton in determining the financial plan of the United States. This lesson helps support the GLE 7.2.4, enabling the major economic events and policies of the Washington presidency. Furthermore, another example in which students would explore key questions is evident in Module 5. Lesson 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the module, comparisons are made about Compromises and documents that founded the American government. For example, in Lesson 1, comparisons are made

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			of the Magna Carta and the US Constitution, the 8th amendment and the English Bill of Rights, John Locke's excerpts and Baron De Montesquieu, the United States Constitution and the Virginia Statute for Religious Freedom. At the end of each lesson in the module a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.
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[6] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text. There are too few opportunities for the students to make claims and support them without using the text. Most opportunities for making claims (though not often) comes in the lesson enrichments. For example, in Module 9, Lesson 1: The Civil War, the students are asked to be an editor for a newspaper and take a side between Sumner and Brooks during the altercation on the Senate floor. Overall, this indicator in not met. According to our new testing requirements, this does not allow ample opportunity for the students to practice making and supporting claims.

[6] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			For example. in Module 10: The Age of Jackson, students are asked to answer one question after reading a map; however, the students are also asked "How did voting rights change in the early 1800s?" None of the sources are related to this question. The students could not answer this question unless they read the author's text. They are given two pictures and a map that are not related at all to voters' rights. This is apparent again in Lesson 2. The students are given one map question. Then, they are asked to "Describe the sectional and economic differences in the United States during the early 1800s." The students cannot complete the task by using the picture they are provided.
			Another example, in Module 5: Forming a Government, opportunities for primary and secondary sources to be the focus of the material exist, but are not utilized. In Lesson 1: The Articles of Confederation, students are not presented with parts of the Articles of Confederation, nor any of the other documents that heavily influenced the Constitution, to analyze.
			Additionally, in Module 16: Reform Movements in the United States, opportunities for primary and secondary sources to be the focus of the material exist, but are not capitalized on. In Lesson 5:

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Women Rights, for example, the Declaration of Sentiments from the Seneca Falls Convention is used to support the text, instead of being the focus of the lesson.
	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	Though not used as main focus, these materials do contain a generous offering of sources of all types located in each lesson and at the end of the lessons in the DBIs. This is apparent in all of the modules. Many of the modules include a section called Multimedia Connections that includes maps, videos, and documents (4, 11, 12, and 18.) In addition, the materials come with essential primary documents in the support reference materials. Primary and secondary sources are varied in their type and length throughout the material. Each module includes primary and secondary sources that are both print and non-print, including videos, art, maps, and charts, among others. For example, Module 3: The English Colonies includes a variety of primary and secondary sources. Sources in this module include: a video on Life in Jamestown, maps of Jamestown Colony, the Southern Colonies, the New England Colonies, New Amsterdam in 1660, the Middle Colonies, the Thirteen Colonies, Triangular Trade, and North American Empires before and after the Treaty of Paris, timeline of events from the time period, a chart of the African

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Population in Virginia, paintings of the founding of Maryland, Peter Stuyvesant's surrender, a meeting of the House of Burgesses, and a George Whitfield sermon, charts of the Slave Populations in the Colonies and America's Population in 1760, excerpts of the Mayflower Compact and The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, and biographies of William Penn, Olaudah Equiano, and Pontiac. Additionally, Module 10: The Age of Jackson contains primary and secondary sources that are varied in length and type for students to utilize to develop content and make claims. Sources in this module include: videos on Jackson: Cherokees, Tariffs, and Nullification, Jackson's Personality and Legacy, Jackson Censured in Bank War, and the Trail of Tears, a timeline of events from the period, biographies of Andrew Jackson and Sequoya, maps of the Election of 1824, Three Regions: United States, early 1800s, Removal of Southeast Tribes from 1814-1858, and the Second Seminole War, excerpts from a letter from Margaret Bayard Smith to Mrs. Kirkpatrick in 1829, Calhoun's South Carolina Exposition and Protest, and Jackson's Annual Message to Congress in 1830, and a political cartoon on Jackson and the bank. Another example to provide justification for

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			this indicator is found in Module 9. The module provides artwork for students to analyze, excerpts of the Monroe Doctrine, Map of the United States in 1820, with chances to interpret the map and other documents to expand the students understanding of the material. In Module 14, Lesson 1, the publisher includes a video on how Eli Whitney's Cotton Gin works to separate the cotton from the seeds. Furthermore, in Module 2 New Empires in the Americas, the following primary and secondary sources are found: a video of the voyage of Columbus, picture of a long-ship, a map of Viking explorations, map of the Silk Road, and a picture of a caravel, and a map of Portuguese routes and exploration. In the media connections section of the text, available supplemental videos, maps and documents are found.
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[7] and corroboration.[8]	**No**	While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are sparsely found throughout the materials. Some modules do not have any

---

[7] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[8] 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
			primary and secondary sources from different perspectives. Modules that do contain them, often only have one pairing of sources.
			Also, since Standard 1 requires that the students specifically use compare/contrast and be able to analyze cause and effects as a part of their historical thinking skills, these skills should be addressed at least once in each module. Although the students are given opportunities to do this with graphic organizers, most are text dependent not source dependent. For example, in Module 7: Lessons 2 and 4, the students are given a quote from Jefferson and Hamilton and asked to make comparisons. But in Module 5: Lesson 4, students are given a chart to complete their compare/contrast task. This book offers very few opportunities to satisfy this indicator. For example, the students are asked to write a compare and contrast essay. This assignment is found in part two of the DBI section of Module 8. There is little evidence within the lessons themselves that allows students to compare/contrast. Sourcing is not visible and corroboration is not apparent. There is a part of the DBIs that shows the students how to evaluate a document; however, there is no evidence that the students are actually asked to do it. Another example is found in Module 15

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			Lesson 1, The Beginning of Slavery in America, students are to view the essential question, analyze a video, timeline, pictures, quotes, excerpt from primary documents, maps, and a table of slaves brought to the Americas from 1493 to 1890. But again, these are text dependent, not source dependent. Also, In the Document- Based Investigation part 1 and 2, Students are to listen to a soundbite from the Library of Congress, analyze an excerpt from a law of Colonial Virginia, determine the purpose of a flyer to gather abolitionists, analyze an excerpt from Uncle Tom's Cabin, write an analytical essay using the documents to answer the following questions: What was it like to live in and resist the slave system? How did different groups of people resist slavery? But nowhere is there justification in the text that shows that students are asked to complete the DBI.
	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.[9]	**No**	Although these materials present both primary and secondary sources, they are not the primary focus of the lessons. There is an opportunity in the Constitution Study Guide located in the Resource Materials for the students to make connections across time

[9] 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
			periods, but really no other opportunities. Materials have to be searched for and are not readily available. With very few exceptions, sources found within modules contain sources focusing on events, people, ideas, and places from that time period only.
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 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	**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).	Yes	Questions and tasks focus on engaging students with content in varied contexts. Throughout each lesson in each module, students are provided opportunities to engage with the content through a variety of means. Each module has an essential question that students answer at the end of the module, graphic organizers for each lesson, questions that check for understanding, document analysis questions, a lesson Review, enrichment activities, and a Document Based Investigation. Additionally, the .pdf of the student textbook has additional questions and activities for students to complete at the end of each lesson. Guided Reading Activities are also available for each lesson. Assessments include multiple choice and multiple select questions as well as items that require students to place events in chronological order and constructed response. For Example, Module 8: War and Expansion in the Americas contains questions and tasks that allow students to engage with content

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			in a variety of contexts. The module opens with an essential question, "How Should the War of 1812 be remembered?" The graphic organizers of this module include foreign and domestic challenges that led to war, the sequence of events of the war, the issues encountered, nations involved and resolutions of issues. Enrichment activities include creating a diagram to help Harrison during the Battle of Tippecanoe, creating an invitation to an event hosted by Dolley Madison, read the poem the lyrics to "The Star-Spangled Banner" were derived from and write a description of the Battle of Fort McHenry, and write an advertisement as a New England fisherman hiring for all positions to make your expedition successful. The Document Based Investigation is writing an analytical essay on how war and diplomacy changed the United States and people's lives in the early 1800s. The module closes with a persuasive essay on the essential question. Additionally, Module 17: A Divided Nation contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, "Could the Civil War have been avoided?" Graphic organizers included in this module include a chart comparing the northern and southern views of events,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			cause and effect chart on events related to Kansas, chart on the roles and significance on events related to the political divisions, description and results of events causing the nation to divide. Enrichment activities include reading an excerpt of Uncle Tom's Cabin, watch a video on "Bleeding Kansas," a video on Lincoln's "House Divided" speech, and create questions to answer in a biography of John A. Copeland. The Document Based Investigation is to write an explanatory essay on why were U.S. political leaders unable to reach a lasting compromise over the issue of slavery. The module closes with a persuasive essay on the essential question. Furthermore, each lesson contains a section called "Enrichment" that engages the students in tasks such as the one found in Module 10: Lesson. Students are asked to create a chart highlighting the importance of each region of the U.S. during the early 1800s. Each lesson contains at least two tasks. Finally, at the end of each module is a segment that's titled "Close," which contains documents and questions based on those documents. The "Resource" section contains Graphic Organizers, Multi-media Connections, Writing Workshop, Constitution Study Guide, Guided Reading Workbook, and Assessments.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
	REQUIRED **3b)** Coherent sequences of source-dependent questions[10] 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**	The questions and tasks should "focus students on building, applying, and synthesizing information." Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 6: "Which state was the first to ratify the Constitution?", "What is the chief purpose of the judicial branch of government?"). The purpose of the branches of government begins at second grade. In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and only occurs in enrichment.
	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,	**Yes**	Source-dependent written and oral tasks require students to make claims which demonstrate a thorough understanding of social studies content. For example, in Module 7: Launching the Nation, students are required to utilize

[10] 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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		various sources in order to determine to what extent the early presidents built a strong nation through their leadership on domestic and foreign policies. Engaging in this activity allows students to make connections between ideas, people, and events and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Also, in Module 13: The North, students analyze various sources to argue whether the pros of the Industrial Revolution outweighed the cons. Completion of this activity allows students to make connections between ideas, people, and events and evaluate the causes and consequences of events and developments. Another example can be found in Module 19, where students look at sources dealing with Reconstruction. Students would use information in those documents to create argument on the question: What was the impact of Reconstruction on African Americans?
	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.	**Yes**	Materials provided use varied modes of assessment, including a range of formative, summative, and self-assessment. These assessments are accessible to all students through the online program. Each lesson has reading check questions, a review of the

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not. Some of these questions are based on the document analysis or based on content knowledge. An example can be found in Module 4, Lesson 1, in the section: "The Intolerable Acts" Students are given a quiz in the form of a game. In order to win (or to restart the engine of the spaceship), students have to answer 7/7 questions right based on the reading.
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	**Yes**	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly. Answer keys for items such as graphic organizers, guided reading, and in lesson activities are provided, as are rubrics for various types of tasks students may be assigned. Exemplar responses for essays are

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			not included.
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**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 writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
	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 were 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 were 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 were 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 were 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 were not met.
Section III. Scaffolding and Support			
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions	**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 were not met.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
using multiple sources to make claims about social studies content. ☐ Yes ☐ No	**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 were not met.
	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 were 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 were 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)**	**Yes**	HMH Social Studies United States History: Beginnings to 1877 address the content of at least 90% of Social Studies: Grade 7 Louisiana GLEs.
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are sparsely found throughout the materials.
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES
			level.
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were 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: **HMH Social Studies World Civilizations; HMH Social Studies United States History: Beginnings to 1877**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**   Grade/Course: **6-7**

Curriculum Type: **Full 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)

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

Tier 1 ratings received a "Yes" for all Criteria 1 – 5.
Tier 2 ratings received a "Yes" for all non-negotiable criteria, but at least one "No" for the remaining criteria.
Tier 3 ratings received a "No for at least one of the non-negotiable criteria.

Click below for complete grade-level reviews:

Grade 6 (Tier 3)   Grade 7 (Tier 3)

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: **HMH Social Studies World Civilizations**   Grade/Course: **6**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**

Curriculum Type: **Full 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.	**Yes**	HMH Social Studies World Civilizations address the content of at least 90% of Social Studies: Grade 6 Louisiana GLEs, which covers topics, events, and people that contributed to the growth of civilizations during ancient times through the Middle Ages. Various activities and Lessons in Modules 1 through 15 and 19 through 20 address the following Standards: Standard 1 – Historical Thinking Skills, Standard 2 – Key Events, Ideas, and People, Standard 3 – Geography Skills, Standard 4 – Culture and Environment, Standard 5 – Government: Foundation and Structure, and Standard 6 – Resources and Interdependence. An example of this indicator can be found in Module 3, Lesson 1. In this lesson, students are looking at how the rivers of Southwest Asia supported the growth of civilization in Mesopotamia and the Fertile Crescent region. In this lesson, students are looking at how the physical feature of the fertile crescent allowed for a growth of civilization and how they were dependent on this resource for food and trade. (GLE 6.4.1: Identify and describe the physical features and climate conditions that contribute to early human settlement in regions of the world.)	

3

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Another example can be supported in Module 20: The Renaissance, in this module, the material that is covered helps students look at the Renaissance in three major ways: it's origins, Italian, and non-Italian. In these lessons, students explore the people and ideas that contributed to the Renaissance in Europe. (GLE 6.2.10) Also in Module 1, Uncovering the Past, standard 1 is used in the resources section of the text. Suggested activities are available to teach students how historians and geographers study the past in order to learn more about the present. Primary and secondary documents are available for students to interpret and investigate. And students are to interpret different time periods and show correlation to the past and present to build knowledge. Standard 2, GLE 6.2.3 is evident in Modules 3, 4, 5, and 6. It describes the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China. The content allows the student to think spatially, learn about themes and elements, introduces world regions and where they are located, evaluate the elements of a map, analyze map projections and map scales, note the difference between political, physical, economic and cultural themes.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	Yes	Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the Social Studies: Grade 6 Louisiana GLEs. For example, Module 4: Kingdoms of the Nile (4500 BC – AD 400) requires students to explore key questions and build knowledge and skills with content related to the following GLEs: 6.1.3 Analyze information in primary and secondary sources to address document-based questions 6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes 6.2.2 Examine how the achievements of early humans led to the development of civilization 6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China 6.6.1 Explain the impact of job specialization in the development of civilizations Additionally, Module 13: The Rise of Islam (AD 550 – 900) allows students to explore key questions and build knowledge and skills with content related to the following GLEs: 6.1.3 Analyze information in primary and secondary sources to address document-based questions	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			6.2.6 Analyze the origin and spread of major world religions as they developed throughout history 6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes 6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world 6.4.3 Explain the connection between physical geography and its influence on the development of civilization 6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world The following is an example to how the text provides opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with an "Opener" that contains one essential question. For example, Module 19: The Middle Ages asks the question "How did life in Europe change after the fall of Rome?" Each module contains from 3-6 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Module 19: Lesson 1 is "Europe faced religious and	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			political change after the fall of Rome." could be presented as a question, what political and religious changes did Europe face after the fall of Rome? Also, another example for this indicator is evident in Module 3. Section 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the module, questions about a map of the Fertile Crescent and the Rile Valley Civilizations follow early in the section of Module 3. At the end of each lesson in the module a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.	
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.	**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**	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text. For example. in Module 18: The Earl Americas, Lesson 3: The Aztec Empire, the author present a primary source (The Mask of Tlaloc) yet the students are not asked to evaluate what the meaning of the	*HMH Social Studies World Civilizations* is designed to provide comprehensive coverage of the GLEs through a narrative approach. Primary and secondary sources are essential to our core narrative. Supplemental materials and sections including How to Read Like a Historian, Skillbuilder Handbook, and Social Studies

---

[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
☐ Yes ☒ No			details of the mask might mean. Instead the question presented to the students is Why was human sacrifice part of Aztec religion? This is apparent again in Lesson 4 where the students are asked to interpret the writings of Cieza de Léon as translated from interviews with Incan officials. The students are asked the question, "According to Cieza de Léon, how did the Incas gain the obedience of people they conquered"? The question can certainly be answered through students reading the source, however, there is no apparent relationship between the Big Idea (The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature) nor the Essential Question (How did geography and climate impact the way American civilizations developed?) Another example can be found in Module 8: Ancient Greece (2000 – 330 BC), opportunities for primary and secondary sources to be the focus of the material exist, however, they are not utilized. In Lesson 4: Greek Mythology, primary and secondary sources such as an excerpt from Homer's the Odyssey, a painting of Olympian Gods, and an excerpt from Aesop's "The Ants and the Grasshopper" are present, however they are under-utilized. Students are generally presented one Analyze Sources question to	Skills instruct students on how to analyze, evaluate, and synthesize the myriad of sources they encounter throughout the program. Some of these components are provided as PDF resources in digital product as well. There may also be more opportunities for students to express claims and provide evidence related to sources than is realized in the DBI Part II activities; the Essential Question essay activity; and in print-only sections of the Module Assessments including Critical Thinking questions; Engage with History; Focus on Writing; and Collaborative Learning activities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			answer related to the source. Instead of making these and other sources the focus of the lesson on Greek Mythology, they are placed in a supporting role. Furthermore, in Module 15: Later Chinese Dynasties (589 – 1644), opportunities for primary and secondary sources to be the focus of the material exist, however, they are not taken advantage of. In Lesson 4: The Yuan and Ming Dynasties, students are presented with a map of the Mongol Empire I 1294, a biography of Kublai Khan, a painting of Kublai Klan hunting on horseback, and an excerpt from The Story of Marco Polo, however, students examine these sources in isolation and only answer one or two questions related to them. They are not the focus of the lesson. Furthermore, even though the publisher adds primary and secondary sources to each module and throughout most of the lessons, overall, there are a few that do not add to the learning of the students. If the written material in the book were removed, the remaining majority of the sources ask basic recall questions ("Right there") questions, rather than allowing students to express claims.	

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**	Though not used as main focus, these materials do contain a generous offering of sources of all types located in each lesson and at the end of the lessons in the DBIs. This is apparent in all of the modules. For example, in Module 15: Later Chinese Dynasties, students are presented with maps, charts, text (mostly translated), pictures, prints, artifacts, etc. Many of the modules include a section called Multimedia Connections (found in chapters 6, 8, 10, 16, 18, and 19). In this resource, a student can see History Channel videos, maps, and primary sources. For example, Module 9: The Hellenistic World (330 – 30 BC) includes a variety of primary and secondary sources. Sources in this module include: pictures of the library in Ephesus and the ruins of Ephesus, videos on Alexander and his city, Decisive Battles: Gaugamela, and The Lighthouse of Alexandria, timelines of events from the period, biographies of Phillip II of Macedonia and Cleopatra VII, excerpts from Plutarch's Life of Alexander, Polybius' The Histories, and from Plutarch's Lives, maps of Alexander the Great's Empire c. 323 BC, and The Hellenistic Kingdoms, c. 300 BC, Alexander's coins dated 323-315 BC, and a statue of Ptolemy. Also, Module 19: The Middle Ages (500 –	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			1500) includes a variety of primary and secondary sources. Sources in this module include: a picture of Chillon Castle in Switzerland, a statue of William the Conqueror, videos on Harold and William: The Battle for England, Bet You Didn't Know: St. Patrick's Day, the Battle of Hastings, and the Children's Crusade, timelines of events from the period, maps include a physical map of Europe, the Spread of Christianity, Charlemagne's Empire, Invasions of Europe, Europe in 1000, the Crusades from 1096-1204, Route of the Plague, and the Reconquista from 1000-1300, biographies of Patrick, Benedict, Charlemagne, Eleanor of Aquitaine, Pope Leo IX, Pope Urban II, Richard I, Saladin, Francis of Assisi, and Queen Isabella, excerpts from Einhard's Life of Charlemagne, the Anglo-Saxon Chronicle and quoted in A Source Book of Medieval History, a December 1075 letter of Gregory VII to Henry IV, a 1076 letter from Emperor Henry IV to Pope Gregory VII, Pope Urban II quoted in A Source Book for Medieval History, The Prayer of Saint Francis, Thomas Aquinas' Summa Theologica, and the Magna Carta. Another example is found in Module 8 Greece, the following primary and secondary sources are found: a video of the origins of the Western Culture, a timeline of Ancient	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Greece from 2000 to 330 B.C., a map of the bodies of water around Greece and the type of Transportation in ancient Greece, a picture of Knossos, and a Minoan vase, a map of tsunamis, a map of the Minoan and Mycenaean Cultures, a gold Mycenae mask, a map of Greek city-states, a polis, and a picture of Greek trade. In the multimedia section of the module, Primary documents and video as found to help build student knowledge. Also at the end of the module., a set of primary documents are found in which students are to analyze each and construct an essay.	
	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**	This book offers very few opportunities to satisfy this indicator. For example, the students are asked to write a compare and contrast essay. This assignment is found in part two of the DBI section of Module 18. There is little evidence within the lessons themselves that allow students to compare/contrast. There are a few places where the students are able to compare/contrast, but the questions do not challenge the students, low level question at best. For example, In Module 1: Lesson 1 "Using Clues," the students are asked to answer the question "How are primary and	In addition to the compare and contrast sources highlighted in this review, *HMH Social Studies World Civilizations* provides opportunities in the Student Edition. Some Historical Sources features look at topics from two different perspectives, such as the "Views of Education" analysis in Module 8, Lesson 3 comparing Athenian and Spartan views on the proper role of schooling and the "Views of Power" analysis in Module 19, Lesson 3 that compares Pope Gregory VII's and Emperor Henry IV's views on the balance of power between the church and

[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
			secondary sources different? They don't even ask the students to expand on their answer. This is evident again in Module 19 DBI Part One. Sourcing is not visible and corroboration is not apparent. There is a part of the DBIs that shows the students how to evaluate a document; however, there is no evidence that the students are actually asked to do it. For example. In the Document Based Investigation found in Module 4, Kingdoms of the Nile, students are provided with multiple primary and secondary sources that focuses on Egyptian symbols and stories. The analysis questions are based on the information in the sources given (most of the answers are found directly in the source, without consideration of any sourcing activity). Once the sources are analyzed, students are asked to write an essay exploring the beliefs and values expressed in art, artifacts, and writings from Egypt and other ancient kingdoms of the Nile Valley. In order to meet the requirements of the indicator the publishers could have developed questions to include more sourcing opportunities between the documents and more opportunities to recognize relationships within a particular culture. Furthermore, modules that do contain primary and secondary sources,	kings.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			often only have one pairing of sources and are the exception, not the rule.	
	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	Throughout the textbook, the materials focus on both primary and secondary sources of different types. The majority of these sources allow students to analyze information that occur within the time period presented in the module, however, it doesn't allow for students to make connections across time periods. In Module 20: The Renaissance, students are given three sources from the Renaissance period and use those sources to answer the document based investigation on how humanism influenced the work of European writers and artists during this period? The publisher could've expanded the document selection to include artists from the Middle Ages or other time periods discussed within the GLEs and had students compare and contrast the artistic movements and their impact on culture. Another example for not meeting this indicator follows. "Which author believes that visual symbols can represent written language? Which part of the quote makes this point?" In Module 18: DBI Part One, this question is found at the end of two primary	Throughout the narratives of **HMH Social Studies World Civilizations,** sources from differing time periods are referenced. In addition, Now and Then features also employ images from different time periods for student consideration. These resources are further supported by activities presented in the Teacher's Guide offering additional opportunities for make connections across time periods.

