

2005 History–Social Science Primary Adoption Edits and Corrections List

This list contains edits and corrections that were originally prepared for the Ad Hoc Committee of the Curriculum Commission. The Ad Hoc Committee took action on the edits list on October 31, 2005. The State Board of Education (SBE) took action to return these edits to the Commission on November 9, 2005. The Commission revisited the edits and corrections at its meeting on December 2, 2005. At its meeting on January 11, 2006, the SBE appointed a committee of five SBE members to review all edits and corrections that the committee deems appropriate, and to bring back a recommendation to the SBE on how to proceed.

SBE and CDE staff consulted with and considered the views of content experts to develop a recommendation on these edits. This recommendation is listed in the column “SBE/CDE Staff Recommendation.”

Non-Recommended CRP Edits

The following edits were originally included in the Commission packet for the September 28-30, 2005, Curriculum Commission meeting. These edits were submitted by members of the Content Review Panel (CRP) after the IMAP/CRP Reports of Findings were completed. The edits and corrections were not recommended by CDE staff for inclusion in the Curriculum Commission’s report to the State Board. However, at the September 29 meeting of the History–Social Science Subject Matter Committee (SMC), the SMC directed staff to include a review of these edits in the work of the Ad Hoc Committee.

Glencoe/McGraw-Hill – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, p. 197, Teacher’s notes, Section 3, The Growth of Judaism, Essential Question, “Why do you think some cultures that have people with different religious beliefs are able to survive peacefully whereas others experience violence?” poor question choice	Delete question.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, p. 206, Content Vocabulary “empire” does not describe small kingdom of Israel delete tribute	Substitute “kingdom” for “empire”.	Confirm Ad Hoc action.
3.	Grade 6, p. 212, Section 2 Review Answers 1. “Saul displeased God by disobeying some commands, so God chose another king.” Is this a statement of fact? The fact is that Saul died in battle, the interpretation of that fact by one part of the Biblical text is that he lost the battle since the deity had forsaken him.	Add to the start of the sentence, “According to the Hebrew scriptures,…”	Confirm Ad Hoc action.
4.	Grade 6, p. 222, “Jewish Teachers,” Yavneh is more commonly used than Jamnia.	Replace “Jamnia” with “Yavneh”.	Confirm Ad Hoc action.
5.	Grade 6, p. 223, Teacher’s Notes, Delete: “Writing Support, Research Reports Writing Have students describe in a short essay some of the most current attempts to end the violence between Israelis and Palestinians.”	Delete exercise.	Confirm Ad Hoc action.

Harcourt – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6: Canaan, after it had become Judah, then Judaea should be referred to that way—not as Palestine until Roman period.	Replace “Canaan” with “Judah” where historically appropriate.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, Study Guide, Homework and Practice Book, p. 65, Lesson 3: It is inaccurate to imply that the cause of Israel's defeat by the Assyrians was due to its wickedness instead of its military vulnerability.	Add clause, "According to Hebrew scripture,..."	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 215, A Closer Look, "Why might Solomon have built only one temple?" How have the students been equipped to answer this question in a thoughtful way?	Delete question.	Confirm Ad Hoc action.
4.	Grade 6, TE, p.216 Content Focus—Change: "Judaism guided everyday life in Solomon's peaceful kingdom, but high taxes..." Solomon was not Jewish, his religion was Israelite.	Replace "Judaism" with "The Israelite religion".	Confirm Ad Hoc action.
5.	Grade 6, SE, p. 247, next to last paragraph: This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals.	Add, "Love of God and love of neighbor were Jewish ideals too." Note: this overlaps with ICS edit #68.	Confirm Ad Hoc action.
6.	Grade 6, TE, p. 249, Answer misses the point that the Rabbis at Yavneh began the writing down of the Mishnah and the Talmud. These texts are as important to Judaism as the Bible. They are studied today in all levels of Jewish education.	Replace "Jamnia" with "Yavneh". Add "...in the Torah. They began writing the Mishnah and the Talmud."	Confirm Ad Hoc action.
7.	Grade 6, TE, p. 249, Teacher's notes, Q: What problem did Johanan ben Zakkai face and how did he solve it?	In answer to the question, add, "He found a way to	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Answer given was not his main problem!	save Judaism after the destruction of the temple by starting schools.”	
8.	<p>Grade 6, Homework and Practice book, TE, p. 61: “Answer the questions about Jewish culture--#2, Q: “When the Assyrians invaded, many Israelites left their land. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture also scattered and became weaker. It meant the end of the Jewish people in the land of Israel</p> <p>This is an inaccurate answer because 1) equates Israelites and Jews and 2) became weaker and end in land of Israel both overstated</p>	Delete sentence, “It meant the end of the Jewish people in the land of Israel.”	Confirm Ad Hoc action.

Houghton Mifflin – Additional edits from CRP members

Note: since this book is identical to the McDougal Littell Grade 6 program, all edits made in one publisher’s materials should be made to the other as well.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, p. 326: The text suggests asking students to do a report on Abraham, including how Abraham is honored in other religions. This is not appropriate, as this is a chapter on Jews and Judaism.	Delete exercise.	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2.	Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, "Workers completed the new temple sometime around 515 B.C."	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander's empire.	Replace with, "In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah."	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 479: "By birth, Saul held Roman citizenship." I do not think we know this.	Delete clause, "By birth".	Confirm Ad Hoc action.
5.	Grade 6, SE, p. 479: Paul spent three years in Damascus? How do we know this?	Replace with, "After three years, according to Christian scriptures, Paul was ready to travel..."	Confirm Ad Hoc action.
6.	Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, "According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59."	Confirm Ad Hoc action.

Macmillan/McGraw-Hill – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, TE p. 340 A “Chapter 10: The Early Israelites:” The people of Israel began to farm land in the southwestern portion of the Fertile Crescent in 8000 B.C.” and “In 1800 B.C., people called the Children of Israel built a kingdom in this region.” Both these dates incorrect, no Israelites in 8000 B.C.E.	On timeline on p. 342, replace current text with: “Ancient inhabitants of Canaan begin farming 8000 B.C.” Verify that the date provided is historically accurate, and relates to material contained in the chapter.	Confirm Ad Hoc action.
2.	Grade 6, TE, p. 340C, “6.3.5 deconstruction of the second Temple in A.D. 70.” Wrong word used.	Replace “deconstruction” with “destruction”.	Confirm Ad Hoc action.
3.	Grade 6, SE, p. 358: Confusing to use Canaan here.	Replace “Canaan” with “Judah”.	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 366: Why bring in the Samaritans? Very confusing history which has little to do with the main plot.	Delete the sentence, “The Assyrian settlers were afraid that Israel’s God might punish them for taking the Israelites’ land, so they offered sacrifices to Israel’s God.”	Confirm Ad Hoc action.

McDougal Littell – Additional edits from CRP members

Note: since this book is identical to the Houghton Mifflin Grade 6 program, all edits made in one publisher's materials should be made to the other as well.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, p. 339: The text gives a precise date (515 B.C.) for the completion of the rebuilding of the temple in Jerusalem. I am not sure we can be that certain of this date.	Replace with, "Workers completed the new temple sometime around 515 B.C."	Confirm Ad Hoc action.
2.	Grade 6, SE, p. 343: The text mentions Syrian rulers and their interest in Greek customs. This is misleading, in my view. This Syrian kingdom and its rulers (the Seleucids) are heirs to a portion of Alexander's empire.	Replace with, "In 198 B.C., the Hellenistic kingdom of Syria seized control of Judah."	Confirm Ad Hoc action.
3.	Grade 6, SE, pp. 466-471: The text often implicated Jews in the death of Jesus, and suggests conflict between Jesus and the Jewish authorities. This is in violation of the California standards.	Add clause, "According to the gospels,..."	To avoid conflict with Houghton Mifflin edits #32-33 in the IMAP/CRP Report of Findings, the publisher shall remove references to any Jewish role in the crucifixion of Jesus.
4.	Grade 6, SE, p. 479: "By birth, Saul held Roman citizenship." I do not think we know this.	Delete clause, "By birth".	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
5.	Grade 6, SE, p. 479: Paul spent three years in Damascus? How do we know this?	Replace with, "After three years, according to Christian scriptures, Paul was ready to travel..."	Confirm Ad Hoc action.
6.	Grade 6, SE, p. 480: Paul left in the autumn of 59 and arrived in Rome in the spring of 60? How do we know this?	Replace with, "According to some who endeavor to reconstruct the history of early Christianity, Paul left on his final journey in late autumn of AD. 59."	Confirm Ad Hoc action.
7.	Grade 7, SE, p. 50: It is probably incorrect to describe the "kingdom of God/kingdom of heaven" in Jesus' teaching as a kingdom in heaven. If the so-called Lord's prayer is authentic, Jesus imagined that God's reign in heaven might also extend to earth.	Replace with, "Jesus also taught that the kingdom of God was entering world history for all people who followed his teaching."	Defer to the original text.
8.	Grade 7, SE, p. 62: The illustration links a photograph of John Paul II with the statement, "The pope claims authority over all kings and emperors," implying that this is the current position of the Roman Catholic Church.	Comparisons: the pictures need to be of ancient popes and patriarchs. Modern-day pictures imply that these doctrines are exactly the same today.	Confirm Ad Hoc action.
9.	Grade 7, SE, p. 461: The power of the Roman Catholic Church was divided from 1378 until 1417." This strikes me as an unhappily awkward sentence.	Replace with, "The Roman Catholic Church had competing centers of authority from 1378 until	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
		1417.”	
10.	Grade 7, SE, p. 463: The section on indulgences needs to be recast. An indulgence concerns not guilt but penalty. Luther was concerned because indulgences were being sold in such a way that the line between the two was blurred, and those who purchased an indulgence believed they were purchasing the elimination of guilt. Luther knew this was a violation of church teaching, and was unhappy that once alerted to this problem his superiors chose to do nothing.	Delete: “An indulgence was a pardon for sin. People bought indulgences to avoid punishment by God in the afterlife. Reformers were enraged that the Church would act as if someone could buy their way into heaven.” Insert: “An indulgence is the relaxation of earthly penalty for sin. However, sometimes indulgences were sold as if they were a pardon for sin, and people bought these thinking they could avoid punishment in the afterlife. Reformers were enraged that the hierarchy of the Church appeared to allow people to believe they could buy their way into heaven.”	Confirm Ad Hoc action.
11.	Grade 7, SE, p. 472: “However, Luther condemned these revolts...” It is true that Luther condemned the revolts. It is also true he did so because of their wanton violence and the great loss of life they	Delete, “However, Luther condemned these revolts, which were mostly	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	involved. It is also true that Luther condemned the princes and the wealthy for driving the peasants to this point.	unsuccessful.” Insert, “Luther condemned both the peasants for the violent nature of the revolts, and the nobility for callous disregard for the plight of the peasants.”	
12.	Grade 8, SE, p. 245: book fails to discuss “civic republicanism” as required; only discusses Madisonian republicanism: the electing of representatives. “Civic republicanism” <u>by contrast</u> emphasizes participation, people exercising power themselves (not delegating it) and political education via that exercise; the primacy of public good (not private interests); it also uses language of virtue and corruption. Anti-Federalists and Jefferson were civic republicans (c.f. Dnl. T. Rodgers, J. Appleby, J. P. Diggins, and Pocock). This passage fails to represent debates at the time or at the present time about them.	Add “Civic Republicanism is the idea that citizens uphold civic virtue by participating actively in civic life and politics. Exemplifying this, George Washington was an admirer of Cato the Younger, the defender of the ancient Roman republic against Julius Caesar, and Samuel Adams wanted America to be a new Sparta.”	Defer to the original text.
13.	Grade 8, SE, p. 409: Revise the sentence, “In California, Americans led by the explorer John C. Frémont rebelled against...” In 1846, they were not led by Frémont, he joined them later. They were led by Wm. Ide.	Replace with, “In California, Americans rebelled against Mexican rule in the Bear Flag Revolt, and were joined in that effort by explorer John	Defer to the original text.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
		C. Frémont.”	
14.	Grade 8, SE, p. 622: not accurate or story well told, with continuity: chapter on Progressivism omits role of organized workers and unions. It was a period of famous major strikes over harsh working conditions and anti-labor (“open shop”) activity. Omission makes Sinclair’s quote (642) inexplicable (he meant that he intended to waken Americans to class issues not just a Food & Drug Act). No mention that Clayton Act (p. 648) declared that “labor is not a commodity.”	On p. 642, add after “I hit it in the stomach”, “By this Sinclair meant he hoped to promote socialism, but had ended up promoting safety regulations.”	Confirm Ad Hoc action.
15.	Grade 8, SE, p. 719: inaccurate, and lack of different perspectives: not true that War in Vietnam began in 1957 because “Communist forces rebelled against the S. Vietnamese government” as American leaders claimed at time. According to <u>The Pentagon Papers</u> (i.e. the Dept. of Defense) the rebellion actually initiated by non-communist citizens protesting the S. Vietnamese government’s repression.	Replace with, “The Vietnam War began in 1957 when Vietnamese citizens protested against the South Vietnam government. Communists moved quickly into the leadership of the protest movement.”	Confirm Ad Hoc action.

Pearson Prentice Hall – Additional edits from CRP members

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1.	Grade 6, SE, pp. 370-372: In regard to foreigners (metics) and education (in ancient Greek society girls were not educated) the text	Revise p. 370 to read, “In Athens, for example, metics	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	seems to describe Athens and to assume that Athenian society can stand for all of Greek society.	had few rights.” On p. 372, revise sentence to read, “In Athens, for example, girls stayed at home, and boys went off to school.”	
2.	Grade 6, SE, p. 542: Responsibility for the death of Jesus spread among Jews and Romans. The text could be stronger if it made clear that it was the Romans who executed Jesus on a Roman charge. This would largely avoid violating criterion 1.10.	Add clause, “According to the Gospels,…”	To avoid conflict with Houghton Mifflin edits #32-33 in the IMAP/CRP Report of Findings, the publisher shall remove references to any Jewish role in the crucifixion of Jesus.
3.	Grade 6, SE, p. 547: The text makes too strong a distinction between soul and body. Christians, like Jews, believe in the resurrection of the body. It is not only the soul that lives on, as the text.	Revise to read, “The human soul is <u>distinct</u> from the body, but animates it. Christians believe in the resurrection of the body and that the soul lives on after death.”	Confirm Ad Hoc action.
4.	Grade 6, SE, p. 553: Jewish leaders treated early Christians cruelly. This appears to violate criterion 1.10.	Revise sentence to read, “According to the Christian tradition, they began arresting Christians and treating them cruelly.”	Remove the sentence, “According to the Christian tradition, they began

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			arresting Christians and treating them cruelly.”
5.	Grade 6, SE, p. 570: The text implies that Hypatia was murdered by the bishop of Alexandria. The text should also note that she was the most celebrated teacher within the Neoplatonic school of Alexandria. She was (most likely falsely) accused of turning the prefect of Alexandria against the Christians, and was the victim of violence by a Christian mob. Cyril, the archbishop of Alexandria, was suspected of some complicity, but this was never proved. Cyril was a violent opponent of Neoplatonism, however.	Delete, “Some people in Alexandria, however, including their new bishop, were suspicious of science. The bishop murdered Hypatia.” Insert, “Some people in Alexandria, including many Christians, were suspicious of science. A rumor spread that Hypatia had spoken ill of Christians, and she was murdered by a Christian mob.”	Confirm Ad Hoc action.
6.	Grade 7, TE, p. 83, Instruction: Why Umar ruled from a brick compound – students know almost nothing about Umar or building materials.	Delete “Ask students why Umar might have chosen to rule from a mud-brick compound,” and the corresponding answer.	Confirm Ad Hoc action.
7.	Grade 7, SE, p. 507: The section on Luther’s 95 theses and indulgences is particularly unhelpful, it seems to me. Indulgences concern not guilt, but penalty, and in particular the penalty that the church assigned. Luther was upset because many who sold indulgences blurred the line, and many purchased an indulgence	Delete, “When a German priest set up a pulpit to sell indulgences near the town of Wittenberg, an outraged Luther decided to act.”	Confirm Ad Hoc action.

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>thinking that by this purchase they were eliminating guilt. Luther knew that to sell indulgences under these conditions was a violation of church teaching.</p>	<p>Insert, "When a priest sold indulgences near Wittenberg with the promise that their purchase guaranteed forgiveness of sins, an outraged Luther decided to act."</p>	
8.	<p>Grade 7, SE, p. 508: The illustration concerning "differing beliefs" is not accurate. The Catholic church did not teach that people can win salvation through good deeds and the fulfillment of the sacraments. Luther was upset that one Catholic teacher, Gabriel Biel, had taught that people can contribute to their own salvation. This teaching was neither universal in the church nor did it suggest that people can "win" or "earn" salvation.</p>	<p>The illustration or table is not accurate concerning Catholic teaching. It should read, "People can contribute to their own salvation through good deeds and the fulfillment of the sacraments."</p>	<p>Confirm Ad Hoc action.</p>
9.	<p>Grade 7, SE, p. 514: The passage in question concerns the Council of Trent. "It rejected Luther's argument that the Bible alone can bring salvation." This statement is inaccurate. Luther did not argue that the Bible can bring salvation. He argued that the Bible and not church tradition is the authority for Christian doctrine and practice. Christian doctrine and practice are not co-terminal with "salvation."</p>	<p>Delete, "It rejected Luther's view that the Bible alone can bring salvation." Insert, "It rejected Luther's view of the Bible."</p>	<p>Confirm Ad Hoc action.</p>
10.	<p>Grade 8, SE, p. 201: Existing language: "In what regions of the United States was the support for war with Britain the strongest?" Suggested change: delete question. Explanation: How can students possibly answer this "Checkpoint" question, given the information in their instructional materials?</p>	<p>Delete question.</p>	<p>Confirm Ad Hoc action.</p>
11.	<p>Grade 8, SE, p. 453: Virginia City did not become just a ghost town</p>	<p>Revise picture legend to</p>	<p>Confirm Ad Hoc</p>

Number	Edit	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	with tumbleweeds in streets, etc.; it was always inhabited.	read, "From Boomtown to near Ghost Town." "...became a near ghost town."	action.
12.	Grade 8, SE, p. 457: Leland Stanford did not supervise construction of the Central Pacific RR; he was a politician.	Revise legend for picture to read, "Leland Stanford was an executive with the Central Pacific railroad and later was governor of California."	Confirm Ad Hoc action.
13.	Grade 8, SE, p. 460: Implies the Sand Creek Massacre was by U.S. Army, it was by local Colorado militia under Chivington.	Revise to read, "In response, Colonel John Chivington and 700 militia volunteers..."	Confirm Ad Hoc action.
14.	Grade 8, SE, p. 487: It is an oversimplification and not correct to say that by 1920's airplanes had begun to alter the world by making travel quicker and trade easier – commercial air travel did not "take off" until 1930s.	Revise to read, "By the 1930s, the airplane had begun to alter the world by making travel quicker and trade easier."	Confirm Ad Hoc action.
15.	Grade 8, SE, p. 519: See Kolko, <i>Railroads and Regulation</i> ; Progressives sought to end "wasteful" rate competition between railroads, fix prices and protect profits.	Add new last sentence to text of page: "During the Progressive era, reformers sought to stabilize the rail industry and end "wasteful" rate competition between railroads by fixing rates."	Confirm Ad Hoc action.

Council on Islamic Education: CRP-Recommended Edits**CRP: Williamson Evers, Professor of Political Science, Hoover Institution, Stanford University**

The Council on Islamic Education (CIE) did not provide specific edits and corrections in its review of the submitted programs, but rather a narrative evaluation of how the programs addressed certain topics. The CRP reviewed these narratives and recommended the following edits and corrections.

Glenoe/McGraw-Hill

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2	Grade 6, page 203: Needs to state that the Ten Commandments are "Paraphrased from Exodus 20:3-17." Current wording does not make clear enough that the wording is paraphrased.	Approved edit as written.	Confirm Ad Hoc action.
3	Grade 6, pages 208-209: Needs to add "according to the Bible" in several places, for better attribution. Suggested places: "After the death of King Saul, according to the Bible, David became" (208); "Once in power, according to the Bible, David...." (209).	Approved edit as written.	Change attribution to, "according to the Hebrew scriptures..."
4	Grade 6, page 223. Suggested wording: "For 2,000 years, most Jews lived outside of Palestine. They lived throughout the Mediterranean world and migrated even further to Southeast Asia, Central Europe, Russia, and eventually the United States. In these places, they made notable contributions to commerce, the professions, and intellectual life, and they also often faced hatred and persecution. In A.D. 1948...."	Approved edit as written.	Confirm Ad Hoc action.
5	Grade 6, page 223, TE: Suggest deleting "Research Reports Writing" on current Mid East peace process. Students are studying Ancient Middle East and do not have knowledge of current events in the region.	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
6	<p>Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)</p>	Approved edit as written.	Confirm Ad Hoc action.
7	<p>Grade 7, page 182: Suggested wording: "Muhammad died in 632, and there were conflicts in the Muslim community over who should be the caliph (KAY luhf) or successor to the Messenger of God. A dominant group of Muslim leaders gathered to chose the new leader.</p> <p>The first four caliphs were Abu Bakr, Umar, Uthman, and Ali. They ruled from Madinah. Those who are now called Sunnis gave the title of "Rightly Guided Caliphs" to all four of them, believing that each of them was a legitimate successor to Muhammad and that they sought to follow in Muhammad's footsteps. On the other hand, those are now came to be called Shi'ites, looked upon Muhammad's first cousin Ali as the first in a hereditary line of legitimate successors to Muhammad and saw the other three early successors as usurpers. Each of the four had a personal connection to Muhammad. For example, the first caliph was Muhammad's father-in-law, Abu Bakr.</p> <p>"These four caliphs fought hard for Islam, and the Sunnis say that they lived simply and treated others fairly."....</p>	Change "On the other hand, those are now came to be called Shi'ites..." to "On the other hand, those who came to be called Shi'ites..."	Confirm Ad Hoc action.
8	Grade 7, pages 184: No suggested change. These 2 paragraphs at	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	the beginning of p. 184 are fine as is. As is, the paragraphs point out that Muslims let conquered peoples keep their religion, but the circumstances encouraged the conquered peoples to convert to Islam. The concerns voiced by CIE are addressed by the current wording.		action.
9	Grade 7, pages 204, 223, 223 TE: Text relies on Olaudah Equiano's slave narrative. But such reliance is no longer allowed by current research, which has called into serious question whether Equiano was in fact born in Africa. See Jennifer Howard "Unraveling the Narrative," Chronicle of Higher Education, September 9, 2005. The publishers must adduce other evidence for Igbo monotheism or drop these passages.	Approved edit as written.	Confirm Ad Hoc action.
95	Grade 6, page 504: Suggested wording: "The angel told Mary her baby would be called the Son of God." The CIE says the Glencoe text is wrong to state that Mary was told, according to the Bible, that Jesus would be the Son of God. CIE maintains that this claim "does not appear in the Gospels." I would say that CIE is at best quibbling. The angel tells Mary, according to Luke, "Thou shalt call his name Jesus. He shall be great, and shall be called the Son of the Most High." The angel continues: "The Holy which shall be born of thee shall be called the Son of God." (Luke 1:26-38)	This was initially edit #95 in the non-recommended list (original numbering kept for consistency). Committee approved the edit as written.	Confirm Ad Hoc action.

Harcourt School Publishers

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
10	In general, Harcourt makes extensive use of the Hebrew and	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>Christian Scriptures. Additional attribution is needed. I have suggested some places where this could be done.</p> <p>Grade 6, page 194: Profiles of David and Solomon ought also to including "according to the Bible," as the ones for Abraham and Moses do.</p>		action.
11	Page 212: Insert "Imagine you are living in the world described by the Hebrew Bible," after "It is about 1200 B.C."	Approved edit as written.	Confirm Ad Hoc action.
12	Page 214: Suggested wording: "According to the Bible, Saul did not follow God's commands."	Approved edit as written.	Confirm Ad Hoc action.
13	Page 215: Suggested wording: "According to the Bible, Solomon quickly put his plan into action."	Approved edit as written.	Confirm Ad Hoc action.
14	Page 217: Suggested wording: "According to the Bible, not everyone in ancient Israel was happy."	Approved edit as written.	Confirm Ad Hoc action.
15	Page 220: Insert "Imagine you are living in the world described by the Hebrew Bible," after "The year is 928 B.C."	Approved edit as written.	Confirm Ad Hoc action.
16	Page 221: Suggested wording: "According to the Bible, faced with hard lives, some Israelites began to turn away from God."	Approved edit as written.	Confirm Ad Hoc action.
17	Page 227: Suggested wording: "According to the Bible, they had the choice of remaining loyal to King Rehoboam...."	Approved edit as written.	Confirm Ad Hoc action.
18	Page 367: Current wording: "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." In fact, Urdu, the principal language of Pakistan and related to Hindi, is written with the Arabic alphabet. But Hindi itself, since the 11th century AD, has been written with the Devanagari alphabet, though it was	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	originally written with an older alphabet. Harcourt needs to decide how much of this information it wants to convey to students. But the current wording is wrong.		
19	Page 542: Current wording incorporates the birth narratives of the Gospels. Suggested alternative wording: "People have been whispering that in the years ahead a leader will come who will become the king of Jews. What might the Romans think about a revived Jewish kingship?"	Approved edit as written.	Confirm Ad Hoc action.

Houghton Mifflin/McDougal Littell

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
20	Grade 6, page 321 TE: Suggested wording: "The Jews are dispersed: Almost all Jews make their homes in countries outside the Holy Land, and for a long period no Jewish state exists. Beginning in the nineteenth century, some Jews sought to establish a Jewish homeland either within the ancient site of Israel or elsewhere." The current wording implies (incorrectly) that Zionism, indeed Zionism based on Jewish law, has been a continuous political movement since 70 AD. Source for current and confirmed research: Geoffrey Wheatcroft, <i>The Controversy of Zion</i> (1996).	Approved edit as written.	Confirm Ad Hoc action.
21	Grade 6, page 336 TE: In the History Matters section, suggested wording: "Seventy-three psalms are said to have been written by David."	Approved edit as written.	Approve the Ad Hoc edit. Also, in the SE change sentence, "He is said to have written <u>many</u> of the beautiful prayers

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			and songs in the Bible's Book of Psalms."
22	Grade 6, page 476: Suggested wording: "According to the Christian Scriptures, after having a vision of Jesus, Saul changed...." The conversion of Saul should be covered as a central part of the Christian narrative, but it should be attributed to the Scriptures.	Approved edit as written.	Confirm Ad Hoc action.
23	Grade 6, page 478 TE: Under Differentiating Instruction English Learners. Delete or radically rework "Compare Before and After" project. This project looks as if it might promote bias.	Approved edit as written.	Confirm Ad Hoc action.
24	Grade 6, page 478: Suggested wording: "The first members of Christian churches were Jewish converts to Christianity."	Approved edit as written.	Confirm Ad Hoc action.
25	Grade 6, page R60: Suggested wording: "The map shows where these religions are predominant or where they are practiced by significant numbers."	Approved edit as written.	Confirm Ad Hoc action.
26	Grade 6, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution should satisfy the CIE's reasonable objection that there should be attribution on this topic.	Approved edit as written.	Change attribution to, "According to the New Testament..."
27	Grade 6, page R69: It is common practice to call Qur'an 1:1-6 the Exordium, although the CIE disapproves. It could certainly be no objection to adding that it is also called Al-Fatihah, which CIE wants as the only designation for the passage.	Approved edit as written.	Confirm Ad Hoc action.
28	Grade 7, page 96: Religious Toleration section. Suggested wording: "Muslim law requires that Muslim leaders offer religious toleration to non-Muslims, though non-Muslims have restricted rights and must	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	pay extra taxes."		
29	Grade 7, page 97: The figure for proportion of Muslims in Indonesia should be 88%. Source CIA <i>World Factbook</i> (2005). The source (World Christian Encyclopedia) used by the textbook is not a standard one. Why not use something standard like the CIA Factbook, the Statesman's Yearbook, or the World Almanac?	Approved edit as written.	Confirm Ad Hoc action.
30	Grade 7, page 99 TE: Essential Question. Suggested wording of TE pink-ink response to question. "Abu Bakr and other caliphs selected from the top-ranks of Muhammad's followers." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit as written.	Confirm Ad Hoc action.
31	Grade 7, page 99: Suggested wording: "According to the traditions of the most numerous group of Muslims today, Muhammad had not named a successor or instructed his followers...." The existing wording is the Sunni interpretation and does not take account of the Shiite belief that Muhammad did name a successor (Ali).	Approved edit as written.	Confirm Ad Hoc action.
32	Grade 7, page 99: Suggested wording: "The leaders of the dominant group within the Muslim community selected him as Muhammad's successor."	Approved edit as written.	Confirm Ad Hoc action.
33	Grade 7, page 100 TE: Existing (pink ink) language: Teach "Rightly Guided" Caliphs [appears as a sub-title in both the textbook and in the wrap-around TE material] Suggested wording: Teach First Four Caliphs	Approved edit as written.	Confirm Ad Hoc action.
34	Grade 7, page 100, History Makers: Suggested wording: "...was an important factor to the high-ranking Muslims who selected him as Muhammad's successor." [Reason: The phrase "elected caliphs" is misleading to modern American readers.]	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
35	Grade 7, page 100 TE Review: Existing (pink ink) language: Muslims had difficulty in choosing a leader because Muhammad had not named a successor before he died. Suggested wording: "Muslims disagreed over who was Muhammad's rightful successor and hence had difficulty in choosing a leader."	Approved edit as written.	Confirm Ad Hoc action.
36	Grade 7, page 100 Essential Question: Suggested wording of TE pink-ink response to question. "They treated them with a mixture of religious tolerance and coercively-reduced civic rights."	Approved edit as written.	Confirm Ad Hoc action.
37	Grade 7, page 100: Suggested wording: "Abu Bakr and the next three caliphs selected from and by the top ranks of Muslim believers." Reason: The phrase "elected caliphs" is misleading to modern American readers.	Approved edit but revise to read " <u>were</u> selected" for grammatical clarity.	Confirm Ad Hoc action.
38	Grade 7, page 100: Suggested wording: "According to the traditions of the most numerous group of Muslims today, the first four caliphs used the Qur'an and Muhammad's actions to guide them. Hence this groups of Muslims call them the "rightly guided" caliphs." The existing wording states Sunni doctrine without attribution. The publishers need to know that there are differences within the Muslim world. The Shia regard the first three caliphs as usurpers and idol-worshippers.	Approved edit but revise to read, "Hence this <u>group</u> of Muslims..."	Confirm Ad Hoc action.
39	Grade 7, page 101 TE: More About...Blending of Cultures Add this language: "Yet this pact of tolerance with caliph Umar also banned: --public displays of crosses on the exterior of churches, --any attempts to convert Muslims to Christianity, --any public sale of Christian religious books,	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>--any building of new churches or monasteries or restoration of any that had fallen into disrepair, and, --most open to interpretation and hence most destructive of predictable rule of law, any use of churches that fostered hostility toward Muslims." [Reason: Existing passage is unbalanced and misrepresents the actual historical situation.] Source: Imam Muslim, <i>Sahih Muslim</i>, rev. ed., bk. 20, no. 4642, trans. Abdul Hamid Siddiqi (Kitab Bhavan, 2000).</p>		
40	<p>Grade 7, page 102 TE Talk About It: Suggested wording, answer to second question: "The system of selecting caliphs ended." Suggested wording, answer to third question: "The first four caliphs were selected by the dominant group of Muslim leaders out of their own ranks, while the Umayyads took control by force and formed a hereditary dynasty; the early caliphs ruled from Medina, while the Umayyads ruled from Damascus; the early caliphs followed a Bedouin lifestyle, the Umayyads were condemned after their time for their citified ways.</p>	Approved edit as written.	Confirm Ad Hoc action.
41	<p>Grade 7, page 102: "Some Muslims after the time of the Umayyads looked back and disapproved of the Umayyads' claims of religious authority. These later critics said the Umayyads abandoned the Bedouin ways of the early caliphs and surrounded themselves with luxury." Source: Jonathan P. Berkey, <i>The Formation of Islam</i> (2003), esp. pp. 78-79, 83.</p>	Approved edit as written.	Confirm Ad Hoc action.
42	<p>Grade 7, page 122. Existing language: "The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and</p>	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>fantasy. Many of these tales, such as ‘The Voyages of Sindbad the Sailor,’ are still popular with young readers today. (See the Literature Connections feature on pages 126-129.)”</p> <p>Suggested change: “The Thousand and One Nights quickly became a favorite with readers in Baghdad. It mixed stories about life in the Abbasid court with tales of adventure and fantasy. A later European edition added stories that were not part of the medieval Arabic collection. Some of these later additions, such as ‘Sinbad the Sailor,’ remain well known today.”</p> <p>[Source: Introduction, <i>The Arabian Nights</i>, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]</p>		
43	Grade 7, pages 126-129. Delete. Source: Introduction, <i>The Arabian Nights</i> , ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.	Approved edit as written.	Confirm Ad Hoc action.
44	Grade 7, page 353: Suggested wording: "Slaves also made up the elite of the Ottoman army known as the <i>janissaries</i> , who, beginning soon after the corps was founded, were forcibly drafted as youths and came mainly from Christian families." Reason: Existing wording leaves out salient characteristic of janissaries. Source: http://en.wikipedia.org/wiki/Janissaries	Approved edit as written.	Confirm Ad Hoc action.
45	Grade 7, page R65: Suggested wording: "According to the Christian scriptures, Jesus was crucified, or put to death on a cross." Attribution is needed here, and attribution should satisfy the CIE's reasonable objection that there should be attribution on this topic.	Approved edit as written.	Confirm Ad Hoc action.

Prentice Hall

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
46	Grade 7 (<u>Medieval and Early Modern Times</u>), page 25 Suggested wording: "According to the Christian Scriptures, they had Jesus executed by nailing him to a cross."	Approved edit as written.	Confirm Ad Hoc action.
47	Grade 7, page 51: Add Background note Anna Comnena is remembered today for writing <i>The Alexiad</i> , an historical account of her father's reign (1081-1118) and the First Crusade. She wrote the book in about the year 1148.	Approved edit as written.	Confirm Ad Hoc action.
48	Grade 7, page 62e TE: Add Standards 7.2.3 & 7.2.4 and the text of those standards. The CIE complaint is warranted. Indeed these standards are list on p. 62 TE, but have inexplicably been omitted here.	Approved edit as written.	Confirm Ad Hoc action.
49	Grade 7, page 63 TE: History Background Suggested wording: "According to the Qur'an, the Kaaba was originally built by Abraham, to whom the Muslims trace their heritage." The CIE complaint is reasonable, although some scholars (Muir and Torrey) would argue that "tradition" belongs here.	Approved edit as written.	Confirm Ad Hoc action.
50	Grade 7, page 69: Suggested wording: "One night in 610, according to Islamic beliefs, Muhammad had a vision and began to receive revelations." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
51	Grade 7, page 69: Suggested wording: "According to Muslim teaching, when the visions continued, Muhammad became convinced that the revelations to him were genuine." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
52	Grade 7, page 69: Existing wording: "[Muhammad] called his faith Islam."	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Suggested wording: "The Qur'an names this religion Islam." The CIE complaint is reasonable.		action.
53	Grade 7, page 71: Suggested wording: "According to Muslim belief, Islam is based on worship of the same God that inspired the Jewish and Christian religions." Attribution is needed here.	Approved edit as written.	Confirm Ad Hoc action.
54	Grade 7, page 74: Suggested language: "Muslims believe in an afterlife spent in either heaven or in hell. On a future judgment day, God will judge mankind and decide who will be saved. Those who have not worshiped God or followed God's laws end up in hell. Those who have obeyed God's words and surrendered their lives to God go to heaven." The CIE complaint here is warranted. The change in language reflects Muslim emphasis on God's judgment. Source: Huston Smith, <i>The World's Religions</i> (1991), pp. 241-42; John L. Esposito, <i>What Everyone Needs to Know about Islam</i> (2002), pp. 28-30.	Approved edit as written.	Confirm Ad Hoc action.
55	Grade 7, page 75: Suggested wording: "During this month, Muslims are to eat no food between daybreak and sunset." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
56	Grade 7, page 76: Suggested wording. "The Kaaba is cubelike building, within which resides a sacred black stone. The Kaaba sits in the center of the courtyard of the Grand Mosque in Mecca." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
57	Grade 7, page 76: Suggested wording: "Muslims believe that the black stone was sent down from heaven in ancient times. Pilgrims circle the Kaaba seven times, hoping to touch or kiss the stone at least once." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
58	Grade 7, page 77: Suggested wording: "The spread of Muslim rule took place in three phases. The first was a wave of conquests by Arab armies. The second was a series of conquests by non-Arab groups that had adopted Islam. Meanwhile, under the auspices of their new Muslim rulers, the conquered peoples were sometimes coerced, but oftentimes converted, over the centuries, to Islam. The final phase...." The CIE complaint is warranted. Source: Jonathan P. Berkey, <i>The Formation of Islam</i> (2003), esp. chap. 17.	Approved edit as written.	Confirm Ad Hoc action.
59	Grade 7, page 78: Suggested wording: "The leaders of the dominant group within the Muslim community resolved the fist issue by selecting an old friend of prophet, Abu Bakr, as their leader."	Approved edit as written.	Confirm Ad Hoc action.
60	Grade 7, page 80: Delete: "Over time, the spread of Islam came as much through conversion as through conquest." The CIE complaint is warranted.	Approved edit as written.	Confirm Ad Hoc action.
61	Grade 7, page 80: Suggested wording: "The third phase in the spread of Islam was entirely peaceful, though it did not completely replace conquest followed by conversion of the conquered peoples over time." The CIE complaint is warranted.	Approved edit but delete the word "entirely".	Confirm Ad Hoc action.
62	Grade 7, page 83 & 83 TE: Citizen Heroes. This entire section should be deleted. Umar is viewed as a usurper and idol-worshipper by Shiites, not a hero. It is bizarre to liken a warrior-caliph and conqueror (Umar) to a pacifist (Martin Luther King). Umar's pact of toleration was comparatively tolerant for its time, but was by no means an embodiment of human rights and religious liberty. Source: Jonathan P. Berkey, <i>The Formation of Islam</i> (2003), p. 161.	Approved edit as written.	Confirm Ad Hoc action.
63	Grade 7, page 113: Existing language: "Many of these tales were collected in a book entitled <i>The Thousand and One Nights</i> . The	Approved edit, but the	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>collection includes romantic stories, <u>elaborate</u> fables, and fantasies, such as ‘Aladdin and His Magic Lamp.’”</p> <p>Suggested change: “Many of these tales were collected in a book entitled <i>The Thousand and One Nights</i>. The collection includes romantic stories, <u>elaborate</u> fables, and fantasies.”</p> <p>[Source: Introduction, <i>The Arabian Nights</i>, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]</p>	<p>citation is on page 113, not 196 as noted in the CRP’s report.</p>	<p>action.</p>
64	<p>Grade 7, TE page 115.</p> <p>Existing language, under Chapter 4 Review and Assessment, Vocabulary Builder, number 4: “Correct; one such rich tale was ‘Aladdin and his Magic Lamp.’”</p> <p>Suggested change: “Correct; such as the tales from <i>The Thousand and One Nights</i>.”</p> <p>[Source: Introduction, <i>The Arabian Nights</i>, ed. Husain Haddawy (Everyman’s Library, 1992), pp. xii-xiii.]</p>	<p>Approved edit as written.</p>	<p>Confirm Ad Hoc action.</p>
65	<p>Grade 7, page 387: Suggested wording: "This was one of the last Muslim military surges northward into western Europe." The CIE complaint is exaggerated (because it leaves out the fact that the textbook says "western" Europe), but valid, because of later Muslim invasions of France (792 and 848) and Sicily and Italy (827). Muslim forces looted or occupied Naples, Genoa, Ravenna, Ostia, and Rome. Muslims held Sicily until 1091.</p>	<p>Approved edit as written.</p>	<p>Confirm Ad Hoc action.</p>
66	<p>Grade 7, page 422: Suggested wording: "For about 400 years, Muslim caliphs let Christian pilgrims visit holy places in peace. Then, in the early 11th century, the Fatimid Arabs started destroying churches and killing pilgrims. In 1071, Turks took over Jerusalem from the Fatimids. During Seljuk Turk rule of the Middle East, there was frequent harassment of Christian pilgrims, and the Seljuks</p>	<p>Approved edit as written.</p>	<p>Confirm Ad Hoc action.</p>

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	themselves marched on Constantinople." Source: John L. Esposito, <i>What Everyone Needs to Know about Islam</i> (2002), p. 158; G. E. von Grunebaum, <i>Classical Islam</i> (1970) pp. 147, 160-61.		
67	Grade 7, page 426: Add new last sentence to first paragraph of section on Persecution of Jews: When the knights of the First Crusade took Jerusalem in 1099, they engaged in indiscriminate slaughter of Jews and Muslims alike." The complaint of CIE is warranted.	Approved edit as written.	Confirm Ad Hoc action.
68	Grade 7, page 577: Suggested wording: "The Greek philosopher Socrates had first suggested the idea of a social contract." The argument appears in one of Plato's Socratic dialogues, and most scholars attribute it to Socrates, not Plato.	Approved edit as written.	Confirm Ad Hoc action.