---

[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
			sources. Though the question depends on the students to read and evaluate the document content, they are not even given the dates in which the documents were written which could influence why the authors have different opinions. They should have been given this opportunity to discover the difference between an archaeologist and anthropologist and why they might have opposing viewpoints.	
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 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	**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).	Yes	The materials are engaging and bountiful. Each module start out with an essential question. All of the modules contain an assessment at the end of each lesson that contain both multiple choice, fill in the blank, and short answer questions. Each lesson also has questions relating to each source. These materials also include a student guided reading workbook. Each lesson contains a section called "Enrichment" that engages the students in tasks such as the one found in Module 2: Lesson 2 which asks the students to create a map using the physical, environmental, and cultural aspects of their school and its place in the country as well as the world. Each lesson contains at least two tasks. Finally, at the end of each module is a segment that's titled "Close," which contains documents and questions based on those documents.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			For Example, Module 3: The Fertile Crescent, Mesopotamia, and the Persian Empire (7000 – 480 BC) contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, "What factors helped unify early civilizations in Southwest Asia?" The graphic organizers of this module include completing a chart identifying the chain of events from a varying water supply to civilization, describing aspects of Sumerian society, describe the strengths and achievements of the military empires, identify different aspects of Phoenician society, a chart on the Persian Empire from its beginnings to its wars with Greece. Enrichment activities include writing a story about a farming family living in the Fertile Crescent, creating a 6-10 word pictographic "language" and write a message, create a comic strip or picture book on a Sumerian creation story or flood from The Epic of Gilgamesh, create a chart demonstrating which of Hammurabi's laws have a modern-day counterpart, and write a paragraph comparing the Phoenician alphabet to the English alphabet. The Document-Based Investigation is writing an explanatory essay describing what geographers have learned about how the environment shaped these early civilizations and how these early	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			civilizations shaped their environments. The module closes with a persuasive essay on the essential question. Additionally, Module 11: The Growth of Christianity (AD 1 – 400) contains questions and tasks that allows students to engage with content in a variety of contexts. The module begins with an essential question, "How did developments within the Roman Empire affect Christianity's growth?" The graphic organizers of this module include identifying how Romans feel about religion, conflicts between Romans and Jews, and the Origins of Christianity, a chart identifying the life events, teachings, and followers of Jesus of Nazareth, a flow chart on the Spread of Christianity, and a chart identifying people from the Early Christian World and their contribution. Enrichment activities include creating a cause and effect chart to show how the beliefs and interests of Jews and Romans led to war, writing a personal essay about a selfish decision, writing a journal entry from the point of view of a Christian in Rome in the 200s and 300s, writing a short play about Constantine and his contributions to Christianity, creating interview questions to ask Pope Francis. The Document-Based Investigation is to write an informative essay on what beliefs and events were most important for the growth of Christianity	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			during this period. The module closes with a persuasive essay on the essential question	
	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	The questions and tasks should "focus students on building, applying, and synthesizing information." Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 12: "What large river flows through the southern part of the region?", "Where did the procession begin and end?"). In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and this aspect only occurs in enrichment.	By design, the Document-Based Investigations in *HMH Social Studies World Civilizations* ask students to analyze document sets in two steps: Part I presents sources with quick analysis questions as highlighted but Part II specifically requires students to analyze relationships between sources and synthesize connections. Additionally, the program's Benchmark Assessments include sets of questions on a source or written selection that ask students to critically analyze material to arrive at their answers.
	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,	Yes	Source-dependent written and oral tasks require students to make claims which demonstrate a thorough understanding of social studies content. For example, in Module 6: Ancient China (1600 BC – AD 1), students are required to	

---

[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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		utilize various sources in order to determine which dynasty had the greatest impact on China's development as a powerful empire. Engaging in this activity allows students to make connections between ideas, people, and events, and evaluate the causes and consequences of events and developments. Another example can be found in Module 1, Uncovering the Past. In the Document - based Investigation part 1, students are to answer questions that pertain to the following documents then form an essay to express how geography, economics, and civics help historians in their work. Students are given the following documents to justify for their reasoning: an excerpt from the History of Herodotus, an excerpt from a writer about the purpose of geography, an excerpt from Adam Smith, and an excerpt from John Locke's the Second Treatise of Government. Also, In Module 14, Early African Civilizations, students are to compare and contrast Primary documents and answer how trade, religion, and learning played important roles in early African civilizations. Students are to write an essay to compare and contrast how these factors affected the different societies in Africa. Additionally, in Module 14: Early African Civilizations (500 BC – AD 1600), students	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			analyze various sources to compare and contrast how trade, religion, and learning affected the different societies in Africa. Engaging in this activity allows students to 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, and evaluate the causes and consequences of events and developments.	
	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.	Yes	Materials use a multitude of assessment measures that are unbiased and accessible to all students. Each lesson has reading check questions, a review of the lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not. Also at the end of the assessments, students are able to go back and review the content that they didn't answer correctly. The summative assessments consist of cumulative module tests at the end of each module.	
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for	Yes	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	interpreting student performance.		rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly.	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**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 writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	*HMH Social Studies World Civilizations* continuously exercises students' close reading and writing skills through Document-Based Investigations, Essential Question Writing Tasks, Analyze activities, Reading Checks, and other writing prompts. These and other writing tasks offer variations in length and time demands and encompass formats such as notes, summaries, short-answer responses, whole-class shared writing, formal essays, on-demand writing, and process writing. Embedded in the online Student Edition is an online writing tool which has resources and collaboration tools built in. The online writing platform facilitates collaboration by allowing teachers to set up peer groups whose members can review and comment on each other's submissions. Teachers can provide immediate feedback with in-line

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				editing and comments.
				Writing activities from the *HMH Social Studies World Civilizations* Student Edition and additional prompts are in the online writing tool. While in the tool, students can research and return to the Student Edition's pages, access the annotations and textual evidence they saved in their notes, and rely on the tool's embedded support for the task of writing.
	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 were not met.	Questions that engage students in written and verbal responses clearly state that clear explanations and source-based evidence are required.
	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 were not met.	The *HMH Social Studies World Civilizations* digital texts (online and offline compatible) include an embedded note-taking and annotation tool. This tool allows students to highlight, take notes, tag citations and notes, and save and organize entries. This streamlines the process of choosing, saving, organizing, and retrieving the text-based evidence needed for verbal and written responses. Additionally, the *HMH Social Studies World*

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Civilizations program includes *Interactive Lesson Graphic Organizers* that help students organize and support their thinking and writing. Students can launch the lesson-specific *Interactive Lesson Graphic Organizers* directly from the pages of the Interactive Student Edition. These interactive resources put students in control of their learning and help them process, summarize, and keep track of the lesson's content.
	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 were not met.	*HMH Social Studies World Civilizations* provides regular opportunities to conduct collaborative activities and research projects. For example, a *Collaborative Learning* activity in The Age of Railroads lesson begins with student pairs researching the experiences of people who built the transcontinental railroad. Using the evidence each student pair finds, the class discusses the different challenges faced by workers on the Union Pacific Railroad and Central Pacific Railroad. Then, students use evidence to compose five diary entries from the point of view of a worker on the Central Pacific Railroad in the late 1860s, and volunteers present their entries to the class.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				A teacher rubric is provided in the *Integrated Assessment Handbook.*
				HMH Social Studies World Civilizations offers components with which students can conduct research for a project or for leisure.
				• *HMH Current Events* website, hmhcurrentevents.com, delivers age-appropriate current events stories every month about world history, world geography, American history, economics, psychology, sociology, civics, government, and African American history. It connects students to informational articles from around the world from news sources such as CNN, the BBC, The New York Times, Fox News, NPR, and the Washington Post.
				• Students can conduct research on the *Map Connections* site on Maps.com. *Map Connections* provides a wealth of maps and other resources that support geography instruction and geography's significance in the history of America and the world.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• The *Channel One News Video Library* houses an archive of newscasts that offer research opportunities for students. The **HMH Social Studies World Civilizations** program helps students develop the research skills needed for success in high school, college, and career. For example, the *Social Studies Skills* lessons in the Student Edition provide explicit instruction and meaningful guided practice for content-area skills. Included in the lessons are topics that sharpen students' research skills, such as *Conducting Research, Assessing Primary and Secondary Sources,* and *Identifying Central Issues.*
	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 were not met.	**HMH Social Studies World Civilizations** includes carefully designed components and features that build students' active listening skills. Some highlights are described in the following list. • The **HMH Social Studies World Civilizations** digital Student Editions include a natural-voice text reader that builds active listening skills and enhances focus and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				comprehension. The bilingual glossary also includes audio in both Spanish and English. • *Close Read Screencasts* are audio-visual models of student conversations about lesson-specific critical historical content and primary sources. These features help develop students' ability to have effective academic discussions about the program's content. • The *History Multimedia Connections* build students' active listening skills with captivating content. *HISTORY Multimedia Connections* includes high-quality video and audio from the respected HISTORY Channel. The video, audio, and corresponding activities spark inquiry, discussion, note-taking, analysis, and critical thinking.
	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 were not met.	The program does not include writing models and student exemplars.
Section III. Scaffolding and Support				
5. SCAFFOLDING AND SUPPORT: Materials provide all students with extensive opportunities and support to explore key questions	**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 were not met.	*HMH Social Studies World Civilizations* uses a scaffolded framework that guides students to deep conceptual understanding. Instructional guidance in

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
using multiple sources to make claims about social studies content. ☐ Yes ☐ No				the Teacher Guide and embedded supports in the student text and materials facilitate a gradual release of responsibility. Lessons begin with guided explorations, discussions, and activities and progress to independent applications of higher-level thinking skills. Content and support is presented in multiple modalities, with audio, video, simulations, *Close Read Screencasts,* and interactive maps and illustrations. Along the way, *Reading Checks* help students stay on track with their comprehension. Students in Louisiana's schools who need reading support and/or English-language support will benefit from the scaffolding in the *Guided Reading Workbooks*. The English-only and the Spanish/English versions of the *Guided Reading Workbooks* help students master the content and build vocabulary and reading skills. For each lesson, the *Guided Reading Workbooks* provide the critical information and note-taking templates. *Key Vocabulary* and definitions, *Main Ideas*, and a *Lesson Summary* are presented in a simplified format. Active reading prompts and comprehension questions are interspersed

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				in the Lesson Summary to help studies maintain focus and check their understanding. The *Lesson Summary* is followed by a *Challenge Activity*, which requires students to use critical thinking skills to answer text-based questions.
	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 were not met.	***Student Materials*** The **HMH Social Studies World Civilizations** content flows in an appropriate, logical progression that moves students from a simple to a more complex understanding of American history. The materials have a consistent and logical organization, with content organized into modules, lessons, and segments. Modules are the broadest content category. Each module opens with an *Essential Question* that sparks interests, starts discussion, and provides connections between content and context. Rich imagery, *HISTORY* videos, and timelines engage students throughout every module. At the culmination of a module, learning is reinforced in the *Module Review* and *Module Assessment*. Lessons present module content in focused, manageable divisions that are based on

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				subtopics and/or contributing events. Lesson Plans include objectives and are organized around a three-step teaching plan: 1) Pre-teach, 2) Direct Teach, and 3) Review & Assess. This clear and simple plan makes the teaching guides effective, efficient, and easy to use. Each lesson opens with a *Big Idea* that encapsulates the primary point of the lesson. *Key Terms and People/Places* are presented throughout the lessons, and graphic organizers and flipcards in *Lesson Reviews* prepare students for *Lesson Assessments*. Segments organize lesson content into discrete sections and are the smallest content category. Each segment ends with a *Reading Check* question to check comprehension. There are features between lessons that cover a broad range of topics and focus on engagement, specific skill instruction, and/or social studies strands. ***Teacher Materials*** The ***HMH Social Studies World Civilizations***

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Teacher Guide is well-organized, comprehensive, and easy to use. **HMH Social Studies World Civilizations** includes embedded professional development that provides background information, content knowledge, and instructional guidance. Suggestions for demonstrating and modeling skills or concepts appear throughout every lesson in **HMH Social Studies World Civilizations**. The Teacher Guide also includes instructional information about the *Essential Question* and *Big Ideas* that contribute to background and content knowledge. The Teacher Guide includes Module *Planners* and *Lesson Planners*, which are clean, at-a-glance tables that detail the elements of modules and lessons. Color-coding visually identifies print and digital components and organizes module, lesson, and segment content. *Module Highlights* and *Lesson Highlights* provide overviews of integral module and lesson elements. They include features that detail the overarching module themes, skills

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				instruction, whole-class collaborative activities, and review tools that include flipcards, graphic organizers, sequencing activities, and more.

Instructional resources in the Teacher Guide are presented at point-of-use for ease of navigation, time management, and efficiency. The Teacher Guide bridges the print and digital Student Editions, providing seamless instruction for both. Instruction for elements, including visuals, maps, graphs, and *Document-Based Investigations* is provided in the Teacher Guide, and all elements are identified as digital, print, or shared. Content extension activities, differentiated activities, scaffolded supports, answers, suggestions for engagement, multimedia resources, and content-based information are presented in sequence with student materials. Assessment items and answers are also presented at point-of-use and differentiated individual and group activities are provided throughout. |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Technology for Students and Teachers HMH conveniently houses all of the program's materials, resources, and tools in one user-friendly location. The Ed: Your Friend in Learning online platform gives teachers and students quick and easy access to all of the program's resources. This contributes to increased levels of efficiency and organization, and it gives teachers more time to teach and student more time to learn. Through the user-friendly Ed online platform, students are able to access the Student Edition and materials, read and respond to the text in *myWriteSmart*, complete assignments, take tests, and access additional resources. On the Ed platform, the Teacher Dashboard gives teachers access to the Teacher Guide, Student Edition, and all **HMH Social Studies World Civilizations** materials and resources. PDF versions of the materials and resources can be downloaded to devices and used later when Internet access may be unavailable to teachers and/or students. From the Ed platform, teachers can create and schedule assignments and lesson plans, launch resources, and generate reports.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Users of the *HMH Player App* get the same benefits as Ed platform users, plus collaborative functionality and both online and offline availability.
				HMH Social Studies World Civilizations digital materials are easy to enter, exit, and navigate. The e-Reader for the Teacher Guide, Student Edition, and other digital resources feature easy navigation with a clickable table of contents and word-level content search. The e-Reader also has Page View controls, which allow the user to choose single-page or double-page view, scrolling or turning page functionality, and page zoom in or out. The navigation tools and embedded resources are easy to find and easy to use. Digital texts also include embedded tools for note-taking and entering responses, making it possible to "write" in the digital books.
				The online audio capabilities and embedded highlighting, bookmarking, and note-taking enhance students' interaction and comprehension. Multimedia options present the material in multiple ways,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				further enhancing students' understanding and retention. The online writing tool provides meaningful support as students work to publish documents using technology.
	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 were not met.	*HMH Social Studies World Civilizations* provides differentiated instruction, strategies, activities, and assessments that meet the needs of diverse learners. • The digital Student Edition's embedded audio text reader supports cognitive focus and reading comprehension. • The digital texts and resources have a page-zoom feature that is especially helpful for users with visual impairments. • Students can highlight, take notes, tag citations and notes, and save and access entries with the embedded note-taking tool. • Students can complete writing assignments in an interactive writing and performance assessment tool that delivers scaffolded support for each phase of the writing process. Teachers can assign activities, add comments and feedback to student work, access rubrics, track progress, and link to additional tools and resources.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				• The *HMH Player App* gives students instant access to teacher support and feedback, while providing all of the program's texts and materials in an online or offline digital system.
				• Tiered and differentiated activities appear throughout the Teacher Guide.
				• The *Guided Reading Workbook* and *Spanish/English Guided Reading Workbook* help guide students as they read the key information and adapted-level summaries and take notes.
				• Remediation activities offer re-teaching and assessment at the end of every lesson.
				• *Close Read Screencasts* are audio-visual models of student conversations about critical historical content and primary sources.
				• Collaborative activities and projects exercise students' 21st century skills and provide memorable ways to acquire understanding of the content.
				• Reading and social studies skills supports are embedded within the pages of the student text. The *Social Studies Skills* lessons build crucial content-area skills that beget sustainable competencies for success in high school, college, and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				careers. • Frequent *Reading Checks* confirm students' understanding or prod them to return to the text for re-reading and clarification. • Multisensory strategies and activities engage students through visual, auditory, kinesthetic, tactile, and technological methods. • *Enrichment* extension activities at the end of every lesson provide opportunities for students to explore additional topics in greater depth, exercise critical thinking skills, produce written and verbal pieces, and apply their learning actively in the community.
	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 were not met.	The *HMH Social Studies World Civilizations* program can be reasonably completed within a regular school year. The program delivers thorough standards-based content coverage and devotes the time needed for maximum student understanding. Planning and pacing resources are included in the teacher materials. The program also offers teachers the flexibility to adjust pacing to meet the needs of their students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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)**	**Yes**	HMH Social Studies World Civilizations address the content of at least 90% of Social Studies: Grade 6 Louisiana GLEs, which covers topics, events, and people that contributed to the growth of civilizations during ancient times through the Middle Ages.	
	2. Range and Volume of Sources **(Non-Negotiable)**	**No**	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text.	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	**No**	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.	
	4. Response to Sources	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

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: **HMH Social Studies United States History: Beginnings to 1877**   Grade/Course: **7**

Publisher: **Houghton Mifflin Harcourt Publishing Company**   Copyright: **2018**

Curriculum Type: **Full 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.	**Yes**	HMH Social Studies United States History: Beginnings to 1877 address the content of at least 90% of Social Studies: Grade 7 Louisiana GLEs. Various activities in Modules 3 through 20 address the following Standards: Standard 1 – Historical Thinking Skills, Standards 5 – Geography Skills, Standard 6 – Immigration and Cultural Diversity, Standard 7 – Environment, Standard 8– Government: Purposes, Foundation, and Structure, Standard 9 – Global Awareness, Standard 10 – Civic Literacy, Standard 11 – Resources, Interdependence, and Decision Making, Standard 12 – Revolution and the New Nation is addressed in Modules 3-7, Standard 13 – The Expanding Nation is addressed in Modules 8-1, and Standard 14 – War and Reconstruction is addressed in Modules 17-19. The text begins with content that focuses on pre-colonial America, Europe and Africa (Unit 1) and continues through Reconstruction. In Module 7, the materials provided help students describe the major political and economic events, and policies of the Washington and Adams presidencies. (GLE 7.2.4) As a culminating activity, students analyze primary sources to use to write an	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			essay to the following question: To what extent did the early presidents build a strong nation through their leadership on domestic and foreign policies? Another example to justify the indicator is found in Module 16, the material provided help students understand the motivations and influence of the American reform movements during the 19th Century. (GLE 7.3.3) Using the information found in the module and the information found in the primary and secondary documents, students will create a presentation that examines the goals and work of reform movements in the United States in the early 1800s. Furthermore, In Module 4, The American Revolution, standard 2 is addressed. The text focuses on the impact of key ideas, events and people that led to the American Revolution. Suggested activities are available to teach students how historians and geographers study the past in order to learn more about the present. Primary and secondary documents are available for students to interpret and investigate. And students are to interpret different time periods and show correlation to the past and present to build knowledge.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	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.	**Yes**	The materials do provide opportunities for the students to explore questions and build knowledge and skills related to each of these GLEs. Each module starts with an "Opener" that contains one essential question. For example, Module 4: The American Revolution asks the question, "Why were the American Patriots willing to risk their lives for independence?" Each module contains from 3-6 lessons. Each lesson has a lesson opener that contains a "Big Idea" that can easily be turned into an essential question by adding an interrogative word. For example, the big idea in Module 19: Lesson 2 is "The return to power of the pre-war southern leadership led Republicans in Congress to take control of Reconstruction" could be presented as a question by turning the Big Idea into the question, "How did the Republicans try to keep the South from returning to pre-war leadership?" Materials provide regular opportunities for students to explore key questions and build knowledge and skills with the social studies content indicated by the Social Studies: Grade 7 Louisiana GLEs. For example, Module 4: The American Revolution requires students to explore key questions and build knowledge and skills with content related to the following GLEs: • 7.1.1 Produce clear and coherent writing	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			for a range of tasks, purposes, and audiences by comparing and contrasting varied points of view and conducting historical research. • 7.1.4 Interpret and construct timelines of key events, people and ideas • 7.1.5 Analyze primary and secondary sources to answer questions related to United States history • 7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution • 7.2.2 Analyze important turning points and major developments of the American Revolution • 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877 • 7.9.1 Compare and contrast political divisions of the world from 1763–1877 • 7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877Additionally, Module 12: Expansion and Conflict allows students to explore key questions and build knowledge and skills with content related to the following GLEs: • 7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by evaluating a broad variety of primary and secondary sources • 7.1.4 Interpret and construct timelines of key events, people and ideas	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			• 7.4.3 Describe long-term and short-term outcomes of Reconstruction • 7.5.1 Analyze the physical and political features of the United States • 7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877 • 7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877 • 7.10.1 Describe the influences on and the development and expansion of individual rights and freedom Also, in Module 7, Lesson 2, students will analyze the differing points of view that were presented by Thomas Jefferson and Alexander Hamilton in determining the financial plan of the United States. This lesson helps support the GLE 7.2.4, enabling the major economic events and policies of the Washington presidency. Furthermore, another example in which students would explore key questions is evident in Module 5. Lesson 1. Students are asked an essential question, followed by a video with questions, and a timeline in which students must determine the outcome of a question by interpreting the timeline. Throughout the course of the module, comparisons are made about Compromises and documents that founded the American government. For example, in Lesson 1, comparisons are made	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			of the Magna Carta and the US Constitution, the 8th amendment and the English Bill of Rights, John Locke's excerpts and Baron De Montesquieu, the United States Constitution and the Virginia Statute for Religious Freedom. At the end of each lesson in the module a review question assessing key terms and people and a lesson assessment is included to build knowledge and skills.	
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[6] to develop content knowledge and express claims; materials may also include text to support students in using the sources.	**No**	Although all modules present primary and secondary sources, they are not used to develop content knowledge but rather to support the text. There are too few opportunities for the students to make claims and support them without using the text. Most opportunities for making claims (though not often) comes in the lesson enrichments. For example, in Module 9, Lesson 1: The Civil War, the students are asked to be an editor for a newspaper and take a side between Sumner and Brooks during the altercation on the Senate floor. Overall, this indicator in not met. According to our new testing requirements, this does not allow ample opportunity for the students to practice making and supporting claims.	*HMH Social Studies United States History: Beginnings to 1877* is designed to provide comprehensive coverage of the GLEs through a narrative approach. Primary and secondary sources are essential to our core narrative. Supplemental materials and sections including How to Read Like a Historian, Skillbuilder Handbook, and Social Studies Skills instruct students on how to analyze, evaluate, and synthesize the myriad of sources they encounter throughout the program. Some of these components are provided as PDF resources in digital product as well. There may also be more opportunities for students to express claims and provide

---

[6] Primary sources provide first-hand testimony or direct evidence concerning a topic under investigation and are created by witnesses or recorders who experienced the events or conditions being documented. Often these sources are created at the time when the events or conditions are occurring, but primary sources can also include autobiographies, memoirs, and oral histories recorded later. Primary sources are characterized by their content, regardless of whether they are available in original format, in microfilm/microfiche, in digital format, or in published format. (http://www.yale.edu/collections_collaborative/primarysources/primarysources.html) For additional definitions and examples, see also: http://www.princeton.edu/~refdesk/primary2.html and http://www.archives.gov/education/research/history-in-the-raw.html.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			For example. in Module 10: The Age of Jackson, students are asked to answer one question after reading a map; however, the students are also asked "How did voting rights change in the early 1800s?" None of the sources are related to this question. The students could not answer this question unless they read the author's text. They are given two pictures and a map that are not related at all to voters' rights. This is apparent again in Lesson 2. The students are given one map question. Then, they are asked to "Describe the sectional and economic differences in the United States during the early 1800s." The students cannot complete the task by using the picture they are provided. Another example, in Module 5: Forming a Government, opportunities for primary and secondary sources to be the focus of the material exist, but are not utilized. In Lesson 1: The Articles of Confederation, students are not presented with parts of the Articles of Confederation, nor any of the other documents that heavily influenced the Constitution, to analyze. Additionally, in Module 16: Reform Movements in the United States, opportunities for primary and secondary sources to be the focus of the material exist, but are not capitalized on. In Lesson 5:	evidence related to sources than is realized in the DBI Part II activities; the Essential Question essay activity; and in print-only sections of the Module Assessments including Critical Thinking questions; Engage with History; Focus on Writing; and Collaborative Learning activities.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Women Rights, for example, the Declaration of Sentiments from the Seneca Falls Convention is used to support the text, instead of being the focus of the lesson.	
	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	Though not used as main focus, these materials do contain a generous offering of sources of all types located in each lesson and at the end of the lessons in the DBIs. This is apparent in all of the modules. Many of the modules include a section called Multimedia Connections that includes maps, videos, and documents (4, 11, 12, and 18.) In addition, the materials come with essential primary documents in the support reference materials. Primary and secondary sources are varied in their type and length throughout the material. Each module includes primary and secondary sources that are both print and non-print, including videos, art, maps, and charts, among others. For example, Module 3: The English Colonies includes a variety of primary and secondary sources. Sources in this module include: a video on Life in Jamestown, maps of Jamestown Colony, the Southern Colonies, the New England Colonies, New Amsterdam in 1660, the Middle Colonies, the Thirteen Colonies, Triangular Trade, and North American Empires before and after the Treaty of Paris, timeline of events from the time period, a chart of the African	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Population in Virginia, paintings of the founding of Maryland, Peter Stuyvesant's surrender, a meeting of the House of Burgesses, and a George Whitfield sermon, charts of the Slave Populations in the Colonies and America's Population in 1760, excerpts of the Mayflower Compact and The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, and biographies of William Penn, Olaudah Equiano, and Pontiac. Additionally, Module 10: The Age of Jackson contains primary and secondary sources that are varied in length and type for students to utilize to develop content and make claims. Sources in this module include: videos on Jackson: Cherokees, Tariffs, and Nullification, Jackson's Personality and Legacy, Jackson Censured in Bank War, and the Trail of Tears, a timeline of events from the period, biographies of Andrew Jackson and Sequoya, maps of the Election of 1824, Three Regions: United States, early 1800s, Removal of Southeast Tribes from 1814-1858, and the Second Seminole War, excerpts from a letter from Margaret Bayard Smith to Mrs. Kirkpatrick in 1829, Calhoun's South Carolina Exposition and Protest, and Jackson's Annual Message to Congress in 1830, and a political cartoon on Jackson and the bank. Another example to provide justification for	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			this indicator is found in Module 9. The module provides artwork for students to analyze, excerpts of the Monroe Doctrine, Map of the United States in 1820, with chances to interpret the map and other documents to expand the students understanding of the material. In Module 14, Lesson 1, the publisher includes a video on how Eli Whitney's Cotton Gin works to separate the cotton from the seeds. Furthermore, in Module 2 New Empires in the Americas, the following primary and secondary sources are found: a video of the voyage of Columbus, picture of a long-ship, a map of Viking explorations, map of the Silk Road, and a picture of a caravel, and a map of Portuguese routes and exploration. In the media connections section of the text, available supplemental videos, maps and documents are found.	
	2c) Materials focus on both primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing[7] and corroboration.[8]	**No**	While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are sparsely found throughout the materials. Some modules do not have any	In addition to the compare and contrast sources highlighted in this review, *HMH Social Studies United States History: Beginnings to 1877* provides opportunities in the Student Edition. Some Historical Sources features look at topics from two different perspectives, such as the "Role of

[7] Sourcing asks students to consider a document's author, occasion, and purpose to determine how those factors influence the content.
[8] 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
			primary and secondary sources from different perspectives. Modules that do contain them, often only have one pairing of sources. Also, since Standard 1 requires that the students specifically use compare/contrast and be able to analyze cause and effects as a part of their historical thinking skills, these skills should be addressed at least once in each module. Although the students are given opportunities to do this with graphic organizers, most are text dependent not source dependent. For example, in Module 7: Lessons 2 and 4, the students are given a quote from Jefferson and Hamilton and asked to make comparisons. But in Module 5: Lesson 4, students are given a chart to complete their compare/contrast task. This book offers very few opportunities to satisfy this indicator. For example, the students are asked to write a compare and contrast essay. This assignment is found in part two of the DBI section of Module 8. There is little evidence within the lessons themselves that allows students to compare/contrast. Sourcing is not visible and corroboration is not apparent. There is a part of the DBIs that shows the students how to evaluate a document; however, there is no evidence that the students are actually asked to do it. Another example is found in Module 15	a Citizen" analysis in Module 7, Lesson 2 that compares Alexander Hamilton's and Thomas Jefferson's views on citizenship and "Two Views of a Historic Battle" feature in Module 11, Lesson 3, showing how Sioux artists and Anglo-American artists depicted the Battle of Little Bighorn.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			Lesson 1, The Beginning of Slavery in America, students are to view the essential question, analyze a video, timeline, pictures, quotes, excerpt from primary documents, maps, and a table of slaves brought to the Americas from 1493 to 1890. But again, these are text dependent, not source dependent. Also, In the Document- Based Investigation part 1 and 2, Students are to listen to a soundbite from the Library of Congress, analyze an excerpt from a law of Colonial Virginia, determine the purpose of a flyer to gather abolitionists, analyze an excerpt from Uncle Tom's Cabin, write an analytical essay using the documents to answer the following questions: What was it like to live in and resist the slave system? How did different groups of people resist slavery? But nowhere is there justification in the text that shows that students are asked to complete the DBI.	
	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.[9]	**No**	Although these materials present both primary and secondary sources, they are not the primary focus of the lessons. There is an opportunity in the Constitution Study Guide located in the Resource Materials for the students to make connections across time	Throughout the narratives of **HMH Social Studies United States History: Beginnings to 1877**, sources from differing time periods are referenced. In addition, Now and Then features also employ images from different time periods for student consideration.

---

[9] 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
			periods, but really no other opportunities. Materials have to be searched for and are not readily available. With very few exceptions, sources found within modules contain sources focusing on events, people, ideas, and places from that time period only.	These resources are further supported by activities presented in the Teacher's Guide offering additional opportunities for make connections across time periods.
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 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	**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).	Yes	Questions and tasks focus on engaging students with content in varied contexts. Throughout each lesson in each module, students are provided opportunities to engage with the content through a variety of means. Each module has an essential question that students answer at the end of the module, graphic organizers for each lesson, questions that check for understanding, document analysis questions, a lesson Review, enrichment activities, and a Document Based Investigation. Additionally, the .pdf of the student textbook has additional questions and activities for students to complete at the end of each lesson. Guided Reading Activities are also available for each lesson. Assessments include multiple choice and multiple select questions as well as items that require students to place events in chronological order and constructed response. For Example, Module 8: War and Expansion in the Americas contains questions and tasks that allow students to engage with content	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			in a variety of contexts. The module opens with an essential question, "How Should the War of 1812 be remembered?" The graphic organizers of this module include foreign and domestic challenges that led to war, the sequence of events of the war, the issues encountered, nations involved and resolutions of issues. Enrichment activities include creating a diagram to help Harrison during the Battle of Tippecanoe, creating an invitation to an event hosted by Dolley Madison, read the poem the lyrics to "The Star-Spangled Banner" were derived from and write a description of the Battle of Fort McHenry, and write an advertisement as a New England fisherman hiring for all positions to make your expedition successful. The Document Based Investigation is writing an analytical essay on how war and diplomacy changed the United States and people's lives in the early 1800s. The module closes with a persuasive essay on the essential question. Additionally, Module 17: A Divided Nation contains questions and tasks that allow students to engage with content in a variety of contexts. The module opens with an essential question, "Could the Civil War have been avoided?" Graphic organizers included in this module include a chart comparing the northern and southern views of events,	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			cause and effect chart on events related to Kansas, chart on the roles and significance on events related to the political divisions, description and results of events causing the nation to divide. Enrichment activities include reading an excerpt of Uncle Tom's Cabin, watch a video on "Bleeding Kansas," a video on Lincoln's "House Divided" speech, and create questions to answer in a biography of John A. Copeland. The Document Based Investigation is to write an explanatory essay on why were U.S. political leaders unable to reach a lasting compromise over the issue of slavery. The module closes with a persuasive essay on the essential question. Furthermore, each lesson contains a section called "Enrichment" that engages the students in tasks such as the one found in Module 10: Lesson. Students are asked to create a chart highlighting the importance of each region of the U.S. during the early 1800s. Each lesson contains at least two tasks. Finally, at the end of each module is a segment that's titled "Close," which contains documents and questions based on those documents. The "Resource" section contains Graphic Organizers, Multi-media Connections, Writing Workshop, Constitution Study Guide, Guided Reading Workbook, and Assessments.	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
	REQUIRED **3b)** Coherent sequences of source-dependent questions[10] 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**	The questions and tasks should "focus students on building, applying, and synthesizing information." Although some of the essays in the DBIs do this, the questions in the materials are often too basic and do not prompt students to the level of critical thinking expected (e.g., see Module 6: "Which state was the first to ratify the Constitution?", "What is the chief purpose of the judicial branch of government?"). The purpose of the branches of government begins at second grade. In addition, a coherent sequence of source-dependent questions is required; however, for each source, there is only one question. Furthermore, the questions are often unrelated and don't build to a deeper understanding of the content. Finally, the students should engage via different ways (research, conversations, etc.) and only occurs in enrichment.	By design, the Document-Based Investigations in *HMH Social Studies United States History: Beginnings to 1877* ask students to analyze document sets in two steps: Part I presents sources with quick analysis questions as highlighted but Part II specifically requires students to analyze relationships between sources and synthesize connections. Additionally, the program's Benchmark Assessments include sets of questions on a source or written selection that ask students to critically analyze material to arrive at their answers.
	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,	**Yes**	Source-dependent written and oral tasks require students to make claims which demonstrate a thorough understanding of social studies content. For example, in Module 7: Launching the Nation, students are required to utilize	

---

[10] 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
	and ideas; evaluate the causes and consequences of events and developments; recognize recurring themes across time and place).		various sources in order to determine to what extent the early presidents built a strong nation through their leadership on domestic and foreign policies. Engaging in this activity allows students to make connections between ideas, people, and events and explain how society, the environment, the political and economic landscape, and historical events influence perspectives, values, traditions, and ideas. Also, in Module 13: The North, students analyze various sources to argue whether the pros of the Industrial Revolution outweighed the cons. Completion of this activity allows students to make connections between ideas, people, and events and evaluate the causes and consequences of events and developments. Another example can be found in Module 19, where students look at sources dealing with Reconstruction. Students would use information in those documents to create argument on the question: What was the impact of Reconstruction on African Americans?	
	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.	**Yes**	Materials provided use varied modes of assessment, including a range of formative, summative, and self-assessment. These assessments are accessible to all students through the online program. Each lesson has reading check questions, a review of the	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			lesson, as well as an assessment at the end consisting of a variety of questions including multiple choice, multiple-select, and constructed response. Each module also has a review at the end for students to complete on their own as well as extended writing assignments, one that is document based and one that is not. Some of these questions are based on the document analysis or based on content knowledge. An example can be found in Module 4, Lesson 1, in the section: "The Intolerable Acts" Students are given a quiz in the form of a game. In order to win (or to restart the engine of the spaceship), students have to answer 7/7 questions right based on the reading.	
	FULL CURRICULUM ONLY **3e)** Aligned rubrics or assessment guidelines (such as scoring guides) are included and provide sufficient guidance for interpreting student performance.	Yes	Materials include aligned rubrics and guidelines that help provide guidance in interpreting student performance. These rubrics are located in the teacher edition and other resources provided to teachers. In addition, students are able to check their answers in each of the document based questions that occur throughout the modules. This allows students to see if they are interpreting the source correctly. Answer keys for items such as graphic organizers, guided reading, and in lesson activities are provided, as are rubrics for various types of tasks students may be assigned. Exemplar responses for essays are	

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
			not included.	
4. RESPONSE TO SOURCES: Materials provide frequent opportunities for students to engage in discussions (both formal and informal) around the content and then express their understanding of the content through the development and support of claims in writing. ☐ Yes ☐ No	**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 writing/formal essays, on-demand and process writing, etc.).	**Not Evaluated**	This section was not evaluated because the non-negotiable criteria were not met.	***HMH Social Studies United States History: Beginnings to 1877*** continuously exercises students' close reading and writing skills through Document-Based Investigations, Essential Question Writing Tasks, Analyze activities, Reading Checks, and other writing prompts. These and other writing tasks offer variations in length and time demands and encompass formats such as notes, summaries, short-answer responses, whole-class shared writing, formal essays, on-demand writing, and process writing. Embedded in the online Student Edition is an online writing tool which has resources and collaboration tools built in. The online writing platform facilitates collaboration by allowing teachers to set up peer groups whose members can review and comment on each other's submissions. Teachers can provide immediate feedback with in-line editing and comments. Writing activities from the ***HMH Social Studies*** Student Edition and additional prompts are in the online writing tool.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				While in the tool, students can research and return to the Student Edition's pages, access the annotations and textual evidence they saved in their notes, and rely on the tool's embedded support for the task of writing.
	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 were not met.	Questions that engage students in written and verbal responses clearly state that clear explanations and source-based evidence are required.
	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 were not met.	The **HMH Social Studies** digital texts (online and offline compatible) include an embedded note-taking and annotation tool. This tool allows students to highlight, take notes, tag citations and notes, and save and organize entries. This streamlines the process of choosing, saving, organizing, and retrieving the text-based evidence needed for verbal and written responses. Additionally, the **HMH Social Studies United States History: Beginnings to 1877** program includes *Interactive Lesson Graphic Organizers* that help students organize and support their thinking and writing. Students can launch the lesson-specific *Interactive Lesson Graphic Organizers* directly from the pages of the Interactive Student Edition.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				These interactive resources put students in control of their learning and help them process, summarize, and keep track of the lesson's content.
	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 were not met.	*HMH Social Studies United States History: Beginnings to 1877* provides regular opportunities to conduct collaborative activities and research projects. For example, a *Collaborative Learning* activity in The Age of Railroads lesson begins with student pairs researching the experiences of people who built the transcontinental railroad. Using the evidence each student pair finds, the class discusses the different challenges faced by workers on the Union Pacific Railroad and Central Pacific Railroad. Then, students use evidence to compose five diary entries from the point of view of a worker on the Central Pacific Railroad in the late 1860s, and volunteers present their entries to the class. A teacher rubric is provided in the *Integrated Assessment Handbook.* *HMH Social Studies United States History: Beginnings to 1877* offers components with which students can conduct research for a

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				project or for leisure.
				• *HMH Current Events* website, hmhcurrentevents.com, delivers age-appropriate current events stories every month about world history, world geography, American history, economics, psychology, sociology, civics, government, and African American history. It connects students to informational articles from around the world from news sources such as CNN, the BBC, The New York Times, Fox News, NPR, and the Washington Post.
				• Students can conduct research on the *Map Connections* site on Maps.com. *Map Connections* provides a wealth of maps and other resources that support geography instruction and geography's significance in the history of America and the world.
				• The *Channel One News Video Library* houses an archive of newscasts that offer research opportunities for students.
				The **HMH Social Studies United States**

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				History: Beginnings to 1877 program helps students develop the research skills needed for success in high school, college, and career. For example, the *Social Studies Skills* lessons in the Student Edition provide explicit instruction and meaningful guided practice for content-area skills. Included in the lessons are topics that sharpen students' research skills, such as *Conducting Research, Assessing Primary and Secondary Sources,* and *Identifying Central Issues.*
	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 were not met.	*HMH Social Studies United States History: Beginnings to 1877* includes carefully designed components and features that build students' active listening skills. Some highlights are described in the following list. • The ***HMH Social Studies United States History: Beginnings to 1877*** digital Student Editions include a natural-voice text reader that builds active listening skills and enhances focus and comprehension. The bilingual glossary also includes audio in both Spanish and English. • *Close Read Screencasts* are audio-visual models of student conversations about lesson-specific critical historical content and

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				primary sources. These features help develop students' ability to have effective academic discussions about the program's content. • The *History Multimedia Connections* build students' active listening skills with captivating content. *HISTORY Multimedia Connections* includes high-quality video and audio from the respected HISTORY Channel. The video, audio, and corresponding activities spark inquiry, discussion, note-taking, analysis, and critical thinking.
	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 were not met.	The program does not include writing models and student exemplars.
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. ☐ Yes ☐ No	**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 were not met.	*HMH Social Studies United States History: Beginnings to 1877* uses a scaffolded framework that guides students to deep conceptual understanding. Instructional guidance in the Teacher Guide and embedded supports in the student text and materials facilitate a gradual release of responsibility. Lessons begin with guided explorations, discussions, and activities and progress to independent applications of

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				higher-level thinking skills. Content and support is presented in multiple modalities, with audio, video, simulations, *Close Read Screencasts,* and interactive maps and illustrations. Along the way, *Reading Checks* help students stay on track with their comprehension.
				Students in Louisiana's schools who need reading support and/or English-language support will benefit from the scaffolding in the *Guided Reading Workbooks*. The English-only and the Spanish/English versions of the *Guided Reading Workbooks* help students master the content and build vocabulary and reading skills. For each lesson, the *Guided Reading Workbooks* provide the critical information and note-taking templates. *Key Vocabulary* and definitions, *Main Ideas*, and a *Lesson Summary* are presented in a simplified format. Active reading prompts and comprehension questions are interspersed in the Lesson Summary to help studies maintain focus and check their understanding. The *Lesson Summary* is followed by a *Challenge Activity*, which requires students to use critical thinking

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				skills to answer text-based questions.
	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 were not met.	***Student Materials*** The **HMH Social Studies United States History: Beginnings to 1877** content flows in an appropriate, logical progression that moves students from a simple to a more complex understanding of American history. The materials have a consistent and logical organization, with content organized into modules, lessons, and segments. Modules are the broadest content category. Each module opens with an *Essential Question* that sparks interests, starts discussion, and provides connections between content and context. Rich imagery, *HISTORY* videos, and timelines engage students throughout every module. At the culmination of a module, learning is reinforced in the *Module Review* and *Module Assessment*. Lessons present module content in focused, manageable divisions that are based on subtopics and/or contributing events. Lesson Plans include objectives and are organized around a three-step teaching plan: 1) Pre-teach, 2) Direct Teach, and 3)

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				Review & Assess. This clear and simple plan makes the teaching guides effective, efficient, and easy to use. Each lesson opens with a Big Idea that encapsulates the primary point of the lesson. *Key Terms and People/Places* are presented throughout the lessons, and graphic organizers and flipcards in *Lesson Reviews* prepare students for *Lesson Assessments*. Segments organize lesson content into discrete sections and are the smallest content category. Each segment ends with a *Reading Check* question to check comprehension. There are features between lessons that cover a broad range of topics and focus on engagement, specific skill instruction, and/or social studies strands. ***Teacher Materials*** The **HMH Social Studies United States History: Beginnings to 1877** Teacher Guide is well-organized, comprehensive, and easy to use. **HMH Social Studies United States History: Beginnings to 1877** includes

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				embedded professional development that provides background information, content knowledge, and instructional guidance. Suggestions for demonstrating and modeling skills or concepts appear throughout every lesson in **HMH Social Studies United States History: Beginnings to 1877**. The Teacher Guide also includes instructional information about the *Essential Question* and *Big Ideas* that contribute to background and content knowledge. The Teacher Guide includes *Module Planners* and *Lesson Planners*, which are clean, at-a-glance tables that detail the elements of modules and lessons. Color-coding visually identifies print and digital components and organizes module, lesson, and segment content. *Module Highlights* and *Lesson Highlights* provide overviews of integral module and lesson elements. They include features that detail the overarching module themes, skills instruction, whole-class collaborative activities, and review tools that include

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				flipcards, graphic organizers, sequencing activities, and more.
				Instructional resources in the Teacher Guide are presented at point-of-use for ease of navigation, time management, and efficiency. The Teacher Guide bridges the print and digital Student Editions, providing seamless instruction for both. Instruction for elements, including visuals, maps, graphs, and *Document-Based Investigations* is provided in the Teacher Guide, and all elements are identified as digital, print, or shared. Content extension activities, differentiated activities, scaffolded supports, answers, suggestions for engagement, multimedia resources, and content-based information are presented in sequence with student materials. Assessment items and answers are also presented at point-of-use and differentiated individual and group activities are provided throughout.