Teachers' Curriculum Institute (grade 7 only)

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
69	Page 83 Suggested wording: "Over time, people settled near it, and according to the Qur'an, Abraham built a house of worship called the Ka'ba." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
70	Page 83 Suggested wording: "But instead of honoring the one God of the Abrahamic faiths, the worshippers at the Ka'ba honored the many traditional gods who had shrines at the Ka'ba."	Approved edit as written.	Confirm Ad Hoc action.
71	Page 83 Suggested wording: "According to Islamic teachings, Muhammad was living in Makkah when he experienced his own call to prophethood. Like Abraham, according to religious Scriptures, Muhammad proclaimed belief in a single God." CIE suggestion is	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	sound.		
72	Page 84 Suggested wording: "In Muhammad's day, according to Islamic teaching, most Arabs were polytheists...." Attribution needed here.	Approved edit as written.	Confirm Ad Hoc action.
73	Page 86 Suggested wording: "It was there, according to Islamic teachings, that he received the call to be a prophet...." CIE suggestion is sound. This change makes for a long sentence. The point that Muslims call their monotheistic God Allah may now need to go into a separate sentence.	Approved edit as written.	Confirm Ad Hoc action.
74	Page 86 Suggested wording: "But, according to Muslim tradition, Khadijah consoled Muhammad...."	Approved edit as written.	Confirm Ad Hoc action.
75	Page 87 Suggested wording: "...a winged horse took Muhammad to Jerusalem, the city toward which early Muslims had directed their prayers." CIE suggestion is sound.	Approved edit as written.	Confirm Ad Hoc action.
76	Page 89 Suggested wording: "He and the three leaders who followed him came to be known to a large group of Muslims as the 'rightly guided' caliphs. These caliphs were said by this group of Muslims to have followed the Qur'an and the example of Muhammad." Existing wording presents pro-Sunni account.	Approved edit as written.	Confirm Ad Hoc action.
77	Page 90 Delete word "enemy" from description of forces led by Charles Martel. Change wording to say farthest extent of Muslim advances into "present-day France." Background: Later, Muslim forces ventured into Eastern and Central Europe as well as Sicily and Italy.	Approved edit as written.	Confirm Ad Hoc action.
78	Page 91 Suggested wording: "Born in Makkah, Muhammad was,	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	according to Muslim tradition, a successful merchant...." Attribution needed on this page.		action.
79	Page 95 Suggested wording: "The Qur'an used today has remained largely unchanged since then." Sources: Michael Cook, <i>The Koran: A Very Short Introduction</i> (2000), esp. chap. 11; "Collection of the Qur'an," in <i>Encyclopaedia of the Qur'an</i> , vol. 1 (2001).	Approved edit as written.	Confirm Ad Hoc action.
80	Page 96 Suggested wording: "Those who have disbelieved or done evil will be punished by falling into hell." CIE suggestion is sound.	Approved edit as written.	Confirm Ad Hoc action.
81	Page 99 Delete existing wording: "It is considered time to eat when a person standing outside cannot tell a white thread from a black thread." Substitute (as new second sentence of third paragraph): "It is considered time to begin fasting when a person standing outside can tell a white thread from a black thread." CIE suggestion is sound. Source: http://www.jannah.org/morearticles/16.html	Approved edit as written.	Confirm Ad Hoc action.
82	Page 100 Suggested wording: "In Makkah, pilgrims follow what Muslims believe are the footsteps of Abraham and Muhammad...." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
83	Page 100 Suggested wording: "In honor of Abraham's ancient sacrifice recounted in religious Scriptures, they sacrifice...." Attribution needed.	Approved edit as written.	Confirm Ad Hoc action.
84	Page 101 The existing discussion is misleading, primarily because of the order of the paragraphs. The discussion should begin with something like the following: "The word Jihad means 'to strive.' Originally in Islam, it meant	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>physical struggle with spiritual significance." Then remainder of paragraph 4 and paragraph 5 should follow. After this, it would appropriate to print the current first (minus its first sentence), second, and third paragraphs. The legend accompanying the illustration. Suggested wording: "Jihad originally meant a physical struggle against enemies while striving to please God. Sometimes it may be a struggle within an individual to overcome spiritually significant difficulties." Source: David Cook, <i>Understanding Jihad</i> (University of California Press, 2005)</p>		
85	<p>Page 101 Suggested wording: "So, non-Muslims who came under Muslim rule were usually allowed to continue practicing their faiths." Word "usually" added.</p>	Approved edit as written.	Confirm Ad Hoc action.
86	<p>Page 103: Suggested wording: "Muslims also have the duty of jihad, or striving militarily or personally to please God."</p>	Approved edit as written.	Confirm Ad Hoc action.
87	<p>Page 106 Existing wording: "From a small Persian village...." Delete the word "Persian."</p>	Approved edit as written.	Confirm Ad Hoc action.
88	<p>Page: 110 Suggested wording: "Most educated people in medieval times believed that the earth was round, but they disagreed about the earth's size. Muslim scientists calculated the earth's circumference within nine miles of its correct value." Background: Although the Qur'an speaks of the earth as a spread-out carpet (20:53; see also 71:19), most educated people did not believe that the earth was flat either in classical antiquity or in the Muslim or Christian world of the Middle Ages. The earth was known to be round; the argument was over its size. How large was its circumference? Source: Edward Grant, <i>God and Reason in the Middle Ages</i> (Cambridge University Press, 2001);</p>	Approved edit as written.	Confirm Ad Hoc action.

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	< http://astrolabes.org/history.htm >.		
89	Text p. 113. ALSO delete picture of Aladdin on magic carpet.	Approved edit as written.	Confirm Ad Hoc action.
90	Page 120 Suggested wording: "For the Christians, it was the city where according to their Scriptures Jesus Christ was crucified and rose from the dead. For the Muslims, it was the place where according to Islamic teachings Muhammad rose to heaven during his Night journey." Attribution needed.	Approved edit as written.	Return text to original wording: "For the Christians, it was the city where Jesus Christ was crucified and rose from the dead. For the Muslims, it was the place where Muhammad rose to heaven during his Night journey."
91	Page 120 Suggested wording: Under Muslim rule, Jews, Christians, and Muslims usually lived together peacefully." Word "usually" added.	Approved edit as written.	Confirm Ad Hoc action.
92	Page 120 Add to end of sixth paragraph: "Some Muslim rulers allowed the destruction of important Christian churches." Background: Fatimid ruler and burning of Church of the Holy Sepulcher at this time, which figured importantly in Christian justifications. Source: John L. Esposito, <i>What Everyone Needs to Know about Islam</i> (2002), p. 158; G. E. von Grunebaum, <i>Classical Islam</i> (1970) pp. 147, 160-61.	Approved edit as written.	Confirm Ad Hoc action.
93	Page 123 Suggested wording: "Muslims gradually gave up more and more territory, and new Muslim dynasties were not tolerant of	Approved edit as written.	Confirm Ad Hoc

Number	CRP-Recommended Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>Jews and Christians." Sources: <http://en.wikipedia.org/wiki/Al-Andalus#Tolerance_or_Repression>; <http://en.wikipedia.org/wiki/Al-Andalus#Rise_and_Fall_of_Tolerance></p>		action.
94	<p>Page 128 Suggested wording: "In the empire's European provinces, some young Christian men were drafted and then raised in the sultan's palace, after most of them converted to Islam, to become elite soldiers and government officials."</p>	Approved edit as written.	Confirm Ad Hoc action.

Institute for Curriculum Services (ICS): CRP-Recommended Edits
CRP: Naomi Janowitz, Professor of Religious Studies, University of California at Davis
David Nystrom, Professor of Biblical Studies, North Park University

The CRP members stated that B.C.E./C.E. be used in lieu of A.D./B.C.; however, CDE has told publishers that A.D. and B.C. should be used for agreement with usage in the current History–Social Science Content Standards and the Framework.

CRP members Janowitz and Nystrom were present at the January 6, 2006 meeting.

Glencoe/McGraw-Hill

Number	Group’s Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
1	<p><i>*(IMAP—Macmillan #30) p. 207, paragraphs 1 & 2, Delete: “Fearing the power of the Philistines, many Israelites copied their ways and worshiped their gods.</i></p> <p>“The 12 tribes often quarreled. If they were going to save their religion and way of life they would have to learn how to work together. They needed a king to unite them against the Philistines.” This passage is inaccurate and focuses on negative qualities. Change to: <u>“Fearing the power of the Philistines, the 12 tribes of Israel needed a strong leader to unite them. They chose a king.”</u></p>	<p>Delete the last sentence of the first paragraph and the entirety of the second paragraph on page 207 (“Fearing the power of the Philistines...”), and replace with a new paragraph containing the following language: “Some Israelites borrowed the religious practices of their neighbors. The Biblical texts condemned the Israelites for adopting these foreign practices, and connected this problem with the need for a powerful king of their own. The leaders of the tribes may also have thought that a king would be a strong leader who could unite them and help them fight off the Philistines.”</p>	<p>Confirm Ad Hoc action.</p>

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
2	<p><i>*(IMAP—Macmillan #15)</i> p. 207, “The Rule of King Saul...A prophet is a person who claims to be instructed by God to share God’s words.” This is an inaccurate interpretation of Jewish thought.</p> <p>Change to: “A prophet is a person who, <u>according to Jewish tradition, is instructed by God...</u>”</p>	Change to, “A prophet is a person who the ancient Israelites thought was instructed by God.”	Confirm Ad Hoc action.
3	<p>p. 211, Who Were the Prophets? Delete: “During this troubled time, many Israelites forgot their religion. The rich mistreated the poor, and government officials stole money.</p> <p>“The prophets wanted to bring Israelites back to God’s laws.”</p> <p>The prophets are not included in the California standards. If information about them is in a text, it should be used to illustrate how the concept of social justice became such an important element of the Jewish religion; whereas, here it is used to show how the Jews were punished by God for their evil ways. Change to: “<u>During this troubled time, several religious leaders called prophets brought hope to the kingdom of Israel. The prophets emphasized religious ideals of leading a moral life and helping others.</u>”</p>	Approve edit as written. CRP comment: The alternative offered is somewhat better, and could be supplemented by a phrase such as the prophets looked around for explanations for the Israelite’s troubles and emphasized taking care of the poor and social justice as a way for the people to connect with their God and their religion.	Confirm Ad Hoc action.
4	<p><i>*(IMAP—Holt #33)</i> p. 211-212, Delete: “The people of Judah looked down on the Samaritans. They believed that God accepted only the sacrifices from the Temple in Jerusalem. Some did not believe that other people were God’s people, too.” These statements are of highly questionable accuracy, totally devoid of context and inconsistent with the standards and criteria.</p> <p>Change to: “<u>The Samaritans and the tribes of Judah lost</u></p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p><u>touch with each other. Over time their religious practices developed separately, and they had little contact. Today's Judaism developed from the religious practices of the tribes of Judah.</u></p>		
5	<p>p. 212, Section 2 Review Answers 1. Delete: "Saul displeased God by disobeying some commands, so God chose another king." Change to: "<u>King David was a musician, poet, religious leader and military leader. He expanded the kingdom and established the capital of Jerusalem as a center of worship.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
	<p><i>*(IMAP—Holt #33) p. 212, What Did You Learn? Delete: "5. Describe Who were the Samaritans, and what did the Jews think of them?" The Samaritans are not included in standard 6.3. The information about them is incorrect. Emphasis should be placed on information from the standards.</i> Change to: "<u>5. What important religious ideas helped the people of Israel during troubled times?</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
6	<p>p. 217, Linking Past & Present, Delete: "Why do you think Jews of the Diaspora are more reluctant to wear head coverings than Jews in Israel?" This question is not accurate. Because it lacks context, it paints an inaccurate cause and effect relationship. More traditionally observant Jews live in Israel in proportion to the total population; more Reform Jews (who do not usually wear head coverings) live in the diaspora. Change to: "<u>What is the religious purpose for head coverings?</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
7	<p>p. 217, (first paragraph), The Jewish Way of Life, Delete: “Jewish law set out many rules for Jews to follow that affected their daily life. These laws influenced their education, the foods they ate, and even the clothes they wore. The laws emphasized self-control and reminded Jews of their religion. This became important when they no longer had their own king.”</p> <p>The text is significantly remiss in omitting a meaningful exploration of <i>ethical</i> monotheism, Judaism’s key contribution to western thought and values. Jewish ethical teachings established a norm for ethical values that strongly influenced western civilization. Yet, this important element of Judaism is virtually ignored in the textbook. Change to: <u>“Jewish law has rules about education, food, and clothing that emphasize self-control. Most important are the ethical laws, which emphasize how Jews should treat other people. They require Jews to provide for the poor, visit the sick, do good deeds, give to charity, and apply just laws to rich and poor alike.”</u></p>	Approve edit as written.	Confirm Ad Hoc action.
8	<p><i>*(IMAP—Holt #13)</i> p. 218, Family Life, Delete: “Sons were especially valued because they carried on the family name.” This out-of-context opinion is inappropriate.</p>	<p>Publisher disputed the edit, stating that their content was not inaccurate.</p> <p>CRP: The reference to the value of sons should read, “Why were sons valued in ancient Jewish society?” since that is what is being talked about.</p>	Confirm Ad Hoc action.
9	p. 220, The Rule of King Herod, Delete: “He was <u>is</u> known	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>for his cruelty and the additions he made to the Jewish Temple in Jerusalem. Today he is best known as the king who ruled Judaea when Jesus was born. The statement of Herod's cruelty is another instance of unnecessary negative information about Jewish kings. The second sentence belongs in the chapter on Christianity; it is irrelevant to the history of Judaism. Herod's importance to Judaism is his building of the second temple in Jerusalem.</p>		action.
10	<p>p. 221, paragraph 2, Delete: "...and were probably written by Essenes." Change to: "...and were probably <u>preserved</u> by <u>the</u> Essenes." We don't know who wrote the Dead Sea Scrolls.</p>	Replace references to "Essenes" with "Jewish sectarians".	Confirm Ad Hoc action.