Technology for Students and Teachers

HMH conveniently houses all of the |

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				program's materials, resources, and tools in one user-friendly location. The Ed: Your Friend in Learning online platform gives teachers and students quick and easy access to all of the program's resources. This contributes to increased levels of efficiency and organization, and it gives teachers more time to teach and student more time to learn. Through the user-friendly Ed online platform, students are able to access the Student Edition and materials, read and respond to the text in *myWriteSmart*, complete assignments, take tests, and access additional resources. On the Ed platform, the Teacher Dashboard gives teachers access to the Teacher Guide, Student Edition, and all ***HMH Social Studies United States History: Beginnings to 1877*** materials and resources. PDF versions of the materials and resources can be downloaded to devices and used later when Internet access may be unavailable to teachers and/or students. From the Ed platform, teachers can create and schedule assignments and lesson plans, launch resources, and generate reports. Users of the *HMH Player App* get the same benefits

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				as Ed platform users, plus collaborative functionality and both online and offline availability.
				HMH Social Studies United States History: Beginnings to 1877 digital materials are easy to enter, exit, and navigate. The e-Reader for the Teacher Guide, Student Edition, and other digital resources feature easy navigation with a clickable table of contents and word-level content search. The e-Reader also has Page View controls, which allow the user to choose single-page or double-page view, scrolling or turning page functionality, and page zoom in or out. The navigation tools and embedded resources are easy to find and easy to use. Digital texts also include embedded tools for note-taking and entering responses, making it possible to "write" in the digital books.
				The online audio capabilities and embedded highlighting, bookmarking, and note-taking enhance students' interaction and comprehension. Multimedia options present the material in multiple ways,

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				further enhancing students' understanding and retention. The online writing tool provides meaningful support as students work to publish documents using technology.
	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 were not met.	*HMH Social Studies United States History: Beginnings to 1877* provides differentiated instruction, strategies, activities, and assessments that meet the needs of diverse learners. • The digital Student Edition's embedded audio text reader supports cognitive focus and reading comprehension. • The digital texts and resources have a page-zoom feature that is especially helpful for users with visual impairments. • Students can highlight, take notes, tag citations and notes, and save and access entries with the embedded note-taking tool. • Students can complete writing assignments in an interactive writing and performance assessment tool that delivers scaffolded support for each phase of the writing process. Teachers can assign activities, add comments and feedback to student work, access

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				rubrics, track progress, and link to additional tools and resources.
				• The *HMH Player App* gives students instant access to teacher support and feedback, while providing all of the program's texts and materials in an online or offline digital system.
				• Tiered and differentiated activities appear throughout the Teacher Guide.
				• The *Guided Reading Workbook* and *Spanish/English Guided Reading Workbook* help guide students as they read the key information and adapted-level summaries and take notes.
				• Remediation activities offer re-teaching and assessment at the end of every lesson.
				• *Close Read Screencasts* are audio-visual models of student conversations about critical historical content and primary sources.
				• Collaborative activities and projects exercise students' 21st century skills and provide memorable ways to acquire understanding of the content.
				• Reading and social studies skills supports are embedded within the pages of the student text. The *Social Studies Skills* lessons build crucial content-area skills that beget

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
				sustainable competencies for success in high school, college, and careers.
				• Frequent *Reading Checks* confirm students' understanding or prod them to return to the text for re-reading and clarification.
				• Multisensory strategies and activities engage students through visual, auditory, kinesthetic, tactile, and technological methods.
				• *Enrichment* extension activities at the end of every lesson provide opportunities for students to explore additional topics in greater depth, exercise critical thinking skills, produce written and verbal pieces, and apply their learning actively in the community.
	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 were not met,	The *HMH Social Studies United States History: Beginnings to 1877* program can be reasonably completed within a regular school year. The program delivers thorough standards-based content coverage and devotes the time needed for maximum student understanding. Planning and pacing resources are included in the teacher materials. The program also offers teachers the flexibility to adjust pacing to meet the needs of their students.

CRITERIA	INDICATORS OF SUPERIOR QUALITY	MEETS METRICS (YES/NO)	JUSTIFICATION/COMMENTS WITH EXAMPLES	PUBLISHER RESPONSE
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)**	Yes	HMH Social Studies United States History: Beginnings to 1877 address the content of at least 90% of Social Studies: Grade 7 Louisiana GLEs.	
	2. Range and Volume of Sources **(Non-Negotiable)**	No	While materials include primary and secondary sources from different perspectives to allow opportunities for comparison and contrast, including sourcing and corroboration, they are not the focus of the primary and secondary sources included and are sparsely found throughout the materials.	
II: Claims	3. Questions and Tasks **(Non-Negotiable)**	No	The questions and tasks are often basic and lack the level of coherence needed to build and deepen understanding at the grade level.	
	4. Response to Sources	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
III: Scaffolding and Support	5. Scaffolding and Support	Not Evaluated	This section was not evaluated because the non-negotiable criteria were not met.	
FINAL DECISION FOR THIS MATERIAL: **Tier III, Not representing quality**				

Appendix II.

Public Comments

April 13, 2017

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

Attached please a review for HMH text #17047 submitted by Houghton Mifflin Harcourt (HMH). We provide some corrections of inaccuracies and offer suggestions for improvement. We hope you will give these recommendations your careful consideration and look forward to working with you to ensure accurate and pedagogically sound instructional materials. We share your goals of accuracy and excellence in educational materials for the educators and students of Louisiana. This online review process of social studies instructional review is an important step in furthering this aim. ICS sincerely appreciates your leadership and the excellent work of your staff.

For additional information or questions on the review, please contact Dr. Lisa Wurtele at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

We look forward to working with you on this very meaningful task. If you have any questions, please contact me at ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮

Thank you very much for your time and consideration.

Sincerely,

Peter Haas

**Institute for Curriculum Services (ICS) Review on behalf of
the Jewish Federation of Greater New Orleans,
the Jewish Federation of Baton Rouge,
and the North Louisiana Jewish Federation of
Houghton Mifflin Harcourt (HMH)**
World Civilizations
**Social Studies Grade 6
Module 7: The Hebrews and Judaism (2000 BC - AD 70)
Louisiana Adoption
#17047
April 2017**

General Comments: This middle school world history textbook provides an excellent and engaging introduction to World Civilizations from the start of civilization to the present day, and concludes with a treatment of contemporary Issues. ICS reviewed this digital textbook, with a particular focus on Module 7 (The Hebrews and Judaism). Time constraints prevented examination of Module 11 (The Growth of Christianity) and Module 13 (The Rise of Islam); ICS hopes to address references related to Jews, Judaism, and Israel in the latter two Modules in future reviews.

The writing style in this digital textbook is clear and interesting, and is written in an engaging fashion. The method of organization will help students remember important facts and concepts. This text explains well the influences of religion on society. Skills are taught through activities that are age appropriate and clearly explained. The section of Reference Materials, including "Read Like a Historian "and the "How to" pages are excellent. The lessons and their assessments are pedagogically strong and well thought out. ICS greatly appreciates the many thorough and detailed improvements for the better made to this text through the editions on the topics of Jewish history and Judaism. Houghton Mifflin Harcourt expends great effort to keep its instructional materials accurate and informative for the students and teachers of Louisiana.

Issues that Repeat Throughout the Textbook
Some of the Assessment questions to which students are exposed are not visible when first viewing a page, unless you click on something, so the page must be reloaded to see them.

Chronology Issues: BC and AD (Before Christ and Anno Domini, in the year of our Lord) are used here. ICS recommends use of the appropriate neutral terms of the Common Era dating system, BCE and CE.

ICS notes that different questions are loaded depending on whether the previous question was answered correctly or not; questions posed to students sometimes depend on the answers given to other questions. ICS commends this approach, which allows for more specialized review, focusing on demonstrated weakness in specific areas of the text. Here is an example of when this occurs: If students answer the Lesson 2 Assessment question, "Which of the following is a Mosaic law?," correctly (the correct answer there being "Jews must rest on the Sabbath"), then the next question they see relates to Jewish texts ("Which of the following is the most sacred of the

Jewish texts?"). If, however, in answer to the first question they betray confusion or ignorance about Kashrut (laws about kosher foods), then the next question they are asked is about kosher foods, based on a paragraph they are asked to read about Observance of Religious and Moral Law.

Issues that Repeat Throughout Module 7: The Hebrews and Judaism
1. Translations of the Torah and Hebrew Bible:
    a. While most translations in the student text use a Jewish translation, occasionally, online and newer activities use a less than optimal translation. When discussing ancient Israel, Judaism, and Jews, a reliable Jewish translation of the Hebrew Bible should be used rather than a Christian translation. ICS recommends the Jewish Publication Society's (JPS) accurate but modern English translation (1985). This source is issued occasionally in the text (for example, in quoting Psalms 23: 1-3), though other, more antiquated texts are also used.
    b. Antiquated texts that use "saith" instead of "said" should be avoided, as it creates distance for the reader and may make Judaism seem like an outdated relic rather than a living, thriving religion.
2. Names:
    a. While most of the student text uses the correct name for the Jewish people during the appropriate era, occasionally in chapter titles and new activities, the inaccurate names are used.
    b. The terms Hebrews and Israelites are both introduced for the early periods, and "Jews" or "Jewish" are used for the later centuries. However, the use of the term "Hebrews" is anachronistically highlighted in some titles when the term "Israelites" would be the more appropriate choice, given the time period under discussion. Thus, "Israelites" should be used in the title to Module 7, and in some other locations, reserving the use of "Hebrews" to the earliest period. Most of the inaccurate uses of the term "Hebrews" have already been changed, which is much appreciated by ICS, but some others have not. See detailed comments below.

Usability

1. **Basic Issues** - The login process for reviewers was somewhat clunky, and required more steps than one would expect, but ICS expects that the approved student and teacher versions will be more readily accessible to those users than this review login.
2. **Interface** - This interactive version of a text that has appeared in print takes advantage of the interactivity to go beyond the level of an e-book and presents material in multiple modes. The layout is attractive and, for the most part, clear.
3. **Search** - There is no built-in comprehensive search feature, which is a serious defect for teachers seeking specific material or information, and there was no other apparent search capability offered, although text is searchable through one's browser.
4. **Navigation and reading** - The fonts used were legible and attractive, with clear headers. The text does not offer a built-in zoom option to see small maps and other fine detail. The

Contents menu on the left of the screen offered the ability to jump to a higher level or to any of the Module's sections, but the absence of traditional page numbering made some searches a lengthy process.

5. **Pedagogy tools** – ICS reviewed the student only edition of this book, and ICS looks forward to reviewing the teacher version of this enhanced digital version of this textbook that is not currently available through the Louisiana adoption.

   a. The text offers Document-Based Investigations followed by "Analyze Sources" checks for working on primary sources.

   b. There are essential questions at the beginning of sections, and review modules with Reviews of Key Terms and People, sequencing tasks. The assessments offered generally provide a good review, and answers are suggested for some (but not all) of the questions posed.

   c. There is also a Guided Reading Workbook that offers a review of the main ideas and key terms and people presented in the Modules, and the text is available by clicking on the desired section of the student eBook.

   d. Beyond all the tools offered, there are Enrichment sections which offer a variety of extra material related to the core text, and which allow students to explore individual interests on a deeper level and learn more than can be covered easily in the text. For example, one section provides information on the discovery of the Dead Sea Scrolls. Thus, there are multiple approaches offered to access information from this text.

   e. The Reference Materials' section offers an Atlas, an English/Spanish Glossary, a useful resource entitled "Reading Like a Historian" ("how to use different historical sources to understand and learn from history"), a Biographical Dictionary, a Geography and Map Skills Handbook, a Skillbuilder Handbook, a Writing Workshop section, and more. The text contains interactive timelines with pop-up material and maps.

6. **Customization** - The text offers bookmarking and note-taking abilities and the ability to copy and paste. It also offers the ability to use bookmarks (for which one can customize titles).

7. **Videos and images (and image captions)** - The text offers a number of videos, many from the History Channel, which are available in both clip form and full versions. Given the brevity of the review period, the comments on videos below are based on the clip versions only.

8. **Other** - The text contains some hyperlinks to the main location of specific topics. There are Back and Forward buttons allowing navigation through one's browsing history, buttons to play or pause your audio, and a drop-down menu for audio options, including the ability to turn on a read-along text. The help section details the option of highlighting text in different colors or underlining and adding optional notes.

Opener

Module 7: The Hebrews and Judaism (2000 BC - AD 70), chapter title, **Change Title**: "The ~~Hebrews~~ Jews and Judaism"
Comments: The chapter title should be changed because the standards for Louisiana focus on the history of the world religion of Judaism, rather than the Hebrews as the earliest people who later became the Jews: Louisiana 6.2.6 "Analyze the origin and spread of major world religions as they developed throughout history."

ICS appreciates the difficulties in changing a chapter or section titles, but still encourages precise terminology here. In the first section, only the material about Abraham is entirely focused on the Hebrew period, and half of the first section is about Moses during the Israelite period. The other three sections cover the periods when the proper name for the people being described is Israelites, while the later sections are on the Jews. Accordingly, the title should be changed to reflect the content of the majority of the chapter. Note: Only the first three generations were called Hebrews. The correct chronology of terms used to describe Jews and their ancestors comes from the Hebrew Bible.

o **Hebrews**: The first three generations (Abraham, Isaac, and Jacob) are Hebrews. In the book of Genesis, Jacob's name is changed to Israel, and his children and succeeding generations are called Children of Israel, or Israelites in English. The term "Hebrew' almost always occurs in the Hebrew Bible as a name given to the Israelites by other peoples, rather than one used by the people themselves.
o **Israelites**: By the book of Exodus, the people are almost always referred to as the Israelites. The term "Israelites" should be used until the destruction of the Kingdom of Israel in 722 B.C.E.
o **Jews**: The Kingdom of Judah, later called Judea, is the source of the term "Jews." That term is appropriate after 722 B.C.E. Just as writers and publishers shifted from using the term Mohammedans to using Muslims, it is appropriate, respectful, and correct for writers and publishers to use the principal terms of self-identification of Jews.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Essential Question, Moses at Mount Sinai, Caption above video, **Change: "**The Hebrew Bible, the holy book of the Jewish people, tells about their ancestors. ~~One of its best-known stories~~ A central event of Jewish history is told in it about ~~explains~~ how the leader Moses ~~directed~~ led the ~~Hebrews~~ Israelites out of slavery in Egypt to freedom. It says he followed God's command to lead the ~~Hebrews~~ Israelites to the promised land. The Exodus from Egypt, the journey from slavery to freedom was an event of great significance to Jews. It influenced Jewish law and belief, and has had a strong impact on other enslaved peoples. Archeologists have explored the region where they lived and look for evidence of this journey."
Comments: Moses led the Israelites, not the Hebrews.

The escape from slavery in Egypt, called the Exodus, is the seminal event of Jewish history. It is one of the prime examples of God's power in Jewish literature and is the most commonly referred to event in Jewish prayers. To relegate its importance to

that of one of the "best-known stories" of the Hebrew Bible belittles its religious and cultural significance to Jews.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener, Essential Question, Clip Video, Moses at Mount Sinai, **Change**: Change the static image for this video, which depicts Moses with horns.
Comments: The static image of the video that loads on the page when the video is not playing is one of Moses with horns. The image shown in the video at (1:19-1:1:32) shows Moses with horns. This image with horns should be deleted because there is not appropriate space in which to introduce the error in translation that inspired it. It should be replaced with a different static image from the video.

> Note: This same video with the same static image is part of Module 7 Close: The Hebrews and Judaism.

> ICS recommends avoiding images of Moses with horns, an image based on a clumsy translation of the "rays of light" that the Torah says emanated from Moses' head after he spoke with God. This mistranslation led to a number of antisemitic tropes in the Middle Ages, and lasted to modern times; it influenced Michelangelo's sculpture of Moses with horns.[1] Any presentation of this important image in the history of Western art ought to discuss this unfortunate legacy based on a mistranslation. However, this section of text is not the appropriate place for that discussion. ICS strongly recommends that the publisher remove the image of Michelangelo's Moses sculpture and replace it with a less controversial depiction of Moses.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Timeline, 1200s BC Moses leads the Israelites out of Egypt during the Exodus, Pop-up Image, **Delete:** Delete this image of Moses with horns.
Comments: As noted in the comments above, even though this image is of a famous statue by Michelangelo, it should not be used without an explanatory caption. Given the historical antisemitism associated with this view of Jews, and the lack of sufficient space (the space limitations of the small box containing the image won't accommodate a caption), ICS requests that the image be removed and replaced with a less problematic alternative.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Timeline, c. 1000 BC David becomes king of Israel, Pop-up text, **Change**: "Following the death of Saul, Israel's first king, a young ~~man~~ shepherd named David gained the throne. He is remembered for defeating ~~a neighboring people~~ an Aegean Sea people called the Philistines and expanding the K~~k~~ingdom of Israel. David made Jerusalem his capital city and was a poet and musician"

---

[1] This idea of Moses having horns arose from a mistranslation of the biblical verse from *Exodus* 34:29, "Moses did not know that his face shone when He [God] spoke with him." The Hebrew word for the verb "shone" is "*qaran*" and is phonetically close to the word "*qeren*," which has an alternate meaning, "horn." Michelangelo's famed sculpture of Moses depicted with horns impacted the spread of this mistranslation; this textbook should not perpetuate this unfortunate translation error.

Comments: The description of David should be consistent with the description elsewhere in the text. See comments below on Lesson 1: The Early Hebrews, Kings Unite the Israelites, King David.

Kingdom in "Kingdom of Israel" should be capitalized like Ottoman Empire.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Timeline, c. 700 BC The Assyrians conquer Israel, Pop-up text, **Change**: "About 200 years after the K̶kingdom of Israel split into two kingdoms, the northern Kingdom of Israel and the southern Kingdom of Judah, the Assyrians defeated Israel in a conflict, took the population (ten tribes) captive, and exiled them to other parts of the Assyrian Empire. They are often referred to as "the Ten Lost Tribes." Judah was conquered ~~soon afterward~~ a hundred years later by the Babylonians, and some Jews taken captive ~~moved~~ to other parts of the Babylonian ~~Persian~~ Empire, before being allowed to return by the Persians, when they conquered the Babylonians."
Comments: There are several errors in this explanation of this timeline entry, and it confuses three different events in Jewish history.
o First it correctly notes that the Kingdom of Israel was split into the northern Kingdom of Israel and the southern Kingdom of Judah. Adding north and south to the description will clarify this.
o Then in the Assyrian conquest in 722 BCE, the population of the Kingdom of Israel was taken captive and forced to move to other parts of the Assyrian Empire, in a forced population exchange. The Assyrian Exile (which resulted in the ten tribes of Israel becoming "the Ten Lost Tribes") should be mentioned here.
o Rather than happening soon afterward, it was 136 years later, in 586 BCE, that the Kingdom of Judah was captured by the Babylonians; they took the elite back with them to the Babylonian Empire, not to the Persian Empire. It was Cyrus of Persia who later conquered the Babylonians and allowed the Jews to move back to Judah.
"Kingdom" should be capitalized like "Empire" of other proper nouns.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Timeline, c. 586 BC The Jews are Enslaved in Babylon, Pop-up text, **Change**: "When the Kingdom of Judah was conquered, its leaders and some of its people were forced to move to their enemy's capital of Babylon. This time of enslavement is called the Babylonian Captivity, or Babyonian Exile. When Cyrus the Great of Persia conquered Babylon, he allowed the Jews to return to Judah."
Comments: The Babylonians took the elite back to the Babylonian Empire, but left many of the common people in the land. Cyrus of Persia later conquered the Babylonians and allowed the Jews to move back to Judah.

The added term is in common use and may even surpass Babylonian Captivity in frequency of use.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), Timeline, AD 70 The Romans destroy the Second Temple in Jerusalem, Pop-up, **Change: "**Roman emperors set out to conquer the world around them. The Roman Empire conquered much of Europe as well as parts of North Africa

and Southwest Asia. There, the land of Judea came under its control. When the Jewish people revolted, the Romans destroyed their ~~t~~Temple."
Comments: Temple should be capitalized because it is a proper name here.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Opener: The Hebrews and Judaism (2000 BC - AD 70), (below timeline) Analyze Timelines, **Change: "~~History Why did the Romans destroy the Second Temple in Jerusalem?~~ <u>What does the sweep of Jewish history from the time of Abraham to the destruction of the Second Temple in Jerusalem by the Romans tell us about the development of Judaism and the experience of the Jewish people in the ancient period</u>?"**
Comments: The timeline covers some key "Module Events" and "World Events" from ("2000 BC - AD 70"). The information provided thus far will not enable students to answer this question, which relates to the endpoint of the timeline. The question should be replaced with a broader one, such as the one suggested above.

Lesson 1: The Early Hebrews

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Lesson Title, **Change**: "The Early ~~Hebrews~~ <u>Israelites</u>"
Comments: ICS appreciates the difficulties in changing a chapter or lesson title, but recommends accurate terminology here. Since most of Lesson 1 is about the Israelites, the title should be changed. Half of the first section is about Moses during the Israelite period and all of the next three of the four sections are entirely on the Israelite period, while only half of the first section covers Abraham and the Hebrew period.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, **Change**: "As you read, use the graphic organizer to take notes on the contributions of key early Hebrew <u>and Israelite</u> leaders."
Comments: While Abraham was a Hebrew, Moses was an Israelite.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Glossary Term pop-up in text, **Change**: "Judaism (JOO-dee-i-zuhm) *n.* the religion of the Hebrews <u>and Israelites</u> (practiced by Jews today); it is the world's oldest monotheistic religion"
Comments: Israelites should be added to the definition to make it clear to students that Judaism is the religion of the Hebrews, Israelites, and Jews.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, Biography, Abraham, para. 3, **Change: "**According to the Hebrew Bible, when Abraham was growing old, he had no children and he feared that Sarah could no longer have a child. Abraham had a son, Ishmael, with a woman other than Sarah. Then, 14 years later, God kept a promise to Abraham by helping Sarah become pregnant. They named ~~him~~ <u>her child</u> Isaac. Islamic ~~and Judeo-Christian~~ tradition says that Ishmael became the ancestor of the Arab people

and <u>Judeo-Christian tradition says that</u> Isaac became the ancestor of the Jewish people."

Comments: A subject should be introduced prior to the use of the pronoun "him."

While it is clear that some Islamic traditions hold that Ishmael is the ancestor of the Arab people, it is not completely clear that Jews and Christians have always held the same belief until recent times. It is, however, clear that Jews and Christians hold that Isaac is the ancestor of the Jewish people.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, Biography, Abraham, para. 3, **Change:** "Abraham left Mesopotamia and settled in Canaan (KAY-nuhn), on the Mediterranean Sea. Some of his descendants, the Israelites, lived in Canaan for many years. Later, <u>the Hebrew Bible relates that the</u> ~~however, some~~ Israelites moved to Egypt, ~~perhaps~~ because of famine in Canaan..."

Comments: There is no reason to interrupt the relating of the Biblical account of Abraham here with a non-Biblical assessment of the historicity of the story. Since the account of Abraham given initially is based on the Hebrew Bible, it should be presented here as it is given earlier (with care taken to indicate the biblical source of the account).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Glossary Term pop-up in text, **Change**: "Moses (c. 1200s BC) Biblical figure; according to the <u>Hebrew</u> Bible, he led the ~~Hebrew~~ <u>Israelite</u> people out of Egypt and back to Canaan in the Exodus. During this journey, Moses received the Ten Commandments from God."

Comments: Moses was an Israelite.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, Close Read Screencast, The Ten Commandments, (0:19-"0:24), **Delete:** ICS recommends deleting this screencast.

Comments: ICS recommends deleting this video. It does not provide a deeper Jewish understanding of how to interpret text beyond the literal explanation. It simply reinforces a literal understanding of the text, which does not enhance student understanding at a basic level. Jewish tradition usually discusses this as a metaphoric understanding of the relationship between God and the Jewish people.

The reading has two narrators discussing the Commandments and guessing at their meaning: (2:38-2:50) "Maybe God is saying he's emotional, or even jealous?! And maybe God is saying that the Hebrews [sic] shouldn't worship false idols because it would make Him jealous." This approach is unhelpful. Furthermore, their guess anthropomorphizes God, assigning the human emotion of jealousy. Their literal interpretation of a Jewish sacred text is counter to most Jewish interpretations of it and it comes across as disrespectful and counter to Jewish traditional understanding of the text.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, The Return to Canaan, Key, Possible Routes of Abraham and Moses, **Change:** "The Hebrew Bible says that

Abraham traveled from Ur in Mesopotamia to settle in the promised land of Canaan. Later, ~~droughts~~ famine forced the Israelites to move to ~~Canaan~~ Egypt."
Comments: They moved to Egypt, not Canaan; the text is incorrect.

Also, according to the Biblical account, the Israelites went to Egypt because of a famine (rather than a drought):

> *So all the world came to Joseph in Egypt to procure rations, for the famine had become severe throughout the world. When Jacob saw that there were food rations to be had in Egypt, he said to his sons, "Why do you keep looking at one another? Now I hear," he went on, "that there are rations to be had in Egypt. Go down and procure rations for us there, that we may live and not die." So ten of Joseph's brothers went down to get grain rations in Egypt...Thus the sons of Israel were among those who came to procure rations, for the famine extended to the land of Canaan.* (*Gen*. 41:57 - 42:5)

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their People, The Return to Canaan, Interpret Maps, **Change:** "In Canaan, the Israelites, ~~divided into~~ consisted of 12 tribes, and lived in separate ~~small, scattered~~ communities. These communities had no central government. Instead, each community selected judges as leaders to enforce laws and settle disputes. Before long, though, a threat arose ~~that called~~ for which the tribes demanded a new kind of unified leadership."
Comments: The sons of Israel (Jacob) settled in Egypt after they went there in a time of famine; the twelve tribes of the Israelites were their descendants. They did not divide into 12 tribes at the time they came to Canaan; rather, they left Egypt arranged according to their tribes.

It is more appropriate to note that the Israelites inhabited a number of areas throughout Canaan rather than to say that they were "scattered"—a term not usually used to describe groups of people; "dispersed" or "migrated" are more suitable academic terms for describing them.

The Israelites tribes demanded to have a king of their own, just as neighboring people had kings: (*I Samuel* 8:5): "...appoint a king for us, to govern us like all other nations."

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Abraham and Moses Lead Their Peoples, Reading Check at the very end of the screen, Answer, **Change**: "**Identify Cause and Effect** Why did Abraham leave Mesopotamia? According to the Hebrew Bible, God told Abraham to leave and move to a new land—Canaan. God promised to make his descendants into a mighty nation."
Comments: The text above tells of God's promise to lead Abraham and to make his descendants into a mighty nation. This suggested answer echoes the text above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Kings Unite the Israelites, King David, para. 1, **Add:** "After Saul died, a man once out of favor with Saul became king. That king's name was David. As a young man, David had been a shepherd. The Hebrew Bible tells how David slew the Philistine giant Goliath, which brought him to the attention of the king. David was admired for his military and musical skills and as a poet; many of the Psalms are attributed to him. For

many years, David lived in the desert, gathering support from local people. When Saul died, David used this support to become king."
Comments: David's musical skills were depicted in *I Samuel* in the Hebrew Bible. As noted above, he soothed King Saul with his lyre playing, and composed songs.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Kings Unite the Israelites, King Solomon, paragraphs 1-3, **Change:** "David's son Solomon (SAHL-uh-muhn) took the throne in about 965 BC. As King of Israel, he is known for building the First Temple in Jerusalem, and for his wisdom. He formed alliances with nearby kingdoms. According to Jewish tradition, he wrote three books of the Bible. Like his father, Solomon was a strong king. Under Solomon's monarchy, Israel was organized into 12 districts. Each district was ruled by ~~a governor~~ an officer. Not only did the ~~governors~~ officers enforce the king's laws, but they also collected taxes and provided labor for Solomon. This allowed Solomon to make great improvements within the kingdom. For example, new city walls and roads were paid for by taxes and built by ~~slaves~~ prisoners of war. In addition, the ~~governors~~ officers provided Solomon with soldiers..."
Comments: Solomon is known foremost for building the first Temple in Jerusalem; he is also widely described as wise.
 The Hebrew in the Hebrew Bible translates to officer or prefect, a more minor official than governor.
 The slaves used for Solomon's building projects were prisoners of wars with neighboring nations (see *I Kings* 9:20-21).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Kings Unite the Israelites, King Solomon, Analyze Visuals, Answer Check, Possible Answer, **Change:** "Why ~~might~~ did Solomon ~~have built~~ build only one ~~t~~Temple? Possible answer: ~~Building more than one temple may have been too costly~~ While in the wilderness, the Israelites had one center of worship, as directed by God. When Solomon built the Temple, it also contained a space for God to dwell among the people. According to the description given in the Hebrew Bible, the Temple had the Holy of Holies, a room which contained the Ark of the Covenant (a wooden chest plated with gold that held the two tablets of the Ten Commandments). This Temple could be in only one location which, in Jewish belief, is the location where God's presence dwells."
Comments: The question as phrased is a counterfactual conditional; it should be rephrased to address the reason why Solomon built only one Temple.
 This possible answer given in the text is incorrect. There is no hint that cost was the reason. While in the wilderness, the Israelites had one center of worship, as directed by God, which contained the Holy of Holies and the Ark of the Covenant. The possible answer should address these more accurate explanations.
 It is customary to capitalize proper nouns such as Solomon's Temple in Jerusalem.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Kings Unite the Israelites, Reading Check, Possible Answer, **Change**: "**Find Main Ideas** Why did the Israelites unite under a king? The Israelites ~~needed~~ wanted a

single ruler to help them band together against the invading Philistines. <u>Under a single leader the Israelites were stronger, so they wanted to unite.</u>"
Comments: The Israelites asked for a king to be better able, with one leader, to defeat the Philistines.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, para. 2, **Change:** "The two new kingdoms lasted for a few centuries. In the end, however, both were conquered. The Assyrians defeated Israel around 722 BC. The kingdom fell apart because most of its people were dispersed. Judah lasted longer, but before long it was defeated by the <u>neo-Babylonians, also known as the</u> Chaldeans."
Comments: Students will be confused by the dynastic name Chaldean unless they know it refers to the Babylonians. Later, the terms Babylonian Captivity (see below) and Babylonian Exile are used, and this change will make it clear who conquered Judah.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, The Dispersal of the Jews, paragraphs 1-2, **Change: "**The <u>neo-Babylonians, also known as the</u> Chaldeans<u>,</u> captured Jerusalem and destroyed Solomon's Temple in 586 BC. They marched thousands of Jews to their capital, Babylon, to work as slaves. The Jews called this ~~enslavement~~ period the <u>Babylonian Exile or</u> the Babylonian Captivity. It lasted about 50 years."
        In the 530s BC, a people called the Persians conquered the ~~Chaldeans~~ <u>neo-Babylonians</u> and let the Jews return to Jerusalem. But many never took this opportunity to return home. Instead, some moved to other parts of the Persian Empire. Scholars call the dispersal of the Jews <u>from their ancestral homeland, the land of Israel,</u> the Diaspora. <u>The Diaspora grew after the Roman destruction of the Second Temple in Jerusalem in 70 AD, and after the Roman Empire crushed the Bar Kokhba revolt and killed, enslaved, or exiled the majority of the Jewish population of central Judea in 135 AD.</u>"
Comments: It will be clearer to students to refer to the invaders, the Chaldean rulers of Babylonia, as Babylonians. The term Diaspora refers to both the Babylonian Diaspora and the later, longer lasting, Diaspora.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, The Dispersal of the Jews, Video, Exile of the Jews, **Delete:** ICS recommends deleting this video clip.
Comments: This video includes a pop culture interpretation that has no basis in scholarship. It should not be used in a textbook setting. The opinions voiced by this writer of popular history are not reflected by mainstream scholarship. He offers no reasons for stating (2:01-2:25) "The Israelites who returned to the land of Canaan after the Babylonian Exile were a completely different group than those who went into the Exile. The Jews who returned to Jerusalem were no longer interested in a tribal deity called Yahweh. They now thought of their god as the God of the universe, as the *sole* God in existence." While the first statement has obvious merit (because the experience of the Exile must certainly have had an impact), relegating the conception of God by the Israelites to a "tribal deity" who was not the sole God in existence is a controversial assertion rather than an accepted fact. Further, the reference to "Yahweh" shows a lack

of understanding about the term and the fact that Jews do not refer to G-d in this way. The use of the term reflects an outsider perspective and in teaching about religions, it is best to help students understand religions from the perspective of adherents.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, The Dispersal of the Jews, Analyze Videos, Answer, **Change:** "How did Jewish worship change because of the Babylonian Captivity? They could no longer worship at the Temple, where they believed God dwelled. Instead they ~~began to depend on scripture as they~~ worshipped in synagogues, where they studied and taught the Hebrew Bible."
Comments: There were two innovations in this period, the move from Temple to Synagogue, and the focus on the Torah, part of the Hebrew Bible.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, Independence and Conquest, para. 1, **Change:** "~~Tired of foreign rule~~ In response to both the constraints put on Jewish life, and unbearable taxation, a Jewish family ~~called~~ known as the Maccabees (MA-kuh-beez) led a successful revolt against their Syrian Greek rulers in the 160s BC. For about 100 years, the Jews again ruled their own kingdom. Their independence, however, didn't last. In 63 BC the Jews were conquered again, this time by the Romans."
Comments: Jews rebelled because of the severity of the constraints put on Jewish religious life they experienced under Roman rule; they were not simply tired of it. The text never mentions who they rebelled against and unless it is in the text, students may think it was the Babylonians or the Romans.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Invaders Conquer and Rule, Independence and Conquest, Summarize, Possible answer at the very end of the page, **Change**: "**Summarize** How did Roman rule affect Jewish society? **Possible answer:** The Romans tried to ~~change the way the~~ control Jewish religious life ~~people worshipped~~ and burdened the community with heavy taxes."
Comments: There were two main ways the Romans oppressed Jewish society mentioned in the text, heavy taxes and religious oppression.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, para. 1, **Change**: "Israelite government and society were dominated by men, as were most ancient societies. Women and men had different roles. Men made most decisions, but women enjoyed important legal rights and protections. For example, though a woman's husband was chosen by her father. ~~However, a daughter~~ she could not be forced into marriage. Women could bring cases before a judge, could engage in business, and could buy and sell land. A family's property was inherited by the eldest son, who provided for all children and for women without husbands.

      Some Israelite and Jewish women made great contributions to their society. The Hebrew Bible describes them. Some were political and military leaders, such as Queen

Esther and the judge Deborah. According to the Hebrew Bible, these women saved their people from their enemies."
Comments: Although in the ancient period Judaism resembled other societies by being largely patriarchal, there are some important distinctions. Despite women rarely owning property, they enjoyed some important rights and protections under Jewish law: they were consulted about whom they would marry and were not forced into marriage, they could engage in commerce and buy and sell land, and they could bring cases to court.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, **Change: "**The Story of Queen Esther, The Biblical story of Queen Esther is loved by children and adults alike. The Jewish holiday of Purim celebrates Queen Esther's courage. Children flock to Purim services, dressed as their favorite character from the story. Some even dare to dress as the villain Haman. They listen closely as the story of Queen Esther is retold.

Here is a recounting of the story in brief: Long ago in the land of Shushan lived a king named Ahasuerus and his wife, Vashti. When Vashti disobeyed the king, he ~~divorced~~ banished her. He then held a contest to select a new queen. The beautiful Esther, a Jew who was living in ~~exile~~ the Persian Empire, won the contest and became queen. She never revealed to anyone that she was Jewish.

Esther's ~~uncle~~ cousin Mordecai worked in the king's court...."
Comments: The Book of Esther in the Hebrew Bible does not mention divorce just banishment, (Esther 1:19) and Esther lives in the Persian Empire where she was born, not in exile.

Esther was the daughter of Mordechai's uncle; he was her cousin (see *Esther* 2:7).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, para. 3, **Add:** "As a judge, Deborah ruled over an area of Canaan. She is most remembered for encouraging Israelites to fight against an enemy. She bravely accompanied them to the battlefield, and she described the oppression of the Canaanites in her famous "Song of Deborah" in the Hebrew Bible."
Comments: Deborah is also noted for her famous song; it should be mentioned here, along with a description of it.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, para. 4, **Add:** According to the Hebrew Bible, these women saved their people from their enemies. Other women, such as Miriam, the sister of Moses, and Ruth, a convert to Judaism and the great-grandmother of King David, were spiritual leaders and role models.
Comments: Since Miriam is described in the text here in relation to a major Jewish leader (her brother, Moses), the same should be done in the case of Ruth.

Both women should be introduced as Jewish role models.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, para. 5, **Move:** "Some women in the Hebrew Bible were seen as examples of how Israelite and Jewish women should behave. For

example, Ruth, who left her people to care for her mother-in-law, was seen a model of devotion to one's family. <u>Within Judaism, Ruth is honored as a convert who exemplified key Jewish values</u>."

Comments: This paragraph should be moved to appear before the "Who Am I?" review section, so that the end of the section being reviewed precedes the review.

      The example of Ruth's behavior should not be given without mentioning her embrace of Naomi's people (the Jews) and taking on her way of life (Judaism).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, Learn More About Ruth and Naomi, **Change:** The story of Ruth and Naomi comes from the *Book of Ruth*, one of the books of the Hebrew Bible. According to this account, Ruth was not an Israelite, though her husband was. After he died, Ruth and her mother-in-law, <u>Naomi, resettled</u> in Israel. Inspired by Naomi's faith in God, Ruth joined Naomi's family and adopted her beliefs. She dedicated her life to supporting Naomi.

      Today, many people find that they learn lessons about life from the Book of Ruth. It reminds them of the importance of family <u>and loyalty</u>. In addition, some people find that Ruth is a role model for how to treat others and do good in the world. ~~Some people believe that the Book of Ruth teaches the importance of finding one's place in the world and making choices and accepting the consequences of those choices.~~"

Comments: The last few lines are not common interpretations of the text. In particular, it is difficult to see where in the text one can point to the importance of accepting the consequences of one's choices. Ruth is known as an exemplar of loyalty and kindness.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1: The Early Hebrews, Women in Israelite Society, Reading Check, Answer, **Change:** "What was life like for most Israelite Women? Possible answer: As in other ancient societies, Israelite life was dominated by men, but some women made great contributions to their society. Israelite women <u>enjoyed some important rights and protections under Jewish law: They were consulted about whom they would marry, they could engage in commerce and buy and sell land, and they could bring cases to court.</u>"

Comments: The answer should largely match the initial presentation in the first paragraph of this section on women in Israelite society. See comment above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, **"Lesson 1, Review** In this lesson, you learned about the early Hebrews <u>and Israelites</u>. Now you will review some key terms and people before completing the Lesson Assessment."

Comments: Their name during much of the Lesson was Israelites, so both Hebrews and Israelites should be included.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, Review Key Terms and People, 1. Judaism, **Change:** "**Judaism** *n*. the religion of the <u>Jews, who were first called</u> Hebrews <u>and then Israelites</u> ~~(practiced by~~ ~~Jews today)~~; it is the world's oldest monotheistic religion, <u>and practiced by Jews today</u>."

Comments: The definition of Judaism should include the three names of that have described the people who have practiced Judaism before finally noting that it is practiced today.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, Review Key Terms and People, 3. Moses, **Change:** "**Moses** (c.1200s BC) Biblical figure, according to the <u>Hebrew</u> Bible, he led the ~~Hebrew people~~ <u>Israelites in the Exodus</u> out of Egypt <u>and the journey</u> back to Canaan ~~in the Exodus~~. <u>The Torah tells that</u> ~~D~~<u>d</u>uring this journey, Moses received the Ten Commandments from God."
Comments: The Jewish Hebrew Bible should be specified. The Jewish people were called the Israelites (not the Hebrews) at the time of the Exodus.
        Moses led the Israelites toward, but not back into, Canaan, the land they had left when they first came to Egypt; he did not enter the land but died within sight of it. Since it is a matter of religious belief that Moses received the Ten Commandments from God, the source in sacred text should be noted to distinguish it from historical facts.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, Review Key Terms and People, 4. Exodus, **Change: "Exodus** *n.* the journey of the Israelites, led by Moses, from <u>slavery in Egypt</u> ~~it Canaan after their were freed from slavery~~ <u>to freedom</u>."
Comments: The most important theme of Passover is the journey from slavery to freedom. The Exodus was the departure from the condition of slavery. The reason the Exodus is so important in Judaism is that it recalls that the Jewish people were once slaves in Egypt, and that now they are free.

Lesson 1 Review, Review Key Terms and People, 6. David, **Change:** "**David** (c. 1000 BC) King of Israel, <u>he established Jerusalem as the capital,</u> defeated the Philistines<u>,</u> ~~moved the capital to Jerusalem~~ <u>after capturing that city</u>, <u>and is also known for his poetry and musical abilities</u>."
Comments: David is known for making Jerusalem Israel's capital, establishing it as the political, as well as the religious, center of Israel. David defeated the Jebusites in Jerusalem and made the city his capital. A separate conflict was with the Philistines. The order of this definition makes it appear as if he defeated the Philistines in Jerusalem and took it from them. David is also known for his poetry (many of the Psalms in the Hebrew Bible are attributed to him) and musical skills (he soothed King Saul with his lyre playing, and composed songs).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, Review Key Terms and People, 7. Solomon, **Change: "Solomon** (ruled c. 965-930 BC). King of Israel, <u>he is known for building the First Temple in Jerusalem, and for his wisdom. He</u> formed alliances with nearby kingdoms <u>and expanded his kingdom.</u> ~~and built a temple to God in Jerusalem.~~"
Comments: Solomon is known primarily for having built the First Temple in Jerusalem and for his wisdom; he is also known for expanding his kingdom by forging alliances.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Review, Review Key Terms and People, Diaspora, **Change:** "Diaspora *n.* The Dispersal of the Jews outside of their ancient homeland in the land of Israel, from Judah, after the Babylonian Captivity, and from Judea by the Romans"

Comments: The definition of the term Diaspora is the movement, migration, or dispersal of a people away from an established or ancestral homeland. Scholars call the dispersal of the Jews from the land of Israel the Diaspora. The term Diaspora was originally used to describe the dispersal of the Jews from Judah, after it was captured by the Babylonians, and again after the Roman destruction of the Second Temple in Jerusalem in 70 C.E., and also after the Roman Empire crushed the Bar Kokhba revolt and killed, enslaved, or exiled the majority of the Jewish population from Central Judea in 135 C.E.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Assessment, **Change:** "Write a brief response to the question below. **Make judgments** How did King Solomon's leadership allow Israel to ~~become wealthy~~ expand?

Comments: As noted above, King Solomon is known for building the First Temple in Jerusalem, and for his wisdom. He is credited with forming alliances with nearby kingdoms, thus expanding Israel and increasing its prosperity. The question inappropriately focuses on wealth; students would more appropriately be asked how his leadership allowed Israel to expand.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Enrichment, Deborah, para. 3, **Change:** "Barak said he would lead the army only if Deborah would go with him. Deborah agreed, and she predicted that it would be a woman who would kill Sisera. She was correct. ~~J~~Yael, ~~a female tentmaker,~~ offered Sisera the refuge of her ~~a~~ tent and then killed him in his sleep ensuring victory for the Israelites…"

Comments: Just as the name Yohanan ben Zakkai is rendered with a Y instead of a J, to more closely approximate the Hebrew pronunciation, Jael here should be spelled Yael, as it is pronounced in Hebrew, for consistency.

It is not clear that Yael's being a tentmaker was an important factor here and writing it as Yael is more consistent with how the name is pronounced in English, "Ya-el." The way the story is written above, students may misapprehend that what Yael, identified as a tentmaker, was offering was a tent. Rather, when an exhausted Sisera fled to the territory of the Kenites from the battle against Deborah, Yael greeted him, invited him to her tent, and served him a (sleep-inducing) drink of milk. She followed Sisera's command to guard the tent entrance, but then Yael killed him as he slept. This ensured victory for the Israelites, which explains the violence in the story.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Enrichment, Deborah, para. 3, **Change:** "All the judges were military leaders who also administered justice, but Deborah was the only judge ~~with a~~ whose role in lawmaking (similar to today's judges) is described in the Hebrew Bible. She often sat under a palm tree, where people came to her for advice in settling disagreements."