Harcourt School Publishers

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
11	<p>Replications of Assessment Sheets: p. 193M: Delete: "Unit 3 Writing Activity Guidelines, Option 2, Assessment program p. 61." This is a writing exercise asking students to compare and contrast Judaism, Christianity and Islam. This exercise should be deleted as it can lead students to make unfavorable/negative comparisons among the religions and thus cause students to criticize their classmates' faith and/or defend their own. The unit is supposed to teach the standards on Judaism and Jewish history, and this assignment detracts from the main</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	ideas to be covered. Students have not yet studied Christianity and Islam and will have no information for this exercise.		
12	p. 200E: Lesson 2, Homework and Practice Book, Add: "King Solomon's Achievements—Possible Response: By building the temple at Jerusalem, King Solomon created a <u>central</u> place of worship for the Israelites." The word "central" is needed because the Israelites had worshipped from the time they had been wandering in the desert.	Approve edit as written.	Confirm Ad Hoc action.
13	<p>p. 200F: Lesson 3, Changes for Israel, Homework and Practice Book p. 61-- Events are presented in column 1, and students are to indicate the outcome of the event in column 2.</p> <p>Event: "The prophet Ahijah predicts that Israel will be punished for ignoring God's law. Not long after Assyria invades and conquers Israel. Outcome: Many Israelites leave their land, and many Assyrians settle in Samaria."</p> <p>Replace this event and outcome. The events surrounding Ahijah's meeting with Jeroboam presumably occur around 922 B.C.E. The Assyrian invasion of Israel takes place in 721 B.C.E.; that is not, as the text states, "soon after." (<i>Tanakh</i>, Jewish Publication Society, 1985) The Jews did not "leave their land; they were forced into exile. There is no cause and effect relationship here, and this implies that the Assyrian conquest can be attributed to Jewish wickedness instead of the Assyrian's superior force. It provides a template to conclude that if the Jews lost their land, they deserved it, and thus reinforces an anti-Semitic perspective.</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
14	<p><i>*(IMAP—Macmillan #28) p. 200F: Homework and Practice book p. 61, Delete: “Answer the questions about Jewish culture--#2, Q: “When the Assyrians invaded, many Israelites left their land. What effect did this have on the Israelite culture? A: When the people scattered, Israelite culture also scattered and became weaker. It meant the end of the Jewish people in the land of Israel.” This is an inaccurate answer. Change to: Q: “When the Assyrians invaded, many Israelites <u>were forced into exile....</u>” A: “When the people scattered, <u>many of them kept their religious and cultural traditions in other lands. Even after being expelled Jewish people have always returned to live in the land of Israel.</u>”</i></p>	Approve edit as written.	Confirm Ad Hoc action.
15	<p>p. 200G: Study Guide, Homework and Practice Book, p. 65, Lesson 3, “According to the Bible, prophets such as Ahijah warned Israel that they must obey God’s word or face punishment. Not long after, Israel was invaded and captured by Assyria, and many Israelites were forced to leave their land.” This is inaccurate. See note above, Lesson 3; Ahijah’s warning was 200 years before the Assyrians invaded Israel, hardly “not long after.” Change to: “<u>Israel was surrounded by powerful enemies who wanted Israel’s land.</u> Israel was invaded and captured by Assyria , and many Israelites were forced to leave their land.” It is inaccurate to imply that the cause of Israel’s defeat by the Assyrians was due to wickedness instead of military vulnerability.</p>	Approve edit as written.	Confirm Ad Hoc action.
16	<p><i>*(IMAP—Glencoe #1, Holt # 28,43) p. 203, Delete: Teacher’s notes, God’s People, Stories from the Old</i></p>	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Testament. This is a Christian book recommended for reading in the Jewish chapter. Since the two religions interpret scriptures differently, Jewish literature should be recommended in this chapter.		action.
17	*(<i>IMAP—Macmillan #24</i>) p.208, Passover, Change, add inserted material and delete as indicated: "Every spring, Jewish people around the world celebrate Passover, a holiday that honors the Exodus. The name Passover comes from the tenth plague. According to the Bible, God allowed the tenth plague to pass over the houses of the Israelites, so it would not affect them. God passed over their houses, sparing their children. After this plague, the pharaoh freed the Israelites. Jewish families hold a special ceremony called the Seder. During this service, families retell the Exodus story, <u>express sorrow for the plagues God sent to the Egyptians, and eat certain foods. such as matzoh, a bread Israelites ate during the Exodus. Jews observe Passover for eight days in memory of the Exodus when their ancestors escaped from Egyptian slavery.</u> " It is essential to clarify that the Passover observance is: more than a meal and not a celebration of the tenth plague; rather, it commemorates the Exodus.	Approve edit as written.	Confirm Ad Hoc action.
18	*(<i>IMAP—Macmillan #24</i>) p. 208, Teacher's notes, Review answers, Delete: " The Exodus began after the tenth plague. " Change to: " <u>The Exodus was the freeing of Jews from slavery in Egypt.</u> " The significance of the Exodus is not the plagues, it is the escape from slavery.	Change as directed but use "the Israelites" instead of "Jews".	Confirm Ad Hoc action.
19	p.211, (2) Add and Change: " <u>Although slavery was legal in</u>	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p><u>the United States until it was outlawed in 1863, now</u> in the United States and other present-day democracies, this would not have-happened. In these nations, the rule of law prevents leaders from taking away a people's freedom. The rule of law is a basic principle of democracy. It says that all citizens of a nation, including leaders, must act according to the law. No leader can take away freedoms that are guaranteed by written laws, such as those in the United States Constitution." In the context of a discussion of slavery and the rule of law, it is inaccurate to read that in the United States this would not happen when we know it did happen. Therefore if the subject is to be discussed in these terms, an acknowledgement such as the insertion above is needed.</p>		action.
20	<p>p. 215, A Closer Look, "Why might Solomon have built only one temple?" Teacher's notes, caption answer, Delete: "Possible response: Building more than one temple may have been too costly." Change to: "<u>Solomon built one temple as the center of worship for the one God.</u>" The answer given indicates a lack of understanding of monotheism.</p>	Approve edit as written.	Confirm Ad Hoc action.
21	<p>p. 215 Teacher's notes, Delete: "Make it Relevant, Building Projects: "California hires builders; Both paid for with taxes; Kingdom of Solomon built with forced labor" This is an inappropriate comparison that places modern standards on the ancient kingdom of Israel.</p>	Approve edit as written.	Confirm Ad Hoc action.
22	<p>p. 217, (10) Change: "Samuel had warned that the Israelites would suffer for having a king. The Israelites faced high taxes, forced <u>drafted</u> labor, and a king who seemed not to</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	care about them.”		
23	p. 218, Delete: The illustration that claims to show workers building Solomon's temple. The columns, with several statues on each one, are nothing like the decorations on Solomon's temple. See pages 213-214 of the text, which looks more like Solomon's temple.	Select a more accurate illustration.	Confirm Ad Hoc action.
24	p. 220, Teacher's notes, Introduce, What to Know—Add: “Remind students that religion, rulers, and conflicts with neighboring peoples were part of the history of <u>all the peoples during this time, including</u> the Israelites.” Add the inserted clause so as to not give the inaccurate impression that the Israelites were unique in having these experiences.	Approve edit as written.	Confirm Ad Hoc action.
25	* (IMAP—Ballard & Tighe General Comment, Holt #9) p. 221, Israel and Judah, Delete: “Place, Kingdom of Israel, in Canaan .” It is not accurate to identify the place as Canaan at this point in history; the name was Israel as the text correctly illustrates.	Approve edit as written.	Confirm Ad Hoc action.
26	p. 222-223, Israel Falls to the Assyrians—Comment—The material on these pages is not consistent with the California standards; furthermore, it focuses on the prediction of the prophet Ahijah that Israel's defeat by the Assyrians is a punishment caused by their bad behavior. This is inaccurate, in addition to being irrelevant to the California standards. The events surrounding Ahijah's meeting with Jeroboam presumably occur sometime around 922 B.C.E. The Assyrian invasion of Israel (and later Judah) takes place in 721 B.C.E. (<i>Tanakh</i> , Jewish Publication Society, 1985) To	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>collapse the 200 year period in order to take a quotation from the <i>Tanakh</i> to prove that Ahijah's prophecy foretold the Assyrian conquest is inaccurate. This gratuitous material that paints Jews as wicked people who deserve to be punished is not suitable for a public school text book. It brings in a very negative perspective of Jews that can promote anti-Semitism in the classroom and is in violation of adoption criteria #10 that requires neutrality among the religions.</p> <p>p. 222, Israel Falls to the Assyrians, Delete: paragraphs 1, 2, and the first sentence in 3, the material about the prophet Ahijah. Begin the section with: "Not far from Israel lay the growing Assyrian Empire. The Assyrians were fierce warriors..." Enlarge the illustration on p. 222 to fill the space of the deleted paragraphs.</p> <p>p. 222, Teacher's notes, Delete: 3, Primary Source: Quotation, Ahijah's prophecy and the question following it.</p> <p>p. 222, Teacher's notes, Delete: Background, Ahijah</p>		
27	<p><i>(IMAP—Macmillan #28)</i> p. 223, paragraph 3, Delete: "The Assyrian invasion meant the end of the Jewish people in the land of Israel. The Israelites forced from Canaan were never heard from again. They became known as the ten lost tribes of Israel." The information in the text is incorrect. The Samaritans are Israelites, as paragraph 2 explains. Several of the "lost tribes" continued to practice Judaism, and many of them have returned to Israel in modern times. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage. Change to: "The</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<u>Israelites who were forced to move lost contact with those who remained in Israel and Judah. Many of these 'ten lost tribes of Israel' continued to practice Judaism in their new lands."</u>		
28	p. 223, Teacher's notes, Delete: "Geography, Samaria: "Tell students that today Samaria is a town in central Palestine, in the West Bank territory under Israeli administration. " The correct term is <u>Palestinian territory</u> because there is no peace agreement and no Palestinian state. Delete the sentence since the situation may change during the time this text is in use. The map sufficiently shows the location.	Approve edit as written.	Confirm Ad Hoc action.
29	* (IMAP—Macmillan #28) p. 224, Summary, Delete: "The Assyrians sent away many of the Israelites who disappeared from history. " Change to: "The Assyrians sent away many of the Israelites who <u>became known as the ten lost tribes of Israel.</u> "	Approve edit as written.	Confirm Ad Hoc action.
30	p. 224, Review, #2, Delete: " Write a description of a prophet. " The word prophet must be moved to Chapter 7 because Ahijah must be removed from the text.	Approve edit as written.	Confirm Ad Hoc action.
31	* (IMAP—Macmillan #28) p. 224, Review, #3, Delete: " Why did Israelite culture disappear from the land that was once the Kingdom of Israel?" Change to: " <u>What effect did the Assyrian conquest have on the Kingdom of Israel?</u> " The suggested answer is the same.	Approve edit as written.	Confirm Ad Hoc action.
32	* (IMAP—Holt #26) p. 226, Teacher's notes, Why it Matters, Capitalize God: "...consequence of Abraham's deciding to	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	worship one <u>God</u> . Many people today still worship one <u>God</u> ."		
33	*(<i>IMAP—Holt #26</i>) p. 228, Use Vocabulary, Capitalize "...the concept of one <u>God</u> . (p. 205)" <u>God</u> is capitalized on page 205 and should be capitalized here for consistency.	Approve edit as written.	Confirm Ad Hoc action.
34	<p>*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p.230B, Defeat and New Beginnings, Objectives, Delete: "Describe the location of the Jewish people in lands outside Canaan." In the time period covered by this chapter, the land was called Judah. Change to: "...in lands outside <u>Judah</u>."</p> <p>*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, Delete: "The Jews were able to reclaim Canaan." See above. Change to: "<u>Judah</u>."</p> <p>*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 230E, Lesson 1, p. 67, Defeat and New Beginnings, Delete: "Many Jews were scattered beyond Canaan." Change to: "<u>Judah</u>."</p>	Approve edit as written.	Confirm Ad Hoc action.
35	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 230E, Skill Practice, p. 69, #1, Delete: "Judaism is practiced in a part of southwestern Asia and in parts of eastern Europe." The answer is inaccurate. The map shows Jewish populations in England and France as well as in Eastern Europe.	Approve edit as written.	Confirm Ad Hoc action.
36	p. 230E, Skill Practice, p. 69, #5, Delete: "The Jewish Diaspora began after the Babylonian Exile. Using the map,	Make edit as directed and adjust map to be more historically	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>what conclusion can you draw about where the Jewish people settled? Possible response: Since there are significant Jewish populations in Eastern Europe, it is possible that the Diaspora caused Jews to move north to settle there. That is a logical conclusion from the map, but it is an inaccurate conclusion, because one cannot draw a conclusion that where Jews live 2500 years after the Babylonian Exile is where they went directly. In fact, the Jews moved north, west, and east, living throughout the Roman world, remaining in Babylon, and moving to Persia and Turkey, as well as to North Africa and Western Europe. The concentration in Eastern Europe came much later. The map does not show that Jews were driven out of Arab lands within the past half century, thus making most of the present day Arab countries devoid of Jews. The map shows Jews in Egypt, but in fact there are almost no Jews there today, except for Israeli diplomats and businesspersons. This question is very misleading about the history of the Jewish Diaspora. Change to: "...Using the map, what conclusion can you draw about where the Jewish people <u>live in parts of Europe, Africa, and Asia today?</u>" Possible response: "<u>Today, Jews live in Israel, Egypt, Turkey, and eastern and western Europe.</u>" (The answer will be incorrect regarding Egypt, but that is what the map shows.)</p>	accurate.	action.
37	<p><i>*(IMAP—Ballard & Tighe General Comment, Holt #9) p. 230F, Study Guide, Lesson 1, p. 72, 3rd paragraph, Delete: "...Cyrus allowed the Jews to reclaim the land of Canaan. However, the Jewish Diaspora continued, with many Jews remaining scattered outside of Canaan." See above.</i></p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Change to: " <u>Judah</u> " in both sentences.		
38	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 230H, Chapter Test, p. 51, #2 D, Delete: "They were moved to Canaan ." See above. Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
39	p. 230H, Chapter Test, p. 53, #13, Delete: "rabbi who founded a school for Jewish learning south of Jerusalem Yavneh is west of Jerusalem. Change to: "... <u>in Yavneh</u> ."	Approve edit as written.	Confirm Ad Hoc action.
40	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 230H, Chapter Test, p. 53, #16, Delete: "Possible response: ...Even though Jews were later permitted to return to Canaan" See above. Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
41	*(<i>IMAP—Macmillan #14</i>) p. 231, picture caption, Delete: " Jerusalem's Western—or Wailing—Wall with the Dome of the Rock in the background " Jews do not use the term "Wailing Wall." The picture should be replaced with the photograph of the Western Wall on page 252, which does not include the Dome of the Rock in the background.	Approve edit as written.	Confirm Ad Hoc action.
42	p. 231, Delete this photo. Replace it with: <u>the photograph of the Western Wall on page 252 that shows Jews praying</u> . It is unacceptable that the photo shows the Western Wall at a time when only two Jews are at prayer, rather than when crowds of Jews are at prayer.	Approve edit as written.	Confirm Ad Hoc action.
43	p. 231, Teacher's notes, Photograph, Delete: " The Dome of the Rock is an Islamic temple built in A.D. 684. It is located on the site of the Temple Mount, which is holy to the Jewish people. " The photo from page 253, which should replace	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	this photo with only two Jews, does not include the Dome of the Rock, which is unrelated to Jewish history. Change to: <u>"The site of the Temple is the most holy place in the world to Jews."</u>		
44	<p>p. 231, Teacher's notes, Delete: "Make It Relevant, In your Community: Discuss with students the roles of the Jewish, Christian, and Muslim religions in your community. Have students tell what they know about each of the represented religions. Challenge them to write questions about each religion that they would like answered, and then add these questions to their preview and question table." Students should not be asked to share information about religions in this way. Further, this exercise leads students away from the main subject, the study of the development of Judaism and Jewish culture. This is not the place to emphasize Christianity, which will be thoroughly covered in later chapters, or Islam, which will be covered thoroughly in seventh grade. Focus should be on learning California standards material that students should know about Judaism and Jewish history. A lot of information about Islam is inappropriately inserted into this chapter, exercises, and on the test.</p> <p>-p. 234, Lesson 1 and Teacher's notes, Vocabulary, Add: <u>"prophet (p. 236)"</u> The definition of prophet has now been moved to Jeremiah, p. 236.</p>	Approve edit as written.	Confirm Ad Hoc action.
45	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 234, Teacher's notes, Objectives, Delete: "Describe the location of Jewish people in lands outside Canaan ." The chapter	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	uses Judah: timeline, Places, student text. Change to: " <u>Judah.</u> "		
46	p. 235, last 2 paragraphs, Delete: "The prophet Jeremiah told the exiles that they had not kept their promise to worship God alone. Jeremiah said that the exile was God's punishment for their worship of other gods. In Babylon, Jeremiah gave hope to the people, saying God would reward them if they changed their ways. According to the Hebrew Bible, Jeremiah repeated these words from God: 'When you call Me, and come and pray to Me, I will give heed [pay attention] to you...and I will restore your fortunes...and I will bring you back to the place from which I have exiled you.'*** This is a dangerous cause and effect attribution and totally inappropriate for a public school text because it is the kind of accusation that has been used to justify anti-Semitism through the ages. This problem is very significant because it is a major issue in the student text, the teacher's notes, and the homework and assessment pages.	Approve edit as written.	Confirm Ad Hoc action.
47	p. 235, Teacher's note, Delete: "Historical Interpretation: Read aloud the words spoken by Jeremiah as quoted in the Bible. Have students hypothesize about the long-term effects such a message might have had on the Judaeans." Of all the Biblical passages that could be chosen to show the beliefs, ethics, and accomplishments of Judaism, this is a poor one to emphasize. Students could only conclude that God punished the Jews for their evil ways. This is a theological interpretation that has historically been used to promote anti-Semitism; it has no place in a public school	Explain that this is not an historical explanation for the exile, but a theological explanation.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	text.		
48	p. 236, first sentence, Add: " <u>The prophet</u> Jeremiah introduced new ideas to the exiles. <u>Prophets are people who are believed to receive messages from God.</u> " Since the earlier material introducing the word <i>prophet</i> is deleted, the definition should be given here.	Approve edit as written.	Confirm Ad Hoc action.
49	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 236, paragraph 1, Delete: "...one day the exiles would return to Judah in Canaan ." The land at this point was Judah, not Canaan.	Approve edit as written.	Confirm Ad Hoc action.
50	p. 236, Teacher's notes, Delete: " Historical Interpretation: Ask students to share what they know about synagogues and rabbis. Then help them make a connection from the present to this early time in Jewish history. " This kind of assignment invites problems; students are asked to share misinformation and possibly anti-Semitic attitudes. Change to: " <u>Historical Interpretation: What change in Jewish worship came about because of Jeremiah's advice?</u> "	Approve edit as written.	Confirm Ad Hoc action.
51	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 237, The Jewish Diaspora, Delete: "...others longed to return to Jerusalem in Canaan ." Jerusalem was in Judah.	Approve edit as written.	Confirm Ad Hoc action.
52	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 237, The Jewish Diaspora, Delete: "Cyrus allowed the Jews to reclaim Canaan and rebuild the Temple....but not all Jews moved back to Canaan ." Change to: " <u>Judah</u> " in both places.	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
53	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 237, Teacher's notes, Content Focus, Delete: "...some Jews returned to Canaan ." Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
54	*(<i>IMAP—Macmillan #14</i>) p. 237, Teacher's notes, Link Culture with Civics and Government, Delete: "...today, many Jews living in or visiting Israel pray at the Wailing Wall, or Western Wall... " According to Joseph Telushkin, <i>Jewish Literacy</i> (p. 312), "The prayers at the <i>Kotel</i> [Western Wall] were so heartfelt that gentiles began calling the site the 'Wailing Wall.' This undignified name never won a wide following among traditional Jews; the term 'Wailing Wall' is not used in Hebrew."	Approve edit as written.	Confirm Ad Hoc action.
55	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 238, paragraph 1, Delete: "Jewish cultural life in Canaan suffered during the Babylonian Exile. However, as exiles returned to Canaan" Change to: " <u>Judah</u> " in both places.	Approve edit as written.	Confirm Ad Hoc action.
56	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 239, Summary, Delete: "King Cyrus allowed Jews to return to Canaan" Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
57	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, Delete: "The Jews were able to reclaim Canaan ." See above. Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
58	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 239, Homework and Practice, p. 67, Defeat and New Beginnings, Delete: "Many Jews were scattered beyond Canaan ."	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Change to: " <u>Judah</u> ."		
59	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 239, Review, #3, Delete: "...the Jews to return to Canaan from exile?" Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
60	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 239, Review, #4, Delete: "...after Cyrus let them return to Canaan? " Change to: " <u>Judah</u> ."	Approve edit as written.	Confirm Ad Hoc action.
61	p. 240, Picture of Jerusalem: Delete: this photo. This is chapter on Judaism, but this text has used a picture without Jews, showing Jerusalem with Arabs only. The lesson is about languages. Replace with: <u>a picture of Israeli children in school with Hebrew writing on the wall, or freeway signs in Hebrew and English pointing to Jerusalem.</u>	Replace with a more appropriate photo.	Confirm Ad Hoc action.
62	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) pp. 242-243, Delete: "Hebrew Religious Artifacts" It is inappropriate to use the term <i>Hebrew</i> that was used 3000 years ago, rather than the term used when the artifacts were made. Change to: " <u>Jewish</u> Religious Artifacts."	Approve edit as written.	Confirm Ad Hoc action.
63	p. 245, picture caption, Delete: "...shows fighting between the Jews and Romans ..." The Maccabees fought the Greeks. Change to: " <u>Greeks</u> ."	Approve edit as written.	Confirm Ad Hoc action.
64	p. 245, last paragraph: Delete: "The Romans crushed the revolt and sent nearly all the Jews of Judaea into exile. " This is inaccurate. The Bar Kokhba revolt led to the Romans exiling the Jews from Jerusalem, not from Judaea. More than half the Jewish population was killed in the revolt,	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>and tens of thousands were sold into slavery. The Jews who did not revolt, mainly from the Galilee, were not exiled. After several years, Jews were allowed to return to Jerusalem. (Joseph Telushkin, <i>Jewish Literacy</i>, pp. 145-146). Change to: "The Romans <u>brutally</u> crushed the revolt and sent nearly all the Jews of <u>Jerusalem into exile from their homeland.</u>"</p>		
65	<p><i>(IMAP—Glencoe #1, Holt # 28,43)</i> p. 246, Teacher's notes, Culture, Delete: "I know that the Bible contains stories from the Hebrew Bible, such as the story of Noah and the flood." In addition to using "story" twice, this sentence refers to the Christian Bible inappropriately in the chapter on Judaism. Change to: "I know that the <u>Hebrew Bible contains familiar stories such as Noah and the flood.</u>"</p>	Make change but use "Hebrew scriptures".	Confirm Ad Hoc action.
66	<p><i>(IMAP—Holt #15)</i> p. 247, first paragraph, Delete: "The Jewish people observe many holidays and traditions. Two of the most important Jewish holidays are...." The word <i>observe</i> is correct here. <i>Holidays</i> gives the impression of frivolous celebration, whereas Jewish holy days are serious times of religious reflection. Change to: "The Jewish people observe many <u>holy days</u> and traditions. Two of the most important Jewish <u>holy days</u> are...."</p>	Approve edit as written.	Confirm Ad Hoc action.
67	<p><i>(IMAP—Holt #45)</i> p. 247, paragraph 1, Delete: "Rosh Hashanah is the first day of the Jewish New Year and the beginning of the ten High Holy Days." There are not ten High Holy Days. Change to: "Rosh Hashanah is the first day of the Jewish New Year, the beginning of the High Holy Days."</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
68	* (IMAP—Macmillan #33) p. 247, next to last paragraph, Change: "He taught many of the ideas of Judaism, such as belief in God, and the importance of the Ten Commandments, and love of God and of your neighbor. -In addition, Jesus taught new religious ideas like <u>love your enemies.</u> " This text fails to recognize that concepts of love of God and love your neighbor are Jewish ideals. A different idea Jesus introduced was to love your enemies.	Approve edit as written.	Confirm Ad Hoc action.
69	p. 247, Primary Sources, The Talmud, Delete: "...this copy of theTalmud, a bœœk that describes..." For accuracy, Change to: "...this copy of theTalmud, a <u>Jewish legal code</u> that describes..."	Approve edit as written.	Confirm Ad Hoc action.
70	p. 248, first paragraph, Delete: " The life of Muhammad and the message of Islam are presented in the Qur'an, the holy book of Islam. " This is unnecessary information, and the information about Christianity and Islam should be balanced. Since comparable information about Christianity is not included here, this information should be deleted.	Approve edit as written.	Confirm Ad Hoc action.
71	p. 248, Review, #2, Delete: " Write a paragraph comparing Judaism, Islam, and Christianity. " Students do not have information to do this assignment and should not be asked to compare religions. Change to: " <u>Write a paragraph explaining how Judaism influenced Christianity and Islam.</u> " The religions should be listed in chronological order: Judaism, Christianity, Islam.	Approve edit as written.	Confirm Ad Hoc action.
72	* (IMAP—Ballard & Tighe General Comment) p. 248, Teacher's notes, Review answers, #6, Delete: "It tells the	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	history of the Jewish people to 300 B.C. and contains many traditional stories and teachings of Judaism.” Change to: “...and contains many traditional <u>poems, proverbs,</u> and teachings of Judaism.”		
73	*(<i>IMAP—Holt #12</i>) p. 248, Teacher’s notes, Review answers, #7, Delete: “Make a list of the traditions and holidays of Judaism.” See above. Change to: “...traditions and <u>holy days</u> ...”	Approve edit as written.	Confirm Ad Hoc action.
74	p. 248, Teacher’s notes, Review answers, #8, Add: “ <u>Christianity and Islam adopted the Jewish belief in one God.</u> ” This is the most important point and should be the first listed.	Approve edit as written.	Confirm Ad Hoc action.
75	p. 250, Teacher’s notes, Write a Research Report, Delete: “Students should use chapter details to help them formulate questions of one person in the chapter , such as Cyrus, Jesus, or Muhammad. ” This is the chapter on The Origins of Judaism. This direction tells students to write about the non-Jewish people mentioned in the chapter and ignores all of the Jews. This is an inappropriate assignment for the chapter on Judaism. Change to: “...one person <u>important to Jewish history</u> , such as <u>Ezra, Ruth, Hillel, or Johanan Ben Zakkai.</u> ”	Approve edit as written.	Confirm Ad Hoc action.
76	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 250, Teacher’s notes, Homework and practice, p. 72, 3 rd paragraph, Delete: “...Cyrus allowed the Jews to reclaim the land of Canaan . However, the Jewish Diaspora continued, with many Jews remaining scattered outside of Canaan. ”	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	See above. Change to: " <u>Judah</u> " in both sentences.		
77	p. 251, Use Vocabulary, #4 Delete: " Christianity, Islam " Since this is the chapter on Judaism, the review should emphasize ideas about Judaism, not focus on two other religions that will be studied in their own time. Asking students to show the relationship between Christianity and Islam is an inappropriate exercise for the chapter on Judaism and is unrelated to the standards on Judaism.	Approve edit as written.	Confirm Ad Hoc action.
78	p. 251, Use a Cultural Map, Delete this exercise, which has nothing to do with Judaism, Jewish history, or the California standards. This belongs in a chapter on Islam, since it is focused on languages spoken by Muslims, not by Jews.	Approve edit as written.	Confirm Ad Hoc action.
79	p. 252, Jerusalem, Get Ready, paragraph 2, Delete: "Today the city of Jerusalem, known in Arabic as Al-Quds and in Hebrew as Yesuralayim,... " Add and Change: " <u>Today the city of Jerusalem is the capital of Israel. Known in Hebrew as Yerushalayim and in Arabic as Al-Quds, it is considered holy by the Jewish, Christian, and Islamic religions.</u> " Since this is the chapter on Judaism, place the Hebrew pronunciation first, and point out the Jerusalem is the capital of Israel, the Jewish state.	Approve edit as written.	Confirm Ad Hoc action.
80	*(<i>IMAP—Macmillan #14</i>) p. 252, Jerusalem, What to See, Delete: "The Western— or Wailing— Wall..." This photo should be used to replace the photo on p. 231, which shows only two Jews praying and is dominated by the Muslim mosque.	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
81	<p>p. 252, Teacher's notes, Background, Jerusalem: The history recounted here is selective to make the Israelis look like conquerors. Delete: "During the Arab-Israeli War of 1967, the Israelis captured the Old City of Jerusalem. Many Arabs moved from the Old City after the war. The Israeli government promised to allow people of all religious faiths access to holy sites." Change to: "<u>From the time Israel declared independence in 1948 until 1967, the Western Wall was controlled by Jordan, and Jews were forbidden to pray there. Since Israel gained control of Jerusalem in the Arab-Israeli War of 1967, the Israeli government has allowed</u> people of all religious faiths access to holy sites." This is a more accurate statement.</p>	Approve edit as written.	Confirm Ad Hoc action.
82	<p>p. 253, photo caption, Hurva Arch, Delete: "The Hurva Arch (background) stands at the site of a synagogue that was destroyed in 1948. For accuracy, Change to: "The Hurva Arch (background) stands at the site of a synagogue <u>destroyed by Arab armies in 1948.</u>"</p>	Approve edit as written.	Defer to the original text.
83	<p>p. 253, photo caption, the Dome of the Rock, Add: "<u>It is built upon the Temple Mount, the holiest site of Judaism.</u>" This is a more accurate explanation.</p>	Approve edit as written.	Confirm Ad Hoc action.
84	<p>p. 254, Summary, Add: "...Abraham lived in Mesopotamia in the 1900s <u>B.C.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
85	<p>p. 254, Main Ideas and Vocabulary, #4, Delete: "What is Islam? A. a prophet, B. a religion, C. a law, D. a country" This is not a main idea from the chapter on Judaism. There is a strong emphasis on Islam in the chapter exercises, but</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	the chapter is supposed to teach students about Judaism and Jewish history. Change to: " <u>What is the Jewish escape from slavery in Egypt to freedom in the Promised Land called? A. the Diaspora, B. the Exodus, C. Yom Kippur, D. Hanukkah</u> "		
86	*(<i>IMAP—Holt #26</i>) 254, Teacher's notes, Recall Facts, #5 Capitalize: "...the belief in one gød " Change to: "...the belief in one <u>God</u> "	Approve edit as written.	Confirm Ad Hoc action.
87	*(<i>IMAP—Macmillan #24</i>) p. 255, Recall Facts, #7, Delete: " Why did the pharaoh allow the Hebrews to leave Egypt? " This question misses the important facts that should be learned in this chapter. Change to: " <u>What did Moses accomplish?</u> "	Approve edit as written.	Confirm Ad Hoc action.
88	*(<i>IMAP—Macmillan #24</i>) p. 254, Teacher's notes, Recall Facts, #6, Delete: " He set them free after the tenth plague. In this plague God had killed all Egyptian firstborn sons, including the pharaoh's. " Change to: " <u>Moses led the people from slavery in Egypt to freedom in the Promised Land and received the Ten Commandments from God.</u> "	Approve edit as written.	Confirm Ad Hoc action.
89	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) p. 255, Recall Facts, #13, Delete: " Who allowed the Jews to reclaim Canaan...? " Change to: " <u>Judah</u> "	Approve edit as written.	Confirm Ad Hoc action.
90	p. 255, Teacher's notes, Apply Skills, #20, Delete: " ...it is close to where the Second Temple once stood. " Change to: " <u>...it is all that remains of the ancient Temple complex.</u> "	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
91	<p>p. 256, Unit Writing Activity, Write an Expository Paragraph, Delete: "Write an expository paragraph explaining how Judaism, Christianity, and Islam are related. Also tell one important belief that all three religions share." Like several assignments in this chapter, the focus is not on Judaism, but rather on other religions. Change to: "<u>Write an Expository Paragraph explaining how Judaism survived despite exile of many Jews from the land of Israel and the destruction of the Temple in Jerusalem.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
92	<p>p. 256, Teacher's notes, Unit Writing Activity, Write an Expository Paragraph, Delete: "...they review information in their textbook about how Judaism, Christianity, and Islam are related."</p> <p>Change to: "<u>...they review information in their textbook about how Jewish leaders such as Jeremiah and Johanan Ben Zakkai developed new ways to worship and to study Judaism.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
93	<p><i>*(IMAP—Macmillan #14)</i> p. 256S2, Summative Test, #35, Delete: "The structure is also called the Wailing Wall." The term "Wailing Wall" is not used by Jews. See note above, p. 237.</p>	Approve edit as written.	Confirm Ad Hoc action.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
94	<p>(IMAP—Holt #6) p. 226: We strongly disagree with removing <u>Judaism</u> on p. 226 and using “their religion” [Hebrews]. This is a discussion of the Hebrew Bible’s contents, and Judaism is the religion. <u>Judaism</u> as a key term should be retained here.</p>	<p>Judaism is a key term and should be explained; that does not have anything to do with this IMAP correction which is accurate.</p>	<p>Confirm Ad Hoc action.</p>
95	<p><i>*(IMAP—Holt #16) p. 229, King David, Delete: “...David defeated the Philistines and fought and won wars against many other peoples of Canaan. Among the lands David captured was the city of Jerusalem, which became Israel’s new capital.” Change to: “<u>David was admired for his military skills and as a poet; many of the Psalms are attributed to him. He established the capital of Israel in Jerusalem.</u>” Attribution of authorship of many of the Psalms should not be ignored. Jerusalem was the only capital; “new” suggests a former capital.</i></p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>
96	<p>p. 230, “Independence and Conquest, paragraph 2, Delete: “The Jews made many great advances under the Romans. Jewish leaders added to the Second Temple. Teachers such as Yohanan ben Zaccai clarified some Jewish teachings to help people better understand their religion. Yohanan built a school near Jerusalem to teach about Judaism.</p> <p style="padding-left: 40px;">“In spite of the advances they made, many Jews weren’t happy with Roman rule. They called on their people to rebel against the Romans.”</p> <p style="padding-left: 40px;">This paragraph presents an overly benign picture of Roman occupation. Joseph Telushkin, <i>Jewish Literacy</i>, pp.</p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>133-136, provides a more accurate description of life under the Romans:</p> <p>Change to: <u>“Although Jewish leaders added to the Second Temple under Roman rule, life was difficult. Heavy taxes burdened the people. The Romans were brutal masters who had no respect for the Jewish religion and way of life.</u></p> <p><u>Some rulers tried to force the Jews to worship the Roman Emperor. The Roman rulers even appointed the high priests, the leaders of the Temple. This was more than the Jews could bear. They called on their people to rebel against the Romans.”</u></p> <p>The discussion of Yohanan ben Zaccai does not belong in this period; it belongs with the discussion of the destruction of the second Temple in 70 A.D. on pp. 240-241. The passage in the text fails to recognize the real contribution of Yohanan ben Zaccai who, according to Robert Seltzer, articulated a “rabbinic blueprint for Jewish survival.” (<i>Jewish People, Jewish Thought</i>, p.245.)</p>		
97	<p>p. 232, Delete: “If YOU Were There, You live in a culture in which many people own slaves. Some people in your town treat their slaves very badly. But you have been taught to be fair and kind to everyone, including slaves. One day, you tell one of your neighbors he should be kinder to his slaves. He asks you why you feel that way. How will you explain your belief in kindness”?</p> <p>The purpose of this may be to help students develop sensitivity to cultural values other than their own. However, in 21st century America, an activity that requires students to</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>accept the institution of slavery and argue only about what form of slavery is all right—whether it should be kind or unkind treatment of slaves—is highly inappropriate! Students should not be taught about cultural sensitivity in a context that assumes acceptance of behavior—slavery—that is inconsistent with America's values and odious to most Americans.</p>		
98	<p>p. 241-242, Information about Yohanan ben Zaccai should be moved to pp. 241-242.</p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>
99	<p>p. 241, Teacher's notes, Main Idea, Delete: "Identify: Who were the Zealots? A group of Jews who refused to obey Roman officials and led their fellow Jews in revolt." The Zealots are not in the California standards, and the contribution of Yohanan ben Zaccai is in the standards and is more important. Change to: "<u>Identify: Who was Yohanan ben Zaccai? A Jewish teacher who established a school at Yavneh.</u>"</p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>
100	<p>(IMAP—Holt #20) p. 243, Removes "mazel tov" as a Yiddish word because it is Hebrew. "Mazel tov" is both Hebrew and Yiddish; it should not be removed from the list.</p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>
101	<p>p. 247, Teacher's notes, Answers, Change to: #2. "Moses led the Hebrews out of <u>slavery in</u> Egypt in the Exodus." #7. "The Jewish holiday Passover commemorates the <u>freeing of the Hebrews from slavery and their</u> journey out of Egypt in the Exodus." The significant event commemorated</p>	<p>Approve edit as written.</p>	<p>Confirm Ad Hoc action.</p>