Comments: It is inaccurate to state that Deborah was the sole one among the "judges" who actually administered law. The judges all had judicial roles, but most are known primarily for their military leadership.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 1 Enrichment, Exodus, para. 1, **Add:** "The Hebrew Bible tells the <u>h</u>istory of when the Israelites were enslaved by the Egyptian Pharaoh. After more than 200 years of bondage, they were set free. The <u>Israelites'</u> ~~story of their~~ journey <u>from slavery</u> to freedom is called the Exodus."
Comments: The Exodus is both Jewish history <u>and</u> tells the important theme of the journey from slavery to freedom. Students may not be able to distinguish between the juvenile understanding of the word "story," and the use of if as short for narrative, so these replacements for the word "story" instead highlight these two themes.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Belief in One God, para. 1, **Change**: "Most importantly, Jews believe in one God. The<u>re are several</u> ~~Hebrew~~ names for God <u>in Hebrew, one of which, indicated by the initials YHWH</u>~~, which is~~ <u>in English, is</u> never pronounced by Jews, as it is considered too holy…"
Comments: Jews do not call God *Yahweh. Yahweh* is a Christian adaptation of the Tetragrammaton from the Hebrew Bible, YHWH, which is never pronounced in Judaism. It should not be introduced in the text as if it is a name Jews use, or used. It is used only by some Christian sects.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Belief in One God, para.2, lines 5-6, **Delete:** "~~Ancient Jewish art often focused on the creation of the world and the lives of these leaders.~~"
Comments: The line about ancient Jewish art focusing on the lives of leaders is not helpful in furthering the lesson about how Jewish beliefs anchor Jewish society. This line immediately precedes an image (a painting of the Israelites and the Golden Calf), which students may misapprehend as an example of Israelite art until they read further about its identification as a 17th century painting.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Education, **Change:** "Another central element of Judaism is education and study. Teaching children the basics of Judaism has always been important in Jewish society. In ancient Jewish communities, ~~older~~ boys ~~— but not girls —~~ studied with professional teachers to learn their religion. ~~Even t~~<u>T</u>oday, education and study are central to Jewish life throughout the world<u>, and both boys and girls, as well as adults, engage in Torah study</u>.
Comments: Stating that boys engaged in Jewish study with teachers, while girls did not, is not strictly accurate, even for the medieval period. Daughters of Rashi, the famed eleventh-century Jewish commentator and leading rabbinic authority, were schooled, and, in turn, were teachers of Jewish laws and customs, and exemplars of Jewish customs, whose behavior informed later Jewish legal decisions.

The word "even" was deleted above because it provided a misleading transition between Jewish educational custom in the pre-modern period and today's reality.

Students of all ages and genders are provided with the opportunity to engage in Jewish study today, often referred to collectively as Torah study.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Justice and Righteousness, para. 1, **Change:** "Also central to Jews' religion are the ideas of justice and righteousness. To Jews, justice means kindness and fairness in dealing with other people. Everyone deserves justice, ~~even~~ including strangers and criminals. ~~Jews are expected~~ Jewish law and tradition demand that individuals, as well as the Jewish community ~~to~~ give aid to those who need it, including the poor, the sick, and orphans~~. Jews are also expected~~ and Jews are commanded to be ~~fair~~ upright and sensitive in ~~business~~ their dealings with others."
Comments: Charitable giving (both individual and communal) is not merely an expectation in Judaism; it is part of Jewish law. The term 'even' has been replaced with 'including' to present a more neutral and scholarly account. The term "expected" has been replaced, and the text rephrased, to be more exact, as well as to avoid any implication that the expectation is just that, but is not met.

The specific "fair in business dealings" has been replaced with the more general term, which makes the point about the importance of honesty and sensitivity. The charge of unfair business practices leveled against Jews by antisemites lends a negative connotation to the original language which we recommend be modified as above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Observance of Religious and Moral Law, paragraphs 2-4, **Change:** "The most ~~important~~ well-known Jewish laws are the Ten Commandments. The commandments, however, are only part of Jewish law. Jews believe that Moses ~~recorded~~ received a whole system of laws that God had set down for them to observe ~~obey~~. ~~Named for Moses, this system is called Mosaic law.~~ Like the Ten Commandments, ~~Mosaic~~ the Torah's laws guide many areas of Jews' daily life. For example, ~~Mosaic law~~ they ~~governs~~ govern how people pray and celebrate holidays~~.~~, and ~~The laws~~ forbid Jews to work on holidays or on the Sabbath, the seventh day of each week. The Sabbath is a day of rest because, in ~~Jewish tradition,~~ the Torah, God created the world in six days and rested on the seventh. The Jewish Sabbath begins at sundown Friday and ends at nightfall on Saturday, the seventh day of the week. Among the ~~Mosaic~~ Torah's laws are rules about the foods that are potentially kosher (KOH-shuhr), or fit, for Jews to eat and rules that must be followed in preparing them. For example, the laws state that Jews cannot eat pork, or shellfish or birds of prey ~~which are thought to be unclean. Other laws say that meat has to be killed and prepared in a way that makes it acceptable for Jews to eat.~~ Today~~,~~ many kosher foods ~~that~~ have ~~been so prepared are called kosher (KOH-shuhr), or fit.~~ symbols on labels, indicating supervision by rabbis, for easy identification."
Comments: Jewish teachings emphasize that all the commandments are equally important. The Ten Commandments are not the most important; they are, rather, a

condensed list that incorporates many other laws. However, they are the most well known of all the 613 commandments in the Torah.

Jewish tradition and the Torah teach that Moses received the Torah at Mount Sinai from God.

The sentences on "Mosaic Law" should be deleted, and the term Torah should be used and explained, instead. The term "Mosaic Law" originated in Christian bible interpretation and is considered offensive by some Jews for its focus on laws to the exclusion of other biblical content. It is often used as synonymous with "Mosaic covenant" or the "Law of Moses," of "the Old Covenant," all of which have been contrasted with what Christians call the "New Covenant."

The account of God resting on the seventh day, as well as the law (the fourth of the Ten Commandments) are both biblical in origin, and are found in the first and second books of the Torah (*Genesis* and *Exodus*), respectively.

The description of kosher foods has been reordered and partially rewritten for clarity. The added description about poultry provides another category of foods listed as kosher or unfit for consumption. Since the text mentions kosher foods today, mention of kosher supervision is relevant; a line was included about kosher certification symbols (which students may have seen and wondered about). To accommodate these additions, the description of the preparation of kosher meat has been condensed.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Jewish Beliefs Anchor Their Society, Observance of Religious and Moral Law, Analyze Sources, **Change:** "In many Jewish communities today, there are different denominations of Judaism which vary in their emphasis on Torah laws. people Orthodox Jews still strictly closely follow Mosaic the Torah's ritual and ethical laws. They are called Orthodox Jews. Other Jews choose not to follow many of the ancient laws. They are known as Reform Jews stress personal interpretation of the laws, emphasizing the ethical values of Judaism. A third group, the Conservative Jews aim to combine keeping tradition with modern values falls between the other two groups. These are the three largest groups of Jews in the world today. Smaller denominations include Reconstructionist, Renewal, and others. There is a wide range of beliefs and practices among Jews today, many of whom identify simply as Jews."
Comments: These changes aim to depict the three major denominations as briefly, fairly, and accurately as possible. Describing the laws as ancient implies that they are outmoded rather than a living religion today.

See above regarding the change from Mosaic Laws to the Torah's laws.

It is instructive to include Judaism's denominations, of which Orthodox, Conservative, and Reform Jews are the major groups. Conservative Jews are described more clearly, because the word conservative may lead students to infer that they are cautious about change in religious practice. Reform Jews should be described by their choice of observance, rather than by their rejection of the Orthodox approach to observing laws. Reform Judaism advocates studying the tradition and choosing Jewish practice. The above changes seek to present each denomination from a place of illustrating the emphasis without denigrating the other denominations. Likewise, a description of the diversity of Jewish groups should not be frozen in time; mention

should be made of the smaller, but vibrant, denominations, as well as unaffiliated or secular Jews.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, para. 1, **Change:** "The laws and principles of Judaism are described in several sacred texts, or writings. Among the main texts are <u>the Hebrew Bible, including its first section,</u> the Torah<s>), the Hebrew Bible,</s> and the <s>Commentaries</s> <u>Talmud</u>."
Comments: The Torah should be identified as the first part of the Hebrew Bible.

It is assumed that the term "the Commentaries" is used here instead of the Talmud. The Talmud should be included here by name because Talmud is not directly translated as Commentaries, and it does not exclusively contain commentaries; it has other content, as well: It contains laws and legend, as well as legal interpretations and commentaries.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, The Torah, **Change:** "<u>According to Jewish tradition, Moses received the five books of the Torah from God on Mount Sinai, after the Exodus from Egypt.</u> <s>The ancient Jews recorded most of their laws in five books. Together these books are called are called the Torah.</s> <u>In addition to laws, the</u> Torah<u>, the most sacred text of Judaism,</u> includes a history of the Jews until the death of Moses."
Comments: The description of the Torah given above has been changed to emphasize Jewish belief about the transmission of it, as well as to note Jews' belief in its sacred quality.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, Image caption, **Add:** "This girl is reading aloud from the Torah. The Torah <u>from which Jews read aloud in a synagogue</u> is a long scroll that contains holy writings of the Jewish people. The girl is wearing a <u>skullcap called a</u> kippah or yarmulke on her head and a prayer shawl called a tallit on her shoulders.
Comments: The additional note differentiates between Torah scrolls, which are used in synagogue services, and the printed book form of the text.

Since tallit is defined, the word yarmulke (also known as kippah) is similarly defined.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, The Torah, para. 2, **Change:** "Readings from the Torah <s>are</s> <u>continue to be</u> central to Jewish religious services today. Nearly every <u>synagogue</u> (SI-nuh-gawg) has at least one Torah. Out of respect for the Torah, readers do not touch it <u>directly</u>. They use special pointers to mark their places in the text."
Comments: The Torah is touched indirectly with a pointer; attendees at synagogue services also touch it with the edges of their prayer shawls.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, The Hebrew Bible, paragraphs 1-2, **Change**: "The Torah is the first of three parts of a group of <s>writings</s> <u>texts</u> called the Hebrew Bible, or

Tanakh (tah-NAHK). The second part, <u>called Prophets,</u> is made up of ~~eight~~ books that <u>contain or</u> describe the messages of Jewish <u>prophets</u>.

   The final part of the Hebrew Bible is <u>called the Writings, a collection of</u> books of poetry, songs, stories, lessons, and history. <u>The Writings also include the Book of Esther and the Book of Ruth, about Jewish heroines described earlier, the Book of Psalms, the Song of Songs, Proverbs, Ecclesiastes, and other books.</u>" ~~For~~ <u>Another</u> example, <u>is</u> the Book of Daniel <u>that</u> tells about a prophet named Daniel, who lived during the Babylonian Captivity. According to the book, Daniel angered the king who held the Jews as slaves. As punishment, the king had Daniel thrown into a den of lions. The story tells that Daniel's faith in God kept the lions from killing him, and he was released. Jews tell this story to show the power of faith."

Comments: A change was made above to describe Torah as the first of three parts of a group of texts, rather than writings, to avoid confusion with the third part of the Hebrew Bible, whose name in Hebrew, Ketuvim translates as the "Writings."

   There are different ways of counting the number of books in the last two sections of the Hebrew Bible. While there is no dispute about the number of books in the Torah (i.e., five), methods vary for counting the books in the other two parts of the Hebrew Bible. Since the books I Samuel and II Samuel and I Kings and II Kings are each counted separately according to Jewish tradition, those books, together with the group of writings called collectively the Twelve Prophets, would amount to ten books, instead of the eight above. Likewise, the Writings, with Chronicles and II Chronicles counted individually, as well as Psalms, Proverbs, Job, the Song of Songs, Ruth, Lamentations, Ecclesiastes, Esther, Daniel, Ezra, and Nehemiah, number 13, rather than the 11 listed above. Describing the texts without giving specific numbers avoids this debatable issue.

   The contents of the Writings are included above, since one of the books in it mentions a figure who appears in the text (Esther).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, Commentaries, para. 1, **Change:** "For centuries scholars have studied the Torah and Jewish laws. <u>Because some laws are hard to understand, and other laws appeared later,</u> ~~the~~ scholars <u>have also written, and continue to</u> write. commentaries to explain them. <u>Laws have been adapted or expanded to reflect the needs of Jewish communities in different eras.</u>"

Comments: This edit is suggested to explain why scholars have continued to debate the interpretation of text and the fine points of the law. As communal needs changed, rabbis adapted the law and their understanding of it. For example, there are laws that relate to the observance of holidays, such as Hanukkah, that date to a period after Moses. Other laws elaborate on the observance of kashrut (laws about kosher food), and still others address the community's needs and issues that arose in the post-Biblical period.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, Commentaries, para. 2, **Change:** "Many such commentaries are found in the Talmud (TAHL-moohd). The writings of the Talmud were ~~produced~~ <u>compiled</u> between AD 200 and ~~600~~ <u>500</u>. Hillel was one of the scholars who helped write the Talmud. The Talmud is a rich source of information for discussion and

debate. Many Jews consider <u>it</u> second only to the Hebrew Bible in significance to Judaism. Talmudic writings cover various topics<u>, and include law, legend, and legal commentary and debate.</u> For example, the architecture of some synagogues in Israel and elsewhere was determined by specific Talmudic instructions."
Comments: Most sources date the compilation (revision and edition) of the Talmud to around 500 CE, although there were later revisions.

The Talmud does not contain commentaries exclusively; it also has other content. It contains laws and legend, as well as legal interpretations and commentaries. The fuller description of the Talmud's parts will enhance student understanding of the debates that are a hallmark of both the Talmud and of Jewish learning, which is centered on dialogue, questioning, and debate, dating back to Abraham's challenging God's preliminary announcement to destroy all of Sodom.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Texts List Jewish Beliefs, Commentaries, Reading check, **Change: "Analyze** ~~What~~ <u>Which of their many</u> texts do Jews consider sacred? Torah <u>(the first part of the Hebrew Bible),</u> the Hebrew Bible~~,~~ <u>and </u>the ~~Commentaries~~ <u>Talmud</u>."
Comments: This change ensures that students understand that there is a large universe of texts aside from those listed here. See comments above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Scrolls Reveal Past Beliefs, para. 4, **Change:** "Careful study revealed that most of the Dead Sea Scrolls were written <u>in the period</u> between ~~100~~ <u>300</u> BC and AD ~~50~~ <u>100</u>. The scrolls included prayers, commentaries, letters, and passages from the Hebrew Bible."
Comments: According to The Digital Dead Sea Scrolls, presented by The Israel Museum's Dead Sea Scrolls Digital Project, "The scrolls discovered in the vicinity of Qumran have all been ascribed to the Hellenistic-Roman Period, from the third century BCE to the first century CE." See Project <u>http://dss.collections.imj.org.il/significance</u>, accessed 4/3/17.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Judaism and Later Cultures, paragraphs 2-3, **Add:** "Because Jews lived all over the Western world, people of many cultures learned of, <u>and adopted,</u> Jewish ideas. In addition, these ideas helped shape the largest religion of Western society today, Christianity. Jesus, whose teachings are the basis of Christianity, was Jewish, and many of his teachings reflected Jewish ideas. These ideas were carried forward into Western civilization by both Jews and Christians. Judaism also influenced the development of another major religion, Islam. The first people to adopt Islam believed that they, like the Jews, were descendants of Abraham.

How are Jewish ideas reflected in Western civilization and in our society <u>today</u>? Many people still look to the Ten Commandments as a guide to how they should live<u>, and are inspired by the notion of each person's worth and individual responsibility.</u> For example, people are expected to honor their parents, families, and love their neighbors, and not to lie or cheat. In addition, many people do not work on weekends, ~~in honor of~~ <u>from the concept of </u>the Sabbath in the <u>Ten Commandments. The focus on human</u>

rights, charity and justice in the law are not all these ideas were unique to Judaism, though it was through the Jews that they entered Western culture."
Comments: People of many cultures not only became aware of Jewish ideas; they also incorporated some of them into their own cultural practices.

Adding "today" above indicates that the continued and current impact of Jewish ideas that date to back to the ancient period.

Highlighting the concepts of each individual's worth and responsibility serves as a useful preface to introduce the examples the text gives of honoring parents, not lying, etc.

The day of rest that has been incorporated into most modern societies is not necessarily in honor of the biblical Sabbath, but derives from its inclusion in the Ten Commandments.

Additional examples of laws whose focus is on human rights were included to amplify the text's description of the impact of the guidance given in the Ten Commandments.

The final sentence above was revised to enhance the clarity of the other changes.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Judaism and Later Cultures, Reading Check, **Change:** "**Summarize** How have Jewish ideas helped shape modern laws impacted Western civilization? Possible answer: Jewish teachings about laws and society, the importance of upholding and defending human rights, and the worth of the individual, are included in the Hebrew Bible and other Jewish texts. Some modern laws are based on the laws set forth in the Ten Commandments and in other Jewish teachings."
Comments: Some additions were suggested to this section, including the key point summarizing Judaism's contributions to Western civilization; the Reading Check should summarize the content more precisely.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Review, Review Key Terms and People, **Change,** "Talmud *n.* a set of commentaries and a collection of law, legend, legal commentary and debate, with lessons for everyday life in Judaism"
Comments: As noted above, the Talmud does not contain commentaries exclusively. It also contains laws and legend, debates on Jewish practice, legal interpretations, and commentaries.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Assessment, Jewish Beliefs and Texts, **Change: "**Select the correct answer. Which of the following is Mosaic a law in the Torah? Jews should not eat chicken. Jews must rest on the Sabbath, Jews may not work on Wednesdays. Jews should only eat certain types of shellfish."
Comments: See comments above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Assessment, Jewish Beliefs and Texts, **Change:** "Jewish Belief and

Texts, Review the passage below and then answer the question. **Observance of Religious and Moral Law** Among the ~~Mosaic~~ <u>Torah's</u> laws are rules about the foods that Jews can eat and rules that must be followed in preparing them. For example, the laws state that Jews cannot eat pork or shellfish~~, which are thought to be unclean.~~ Other laws say that meat has to be killed and prepared in a way that makes it acceptable for Jews to eat. Today foods that have been so prepared are called kosher (KOH-shuhr), or fit…"
Comments: See comments above; the changes were made to match edits requested above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Assessment, Jewish Beliefs and Texts, **Change: "**Select the correct answer. Which<u> of these</u> religion~~s~~ ~~has the most followers and is~~ <u>are</u> influenced by Jewish beliefs? Buddhism, Christianity, Hinduism, Islam?"
Comments: There should be a way for the assessment to record two selected answers.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Assessment, Jewish Beliefs and Texts, **Change: "**Write a brief response to the question below, **Evaluate** How have the laws of ~~Moses~~ <u>the Torah and the Talmud</u> shaped Jewish society?"
Comments: See comments above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Assessment, Jewish Beliefs and Texts, **Change: "**Write a brief response to the question below, What do the Dead Sea Scrolls tell modern historians about ancient ~~Jewish people~~ <u>Jews</u>?"
Comments: There is no need to use the circumlocution "Jewish people" when talking about Jews. But it is appropriate to use the name for the community as a whole when talking about "the Jewish people" using the article "the" before Jewish people.

The Jewish community feels a source of pride at being called Jews, and when reading of the history of the Jews; it is unnecessary to substitute the term the "Jewish people" for the "Jews." A simple test to check its appropriate use would be to substitute members of another religious group in the same way. It is rare to see reference made to "Christian people" or "Muslim people" instead of "Christians" or "Muslims." Substitution of the phrase "Jewish people" for "Jew" or "Jews" may be well-intentioned, in deference to perceived propriety, based on the view that the use of the words "Jews" or "Jew" are pejorative and to be avoided. Short of obvious use of the terms as an epithet, this is incorrect.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 2: Jewish Beliefs and Texts, Lesson 2 Review, Review Key Terms and People, 5. Talmud, **Change:** "**Talmud** *n.* ~~a set of commentaries and~~ <u>a collection of law, legend, legal commentary and debate, with </u>lessons for everyday life in Judaism"
Comments: See comments above; the changes were made to match edits requested above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, para. 2, **Change:** "One threat to Jewish society was foreign rule. By the beginning of the first century AD, many Jews in Jerusalem had grown tired of foreign rule could no longer bear the limits put on Jewish religious life and high taxation. If they could regain their independence, these Jews thought they could recreate the kingdom of Israel, and again live freely as Jews."
Comments: Describing the actions of the Jews who chose to rebel against Roman religious constraints and excessive taxation as inspired by ennui is misleading. Using such vocabulary as "tired" and "frustrated" minimizes the reasons the Jews had for rebelling against the oppressive Roman rule.
        The focus of the rebellion was to gain religious freedom.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, Revolt Against Rome, para. 1, **Change:** The most rebellious uncompromising of these Jews who rebelled was a group called the Zealot (ZE-luhts). This group didn't think that Jews should answer to anyone but God. As a result, they refused to obey Roman officials. The Zealots urged their fellow Jews to rise up against the Romans…"
Comments: The defining quality of the Zealots was their unwillingness to compromise in any way in their pursuit of religious freedom.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, Destruction of the Second Temple, **Change:** "Frustrated by After suffering a century of Roman rule, many Jews rose up in armed rebellion. Led by the Zealots, they fought furiously for four years. But the experienced Roman army crushed the revolt. The Romans even destroyed the Jews' holiest site, the Second Temple in Jerusalem."
Comments: As noted above, above, using such vocabulary as "tired" and "frustrated" minimizes the reasons the Jews had for rebelling against the oppressive Roman rule.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, A Second Revolt, **Change: "**Some Jews chose not to leave Jerusalem when the Romans conquered it. About 60 years after the capture of Masada, these Jews had even more reasons to be unhappy with Roman rule, and led by Simon bar Kokhba, began another revolt they revolted again. Once again, however, the Roman army defeated the Jews. Almost 600,000 Jews died in the fighting and its fallout. After this rebellion in the AD 130s, the Romans banned all Jews from the city of Jerusalem. Roman officials declared that any Jew caught in or near the city would be killed. As a result, Jewish migration throughout the Mediterranean region increased. The Romans also renamed the area of Israel then called Judea as *Syria Palaestina* in order to prevent Jewish claims to the land and to erase its Jewish identity. They chose the name *Palaestina,* came from a term used to describe the Philistines, an Aegean Sea people who had once fought the Israelites."
Comments: The additions to the text explain the circumstances that led to the rebellion, and indicate that there were many reasons to be unhappy with the Roman rule then, including the retracted promise they could rebuild the Temple, the razing and renaming

of Jerusalem, and the imposition of additional religious restrictions. If there is room in the text, they may be detailed as follows: "The Jews were allowed to return to Jerusalem, and promised permission to rebuild the Temple there. That permission was taken back, and some Jews were even deported to North Africa. The Romans had covered the ruins of Jerusalem with a new city, which they named Aelia Capitolina, built a temple to Jupiter on the site of the destroyed Jewish Temple, and imposed new religious restrictions."

The Jews did not only begin a revolt; they revolted. The known leader of the revolt, Bar Kokhba, should be mentioned by name.

The terrible cost of the rebellion and its impact on Judea's Jewish population should be noted.

The Romans' erasing the name "Judea" from the map should be highlighted, as well. The explanation of the origin of the term Palaestina is helpful and clarifying for students.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, Migration and Discrimination, **Change:** "For Jews not living in Jerusalem, the nature of Judaism changed. Because the Jews no longer had a single temple the Temple at which to worship, local synagogues became more important, and Judaism became a portable religion. At the same time, leaders called rabbis (RAB-yz) took on a greater role in guiding Jews in their religious lives. Rabbis were responsible for interpreting the Torah and teaching.
Comments: The Jews only had *the* Temple in Jerusalem; there were no others that had been destroyed.

Jewish communities and their leaders, responding to the situation in which the central focus of Jewish religious and cultural life no longer stood, shifted their attention to Jewish texts and to guidance from rabbis. The impact of the aftermath of the Bar Kokhba Revolt was that, to ensure survival, Judaism became a portable religion.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, Community Center, para. 2, **Change:** "This change was largely due to the actions of Yohanan Bben Zaccai Zakkai, a rabbi who founded a school at Jabneh Yavneh, near outside of Jerusalem. In this school, he taught people about Judaism and trained them to be rabbis. Influenced by Yohanan ben Zakkai, rabbis' ideas shaped how Judaism was practiced for the next several centuries…"
Comments: The word Ben has been changed to "ben" since it is part of a patronymic. When patronymic names are preceded by the first name, the "ben" (son of) element is usually put in lower case, indicating that it is not a separate name. This is in keeping with the biography section on this figure in Lesson 3. Ben is capitalized when it is the first word in a sentence.

The name Zakkai should be transliterated as corrected, with two "k"s instead of two "c"s, in keeping with the system used by the Library of Congress.

The key point here is that Ben Zakkai's actions ensured that Jewish learning could, and would, continue outside of Jerusalem. The rabbi above should not be referred to by his first name; such use would be equivalent to referring to Reverend

Martin Luther King, Jr., as Martin, or Jonathan Edwards, the Protestant preacher and theologian, as Jonathan.

The name of the town is Yavneh in Hebrew, and should be translated as close to its Hebrew name as possible, with a Y at the start.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Revolt, Defeat, and Migration, Biography, **Change:** "Yohanan ben ~~Zaccai~~ Zakkai, c. 15 BC–c. AD 85, The Roman army had surrounded Jerusalem in the year AD 68. The Zealots, who held control of the city, refused to compromise with the Romans. They even killed Jews who tried to surrender. Yohanan ben ~~Zaccai~~ Zakkai wanted to ~~talk to~~ negotiate with the Romans, but he had to get past the Zealots. The wise rabbi came up with a plan.

~~Yohanan~~ Ben Zakkai knew that the people of Jerusalem buried their dead outside the city walls. So he asked his friends to carry him out of the city in a coffin. The Zealots never suspected that a living man was inside. ~~Yohanan~~ Ben Zakkai finally reached the Romans. He ~~asked them~~ told Vespasian (then a general) that he had a vision that Vespasian would become the emperor. He also asked ~~them to let him~~ for permission to set up a center of Jewish study in the town of ~~Jabneh~~ Yavneh, outside of Jerusalem. ~~The Romans agreed~~ According to the Talmud, Vespasian promised to let him do so if his vision came to pass. When Vespasian did become Emperor, he allowed Ben Zakkai to establish the school. ~~Jabneh~~ Yavneh replaced Jerusalem as the center of Jewish learning for several centuries. ~~Yohanan~~ Ben Zakkai's actions helped Judaism survive Rome's attack on Jerusalem two years later. His earlier action meant that there was still a place where Jewish people could learn about Judaism, and ensured that Jewish tradition would survive. Judaism survived the destruction of the Temple in part because of the actions of Yohanan ~~B~~ben ~~Zaccai~~ Zakkai."
Comments: Including the location of Yavneh (Jabneh) highlights that it was outside of Jerusalem.

Replacing "the Romans" with Vespasian, and including the Talmudic account of Ben Zakkai's negotiations with him, gives a better sense of his accomplishment.

In establishing a center of learning outside of Jerusalem that would outlast the Temple, Ben Zakkai ensured that Jewish tradition would survive even the destruction of the Temple and of Jerusalem.

Ben Zakkai played an important role in the development of Rabbinic (post-Temple) Judaism, ensuring that Jewish tradition would be passed on to younger generations.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, **Change: "**~~Two~~ Several Cultural Traditions,
As you read earlier, the dispersal of Jews around the world is called the Diaspora. It began with the Babylonian Captivity in the 500s BC. After that time, Jewish communities developed all around the world.

Jews everywhere shared the basic beliefs of Judaism. For example, all Jews share a monotheistic understanding of God, read the Torah, observe Shabbat, and celebrate the same Jewish holidays, ~~still believed in God and tried to obey his laws~~ as set forth in the sacred texts. But communities in various parts of the world had different

customs. As a result, the Jewish communities in different parts of the world began to develop their own languages, rituals, and cultures. These differences led to the creation of ~~two~~ three main cultural traditions, ~~both of~~ which still exist today, along with other, smaller cultural groups."

Comments: The above edits list what culturally diverse Jewish communities have in common, monotheism, shared sacred texts including Torah, observance of Shabbat and holidays, etc.

The Jewish community was—and is—more diverse than described here. In addition to the Ashkenazi and Sephardi communities detailed below this section in the text, a third significant community may be traced back to late antiquity: Mizrahi Jews are those whose communities have lived in the Middle East and North Africa for thousands of years. Mizrahi Jewish communities date back to ancient Babylonia (present-day Iraq), where they were brought in the Babylonian Exile. Some remained in the area of present-day Iraq, others migrated to Persia (present-day Iran), to Egypt and to the Arabian Peninsula (particularly in Yemen). Some remained in that area, while others migrated to other Middle Eastern areas.

The Mizrahi Jews remained in those countries in large numbers until the mid-twentieth century, when entire communities of Mizrahi Jews fled persecution following the creation of the State of Israel, and immigrated, mostly to Israel. Today, Israel's Jewish community is more than half descended from Mizrahi roots The Mizrahim are often subsumed within the more widely-recognized Sephardi community which, strictly speaking, has its roots in Spain (in Hebrew: Sepharad).

The Sephardim, in contrast, descend from Jews who spread throughout the Roman Empire, and who eventually migrated to the Iberian Peninsula, in what became Spain and Portugal. The Sephardim remained there until the Expulsion of the Jews from Spain in 1492. Ashkenazim are described in the text accurately.

Also, another, smaller, group, the Ethiopian Jewish community, dates back to the time of King Solomon. According to Ethiopian lore, King Solomon's son established the Jewish presence there.

Note: Any changes made here to the subheader, i.e., "**Several,**" instead of "Two" Cultural Traditions, should be applied to the remainder of the affected text.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, Cultural Traditions, The Jews in Eastern Europe, para. 1, **Change:** "One of the ~~two~~ main cultural groups ~~traditions~~, the Ashkenazim (ahsh-kuh-NAH-zuhm), ~~is~~ ~~made up~~ are from communities ~~of descendants~~ descended from ~~of~~ Jews who moved to France, ~~Germany, and~~ eastern Europe, and Germany ("Ashkenaz" in Hebrew) during the Diaspora. ~~For the most part,~~ In many periods, these Jews ~~had~~ were forced to live in communities separate from their non-Jewish neighbors. Therefore, they developed their own unique customs ~~that were unlike those of their neighbors~~. As an example, they developed ~~their own~~ a language, Yiddish. Yiddish is similar to German, with bits of Hebrew, Slavic and other languages mixed in. It is written using ~~in the~~ Hebrew letters ~~alphabet~~. Like the Sephardim in the Golden Age, Ashkenazim in the medieval period made important advances in scholarship in philosophy, religious studies, science, literature, and the arts where they were allowed

to contribute. Mizrahim also distinguished themselves as religious leaders, cultural and academic figures, and in trade."
Comments: The Jewish community is culturally diverse. There are more than two Jewish cultural traditions; that of the Ashkenazim is one of the main ones.

Adding the meaning of the Hebrew term Ashkenaz (referring to Germany) will enhance student understanding (and possibly also recollection) of the term, since it links the place of origin of the community's descent to the meaning of the word Ashkenazi, (i.e., Ashkenaz means Germany).

It should be made clear that the Ashkenazim were forced to live in separate communities, and that they then adapted to life in those confined areas.

The additional information about Yiddish accounts for the familiarity with some of its elements experienced by those who know Slavic languages, as well as by German speakers, and those who know Hebrew and Aramaic.

The text should include a paragraph describing the contributions of the Ashkenazim, just as it does in a paragraph devoted to the contributions of the Sephardim. Likewise, the contributions of the Mizrahi Jews should be included in the text.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, The Jews in Eastern Europe, Now & Then: Yiddish Words in English Conversation, **Change:** "Some Yiddish words have entered the English language. For example, *schlep* means "to carry or drag." ~~N~~ To *nosh* means "to eat a snack." Someone might say "I got hungry, so I noshed on pretzels." A person who complains all the time is said to *kvetch* about everything (and is even called a kvetch). A person who can do or say something shocking without feeling ashamed has a lot of *chutzpah.* *Oy vey* (a version of "Woe is me!") is ~~an expression used~~ said to show shock, frustration, or in reaction to an unpleasant surprise~~, or total frustration~~. You might hear someone say, "*Oy vey*, ~~I can't believe~~ I lost my keys ~~again~~ and can't open the door!" ~~again~~." Someone who keeps ~~dropping keys~~ tripping over things ~~or who bumps into walls~~ is considered to be a *klutz*. You can rely on a *mensch*, a decent human being, to do the right thing. If you remember all these Yiddish words, you might be ~~wished mazel tov, which is the Hebrew saying for "congratulations~~ called a *maven*, which means an expert."
Comments: The word chutzpah was deleted, since it is unlikely to be pronounced correctly (the "ch" is not pronounced as it is in the word "charm," but, rather as a fricative, whose sound scrapes the throat). It has been replaced here with the more easily pronounceable word "mensch," which is also in wide use. The Hebrew "mazel tov" has been replaced by the Yiddish "maven," which is also commonly used, the use of which is appropriate to end the list of Yiddish words.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, The Jews in Spain and Portugal, para. 2, **Change: "**The descendants of the Jews there are called the Sephardim (suh-FAHR-~~duhm-~~dim). They also have a language of their own—Ladino. It is a mix of Spanish, Hebrew, and Arabic. Unlike the Ashkenazim, the Sephardim ~~mixed~~ were able to mix more freely with

the region's non-Jewish residents. As a result, Sephardic religious and cultural practices borrowed elements from other cultures."

Comments: The word "sephardim" may be transcribed as suh-FAHR-dim, or seh-FAHR-dim, or seh-far-DEEM (but not suh-FAHR-d<mark>u</mark>hm).

The text might lead students to infer that the Sephardim were more friendly in nature, but the more limited interactions Ashkenazim had with non-Jews was much more a function of the limitations placed on them regarding where they could live and the type of work in which they were allowed to engage.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, **Add Header and text**: "**The Mizrahim: Jews of the Middle East and North Africa,** A third significant Jewish community may be traced back to late antiquity: Mizrahim. They descend from communities that have lived in the Middle East and North Africa for thousands of years. Mizrahi Jewish communities date back to ancient Babylonia (where present-day Iraq is located), where they were exiled by the Babylonians. Some remained in the area of present-day Iraq, others migrated to Persia (present-day Iran), to Egypt and to the Arabian Peninsula (particularly in Yemen). Some remained in that area, while others migrated to other Middle Eastern areas. The Mizrahi Jews remained in those countries in large numbers until the mid-twentieth century, when entire communities of Mizrahi Jews fled persecution following the creation of the State of Israel, and immigrated, mostly to Israel. Today, more than half of Israel's Jewish community is descended from Mizrahi Jews. These communities continue to be represented by a large percentage of prominent scientists, writers, artists, philosophers and physicians whose history of achievements has contributed significantly to the larger societies and cultures of which they are a part."

Comments: The information above regarding the Mizrahim, appropriately illustrates the diversity of Jewish cultural traditions. Their cultural impact and achievements should be included here, particularly in a period when educators are focused on more accurately presenting the diverse nature of our society's cultural heritage, and the many traditions that have contributed to our multicultural civilization.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, Historical Source, Recipes Show Cultural Differences, **Change:** "~~Jewish~~ Jews ~~cooks~~ prepare special foods during ~~the time of the year~~ Passover, ~~when they remember the Israelites' journey from Egypt~~ for the *seder*, a ritual meal of foods that symbolize the Israelites' experience in Egypt and their Exodus to freedom. One such food is charoset, a mixture of fruit, nuts, spices, and ~~liquid~~ juice or wine. This mixture is meant to symbolize the mortar ~~used~~ the enslaved Israelites made in Egypt. The way charoset is made in different regions of the world shows both geographic and cultural ~~differences~~ influences."

Comments: There is no need to specify cooks; anyone observing the holiday prepares special foods.

There is no need for the indirect way of describing Passover. Mentioning Passover by name, rather than using a description of it, will be more instructive.

Since an element of the seder (charoset) is described, it would be instructive to mention the seder here.

The liquid is wine or (typically grape) juice (and not, for example, water), and so should be specified.

According to the account in the Hebrew Bible, the Israelites had to make the mortar that they used.

Regarding the "Traditional Sephardic recipe" given for charoset, ICS notes that the recipe provided in the text contains no liquid at all, in contrast to the description in the text and in contrast to more common Sephardic or Mizrahi recipes. ICS suggests substituting this one with one of the many more common ones that include wine or grape juice, which may be found online.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, The Jews in Spain and Portugal, para. 3, **Change:** "Known for their writings and their philosophies, the Sephardim produced a golden age of Jewish culture in the ~~AD 1000s and 1100s~~ ninth century through mid-twelfth centuries. During this period, for example, Jewish poets such as Yehuda ha-Levi wrote beautiful works in Hebrew and other languages. Jewish scholars such as Moses Maimonides produced influential works in philosophy and theology and also made great advances in mathematics, astronomy, and medicine~~, and philosophy~~. Jewish scholars such as the Ibn Tibbon family also translated many Greek, Arabic and Hebrew texts, furthering the transmission of classical works in the sciences and humanities."
Comments: The period known for the flourishing of cross-cultural achievements in Spain, sometimes referred to as the Golden Age of Spanish Jewry, is generally dated as falling between the eighth (some say it dates from the ninth century-rule of Abd al-Rahman III) and the eleventh or twelfth centuries. Most agree that it ended by the time the Almohads invaded in the twelfth century.

The Jewish poet and philosopher Yehudah ha-Levi, and the philosopher and physician Maimonides should be mentioned by name in the text here, just as exemplars of achievement in science and philosophy, and literature and the arts are named elsewhere in this text. The Ibn Tibbon family of translators should also be included for their important role in disseminating knowledge. For example, in Module 13: The Rise of Islam, students appropriately learn the names of the physicians al-Razi and Ibn Sina (known primarily, as a philosopher) and are presented with an even more thorough treatment (in Lesson 4 of that Module) of such Muslim figures as the traveler Ibn Battutah, the geographer al-Idrisi, the mathematician al-Khwarizmi, the poet Omar Khayyam, the writer al-Masudi, and the prose writer al-Jahiz.

As noted in comments on Module 13, members of many religious groups made significant contributions to what are viewed as the accomplishments of Islamic civilization. The role played by scholars from a variety of religious backgrounds in making great scientific, technological, intellectual, and artistic advancements and in transmitting the advances made in the post-classical period in the areas of science, geography, mathematics, philosophy, medicine, art, and literature to later civilizations, should be reflected here. This transmission could not have been done without, for example, the work of Jewish scholars such as the Ibn Tibbon family of translators, who provided key translations of Muslim and Jewish authors' writings in Arabic (e.g., Avicenna, Al-Farabi, al-Kindi, al-Ghazali, Maimonides, Mashallah) and of classical

sources (Plato, Aristotle, Ptolemy, Galen, Hippocrates, Archimedes, Euclid, Aesop, and others) into Arabic, Hebrew, and European languages.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Two Cultural Traditions, Reading Check, **Change:** "**Summarize** What are the ~~two~~ three main groups of cultural traditions? Ashkenazim, Sephardim, Mizrahim."
Comments: Since people are not traditions, the phrase "groups of" was added to avoid using the adjectival forms (Ashkenazic, etc.), since they were not main terms in the text.

As noted above, the Mizrahim should be included as representatives of a major Jewish tradition and cultural group. The Reading Check should be changed accordingly.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism Over the Centuries, Traditions and Holy Days, Hanukkah, para. 1, **Change: "**"~~One~~ Hanukkah is one Jewish holiday ~~tradition, is celebrated by Hanukkah~~ that celebrates a successful fight for religious freedom; it usually ~~which~~ falls in December. It honors the rededication of the Second Temple during the revolt of the Maccabees."
Comments: This change adds key content in pointing out that the most important meaning of Hanukkah is religious freedom. Hanukkah celebrates foremost the victory for religious freedom, and also celebrates the miracle of the oil. The military victory is not a religious focus.

Hanukkah usually, but not always, falls in December because the Jewish calendar is lunar and holidays move around in relation to the Gregorian calendar. Room for the edit is made by removing a passive voice construction. Hanukkah falls on the 25th day of the month of Kislev in the Hebrew calendar; this does not always correspond to a day in December.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism Over the Centuries, Traditions and Holy Days, Hanukkah, para. 2, **Change:** "The Maccabees wanted to celebrate a great victory that freed the Temple ~~had convinced their non-Jewish rulers to~~ and left them free to practice ~~let them~~ keep their religion."
Comments: The Seleucid Syrian Greeks were defeated in a military battle that allowed the Maccabees to take control of Jerusalem and rededicate the Second Temple. Battles with the Seleucid Greeks later continued, so their non-Jewish rulers were not convinced to let them practice their religion, but the military victory left them free to practice Judaism.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism Over the Centuries, Traditions and Holy Days, Hanukkah, para. 2, **Change:** "According to ~~legend~~ Jewish texts ~~though~~, the Maccabees didn't have enough pure lamp oil to ~~perform the rededication ceremony~~ light the Temple's *menorah* (muh-NOHR-uh), a candelabrum or lamp. Miraculously, the oil they ~~had~~ found—enough to burn for only one day—burned for eight full days."
Comments: The holiday of Hanukkah commemorates the miracle of this oil, as well as the victory for religious freedom.

The Maccabees needed sufficient ceremonially pure oil for the ceremonial lamp, but found only enough for one day. The oil was not specifically for a rededication

ceremony; it was used in general for lighting the Temple's menorah for the daily religious ceremonies when the Temple was running normally.

Religious narratives should not be denigrated with the term "legends," but should be clear that this miracle is reported by Jewish sacred texts. By acknowledging this is "according to Jewish texts," the text is clear that belief in this miracle is a religious belief.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Traditions and Holy Days, Hanukkah, para. 3, **Change:** "Today Jews celebrate this event by lighting candles in a special candleholder called a lamp called a Hanukkah menorah (muh-NOHR-uh). Its eight branches represent the eight days through which the oil burned. Many Jews also give small exchange gifts, especially to children, during on each of the eight nights."
Comments: The pronunciation guide should be on the first occurrence of the word menorah, above. Some edits were made to save space. The custom of giving gifts to family and friends (or exchanging gifts) is a modern, American one, rather than the older tradition of giving small amounts of money to children, young students and teachers. Traditionally on Hanukkah, families would give the children *gelt*, some coins; most *gelt* or gift giving is now focused on children. Families differ widely in their traditions around gift giving, so it is not accurate to say that children receive a gift each night but, rather, that Jews give gifts during the eight nights.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Traditions and Holy Days, Passover, para. 1, **Change:** "More important than Hanukkah to Jews, Passover is celebrated in March or April. The central holiday of Passover is a time for Jews to remember the Exodus, the journey of the Israelites out of slavery in Egypt."
Comments: It is worthy of mention that Passover is the central, or preeminent Biblical festival. It is one of the three pilgrimage holidays prescribed in the Torah, along with Shavuot (the Festival of Weeks, or Pentecost) and Sukkot (the Feast of Booths, or Tabernacles).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Traditions and Holy Days, High Holy Days, para. 1, **Change:** "Ceremonies and rituals are also part of the High Holy Days, the two most sacred of all Jewish holy days observances. They take place each year in September or October. The first two days of Rosh Hashanah (rahs huh-SHAH-nuh), celebrate the beginning of a new year in the Jewish calendar."
Comments: "Holy days" was changed to "observances" above to avoid confusing students about the number of days included in the High Holy Days. (In fact, Rosh Hashanah, the first of them, is two days in length and, if one were to count the days, Yom Kippur is the third day of the two High Holy Days (it is one day in length).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Judaism over the Centuries, Traditions and Holy Days, High Holy Days, para. 2, **Change:** "On Yom Kippur (yohm ki-POOHR), which falls soon afterward, Jews ask God to forgive their sins against God, and ask people forgiveness for any sins committed against them. Jews

consider Yom Kippur the holiest day of the entire year. ~~Because it is so holy, Jews~~ Those who are healthy enough to fast don't eat or drink anything for the entire day to increase their focus on prayer and reflection. Many of the ~~ceremonies they perform for~~ Yom Kippur prayers are inspired by ceremonies that date back to the days of the Second Temple. These ~~ceremonies~~ prayers focus on regret and forgiveness, and help many Jews feel more connected to their long past, bringing to mind, for some, ~~to~~ the days of the Temple ~~Abraham and Moses~~."

Comments: Jews ask for forgiveness from God for sins committed against God. According to Jewish tradition, Jews must turn to their fellow human beings to ask their forgiveness for any misdeeds or slights committed against them, as God will not forgive people for sins they committed against others if they have not first tried to make amends with those they have wronged.

The purpose of fasting is to increase focus on prayer and reflection, and only those who are healthy enough to fast are required to do so.

What were originally ceremonies (in the days when the Temple stood) have evolved to prayers. The original purpose remains: to focus on regret (repentance) and forgiveness. The word "regret" was used here in place of the more commonly used term "repentance," since the latter may be unfamiliar to the intended student audience of this text.