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	by Passover and remembered as the Exodus is that the Jewish people were freed from <i>slavery</i> , not merely that they were in Egypt.		
102	p. 379, Key Terms and People, Section 2, Delete: "Saint Paul." This is a religious term. Change to: " <u>Paul</u> ."	Approve edit as written.	Confirm Ad Hoc action.
103	(IMAP—Holt #33). p. 391, The Parable of the Good Samaritan, About the Reading: The IMAP suggests a change but still emphasizes that Jews considered themselves of a higher status than Samaritans. This misconstrues the difference, which was religious, not class. Both the original and the IMAP change emphasize bad qualities of Jews rather than the point of the parable: Who is your neighbor? The offensive reference to Jews should be removed not reworded. This interpretation of the parable has been used historically to promote anti-Semitism and has no place in a public school textbook. Delete: "The Samaritans were a group who lived in what is now northern Israel. Many Jews looked down on Samaritans and refused to associate with them. " Since Jesus and all of his audience were Jews, focusing on, " Many Jews looked down on Samaritans and refused to associate with them " is an unnecessary inclusion. Change to: "The Samaritans were a <u>minority</u> group who lived in what is now northern Israel."	References to Jews looking down on Samaritans should be edited out.	Confirm Ad Hoc action.
104	*(IMAP—Ballard & Tighe General Comment) p. R40, Gazetteer, Delete: "Judah one of the two kingdoms created when Jerusalem was divided; the Hebrews in Judah came to be called Jews (p. 230)." The kingdom of Israel was divided,	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	not the city of Jerusalem.		
105	*(<i>IMAP—Holt #16</i>) p. R49, Biographical Dictionary, Delete: "David, (c. 1000 B.C.) King of Israel, he defeated the Philistines and moved the capital to Jerusalem after capturing that city. (p. 229) The capital was not somewhere else and then moved to Jerusalem.	"Established" is more historically accurate than "moved".	Confirm Ad Hoc action.
106	*(<i>IMAP—Ballard & Tighe General Comment, Holt #9</i>) R 56, Diaspora, Delete: " the scattering of the Jews outside of Canaan after the Babylonian Captivity (p.230) " Change to: " <u>the places where Jews lived after they were expelled from their homeland, Judah.</u> " The land was <u>Judah</u> at that time.	Change is not exactly correct, diaspora is not "the place", retain "scattering" but change Canaan to Judah.	Confirm Ad Hoc action.
107	Grade 7, *(<i>IMAP—Glencoe #1, Holt # 28,43</i>) p. 60, Three Religions: The picture contains a Torah Scroll, a Christian Bible, and a Qur'an. Change to: "The Toraħ , <u>Hebrew Bible</u> , <u>the</u> holy book of Judaism The <u>Christian Bible</u> , <u>the</u> holy book of Christianity The Qur'an, <u>the</u> holy book of Islam" Contact: The Jewish holy book comparable to the Christian Bible and the Qur'an is the Hebrew Bible. The Torah scroll contains the first five books of the Hebrew Bible. This implies that the Bible is the holy book of Christianity only, but Jews also call their holy book the Bible.	Make edit, but need to clarify that the Torah is not the entire Hebrew Scriptures.	Revise passage to read, "The Torah, part of the Hebrew Bible, the holy book of Judaism. The Christian Bible, the holy book of Christianity. The Qur'an, the holy book of Islam."

**Houghton Mifflin
McDougal Littell**

These two publishers share identical sixth grade texts.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
108	p. 326: paragraph 2, Delete: "According to the Torah, during troubled times the Hebrews held to their belief that they were God's chosen people. " The phrase "chosen people" is misunderstood and often used to denigrate Jews. Change to: "According to the Torah, during troubled times the Hebrews held to their belief <u>in God.</u> "	For greater historical accuracy it would be good to explain that every nation/people at that time was "chosen" by its deity, with whom it had a specific covenant.	Confirm Ad Hoc action.
109	p. 326: Language Arts: Profile Abraham, Delete: "Have students use library resources and the internet to research and report on the life of Abraham. Tell students to include information about other religions (such as Islam) in which Abraham plays is honored. Invite volunteers to give oral reports on their research." This is the chapter on Judaism. Islam will be thoroughly covered in the seventh grade standards. This assignment takes the focus from the main topic (Judaism) to introduce a religion (Islam) out of the ancient world time frame, a religion that will be amply covered in seventh grade.	Approve edit as written.	Confirm Ad Hoc action.
110	*(<i>IMAP—McDougal Littell #16</i>) p. 327: Primary Source: The Ten Commandments: As the footnote states, "Jews and some Christians word the commandments in ways slightly different from this version." Chapter 10: The Hebrew Kingdoms is the chapter about Judaism. Yet the primary source material, the Ten Commandments, is taken from a	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>Christian Bible, not from the Hebrew Scriptures. The Ten Commandments Christian version in this text differs in meaning from the Jewish version. "<u>Do not murder</u>," the Jewish commandment is not the same as the commandment quoted here, "Thou shalt not kill." The Jewish version was used in the 1999 version of <i>A Message of Ancient Days</i> (Houghton Mifflin). Use the Jewish version in the chapter on Judaism.</p>		
111	<p><i>*(IMAP—McDougal Littell #16) p. 327: Interpreting Primary Sources, Delete: "Describe the behavior of a person who follows the commandments. (The person would believe in one God, not worship other gods, and go to church on the Sabbath. The person would not swear, kill, be immodest, steal, lie, or be greedy.)"</i> Here again is a Christian interpretation in the Jewish chapter (church; kill). Change to: "<i>The person would believe in one God, not worship other gods, and <u>keep the Sabbath as a day of rest and worship</u>. The person would not swear, <u>murder</u>, be immodest, steal, lie, or be greedy."</i></p>	Approve edit as written.	Confirm Ad Hoc action.
112	<p>p. 334: Mezuzah, "Traditionally, some Jews keep. . . ." Delete <u>some</u>.</p>	Make edit; should also include the Biblical references for the practice, Deut 6:9 and 11:20.	Confirm Ad Hoc action.
113	<p>p. 337: Israel and Judah, Delete: "When Solomon's son became king, the northern tribes refused to pledge their loyalty until he agreed to lighten their taxes and end forced labor on building projects." Change to: "...to lighten their taxes and end <u>their</u> labor on building projects."</p>	<p>1) Material is accurate, though again it should be pointed out that this was standard practice at the time. 2) The text should clarify that the reason for the defeat of the</p>	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>1)"Forced labor," should not be the main idea of this page. The labor discussed is more similar to conscription in the military or the CCC of the Roosevelt era than to slavery, as "forced labor" implies. This point is not in the standards, which are focused on the central ideas, development, and survival of Judaism.</p> <p>2) The assumption that if the Jews were not so quarrelsome and could get along with each other, the Assyrians and Babylonians could not have conquered them is a highly questionable premise. Even united Israel was a small kingdom.</p>	ancient Israelites was their military inferiority.	
114	<p><i>*(IMAP—Ballard & Tighe General Comment, Holt #9)</i> p.341:"Rise and Fall of the Hebrew Kingdoms, last paragraph, Delete: "...He freed the Jews and allowed them to return to Palestine...." Use of Palestine in this period is incorrect. The Romans renamed Judea "Palestine in 132 A.D. In 538 B.C. the country was named Judah. Change to: "...He freed the Jews and allowed them to return to <u>Judah</u>."</p>	Approve edit as written.	Confirm Ad Hoc action.
115	<p>p. 343: Syria Controls Judah, Delete: "Many of the people did not (begin to worship Greek gods). Change to: "<u>Most</u> of the people...." Most is accurate.</p>	Very hard to know how many people did what, best to characterize it as "some" versus "others".	Confirm Ad Hoc action.

Macmillan/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
116	<p>p. 340A, Unit Summary, Explore the Big Idea, "Students learn about the geography of ancient Israel and Greece, the rise and fall of the kingdom of Israel, and Greek ideas about government and citizenship. In this unit, the Big Idea asks students: How do new ideas cause change?"</p> <p>Neither here nor in the chapter descriptions on this page is there any suggestion of the new ideas introduced by the people of Israel: monotheism, moral values, justice, education, and responsibility toward others.</p>	No specific edit was proposed for this item.	Defer to the original text.
117	<p>p. 340 A "Chapter 10: The Early Israelites". Delete:</p> <ul style="list-style-type: none"> • In 1800 B.C., people called the Children of Israel built a kingdom in this region. <p>Change to:</p> <ul style="list-style-type: none"> • <u>"In about 1800 B.C. Abraham led his people, believers in one God of justice and righteousness, to ancient Israel.</u> • <u>Eventually these people became known as Jews. Many aspects of Jewish culture such as monotheism, moral values, justice, education and responsibility toward others have influenced modern culture."</u> <p>This change makes the section consistent with the main ideas included in the California standards.</p>	Approve edit as written.	Confirm Ad Hoc action.
118	p. 340C, "6.3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Jewish population from Jerusalem and the rest of Israel after the deconstruction of the second Temple in A.D. 70." Wrong word used. Change to: " <u>destruction.</u> "		action.
119	<p>*(IMAP—Macmillan #14) 340E, Teaching the Unit Newspaper, The Sacred City, Delete:</p> <ul style="list-style-type: none"> • Of what is the Wailing Wall a remnant? (The Wall is the only remaining part of King Solomon's Temple.) Change to: <u>Western Wall</u>" and "<u>the Temple.</u>" The Western Wall is actually part of the second Temple, not Solomon's Temple. 	Approve edit as written.	Confirm Ad Hoc action.
120	<p>p. 342, Timeline, Delete:</p> <p>*(IMAP—Macmillan # 23) "8000 B.C. Ancient Israelites begin farming"</p> <p>"620 B.C. Judah is conquered by Egypt. This is not a standards-based important event.</p> <p>There is nothing on the timeline about Abraham, Moses, the Exodus, King David, or Jerusalem, all significant people/events in Jewish history and all in the California standards. Add:</p> <p><u>"circa 1800 B.C Abraham leads his people to ancient Israel, circa 1200 B.C. Moses leads the Israelites from Egypt, circa 1000 B.C. King David establishes the capital of Jerusalem"</u></p>	Approve edit as written.	Confirm Ad Hoc action.
121	p. 353, Effects of Geography, last paragraph, Delete: "The people of ancient Israel called one group of invaders the Habiru." Change to: "The people of ancient Israel called one group of <u>newcomers</u> the Habiru."	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
122	p. 355, TEACH, The People of Israel, Summary, Delete: "The Israelites settled in ancient Israel after 4200 B.C." The correct date is 1800 B.C. Change to: "The Israelites settled in ancient Israel after <u>1800</u> B.C."	Approve edit as written.	Confirm Ad Hoc action.
123	p. 357, The Ten Commandments, paragraph 2, "The most important part of the Torah is the Ten Commandments." Jews do not consider this the most important part of the Torah. Change to: " <u>One</u> important part of the Torah is the Ten Commandments."	Approve edit as written.	Confirm Ad Hoc action.
124	p. 360, Teacher's notes, 3, Close, Tell What They Did, Delete: "Jacob was the father of 12 sons; each lead one of the tribes of Israel." Wrong word. Change to: "each <u>led</u> one of the tribes of Israel."	Approve edit as written.	Confirm Ad Hoc action.
125	p. 365, Teacher's notes, Question Bank #2, "Why might the Israelites have remembered David as their greatest king? Delete: (He conquered nearby nations and created a small empire.) These are not the reasons Jews remember David as the greatest king. Change to: " <u>David established Jerusalem as the civic and spiritual capital of the Israelites, wrote many Psalms that became part of the Hebrew Bible, and united the people.</u> "	Approve edit as written.	Confirm Ad Hoc action.
126	p. 365, Teacher's notes, Universal Access, Enrichment, Delete: " Have students work with a partner. Ask them to draw a Venn diagram with the headings 'empire' and 'kingdom.' Have them fill in the diagram to compare an empire and a kingdom. Then have them write a short paragraph based on this information. " There is no	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	information in the text to accomplish this, since the terms are used interchangeably about the kingdom/empire of Israel.		
127	*(IMAP—Macmillan #28) p. 366, Teacher's notes, Summary, Delete: "The Assyrians conquered Israel in 722 B.C. and forced the ten tribes to leave the land. While these tribes lost their religion, the Assyrians began to worship the god of the Israelites. " This is not correct. Change to: "The Assyrians conquered Israel in 722 B.C. and forced <u>the leaders of the Israelites</u> to leave the land. <u>Those who were forced to leave became known as the ten lost tribes of Israel. Many of them continued their religious practices in their new lands.</u> " Delete: " Then the people of Judah turned to the Egyptians. The people of Judah paid tribute to Egypt. Later the Chaldeans conquered Egypt. " This information is not part of the California standards and contributes nothing to the understanding of Standard 6.3.	Approve edit as written.	Confirm Ad Hoc action.
128	p. 367, Teacher's notes, Review the Standards Through Writing, Delete: The Expository and Persuasive writing prompts. The Expository prompt is not related to the California Standards. The Persuasive prompt was reinforced in the Venn Diagram. Change to: " <u>Expository—Write a paragraph that explains the importance of the Ten Commandments. Persuasive—Decide whether you prefer monotheism or polytheism. Then write a one-paragraph letter to try to convince a friend that your perspective is right.</u> "	Approve edit as written.	Confirm Ad Hoc action.
129	p. 369, Teacher's notes, Scrolls, Delete: "The ancient Israelites wrote important religious and governmental	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	documents on scrolls. of papyrus, a thick paper-like material made from a grassy Mediterranean plant. Since most ancient Israelites could not read or write, these scrolls were produced by professional scribes. Some Israelite children were trained for this job." Jewish scrolls were on leather.		
130	*(IMAP—Ballard & Tighe General Comment) p. 371, italicized introductory paragraph, Delete: "Wise men, priests, and kings wrote down these stories that had been passed from one generation to the next." Change to: "Wise men, priests, and kings wrote down <u>this history</u> that had been passed from one generation to the next." Stories" implies that these writings are purely fictional.	Approve edit as written.	Confirm Ad Hoc action.
131	p. 371, "From Babylon to Judah, Delete: "The Jews called their time in Babylon exile. This means they were forced to live in a foreign land. " Change to: "...This means they were forced <u>to leave their homeland.</u> " The dictionary definition of "exile is "forced absence from one's country."	Approve edit as written.	Confirm Ad Hoc action.
132	p. 374, The Dead Sea Scrolls, Delete: "...are ancient scrolls of leather, papyrus, and copper.... They were probably written by Essenes between 200 B.C. and A.D. 68. The scrolls include the oldest complete copy of the book of Isaiah and all the other books of the Hebrew Bible, except for the book of Esther. " This information is not correct. Nobody knows who wrote the Dead Sea Scrolls. Change to: "...ancient scrolls of <u>leather and copper</u> probably <u>written between</u> The scrolls include the oldest complete copy of the book of Isaiah and <u>fragments of many</u> other books of the Hebrew Bible."	Approve edit as written.	Revise Ad Hoc edit to read, "ancient scrolls of leather, papyrus, and one of copper..."

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
133	p. 380, Teacher's notes, #5, Delete "D" That is not the correct answer. Change to: "B" The choice should be " <u>proverbs</u> ," not " proverb ."	Approve edit as written.	Confirm Ad Hoc action.

Oxford University Press

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<i>The Ancient Near Eastern World</i>		
134	p. 116, paragraph 4, Change to: "The biblical description of the Israelites' early years in the <u>Levant</u> begins <u>at a time during the dark age</u> when the Israelites were organized into 12 tribes." "During the dark age" implies a negative about the Israelites, who were in fact the only people to record their lives at this time.	Approve edit as written.	Confirm Ad Hoc action.
135	p. 117, Sidebar, Change to: "The Hebrew Bible was <u>is</u> the holy book of the ancient Israelites, who were the ancestors of modern Jews."	The ancient Israelites no longer exist so the past tense is more historically correct.	Confirm Ad Hoc action.
136	p.118, omits the artistic/cultural aspect of King David. Delete: "... He ruled over Canaanites, Hittites (those who were not living in the Levant), and Philistines as well as his own Israelite people. " Add: " <u>David was beloved by his people and is considered one of Israel's greatest kings by the Jewish people. In addition to his talent for leadership, he</u>	Additional aspects of David's rule can be added if space is adequate.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p><u>was a musician and poet. Many of the Psalms in the Bible are said to have been written by David.</u>" This change adds David's important contributions that are omitted in this text.</p>		
137	<p>p. 127, This is a glaring example of how the text applies modern biblical scholarship only to Judaism. The Exodus is observed by Jews to this day as the seminal event in their history. Numerous events related in the text's sections on Christianity and Islam are not subjected to the same test of verifiability. For example, the text does not point out the lack of evidence for the resurrection of Jesus, nor for Muhammad's flight to heaven from Jerusalem, to name but two. In the interest of neutrality, this section must be replaced.</p> <p>Delete: "Unfortunately, Egyptian records from the time don't mention the Exodus of the Israelite slaves. And archaeology hasn't uncovered any evidence of their years in Egypt, nor of their dramatic departure. We have only the biblical account for evidence. But belief in the Exodus was an essential ingredient in the Israelites' idea of themselves as a separate and united people. Josiah's discovery of the Book of the Law helped them to develop this understanding."</p> <p>Replace with: "<u>For Jews, the Exodus is a central event in their history. The escape from Egyptian slavery demonstrated God's continued connection to the Jewish people. It is also a powerful symbol for all people showing the importance of freedom that has lasted throughout the ages. Every year Jewish families remember the Exodus during Passover. In their ceremony they rededicate</u></p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<u>themselves to the cause of freedom for all people.</u> "		
138	<p>p. 127, The Jewish Journey, Sidebar, Change to: <u>"around 1800 BCE Abraham leads Hebrews to Levant around 1250 BCE Moses leads Israelites out of Egypt to Levant around 1200 BCE Israelites arrive in Levant 598-597 BCE Jehoiakin of Judah reigns"</u></p> <p>According to the Hebrew Bible, Abraham is the beginning of the history of the Jewish people. He should be included in every timeline of Jewish history. Abraham and Moses are in the California standards. Jehoiakin is not.</p>	Date of Abraham is subject to tremendous debate, Date of the destruction of the first Temple could be included instead of Jehoiakin.	Confirm Ad Hoc action.
139	<p>p. 129, picture caption, Add: "A god holds a shield in one hand and raises his sword in the other, ready to attack his enemies. The statue may represent the god Baal, whom the Canaanites worshiped, <u>but the Israelites did not.</u>" Because this illustration is on a page about the beliefs of the Israelites, it must be clarified that they did not worship this god.</p>	Approve edit as written.	Confirm Ad Hoc action.
140	<p>p. 137, paragraph 2, Delete: "At this point, the northern kingdom of Israel seems to disappear from history. Later authors called its people the 10 Lost Tribes of Israel. They weren't really lost, but the biblical authors stopped writing about them. Although many of the Israelites managed to stay on in their land, it seems that almost all of the Israelites eventually gave up their worship of Yahweh—all except for the Israelites who lived in tiny Judah. But Judah, too, lived</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>within the grip of Assyria's control."</p> <p>Change to: "<u>Most of the Israelites managed to stay in Israel. They continued to worship God according to ancient Israelite tradition and became known as Samaritans. Over time, the Israelites who were forced to move lost contact with those who remained in Israel and Judah. They became known as the "10 lost tribes of Israel." Many of them continued to practice Judaism in their new lands. [T]he Israelites who lived in tiny Judah continued to worship God. But Judah, too, lived within the grip of Assyria's control.</u>"</p> <p>This needs revision to explain the 10 lost tribes and the Israelites who remained in Israel. The Samaritans, who still worship God according to ancient Israelite tradition, are descendants of the Israelites who remained in Israel. It is not true that almost all of these people gave up worship of God. Several of the "10 Lost Tribes" continued to practice Judaism in their new lands and have in modern times moved to Israel. The Ethiopian Jews, the Jews of Yemen, and tribes in Africa and in India are part of this heritage.</p>		
141	<p>p. 141, paragraph 4, Change to: "The Babylonians demolished Jerusalem, including the king's palace and <u>the holy Yahweh's temple.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.
142	<p>p. 144, Change to: "<u>And in modern times, the Jews were forced to flee from Iraq even though their families had lived there for more than 2,500 years. today, in Iraq, there are still a few Jews who say that their families have lived there for more than 2,500 years.</u>"</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
143	5. Delete: " Historians don't consider the Hebrew Bible to be history in the usual sense because e. its main character is Yahweh. "	Approve edit as written.	Confirm Ad Hoc action.
144	p. 132, Change to: "Sometimes they deported <u>a large portion of the population</u> whole populations , as they did in the case of the Israelites when Israel was conquered." This is inaccurate, as the text acknowledges, p. 137, "...many of the Israelites managed to stay on in their land..." Also see your reading comprehension question #2, "Assyria...sent many Israelites into exile." We have offered corrections to the text that indicate present-day Samaritans trace their ancestry to the ancient Israelites who were not deported.	Approve edit as written.	Confirm Ad Hoc action.
145	p. 133, Critical Thinking Questions, #2, Change to: "Why do you think the people of Israel <u>became known as the 10 Lost Tribes of Israel</u> passed from history , while the people of Judah did not? <i>(Possible Answer: The Israelites lost their king. Many of them were scattered to new places and lost contact with the other tribes. Some continued to worship God in their new lands. and probably gave up their belief in Yahweh, and so lost their identity</i>	Approve edit as written.	Confirm Ad Hoc action.
146	<u>Chapter 22 BLM</u> <u>I See the Promised Land</u> The Idea of Ancient Babylon	Approve edit as written.	Confirm Ad Hoc action.
147	Answer Key p.165, Chapter 20 Test, #6, Delete: " Belief in the Exodus "	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>was important because it gave the Israelites a feeling of being a separate and united people.” Change to: “<u>The Exodus is the central event in Jewish history. It demonstrated God’s connection to the Jewish people and remains a symbol of the importance of freedom for all people.</u>”</p>		
<i>THE ANCIENT ROMAN WORLD</i>			
148	<p>p. 149, paragraph 1, Change to: “...<u>leaving only a retaining wall standing</u> ...leaving only one wall standing.” This is inaccurate; the Western Wall is the retaining wall of the Temple complex, not a wall of the temple.</p>	Approve edit as written.	Confirm Ad Hoc action.
149	<p>p. 151, photo caption, Change to: “...the <u>Western Wailing Wall</u> in Jerusalem....” Jews do not use the term “Wailing Wall.”</p>	Approve edit as written.	Confirm Ad Hoc action.
150	<p>p. 152, paragraph 1, Change to: “...and often adopted <u>local non-Jewish</u> customs and beliefs.” If they adopted non-Jewish beliefs, they would cease to be Jewish. However, of course they adopted local customs.</p>	Approve edit as written.	Confirm Ad Hoc action.
151	<p>p. 153, paragraph 2, Change to: “Every year, the Jewish people celebrate the <u>rededication of the temple to God</u> great victory of Judas Maccabeus during the eight days of Hanukkah....” The celebration is for religious freedom, the miracle of the oil, and the rededication of the temple to God, not for the victory.</p>	Approve edit as written.	Confirm Ad Hoc action.
152	<p>p. 154, last paragraph, Change spelling: “Simon <u>Bar-Kochba</u>”</p>	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<u>Bar-Kochbar</u> "		action.
153	pp. 155-159, The Christian Bible is the only source quoted for the story of Jesus' life and death and for Paul's work establishing the Christian church. The material is not subjected to any critical analysis, as the Jewish scriptures were.	Text can be edited as per the criteria above to clarify who is making which claim.	Confirm Ad Hoc action.
154	p. 155, paragraph 3, Change to: "The prophet Isaiah <u>repeated these words from God: gave these words to the Hebrew god, Yahweh:</u> " Prophets transmit words from God; they do not "give words to God." Use God, not Yahweh.	Approve edit as written.	Confirm Ad Hoc action.
155	<p>p. 157, paragraph 3, This misrepresents Jewish teachings and follows the outdated replacement theology idea that Judaism is a religion of law, but Christianity is a religion of love. This is untrue and defames Judaism, contrary to Category 1 Criterion #10. Judaism did not and does not emphasize "An eye for an eye, a tooth for a tooth."</p> <p>Delete: "The beatitudes were different from traditional Jewish teachings as well. And this made enemies for Jesus, too. Justice played an important role in traditional Jewish teachings. But Jesus taught a message of forgiveness. 'You have heard it said, "An eye for an eye, and a tooth for a tooth." But I say to you...if anyone strikes you on the right cheek, turn the other cheek as well.'"</p> <p>Change to: "<u>Justice, love, helping others, and forgiveness played an important role in traditional Jewish teachings, and Jesus taught all of these. However, Jesus also introduced new ideas--to love your enemies and to forgive even those</u></p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<u>who do not repent for their wrongdoings. Jesus taught, 'I say to you...if anyone strikes you on the right cheek, turn the other cheek as well.'</u> "		
156	p. 157, paragraph 3, last sentence, Change to: "And they were afraid that <u>the Romans would punish the Jews because his followers claimed Jesus was king of the Jews</u> his teachings would weaken their power among the people. " This is blaming the Jews for the crucifixion of Jesus and must be changed to show why the Romans crucified Jesus.	Approve edit as written.	Confirm Ad Hoc action.
157	pp. 157-158, last paragraph, Change to: "Pilate knew that Jesus' <u>followers called him king of the Jews, and Rome feared he would lead a rebellion. Thus, Pilate knew that Jesus wasn't guilty of any crime under Roman law.</u> But to keep peace with local religious leaders, he ordered that Jesus be crucified between two common criminals. "	Approve edit as written.	Change to, "Pilate knew that Jesus wasn't guilty of any crime under Roman law. But to keep the peace, he ordered that Jesus be crucified between two common criminals."
158	p. 158, paragraph 5, Change to: "Educated in the Greek classics, he studied the Hebrew Bible in Jerusalem. Saul <u>did not accept Jesus as the Messiah and opposed the Jewish followers of Jesus. He tried to prevent them from preaching their ideas in synagogues.</u> and developed a hatred for the new Christian religion. Saul persecuted Christians whenever he could. One day, he was riding to Damascus to arrest the Christians there and take them to Jerusalem in chains. "	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	This implies Paul's study of the Hebrew Bible caused his animosity. Presenting the Jew Saul as a persecutor of Christians has been used historically to promote anti-Semitism. This must be rewritten as above to remove the blame on the Jew Saul.		
159	p. 158, paragraph 5, Change to: "He changed his name and his whole life <u>and began using the Roman form of his name</u> . Saul became Paul...." Paul is the Roman form of his name; he did not change it.	Approve edit as written.	Confirm Ad Hoc action.
160	p. 159, paragraph 3, Add: "...he chose to die rather than deny his belief in Jesus <u>as</u> Christ. p. 160, paragraph 1, Change to: "...that <u>Jesus Christ</u> would come back...." Christ is a religious title inappropriate in a public school text.	These two examples are very different. Page 159 refers to his belief and is appropriate; the second usage is more problematic and should be changed.	Confirm Ad Hoc action.
Teaching Guide: <i>The Ancient Roman World</i>			
161	p. 129, line 3, Delete: " Wailing Wall in Jerusalem" See above, SE p. 151. Change to: " <u>Western</u> Wall in Jerusalem"	Approve edit as written.	Confirm Ad Hoc action.
162	p. 130, Original Christian Sources, Add: "Explain that the Christian Bible is the primary source for studying <u>what Christians believe about</u> the life and teachings of Jesus. Point out that this book is available in several translations, many with notes to aid the reader. <u>Explain that the Christian New Testament was written many years after Jesus' death by his followers who believed he was the son of God and wanted to persuade others to adopt their beliefs. It is not a</u>	Approve edit as written.	Defer to the original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p><u>history book written by neutral observers.</u>" This additional explanation is lacking in the text. It needs to be added to explain to students that the material they are reading from the New Testament is religious.</p>		
163	<p>p. 130, Original Christian Sources, Change to: "Encourage students to <u>find out when the Gospels were written</u>. read the original versions of passages about the life of Jesus and Paul summarized in their texts and to orally report their findings to the class." Since these particular passages of the New Testament have been used historically to promote anti-Semitism, this assignment must be changed. The recommended change adds some historicity to the chapter.</p>	Approve edit as written.	Defer to the original text.
164	<p>p. 130, Literature Connection: "The most important source for the Judeo-Christian tradition is the Bible. As there are many translations, and different religions use different Bibles, you may need to be careful in addressing the subject."</p> <p>This is an excellent statement of advice to the teacher. Unfortunately, the following statements completely reverse this concept and must be deleted.</p> <p>Delete: "Ask students to bring in copies from home, or make copies from one particular version available in your resource center. Use the Bible both as a supplement to historical writings about Jewish and Christian religions and as a literary source. The example of the Beatitudes on pages 156-157 shows the power of the writing." This idea is fraught with danger. Parents will rightly want to know why students are bringing Bibles to class, and why their children</p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	are being required to read material contrary to their beliefs. Students who have been taught to proselytize in their faith communities will use this as an excuse to witness to their classmates. Even some teachers, untrained in how to teach about religion neutrally, will take this opportunity to share their favorite Bible stories and beliefs with their students.		
165	p. 140, Working with Primary Sources, Change to: "Students may also be familiar with the Hebrew Bible, <u>or with the Old Testament of the Christian Bible, which contains the books of the Hebrew Bible</u> often referred to as the Old Testament. " This is inaccurate. The Christian name for the books of the Hebrew Bible that they include as part of the Christian Bible is the Old Testament.	Approve edit as written.	Confirm Ad Hoc action.
166	p. 140, Geography Connection, Change to: "... <i>diaspora</i> (dispersal) and attempts to return to <u>Jerusalem and Israel</u> Palestine (or Jerusalem or Israel). " It is inaccurate to state that the Jewish people long for Palestine; Jewish scripture refers to <i>eretz Israel</i> (the land of Israel) and the Passover service ends with "next year in Jerusalem."	Approve edit as written.	Confirm Ad Hoc action.
167	p. 140, Reading Comprehension Questions, #3, answer, Change to: "(<i>He drove King Antiochus of Syria out of Jerusalem and <u>rededicated</u> rebuilt the temple to God.</i>)" This is inaccurate; the temple was defiled, not destroyed.	Approve edit as written.	Confirm Ad Hoc action.
168	p. 141, Supporting Learning, English Language Learners, Delete: "Have students write an organized list of religious practices that their families or relatives follow." This is an inappropriate assignment that asks students to share their	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	personal beliefs and further makes the assumption that every family practices a religion. Use the same assignment for English Language Learners and Struggling Readers in place of this.		
169	p. 143, Chapter Test, Multiple Choice, #3 b , Add: "Judas Maccabeus's <u>rededication of the temple</u> defeat of Antiochus IV." Hanukkah celebrates the rededication of the temple, the miracle of the oil, and religious freedom, not the military victory.	Approve edit as written.	Confirm Ad Hoc action.
170	p. 144, Cast of Characters, Change to: "Jesus Christ : Jewish <u>teacher prophet</u> thought to be the Messiah..." It is inappropriate to use "Christ" because this indicates Jesus' divinity to his followers. Not all public school students will be Christians, and they should not be made to use religious terminology. "Prophet" has a very special meaning in Judaism, and Jesus is not a Jewish prophet.	"Christ" should be presented as a religious title, like Saint.	Change to, "Jesus of Nazareth: prophet thought to be the Messiah..."
171	p. 144, Writing, Modern Parables, Change to: "Provide the class with copies of the original parables of the <u>Lost Sheep</u> Good Samaritan and the Prodigal Son (summarized on <u>page</u> pages 157 and 159)." The original version of the Good Samaritan has been used historically to promote anti-Semitism and has no place in a public school classroom. The textbook retelling of the parable took out the anti-Semitic elements, but they are in the Biblical text.	Approve edit as written.	Confirm Ad Hoc action.
172	p. 144, Working with Primary Sources, Change to: "Help students understand which of the sources used in this chapter are from the <u>New Testament</u> Christian Bible "	Approve edit as written. It should be noted that the books do not appear in the same order	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>(gospels of Luke and Matthew) and which are from the <u>Old Testament Hebrew Bible</u> (Isaiah, Zechariah, and Micah)....Have students recognize that the <u>Old Testament is taken from the Hebrew Bible and the New Testament is about Jesus and the beginnings of Christianity. Tell them that sources from the two bibles were written especially for adherents of Judaism and Christianity adherents of those religions....</u>"</p> <p>This is inaccurate.</p>	in the Hebrew Scripture and the Christian Old Testament.	
173	<p>p. 147, Chapter Test 24, #2, This question promotes a false idea from replacement theology that Jesus' teachings were different from traditional Jewish teachings. In fact, Jesus taught traditional Jewish ideals of love of God, love your neighbor, help those in need, follow the commandments, and lead a moral life. His different teachings were to love your enemies and to forgive those who do not repent. Further, this question blames the Jews for the crucifixion and must be removed because it promotes anti-Semitism. Change to:</p> <p>"2. The Roman governor Pilate ordered Jesus crucified because he: (a. and b. answers remain the same) c. might lead a rebellion against Roman rule d. taught ideas the Romans opposed. Through his teachings, Jesus made enemies among the Jews because he: c. had ideas that were different from traditional Jewish teachings. d. was taking students away from other teachers."</p>	Approve edit as written.	Delete the question.
174	<p>p. 173, Chapter 23, Blackline Master, #2, Change to: "<u>Jerusalem isn't shown because it had a relatively small</u></p>	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<u>Jewish population at that time.</u> Jerusalem isn't shown because Jews were dispersed throughout the empire. There were still Jews in Jerusalem, although fewer than before.		
175	p. 129, The Prodigal Son, paragraph 1, Delete: "...doing things forbidden by Jewish law—including touching unclean animals such as pigs." This information is inaccurate; Jewish law forbids eating pork and other nonkosher animals. It does not forbid touching the animals.	Approve edit as written.	Confirm Ad Hoc action.