Parts of the High Holy Day prayer services (particularly for Yom Kippur) are based on ceremonies performed in the Temple.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Review, Review Key terms and People, **Delete:** "~~Zealots, *n.* Radical Jews who supported rebellion against the Romans~~"

Comments: Since there are only four terms that are presented here in this set of virtual flash cards, this group should not be included; there are more important people and groups that have been introduced, and including the Zealots as the first of only four terms assigns them undue significance. This term or group may be replaced by other groups or terms introduced in Lesson 3 (e.g., Yohanan ben Zakkai, Sephardim, Ashkenazim, Mizrahim, or even Maccabees, who were not described at length). If this were to be included in a larger group of review terms, then it should be revised to "Zealots, *n.* ~~Radical~~ A group of Jews who ~~supported~~ were uncompromising in their rebellion against the Romans." The term "radical" does not describe this group in a helpful way. The Zealots (as they were called by Josephus) were, rather, uncompromising in their response to the Romans, and unwilling to yield to the strictures imposed upon Jewish religious practice and the introduction of polytheistic practice imposed by the Romans. This new definition provides clarity while avoiding value-laden terminology with a negative connotation.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Migrations of the Jews, **Delete:** "Migration and struggles with dominant cultures ~~conflict~~ were key factors shaping Jewish history and culture. Slavery in Egypt, the journey of the Exodus, and the struggle with the Syrian Greeks, all impacted Jewish culture. The ~~the~~ Babylonian Captivity, and the revolts against Rome forced Israelites and later Jews to adapt their culture and settle in regions outside of Israel. Focus on the

major events discussed in this module. Then use the events to create a map that shows the migrations of the Jews."

Comments: "Conflict" is too vague a term to be useful to students. What slavery in Egypt, the Exodus, the struggle against the Syrian Greeks commemorated in Hanukkah, the Babylonian Exile, and revolts against Rome all had in common was a Jewish struggle and engagement with dominant cultures.

The Exodus from Egypt did not force Israelites and later Jews to adapt their culture and settle in regions outside of Israel; rather, the Exodus was a 40-year journey that ended up in Israel. These additions give students more material to use for their map; they were discussed in this Lesson, and have a common theme of struggles with dominant cultures.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Hebrew Fortresses, **Change header: "**~~Hebrew Fortresses~~ "Masada"
Comments: The focus should be on Masada. Students will not easily find— nor is there any extensive history of—Jewish fortresses. During the Roman period when Masada was constructed and conquered, the people were called Jews. The term "Hebrew" should not be used here in any case, since it is anachronistic**.**

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Timeline of Jewish History, para. 2, **Change: "**The kingdom was not as strong after the split, and both Israel and Judah were conquered. One of the conquering forces, the Chaldeans—also known as the Neo-Babylonians—took the Jews from their land and enslaved them, from 586 BC until 538 BC. The Persians defeated the Chaldeans and freed the Jews, some of whom returned home and rebuilt the Temple of Jerusalem. Other Jews did not return home and were part of the dispersal of Jews called the Diaspora."
Comments: Including the alternate, and perhaps more widely used, name "Neo-Babylonians" allows students to more easily connect that group with the terms Babylonian Exile and Babylonian Captivity.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Timeline of Jewish History, para. 3, **Change: "**Over the next 600 years, the Jews were usually under the control of foreign rulers. In AD 66, they rebelled against the Romans. After four years of fighting, however, they lost and saw the destruction of the Second Temple. Many Jews ~~no longer wanted to~~ lived ~~in~~ outside of ~~Jersualem~~ Jerusalem. ~~They~~ Some moved to other parts of the Roman Empire, such as Alexandria in Egypt."
Comments: No evidence is given for the description of the Jews' sentiment regarding their no longer wanting to live in Jerusalem. The text should state that after years spent in the rebellion, many Jews opted to live outside the epicenter of the rebellion.

Some, but not all, Jews moved elsewhere in the Roman Empire.

There is a typo in the word "Jerusalem."

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Timeline of Jewish History, para. 4, **Change:** "About 60 years later, Jews

staged another revolt against the Romans. Again, the Roman army won, <u>many Jews were killed or enslaved</u>, and they banned all Jews from the city of Jerusalem. More Jews <u>were forced to flee central Judea and</u> migrated throughout the Mediterranean region<u>, although many remained in other areas of Judea</u>. Over the centuries, <u>Jews</u> have continued to migrate around the ~~wold~~ <u>world, drawn by opportunities for a better life and fleeing persecution</u>. Many eventually settled in Asia, Europe, and the United States. Today, the United States is home to the second largest population of Jews in the world, behind only Israel."

Comments: The word Jews (or the pronoun "They") is missing in the text (before the phrase "have continued to migrate."

The typo in "world" is corrected.

The Bar Kokhba Revolt against the Romans resulted in many Jews being killed, enslaved, or forced to flee the area near Jerusalem, though many remained in other regions of Judea.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Ceremonial Items of Judaism, **Change:** "**Ark** — An ornamental ~~chest~~ <u>cupboard </u>at the <u>synagogue,</u> in which the Torah is kept"
Comments: The Ark itself is a cupboard in which the Torah scrolls are kept. This should not be confused with the ornamental wooden case or chest (called a tik), used by Sephardic Jews to protect Torah scrolls (which, in turn, are placed in the ark). Ashkenazic Jews cover the Torah scrolls with a mantle (an ornamental cloth covering) and place them in an ark.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Ceremonial Items of Judaism, **Change:** "**Huppa<u>h</u>** — A canopy under which a couple stands during their wedding ceremony"
Comments: The transliteration was changed here to be consistent with the "-ah" suffix used in transliteration of the names of other ceremonial objects included in this list (menorah, mezuzah, kippah).

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Ceremonial Items of Judaism, **Change:** "~~Matzo~~ **<u>Matzah</u>** — Unleavened, or flat~~,~~ bread used in the celebration of Passover"
Comments: The ending of the transliteration was made consistent with other terms. See comments above.

Module 7: The Hebrews and Judaism (2000 BC - AD 70), Lesson 3, Lesson 3 Enrichment, Ceremonial Items of Judaism, **Change:** "**Yarmulke** <u>(or **Kippah**)</u> — A skullcap traditionally worn during <u>Jewish</u> prayer <u>and on other occasions, as a symbol of reverence for God. Orthodox Jewish men wear them at all times</u>."
Comments: Kippah is Hebrew for skullcap, and is the more common term. Yarmulke is the Yiddish term, and is common in Ashkenazic communities. Both terms should be noted.

In contrast to the Western practice of removing one's head covering in the presence of an important person, Jews don a head covering out of respect for God's authority. Some Jews wear a yarmulke for virtually all waking occasions and activities.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Document-Based Investigation: Part 1, The Book of Ezra, **Change**: Change to 1985 translation.
Comments: ICS commends the publisher for using a Jewish translation here, the Jewish Publication Society's 1917 translation. Because it uses dated vocabulary, ICS recommends that the more current 1985 edition, *The Jewish Bible: Tanakh: The Holy Scriptures — The New JPS Translation*, be excerpted here

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Document-Based Investigation, Part 2, **Change:** "Part 2: Write a̲n̲ Explanatory Essay, Historical Context, The Hebrew people developed a religion called Judaism, which is based on laws and beliefs recorded in the Torah and other sacred texts. Eventually they ~~became known as Jews and~~ f̲o̲u̲n̲d̲e̲d̲ ̲t̲h̲e̲ ̲K̲i̲n̲g̲d̲o̲m̲ ̲o̲f̲ ̲I̲s̲r̲a̲e̲l̲ and later b̲e̲c̲a̲m̲e̲ ̲k̲n̲o̲w̲n̲ ̲a̲s̲ ̲J̲e̲w̲s̲ ~~and~~. Invaders forced the Jews to ~~scatter~~ d̲i̲s̲p̲e̲r̲s̲e̲ around the world f̲r̲o̲m̲ ̲t̲h̲e̲i̲r̲ ̲h̲i̲s̲t̲o̲r̲i̲c̲ ̲h̲o̲m̲e̲ ̲i̲n̲ ̲t̲h̲e̲ ̲l̲a̲n̲d̲ ̲o̲f̲ ̲I̲s̲r̲a̲e̲l̲. Yet their customs and religious beliefs h̲a̲v̲e̲ allowed them to maintain a distinct identity for thousands of years."
Comments: This concise summary is out of order chronologically. First the Israelites founded the Kingdom of Israel. Later, they became known as Jews.

As noted above, "scatter" is not a verb usually applied to groups of people; "disperse" or "migrate" are more suitable academic terms for use here.

Adding "from their historic home in the land of Israel" completes the sentence, as it explains where Judaism took root. This addition will also help students understand the deep connection many Jews continue to have to the land and the modern State of Israel.

Adding "have" clarifies that their customs and religious beliefs continue to distinguish the identity of the Jews, and that Judaism is a religion practiced today.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Essential Question, Essential Question--Writing, **Add: "**How do the beliefs and practices of Judaism connect the ancient and modern worlds? Write a persuasive essay answering this question. Your essay should include key people, ideas, and events related to the development of Judaism as well as connections to the religion today. T̲h̲e̲ ̲e̲s̲s̲a̲y̲ ̲c̲a̲n̲ ̲b̲e̲ ̲p̲r̲e̲s̲e̲n̲t̲e̲d̲ ̲i̲n̲ ̲f̲i̲v̲e̲ ̲p̲a̲r̲t̲s̲.̲ ̲Y̲o̲u̲r̲ e̲s̲s̲a̲y̲ ̲s̲h̲o̲u̲l̲d̲ ̲i̲n̲c̲l̲u̲d̲e̲ ̲y̲o̲u̲r̲ ̲t̲h̲e̲s̲i̲s̲ ̲s̲t̲a̲t̲e̲m̲e̲n̲t̲ ̲w̲i̲t̲h̲ ̲a̲n̲ ̲i̲n̲t̲r̲o̲d̲u̲c̲t̲i̲o̲n̲ ̲t̲o̲ ̲h̲o̲w̲ ̲y̲o̲u̲ ̲w̲i̲l̲l̲ ̲p̲r̲e̲s̲e̲n̲t̲ ̲y̲o̲u̲r̲ a̲n̲s̲w̲e̲r̲.̲ ̲Y̲o̲u̲ ̲s̲h̲o̲u̲l̲d̲ ̲t̲h̲e̲n̲ ̲d̲e̲s̲c̲r̲i̲b̲e̲ ̲k̲e̲y̲ ̲J̲e̲w̲i̲s̲h̲ ̲b̲e̲l̲i̲e̲f̲s̲,̲ ̲d̲e̲s̲c̲r̲i̲b̲e̲ ̲v̲a̲r̲i̲o̲u̲s̲ ̲J̲e̲w̲i̲s̲h̲ ̲c̲u̲l̲t̲u̲r̲a̲l̲ t̲r̲a̲d̲i̲t̲i̲o̲n̲s̲,̲ ̲d̲e̲s̲c̲r̲i̲b̲e̲ ̲J̲e̲w̲i̲s̲h̲ ̲h̲o̲l̲i̲d̲a̲y̲s̲ ̲a̲n̲d̲ ̲t̲h̲e̲i̲r̲ ̲o̲b̲s̲e̲r̲v̲a̲n̲c̲e̲,̲ ̲a̲n̲d̲ ̲t̲h̲e̲n̲ ̲i̲n̲c̲l̲u̲d̲e̲ ̲a̲ ̲s̲u̲m̲m̲a̲r̲y̲ p̲a̲r̲a̲g̲r̲a̲p̲h̲ ̲t̲h̲a̲t̲ ̲i̲n̲d̲i̲c̲a̲t̲e̲s̲ ̲t̲h̲e̲ ̲c̲o̲n̲n̲e̲c̲t̲i̲o̲n̲ ̲b̲e̲t̲w̲e̲e̲n̲ ̲a̲n̲c̲i̲e̲n̲t̲ ̲J̲e̲w̲i̲s̲h̲ ̲b̲e̲l̲i̲e̲f̲s̲ ̲a̲n̲d̲ ̲p̲r̲a̲c̲t̲i̲c̲e̲s̲ ̲a̲n̲d̲ a̲n̲y̲ ̲c̲h̲a̲n̲g̲e̲s̲ ̲y̲o̲u̲ ̲m̲a̲y̲ ̲n̲o̲t̲e̲ ̲i̲n̲ ̲t̲h̲e̲ ̲m̲o̲d̲e̲r̲n̲ ̲p̲e̲r̲i̲o̲d̲.̲ ̲Y̲o̲u̲ ̲s̲h̲o̲u̲l̲d̲ ̲r̲e̲v̲i̲e̲w̲ ̲e̲a̲c̲h̲ ̲s̲e̲c̲t̲i̲o̲n̲ ̲o̲f̲ ̲t̲h̲e̲ L̲e̲s̲s̲o̲n̲ ̲t̲o̲ ̲f̲i̲n̲d̲ ̲r̲e̲l̲e̲v̲a̲n̲t̲ ̲t̲e̲x̲t̲s̲;̲ ̲s̲u̲m̲m̲a̲r̲i̲z̲e̲ ̲t̲h̲o̲s̲e̲ ̲p̲a̲r̲t̲s̲ ̲i̲n̲ ̲y̲o̲u̲r̲ ̲a̲n̲s̲w̲e̲r̲s̲ ̲t̲o̲ ̲t̲h̲e̲ ̲e̲s̲s̲a̲y̲ ̲q̲u̲e̲s̲t̲i̲o̲n̲.̲ Be sure to cite evidence to support your position and organize your essay into an introduction, body, and conclusion."
Comments: The task assigned to students here is a daunting one. Providing additional scaffolding will help students produce a more coherent and through review essay.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 1. Judaism, **Change:** "**Judaism** *n.* the religion of the Jews who were first called Hebrews and then Israelites (practiced by Jews today); it is the world's oldest monotheistic religion, and practiced by Jews today."
Comments: The definition of Judaism should include the three names of those who have practiced Judaism before finally noting that it is practiced today.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 3. Moses, **Change:** "**Moses** (c.1200s BC) Biblical figure, according to the Hebrew Bible, he led the Hebrew people Israelites in the Exodus out of Egypt on the journey back to Canaan in the Exodus. The Torah tells that Dduring this journey, Moses received the Ten Commandments from God."
Comments: The Jewish Hebrew Bible should be specified. The Jewish people were called the Israelites (not the Hebrews) at the time of the Exodus.
        Moses led the Israelites toward, but not back into, the land they had left when they first came to Egypt, Canaan, and did not enter the land but died within sight of it. Since it is a matter of religious belief that Moses received the Ten Commandments from God, the source in sacred text should be noted to distinguish it from historical facts.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 4. Exodus, **Change: "Exodus** *n.* the journey of the Israelites, led by Moses, from slavery in Egypt it Canaan after their were freed from slavery to freedom."
Comments: The most important theme of Passover is the journey from slavery to freedom. The Exodus was the departure from the condition of slavery. The reason the Exodus is so important in Judaism is that it recalls that the Jewish people were once slaves in Egypt, and now that they are free.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 6. David, **Change:** "**David** (c. 1000 BC) King of Israel, he established Jerusalem as the capital defeated the Philistines, moved the capital to Jerusalem after capturing that city, and is also known for his poetry and musical abilities."
Comments: David is known for making Jerusalem Israel's capital, and establishing it as the political, as well as the religious, center of Israel. David defeated the Jebusites in Jerusalem and made the city his capital. A separate conflict was with the Philistines. The order of this definition makes appear as if he defeated the Philistines in Jerusalem and took it from them.
        David is also known for his poetry (many of the Psalms in the Hebrew Bible are attributed to him) and musical skills (he soothed King Saul with his lyre playing, and composed songs).

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 7. Solomon, **Change: "Solomon** (ruled c. 965-930 BC). King of Israel, he is known for building the First Temple in Jerusalem, and for his

wisdom. He formed alliances with nearby kingdoms and expanded his kingdom. and built a temple to God in Jerusalem."
Comments: Solomon is known primarily for having built the First Temple in Jerusalem and for his wisdom; he is also known for expanding his kingdom by forging alliances.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 8. Diaspora, **Change:** "**Diaspora** *n.* The dispersal of the Jews outside of their ancestral homeland, the land of Israel, from Judah after the Babylonian Captivity, and from Judea by the Romans"
Comments: The definition of the term Diaspora is the movement, migration, or dispersal of a people away from an established or ancestral homeland. Scholars call the dispersal of the Jews from the land of Israel the Diaspora. The term Diaspora was originally used to describe the dispersal of the Jews from Judah, the land of Israel, after it was captured by the Babylonians, again after the Roman destruction of the Second Temple in Jerusalem in 70 C.E., and again after the Roman Empire crushed the Bar Kokhba revolt and killed, enslaved, or exiled the majority of the Jewish population from Central Judea in 135 C.E.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 13. Talmud, **Change:** "**Talmud** *n.* a set of commentaries and a collection of law, legend, legal commentary and debate, with lessons for everyday life in Judaism"
Comments: The Talmud does not exclusively contain commentaries. It also contains laws and legend, debates on Jewish practice, legal interpretations, and commentaries.

Module 7 Close: The Hebrews and Judaism (2000 BC - AD 70), Module Review, Review Key Terms and People, 15. Zealots, **Change:** "**Zealots**, *n.* Radical A group of Jews who supported were uncompromising in their rebellion against the Romans"
Comments: The term "radical" does not describe this group in a helpful way. The Zealots (as they were called by Josephus) were, rather, uncompromising in their response to the Romans, and unwilling to yield to the strictures imposed upon Jewish religious practice and the introduction of polytheistic practice imposed by the Romans. See comments above regarding Lesson 3 Review, Review Key terms and People. This new definition provides clarity while avoiding value-laden terminology with a negative connotation.

April 13, 2017

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

Attached please a review for HMH text #17048 submitted by Houghton Mifflin Harcourt (HMH). We provide some corrections of inaccuracies and offer suggestions for improvement. We hope you will give these recommendations your careful consideration and look forward to working with you to ensure accurate and pedagogically sound instructional materials. We share your goals of accuracy and excellence in educational materials for the educators and students of Louisiana. This online review process of social studies instructional review is an important step in furthering this aim. ICS sincerely appreciates your leadership and the excellent work of your staff.

For additional information or questions on the review, please contact Dr. Lisa Wurtele at
██████████████████.

We look forward to working with you on this very meaningful task. If you have any questions, please contact me at ██████████ or ██████████████.

Thank you very much for your time and consideration.

Sincerely,

Peter Haas

**Institute for Curriculum Services (ICS) Review on behalf of
the Jewish Federation of Greater New Orleans,
the Jewish Federation of Baton Rouge,
and the North Louisiana Jewish Federation of
Houghton Mifflin Harcourt (HMH)**
United States History: Beginnings to 1877
**Social Studies Grade 7
#17048
April 2017**

General Comments: This text is an effective presentation of the subject matter, with many features that make it attractive to students. Abundant illustrations and activities, colorful and informative maps, and a well-structured format make up a text that is accessible and engaging. A full discussion of the general features of the usability of this digital instructional interface is presented in the ICS review of Houghton Mifflin Harcourt (HMH)'s *World Civilizations* textbook.

This review focuses on prominent Jewish Americans featured in this textbook during the time period examined. Several Jewish immigrants are mentioned, and while some of them are identified as Jewish Americans, the following edits ask that the publisher identify the figures discussed below as Jewish too, in keeping with the practice of identifying individuals' ethnicities such as African Americans, Asian Americans, Latino Americans, Native Americans, etc. Identifying members of minority groups demonstrates the diversity of American society and highlights the many contributions of minorities to the richness of American history and culture.

Module 3 The English Colonies 1600-1700, Lesson 1 The Southern Colonies, Maryland, paragraphs 3-4, **Add**: "To reduce tensions, Lord Baltimore presented a bill to the colonial assembly that became known as the Toleration Act of 1649. This bill made it a crime to restrict the religious rights of Christians. This was the first law supporting religious tolerance passed in the English colonies.

The Toleration Act did not stop all religious conflict. <u>In fact, it was used to prosecute Jews and some Christians.</u> However, it did show that the government wanted to offer some religious freedom and protect the rights of <u>some</u> minority groups.
Comments: The Toleration Act of 1649 only granted toleration to some Christians (those who believed in the Trinity). Unitarians and Jews were subject to execution or the seizure of their lands, and such actions were taken. These edits more accurately show the limits and impact of this act. See
http://avalon.law.yale.edu/18th_century/maryland_toleration.asp.

Module 3 The English Colonies 1600-1700, Lesson 1 The Southern Colonies, Maryland, paragraph 4, highlighted Glossary Term, **Add**: "Toleration Act of 1649 a Maryland law that made restricting the religious rights of Christians a crime; the first law guaranteeing religious freedom for <u>some Christians </u>to be passed in America."
Comments: See comments above.

Module 4 The American Revolution 1760-1785, Lesson 4 The Struggle for Liberty, Defeats and Victories, New York, para. 3, lines 4-7, **Change**: "When Howe captured New York City, Haym Salomon, a recent <u>Jewish</u> immigrant from Poland stayed there and spied for the Patriots. He <u>is celebrated for</u> later <s>used</s> <u>using</u> his skills as a banker to help to fund the American Revolution."
Comments: The contributions of various groups to society should be recognized. References to famous Jews should include their Jewish origin, as do references to great American Muslims, African Americans, and members of other groups. Some state standards require this recognition. For more information on Salomon, see
<u>https://www.nps.gov/revwar/about_the_revolution/haym_salomom.html.</u>

Module 4 The American Revolution 1760-1785, Lesson 4 The Struggle for Liberty, Defeats and Victories, New York, para. 3, lines 4-7, Pop-up Glossary entry, **Add**: "Glossary Haym Salomon (1740-1785) merchant and banker who helped to raise money for the Continental army during the revolutionary war; <u>a Jewish immigrant from Poland,</u> he also served as a financial advisor to the new American government."
Comments: The pop-up glossary definition of Salomon should also note that he was a Jewish immigrant.

Module 6 Citizenship and the Constitution 1785-1995, Lesson 4 Rights and Responsibilities of Citizenship, Gaining U.S. Citizenship, para. 5, lines 3-5, **Add**: "Many famous Americans have been naturalized citizens, including <u>German Jewish immigrant</u> scientist Albert Einstein, and former secretary of state Madeline Albright<u>, originally from Czechoslovakia.</u>"
Comments: This paragraph focuses on immigrants who became naturalized citizens. Noting their country of origin presents a more complete portrait of these famous naturalized citizens. Albert Einstein should be identified as Jewish, in keeping with the practice of identifying ethnicities of historical figures mentioned in the text. The text should identify Albright's ethnicity of origin as well, because of the focus on naturalized citizenship in this passage.

Module 12 Expansion and Conflict 1820-1855, Lesson 3 The California Gold Rush, Immigrants to California, Impact on California, Economic Growth, para. 2, lines 5-6, last sentence, **Add**: "For example, Levi Strauss, a German <u>Jewish</u> immigrant, earned a fortune <u>through innovation,</u> by making tough denim pants for miners."
Comments: As noted above, identifying members of minority groups demonstrates the diversity of American society and the contributions of minorities to the richness of American culture.

It is instructive to note that Strauss owed his wealth was the result of innovation and creativity, demonstrated by his resourcefulness in creating and offering new goods to meet the needs of miners.