Prentice Hall

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
176	<i>*(IMAP—Ballard & Tighe General Comment, Holt #9) p. 128a: History Background, next to last paragraph, Delete: "The Babylonians soon were conquered by the Persians, who allowed the Jewish people to return to Palestine." This event occurred much too early to use "Palestine." The Romans changed the name of Judah to Palestine in 135 C.E. after the Bar Kokhba revolt. Change to "Judah."</i>	Palestine was used in reference to this area in Greek texts prior to this period but the clearest explanation might be, "the Persians permitted the exiles from Judah to return home."	Confirm Ad Hoc action.
177	Misinterpretation of the celebration of Passover: Both the text passage below and the Teacher's Note need to be changed for accuracy. Passover does not celebrate the suffering of the Egyptians; it celebrates the Exodus, the Israelites' freedom from slavery in Egypt. Further, Passover	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>is a weeklong observance, not simply a feast.</p> <p><i>*(IMAP—Macmillan #24) p. 135: Moses, Delete: “Moses told the Israelites to avoid this punishment by marking their doorways with the blood of a lamb. This event is now celebrated as the feast of Passover, because the punishment “passed over” Israelite homes and families.”</i> At the end of the next paragraph, after the sentence, “This liberation of Jacob’s descendants from slavery in Egypt is called the Exodus.” Add: <u>“This important event is now celebrated during the week of Passover.”</u></p>		
178	<p><i>*(IMAP—Ballard & Tighe General Comment) p. 139: Instruction, Ask, Delete: “What was the importance of religious writings to the Hebrews? <i>(Possible answer: The religious writings are stories of war and slavery and exile, and the story of God’s will carried out in human events.</i>”</i> Eliminate the word “stories” (which suggests fiction) and emphasize history and beliefs rather than war. Change to: <i>(Possible answer: The religious writings <u>tell the history and beliefs of the Jewish people</u> and God’s will carried out in human events.)</i></p>	Make edit but replace “Jewish” with “Israelite”.	Confirm Ad Hoc action.
179	<p>p. 140: Laws and the Talmud, Delete: “Many of these laws give directions for religious rituals. Others describe how to wage war, how to have a fair society, and even....” The standards emphasize righteousness and justice, not warfare. Change to: “...Others describe how to have a fair society, <u>to help those in need</u>, and even....”</p>	Approve edit as written.	Confirm Ad Hoc action.
180	<p>p. 141: Basic Beliefs, paragraph 2: Delete: “He was strict, but he was also just, or fair.” This reinforces the stereotype</p>	Approve edit as written.	Confirm Ad Hoc

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	of the Jewish God as unforgiving and harsh. Change to: "He was strict, but he was also <u>merciful</u> , just, <u>and</u> fair.		action.
181	* (IMAP—Ballard & Tighe General Comment) p. 144: Instruction, Delete: " Students often have misconceptions about the role of women in the Hebrew Bible. Tell them that nearly all the stories in the Hebrew Bible are about men. However, there are some stories about women. Among them are stories about Ruth, Deborah, Susanna, and Eve. In this section, they will learn more about one of these women, Deborah." Change to: " <u>Many of the events described in the Hebrew Bible are about men. However, several women, including Sarah, Naomi, Ruth, Deborah, and Esther play important roles.</u> In this section...." Take out Eve because she was an early human before Judaism. The women listed in the correction are the most prominent. Take out the word " stories " that seems to indicate the Bible is fiction. Other religions are not presented as fiction.	Approve edit as written.	Confirm Ad Hoc action.
182	p. 144: Reading Skill, Delete: "Although some Jewish leaders rebelled against the emperor [Nebuchadnezzar], his armies destroyed the city of Babylon" This is inaccurate. Change to: "...the city of <u>Jerusalem</u>"	Approve edit as written.	Confirm Ad Hoc action.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
183	<p>p.106: Vocabulary sidebar: Change to: "Exodus: the departure <u>escape</u> of the Hebrews from Egypt <u>Egyptian slavery</u>." The concept to be understood by students here is the escape from slavery, which is much more than a mere "departure." One would not say that escaped African slaves "departed" from slavery on American plantations.</p>	Approve edit as written.	Confirm Ad Hoc action.
184	<p>p.115: Change to: "The Roman victory began the final scattering of the Jewish people from their homeland. The Romans seized Jewish land and forbade the Jews from entering Jerusalem. <u>Although some Jews always remained in the land of Israel</u>, thousands were sent to other parts of the Roman Empire." In the interest of accuracy, this clause should be added. Otherwise the impression is given that no Jews continued to live in the land of Israel, which is not accurate.</p>	Approve edit as written.	Confirm Ad Hoc action.
185	<p>p.116: Map of Jewish Diaspora, 200 C.E. Add: <u>Yavneh</u> to the map.</p>	Approve edit as written.	Confirm Ad Hoc action.
186	<p>p.171/ 173, p. 173 Assessment (3) "What should a historian keep in mind when using the Torah as an artifact?" The answer given, A, on p. 171 is incorrect and inconsistent with the text. (p. 101 of the text). Remove "(A) It was written to explain the ancient Hebrew's beliefs." Change to: "It was written to explain <u>some of the early history of the Jewish people.</u>" (As per p.101 in text).</p>	Approve edit as written.	Confirm Ad Hoc action.

Hindu Education Foundation

**Content Experts Consulted by CDE: Michael Witzel, Harvard University
James Heitzman, University of California, Davis
Stanley Wolpert, University of California, Los Angeles**

The Hindu Education Foundation submitted a detailed report with numerous suggested edits for each of the programs under consideration for adoption. Those edits approved by the Ad Hoc Committee on October 31, 2005, are listed below. The SBE took action on the 2005 History–Social Science Adoption on November 9, 2005, and directed the Commission to reexamine the Ad Hoc edits and corrections at its next meeting. The SBE directed that the Commission should approve only edits that “improve the factual accuracy of materials,” and do not contradict the Commission’s requested edits and corrections as approved on September 30, 2005. Following the SBE action, CDE staff met with the additional content experts listed above and sought their feedback on the Ad Hoc list. These experts reviewed the edits submitted by Hindu Education Foundation and the Vedic Foundation in detail.

For its informational meeting on January 6, 2006, the SBE invited two content experts to provide advice: Shiva Bajpai, Professor Emeritus at California State University Northridge, and Michael Witzel, Professor of Sanskrit at Harvard University. The two scholars came to agreement or compromise on the majority of the edits and corrections.

Glencoe/McGraw-Hill

Number	Group’s Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
14	Page 235, Section 1: current text, “...They [Aryans] created a new social system that determined how people lived.” Replace with, “A social system that determined how people lived evolved.”	Approve edit as written.	Confirm Ad Hoc action.
15	Page 236, Inset: current text, “It [Hinduism] began with the religion of the Aryans, who arrived in India in 1500 B.C. Replace with, “The basic principles of what is known today as Hinduism were already formulated by 1500 <u>B.C.</u> under the collective name of Sanatana dharma. They are to be found in the four Vedas.”	Approve edit as written. The same edit will have to be made on page 247.	Approve edit, but remove the clause, “under the collective name of Sanatana dharma.”

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
16	Page 238, Second bullet under "Focusing on the Main Ideas": current text, "The Aryans introduced..." Replace with, "New ideas and technology <u>were</u> developed in India. (page 242)"	Approve edit. Minor grammatical correction underlined.	Change to read, "For the Indian civilization, new ideas and technology were developed."
17	Page 238, <u>Third</u> bullet under "Focusing on the Main Ideas": "The Aryans created a caste system..." Replace with, "During Vedic times, people were divided into different social groups (varnas) based on their capacity to undertake a particular profession. Membership in a group was not hereditary. In medieval times the varna system crystallized into a more rigid caste system."	This is supposed to be a summary. Just use the first sentence in the proposed edit.	Defer to original text.
18	Page 242, entire page: current text, "They [Aryans] were part of a larger group of people historians refer to as the Indo-Europeans." Remove this statement.	Approve edit as written.	Revise passage to read, "Some historians believe that the Aryans were part of a larger group they refer to as Indo-Europeans."
19	Page 245, second paragraph: "Men had many more rights than women." Replace with, "Men had different duties (dharma) as well as rights than women. Many women were among the sages to whom the Vedas were revealed."	Approve edit as written.	Defer to the original text.
20	Page 255, 256, bottom of page, illustrations of Brahman. Replace illustrations.	Replace illustrations of the Brahman with something more historically appropriate.	Publisher is to provide alternative illustrations.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
21	Page 262, second column, second paragraph: "[Ashoka's] tolerance was unusual for the time." Replace with "His tolerance was usual for the time."	Approve edit as written.	Remove the sentence: "[Ashoka's] tolerance was unusual for the time."
95	Page 238, Timeline: current text, "3000 B.C. – India's first civilization begins." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early". This was initially edit #95 in the non-recommended list (original numbering kept for consistency).	Confirm Ad Hoc action.
96	Page 240, first paragraph, second column: current text, "India's first civilization in the Indus River valley began about 3000 B.C...." Astronomical evidence in the Rig Veda suggests a date earlier than 3000 B.C. for the Rigveda.	Replace "first" with "early".	Confirm Ad Hoc action.
97	Page 243, second paragraph: current text, "Because Aryans were skilled ironworkers, they improved farming in India." Remove "Aryan (sic)"	Replace with, "Aryan technology improved farming in India."	Confirm Ad Hoc action.

Harcourt School Publishers

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
22	Pages 362-363, 388: depictions of kings Chandragupta and Asoka, depiction of four classes. Provide authentic illustrations of these personages based on Indian	Approve edit as written.	Publisher is to provide better pictures/historical illustrations.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	symbols and dress code. Women belonging to each class did not wear the kind of attire shown in the illustration on page 388.		
23	Page 367, fourth paragraph: current text, "Hindi is written with the Arabic alphabet, which uses 18 letters that stand for sounds." Replace with "Hindi is written with the Devnagari alphabet, which uses 52 letters that stand for sounds."	Approve edit as written.	Use the following text: "Hindi is written with the Devanagari alphabet, which uses 49 letters that stand for sounds."
24	Page 386, paragraph 3: current text, "Compiled between 1500 B.C. and 800 B.C., the Vedas are based on oral tradition..." The group provides a suggested 130+ word passage for inclusion in the text.	An inclusion of the suggested length would definitely constitute additional content rather than an edit/correction. Revise the dates provided to "between 2000 B.C. and 1000 B.C."	Defer to original text.
25	Page 386, paragraph 5: current text, "The Vedas came to form the major beliefs of the religion called Brahmanism." Replace with, "The Vedas constitute the source of Hinduism."	Approve edit as written.	Replace with the following: "The Vedas are the earliest textual sources for the religion that became Hinduism." Drop all reference to a religion called Brahmanism.
26	Page 386, first paragraph: current text, "The <i>Bhagavad Gita</i> describes a discussion between a god and a Vedic warrior..." Replace with, "The <i>Bhagavad Gita</i> describes a discussion between Krishna and Arjuna..."	Approve edit as written.	Confirm Ad Hoc action.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
27	Page 141, Timeline: "c.1250 BC Hinduism begins to develop in India. Replace with, "c.1250 BC Central tenets of Hinduism take shape."	Approve edit as written. Use "BC" rather than "BCE" for consistency. On the timeline, substitute c. 2600 BC for c. 2300 BC and caption, "Urban Harappan civilization reaches maturity."	Confirm Ad Hoc action.
28	Page 147, first paragraph: current text, "The greatest sources of information we have about Harappan civilization are the ruins of two large cities, Harappa and Mohenjo Daro..." Replace with, "The greatest sources of information we have about <u>Harappan civilization</u> are the ruins of two large cities of Harappa and Mohenjo Daro. The two cities lay on the Indus more than 300 miles apart but were remarkably similar. More recent sources include the ruins discovered at Kalibangan, Dholavira and the port of Lothal, in addition to the 2600 rural settlements excavated in <u>n</u> orthwest India."	Approve edit as written. Changed "IVC" to "Harappan civilization" for consistency with the rest of the text. Changed "Northwest" to lower-case.	Confirm Ad Hoc action.
29	Page 148, "Invaders from the West", second paragraph: current text, "Though they are mostly religious, some of the Vedas describe Aryan victories during their invasion of India." Drop this statement.	Approve edit as written.	Confirm Ad Hoc action.
30	Page 149, "Language", second paragraph, last line: "Sanskrit is no longer spoken today, but it is the root of many modern South Asian languages." Replace with, "Sanskrit is no longer widely spoken today, but it is the	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	root of many modern South Asian languages.”		
31	Page 151, “The Caste System”, third paragraph: remove entire paragraph.	Approve edit as written.	Confirm Ad Hoc action.
32	Page 152, “The Vedas”: current text, “The oldest of the Vedas, the <i>Rigveda</i> , was probably written before 1000 BC.” Replace with, “The oldest of the Vedas, the <i>Rigveda</i> , was redacted in the form it is known to this day by 1500 <u>BC</u> .”	Instead of “redacted”, use “collected and arranged”. Use BC instead of BCE for consistency.	Change to, “The oldest of the Vedas, the <i>Rigveda</i> , was probably compiled in the second millennium B.C.”
33	Page 152, “Later Vedic Texts,” all four paragraphs. Identify all four sections of the Veda: (1) Samhita, (2) Brahmana, (3) Aranyaka, and (4) Upanishad.	Delete the word “later”.	Confirm Ad Hoc action.
34	Page 154, “Hinduism and the Caste System,” current text, “A person with bad karma will be reborn into a lower caste or as a lesser creature, such as a pig or an ant.” Replace with, “A person with good or bad karma will be born into a higher or lower life form.”	Replace with “A person with bad karma will be born into a lower caste or life form.” The following paragraph already details what happens to a person with good karma after death.	Confirm Ad Hoc action.
35	Page 154, “Hinduism and Women”: current text, “However, Hinduism also taught that women were inferior to men. As a result, Hindu women were not allowed to read the Vedas or other sacred texts.” Delete these sentences.	Make edit as directed. Deletion leaves only one sentence under “Hinduism and Women”. It might be better for flow to just add this remaining sentence to the end of the previous section, or remove it altogether.	Confirm Ad Hoc action.
36	Page 164, “Gupta Society”, second and third	In the second paragraph, delete the word “strict”. Delete the entire	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	paragraphs. Delete these paragraphs.	third paragraph.	
37	Page 169, "Religious Epics," current text, "The Ramayana, written later than the Mahabharata..." Replace with, "The Ramayana, written prior to the Mahabharata..."	Approve edit as written.	Ad Hoc action confirmed, but with the clause, "According to Hindu tradition,..." added.
38	Page 170, "Mathematics and Other Sciences": current text, "The ancient Indians were also very skilled in the medical sciences." Replace with, "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda is derived from Sanskrit <u>ayus</u> , meaning long and healthy life span, and <u>veda</u> , meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following language: "The ancient Indians were also very skilled in the medical science known as the Ayurveda. Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Defer to the original text.

Macmillan/McGraw-Hill

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
39	Page 233, Venn diagram: replace "Worship many gods" with "Worship many deities".	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
40	Page 234, Timeline: "circa 3000 B.C. First Indian civilization begins." Replace with "circa 3000 B.C. Evidence for composite Indian civilization."	Make edit, but delete the word, "composite".	Change to: "circa 3000 B.C. India's early civilization begins."
41	Page 235, Timeline: "circa 1500 B.C. Aryan songs become foundation of Hinduism." Replace with "circa 1500 B.C. Vedas were redacted into the form in which we know them today."	Make edit but replace "redacted" with "collected and arranged".	Change to be consistent with edit #32: "In the second millennium B.C., the Vedas are compiled."
42	Page 242: current text, "Because the Harappans left no written records, we do not know much about their society or government." Replace with, "The Harappans left behind inscriptions on a variety of objects such as seals, potsherds, and axes, as well as an occasional signboard."	Add after suggested revision, "Because the Harappan script has not been deciphered, we do not know much about their society or government."	Change wording of Ad Hoc Committee as follows: "Because the Harappans left no deciphered written sources, we do not know much about their society or government."
43	Page 242, last paragraph: current text, "In the years that followed, a group of people called the Aryans began settling in the region. Soon a new civilization emerged." Replace with, "In the years that followed, a group of people from other regions of India began settling in the region, enriching the Harappan civilization."	Approve edit as written.	Ad Hoc action confirmed, but remove "of India" from the replacement language.
44	Page 243, last paragraph: current text, "Sanskrit was..." Replace paragraph with, "Sanskrit was the language of ancient India (to some extent it is so even today). Hindi, the most widely used language in India today (and other regional languages) evolved out of Sanskrit. The	Approve edit as written. Use "A.D." in lieu of "C.E." for consistency.	Rewrite the Group's edit as follows: "Sanskrit became the most important language for public affairs in much of

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	earliest example of written Sanskrit is the four <i>Vedas</i> , the oldest writings of the Hindu religion. Sanskrit was used until about A.D. 1100.		ancient India. Hindi, the national language of India today (and other regional languages) evolved out of Sanskrit. The earliest example of orally transmitted, ancient Sanskrit is the four <i>Vedas</i> . Sanskrit was in common usage until about A.D. 1100, and was used in some official communications until A.D. 1830."
45	Page 244, second paragraph: current text, "Men had many more rights than women. Unless there were no sons in a family, only a man could inherit property. Only men could go to school or become priests." Replace first sentence with, "Men had different rights and duties than women," and add after last sentence, "Women's education was mostly done at home."	Approve edit as written.	Change to read, "Men had many more property rights than women. Typically, only sons could inherit property, and only men could go to school or become priests. Women's education was mostly done at home."
46	Page 244, fourth paragraph: current text, "In ancient India..." Replace "at an early age—12 or 13," with "after education."	Approve edit as written.	Replace with, "In ancient India, individuals were considered ready for marriage at an early age, but ideally after the

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			completion of education."
47	Page 245, "Review": current text, "Describe some of the ways in which men enjoyed more rights than women in ancient India." Replace with, "...enjoyed different rights."	Approve edit as written.	Change to, "Describe some of the rights of women and men in ancient India."
48	Page 249, second paragraph: current text, "Hinduism began with the religion of the Aryans, who arrived in India around 1500 B.C. The Aryans believed in many gods and goddesses who controlled the forces of nature. We know about Aryan religion from their ancient hymns and poetry, especially their epics." Replace with, "Hindus believe in many gods and goddesses. We know about Hindu religion from ancient Vedic hymns and poetry, especially Hindu epics."	Approve edit as written.	Do not change original text, except as follows: "Hinduism began with the religion of the Aryans. The Aryans believed in many gods and goddesses who controlled the forces of nature and governed society. We know about Aryan religion from ancient Vedic hymns and poetry, especially their epics."
49	ADDITIONAL EDIT FROM CDE: in the TE, SE page 241 is reproduced on TE page 249.	Approve edit as written.	Confirm Ad Hoc action.
50	Page 249, Timeline: current text, "1000 B.C. <i>Rig Veda</i> created." Replace with, "1500 B.C. Rigveda was redacted."	Make edit but replace "redacted" with "collected and arranged".	Make consistent with edit #41, to read: "Second millennium B.C. Rigveda compiled."

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
51	Page 252, picture: remove picture of the "Untouchable."	Remove picture.	Confirm Ad Hoc action.
52	Page 252, last paragraph: "There was one group that did not belong to any varna. Its members were called untouchables. They performed work other Indians thought was too dirty, such as collecting trash, skinning animals, or handling dead bodies." Delete.	Replace text with, "There was one group that did not belong to any varna. Its members were called untouchables because they performed dirty work such as skinning animals or handling dead bodies."	Confirm Ad Hoc action.
53	Page 253, "Gods and Goddesses": current text, "I honor the light within you." Replace with, "I recognize and honor the divine within you."	Approve edit as written.	Defer to the original text.
54	Page 255, "Daily Religion": "A temple or house of worship is not the..." Replace with, "A temple or house of worship is not the only center of Hindu religious life."	Replace sentence as indicated.	Confirm Ad Hoc action.
55	Page 255, second paragraph: "Instead, a Hindu home..." Drop the word "Instead".	Approve edit as written.	Confirm Ad Hoc action.
56	Page 255, "What You Learned": Delete, "The Aryans introduced Hinduism to India."		Confirm Ad Hoc action.
57	Page 264, under "Jainism": Add after Gautama (end of first paragraph), "Jains believe that Mahavira is the 24 th Tirthamkara (literally ford-maker) who like his 23 predecessors retold how to cross over from the material and phenomenal world of existence to spiritual liberation."	Add the following sentence in lieu of the suggested edit: "Jains believe that Mahavira is the 24 th Tirthamkara (pathfinder) who like his predecessors retold how to achieve spiritual liberation."	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
58	Page 268: current text, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was unusual for the time." Replace with, "Although he was a Buddhist, Asoka allowed his Hindu subjects to practice their religion. His tolerance was usual for the time."	Approve edit as written.	Remove the sentence, "His tolerance was unusual for the time."
59	Page 269: second column, "Ram's enemies have banished him from the kingdom." Replace with, "Ram's stepmother has banished Ram from his kingdom."	Approve edit as written.	Confirm Ad Hoc action.
60	Page 269, current text, "As in many Indian epics, the couple then lives happily ever after." Delete.	Approve edit as written.	Confirm Ad Hoc action.
61	Page 270, "Medicine": additional language, "Ayurveda is derived from Sanskrit <u>ayus</u> , meaning long and healthy life span, and <u>veda</u> , meaning theory and practice. The psychosomatic dimension of ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Replace with the following: "Ayurveda incorporates significant input from the tradition of yoga. Though principally a pathway to spiritual liberation, yoga as a discipline of breathing and bodily functions finds a place of honor in most medical and healing traditions of India."	Defer to original text.

Houghton Mifflin/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
62	Page 229: depicts untouchables as the fifth Varna. Remove this.	Approve edit as written. The text at the bottom of p.228 will also have to be edited.	Confirm Ad Hoc action.
63	Page 229: current text, "As time passed, Indians began to question how the world came into being. These questions led to changes in Brahmanism." Replace with, "As time passed, Indians began to question how the world came into being. These questions led to changes in contemporary religious ideas."	Approve edit as written.	Confirm Ad Hoc action.
64	Page 230: current text, "For that reason, many Hindus are vegetarians. They will not eat animals." Add after second sentence, "Many other Indians do eat fish, goat, and chicken."	Approve edit as written.	Defer to original text. Saying that many Hindus are vegetarians covers all bases.
65	Page 230: current text, "Evil deeds cause a person to be reborn as a lower being, such as an insect." Replace with "Deeds (good or evil) cause a person to be reborn in a higher or lower life form."	Approve edit as written. Also delete the previous sentence, which states, "Good deeds allow a person to be reborn as a higher being."	Confirm Ad Hoc action.
66	Page 236: current text, "The popularity of Buddhism meant that fewer people were worshipping Hindu gods. Early Hinduism had a set of complex sacrifices that only priests could perform. They conducted the rites in Sanskrit, which few people spoke any more. This caused people to feel distant from the gods. Many people turned to Buddhism instead. Rulers who had	Approve edit as written.	Confirm Ad Hoc action, but replace "the elites" with "people" in the replacement language.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	come under the influence of Buddhism encouraged this shift." Add at a suitable point the following: "As a result of Asoka's patronage, Buddhism attracted the elites to its monastic order. Asoka and the Buddhist rulers that followed him sent missionaries to bring new converts to Buddhism."		

Oxford University Press

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
67	Page 76, first and second paragraphs: current text, "People from the countryside and highlands who spoke the Indo-Aryan language..." Replace with, "Indians from the countryside..."	Approve edit as written.	Defer to original text.
68	Page 76, second paragraph: current text, "The language and traditions of the Indo-Aryan speakers replaced the old ways of the Harappans..." Replace with "People from elsewhere in India replaced..."	Approve edit as written.	Change original text to read, "The language and traditions of people from other regions replaced the old ways of the Harappans."
69	Page 79, third paragraph: "If Ketu even brushed against a Shudra, he had to bathe and purify himself right away." Omit this sentence.	Approve edit as written.	Confirm Ad Hoc action.
70	Page 81, second paragraph: "The Vedic peoples discriminated against the Dasa, a group of people who	Approve edit as written.	Delete only the following, "The Brahmins

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	spoke a different language that did not sound at all like Sanskrit. The Brahmins sometimes made fun of the Dasa and said that they spoke as if they had no noses. (Pinch your nose and see what you would sound like.) Omit these sentences.		sometimes made fun of the Dasa and said that they spoke as if they had no noses (Pinch your nose and see what you would sound like)."
71	Page 87, last paragraph: current text, "The monkey king Hanuman loved Rama so much that it is said that he is present every time the Ramayana is told. So look around—see any monkeys?" Delete "The monkey king" from the first sentence, and the entirety of the second sentence.	Approve edit as written.	Confirm Ad Hoc action.
72	Page 88, first paragraph: "If you had earned bad karma, you might come back as a chicken, a fish, or a pig.... Even a mosquito had a soul." Omit these sentences.	Approve edit as written.	Confirm Ad Hoc action.
73	Page 155, second paragraph: current text, "Some, like most Nepalis, are Buddhist." 89% of Nepalese are Hindu.	Use Sri Lanka as the example.	Change to read, "Some Nepalis are Buddhist."

Prentice Hall

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
74	Page 160, "What You Will Learn": current text, "Hinduism evolved from a system of beliefs and practices called Brahmanism." Replace with, "Hinduism	Approve edit. Small addition for grammatical clarity underlined.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	evolved from a pluralistic code of conduct centered in Vedas. It developed over a <u>long</u> period <u>of time</u> and even today, it is an evolving system.”		
75	Page 161, Map: replace “Ceylon” with “Sri Lanka”.	Approve edit as written.	Confirm Ad Hoc action.
76	Page 162, Chapter Standards, Section 3: current text, “A group of people known as the Indo-Aryans arrived in the Indus Valley about 1500 B.C. These people developed a social structure called a caste system.” Add a sentence informing students that there is a lot of controversy concerning the category of people known as “Indo-Aryans” and their origin. Use BCE, not BC.	Approve edit as written. BC is used in the content standards and <i>Framework</i> and should be used for consistency across all programs.	Confirm Ad Hoc action. Add sentence, “There is controversy concerning the category of people known as the Indo-Aryans and their origins.”
77	Page 163, Timeline: current text, “700 B.C. Northern India is home to 16 Aryan kingdoms.” Replace with, “700 BCE Northern India is home to 16 kingdoms.”	Historically correct statement should be: “700 BC India is home to 16 major states.” Use BC for consistency with standards and the <i>Framework</i> .	Change to read, “circa 600 B.C. India is home to 16 kingdoms and republics.”
78	Page 179, second paragraph: current text, “Like most nomads, Indo-Aryans did not create a written language.... The Vedas are poems that tell the story of the Indo-Aryan people and their gods.” Replace second sentence with, “The Vedas are poems that record and narrate the story of the people of India and their deities—male and female. Vedas also reveal significant achievements in the fields of mathematics, science, agriculture, and many other disciplines.”	Approve edit as written.	Change second sentence to read, “The Vedas are poems that provide a record of the Indo-Aryan people and their deities.”
79	Page 181, “Main Idea”: current text, “The social	Add clarifying note “(social class)”	Ad Hoc action

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	structure known as the caste system was an important characteristic of Aryan society." Replace with, "The social structure known as the Varna system was an important characteristic of the ancient Indian society."	when the term Varna is first used.	confirmed, but replace the word "Varna" with "class (Varna)" in the new sentence.
80	Page 181, second paragraph: current text, "Once their society had merged with the local population, a late hymn of the <i>Rig Veda</i> described the four castes." Replace with, "A late hymn of the <i>Rig Veda</i> describes the interrelationship and interdependence of the four social classes."	Approve edit as written. Note that this line is actually on page 182.	Defer to the original text.
81	Page 181, "Origins of Caste": "When Indo-Aryans arrived in the Indus River valley, their society already had three social classes: priests, rulers, and common people. They soon added a fourth caste for the native peoples who already lived in the area." Omit these sentences.	Approve edit as written.	Defer to the original text.
82	Page 181, table, "The Caste System": replace table header with, "The Varnas".	Approve edit as written.	Replace "Caste" with "Class".
83	Page 181, table, last row ("Sudras"): current text, "Native peoples; performed services for members of the three higher castes." Replace with, "Performed services for all classes and did more labor-intensive work."	Approve edit as written.	Change to read, "performed services for all four classes."
84	Page 182, first paragraph: "For the first few hundred years after the arrival of the Indo-Aryans in India, the castes had not yet become hereditary. Once their society had merged with the local population, a late	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	hymn of the <i>Rig Veda</i> described the four castes." Omit these sentences.		
85	Page 182, third paragraph: current text, "At the bottom of the caste system stood the native peoples known as Sudras." Replace with, "At the bottom of the caste system stood the Sudras."	Approve edit as written.	Ad Hoc action confirmed, but change "caste" to "class".
86	Page 182, fourth paragraph: current text, "In modern India, these people are now called Dalits, and treating someone as an untouchable is a crime against the law." Replace with, "In modern India, treating someone as an untouchable is a crime against the law."	Approve edit as written.	Defer to the original text.
87	Page 191, title above illustration: replace "Hindu street shrine," with, "One of the Hindu objects of veneration."	Approve edit as written.	Use the following label: "A linga, one of Shiva's forms."
88	Page 197, second paragraph, "Dharma": current text, "For a Hindu, dharma means fulfilling as well as possible the duties that are assigned to one's caste, or position in life." Replace with, "For a Hindu, dharma means (among other things) fulfilling to the extent possible the duties that are assigned to one's caste, or position in life."	Approve edit as written.	Confirm Ad Hoc action.
89	Page 198, second paragraph: current text, "Hinduism teaches that a person may be reborn as a human being of a higher or lower caste." Replace with, "Hinduism teaches that a person may be reborn as a human being of a higher or lower caste (or another life form)"	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	depending upon the quality of one's deeds."		

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
90	Page 144, second paragraph: current text, "Around 1500 B.C.E., invaders called Aryans conquered northern India." Replace with, "Around 1500 B.C.E., invaders called Aryans came to northern India."	Publisher is directed to add a clarifying note that the "Aryan invasion theory" has been contradicted by scholarly evidence.	Change to, "In the second millennium B.C.E., invaders called Aryans came to northern India."
91	Page 144, second paragraph, last sentence: current text, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people they conquered." Replace with, "Hinduism is a blend of the Aryan beliefs and the beliefs of the people living in <u>the Indus-Saraswati</u> civilization."	Approve edit as written. Minor corrections underlined. The text uses, "Indus-Saraswati civilization" throughout.	Delete the entire sentence.
92	Page 144, third paragraph, replace current text, "Early Aryan religion..." with "Early Hindu religion..."	Approve edit as written.	Confirm Ad Hoc action.
93	Page 145, last paragraph: "The caste system is just one example of how Hinduism was woven into the fabric of daily life in India." Delete this part.	Approve edit as written.	Change to, "The class system is just one example of how Hinduism affected the fabric of daily life in India."

Vedic Foundation: Recommended Edits

Content Experts Consulted by CDE: Michael Witzel, Harvard University
 James Heitzman, University of California, Davis
 Stanley Wolpert, University of California, Los Angeles

The edits approved by the Ad Hoc Committee on October 31, 2005, are listed below. The SBE took action on the 2005 History–Social Science Adoption on November 9, 2005, and directed the Commission to reexamine the Ad Hoc edits and corrections at its next meeting. The SBE directed that the Commission should approve only edits that “improve the factual accuracy of materials,” and do not contradict the Commission’s requested edits and corrections as approved on September 30, 2005. Following the SBE action, CDE staff met with the additional content experts listed above and sought their feedback on the Ad Hoc list. These experts reviewed the edits submitted by Hindu Education Foundation and the Vedic Foundation in detail.

For its informational meeting on January 6, 2006, the SBE invited two content experts to provide advice: Shiva Bajpai, Professor Emeritus at California State University Northridge, and Michael Witzel, Professor of Sanskrit at Harvard University. The two scholars came to agreement or compromise on the majority of the edits and corrections.

Glencoe/McGraw-Hill

Number	Group’s Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
4	p. 233: “The Hindu temple of Devi Jagadambi in Khajuraho, India.” Misspelled - replace with either Jagadamba or Jagadambika.	Approve edit as provided.	Confirm Ad Hoc action.
5	p. 243: “...the four Vedas – the oldest writings of the Hindu religion.”	Replace “writings” with “scriptures”.	Replace “writings” with “sacred texts”.
6	p. 254-257: Incorrect use of the term Brahman to refer to a Brahmin.	Correct the reference.	Confirm Ad Hoc action.
7	p. 244: The photograph of a Muslim man offering prayer	Correct the reference. If the	Ad Hoc action

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	is wrongly captioned as "A Brahman (corrected spelled Brahmin)."	picture indeed depicts a Muslim, replace the illustration with an appropriate picture of a Brahmin.	confirmed; publisher should replace the illustration.

Holt, Rinehart and Winston

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
9	p. 145: The statement, "Several major rivers flow out of the Himalayas," should be appended to read, "such as Ganga, Sindhu, Yamuna, and Brahmaputra." The subsequent statement reading, "The valley of one of them..." should be changed to "The valley and fertile plains of these rivers were the locations of India's early civilizations."	Approve edit as provided.	Make only the second part of the edit (i.e. change the second statement).
10	p. 146-148: The text under the heading 'India's First Cities' inaccurately describes Harappa and Mohenjo-Daro as 'first' cities. The heading should read, "India's Early Cities."	Approve edit as provided.	Confirm Ad Hoc action.
11	p. 147: The word 'think' should be replaced with 'currently estimate' in the statement, "From studying these ruins, archaeologists think..." Acknowledge the fact that most of Indus valley civilizations' ruins, including its major cities, remain to be excavated.	Approve edit as provided.	Replace "think" with "currently estimate".
12	p. 148: The statement, "Harappans also developed India's first writing system," should be removed. There is no evidence supporting this claim.	Approve edit as provided.	Revise to read, "Harappans also developed India's first

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
			known writing system.”
13	p. 148: “Historians think that the Harappans.... but they aren’t sure. As in Egypt, the people may have worshipped the king as a god.” The statements are confusing and inference is invalid. They should be removed.	Approve edit as provided.	Remove the two sentences, and insert instead, “Unlike Mesopotamia or Egypt, for example, there are no large religious monuments or palaces, so the relationship between the people and their government is less clear. On the other hand, the remarkable similarity of material culture from widely scattered Harappan sites suggests a high level of social control.”
14	The introduction to the passage from Bhagwad Gita (p. 172-173) states, “Krishna tells Arjuna how a person might find peace...” and asks the students to, “Try to sum up what each sentence says in your own words.” In comparison, the Sermon on the Mount (p. 390) introduces that, “Jesus taught that people who love God will be blessed when they die,” and asks the student to “Note who Jesus says are blessed” and “Think about the lesson Jesus is trying to teach.” In the case of Hinduism, the use of might introduces uncertainty in the minds of students. Whereas, the presence of will in the words of	Substitute new language as directed. “Krishna” and “Arjuna” are appropriate.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	<p>Jesus is affirmative. Furthermore, students can sum up the teachings of Gita in their own words, but they are given direct instructions of what to note and think about Jesus' teachings. In order to present a balanced and unbiased view of Hinduism to the student, the material should be treated with the same affirmative statements used for Judeo-Christian religions.</p> <p>The sentence could be written as follows: "Lord Krishn explains to Arjun how a soul can find peace and eternal happiness," and "Think about the meaning behind Lord Krishn's advice to Arjun."</p>		
15	<p>p. 162-165: Chandragupt is spelled incorrectly as "Candragupta" in these pages. One instance of "Chandra Gupta" (p. 169) is found.</p>	<p>Ensure consistency in spelling across section.</p>	<p>Retain final "a" in all names as currently written, i.e. Ashoka, etc. Use "Chandragupta".</p>
16	<p>In this section the word gods is used in several instances. Furthermore, it describes the statues of gods. The word statue should be replaced with deity (meaning divinity or God). The discussion on word gods is mentioned in Section 6.5.3.</p>	<p>CDE: no page numbers were provided by the group, but see for example the citation for the picture on the top of page 168. Confirm with CRP that "deity" is appropriate. Statements like, "Many individual sculptures are images of important Hindu gods, like the deity of Vishnu above," might be confusing to students without context.</p>	<p>Replace "statue" with "deity" on page 168.</p>

Houghton Mifflin (Grade 6 only)/McDougal Littell

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
18	Grade 6, p. 216: "Some researchers have developed the theory that sometime about 2000 to 1500 BC, a major river in India called the Saraswati dried up." The teacher's edition states, "For many years, the Saraswati River existed only in myth. Recently, however, scientists have traced its historic path and begun to unlock the secrets of its decline." The statement in the teacher's edition should replace the student's edition text.	Approve edit as written.	Confirm Ad Hoc action.
19	Grade 6, p. 229: Under the title 'Aryan Beliefs and Brahmanism,' "The early religion of the Aryans is now called Brahmanism, after the name of the Aryan priests, or Brahmans. The Aryans worshipped many gods. The Brahmans made sacrifices to those gods by offering animals to a sacred fire. Over time, the ceremonies became more and more complex. ...The rituals of the Aryan religion and many hymns to their gods are found in ancient Sanskrit texts called the Vedas." Spelling errors: The spelling of 'Brahmans' in the text that of 'Brahmana' and in the pyramid figure of caste system. Brahmin is the correct spelling for this <i>varn</i> .	Correct the spelling error throughout.	Confirm Ad Hoc action.
20	Grade 6, p. 231: Internet Activity – "Use the Internet to learn about Hindu customs concerning one of these topics: the Ganges River, cows, funerals, diet." The book directs the student to learn more about such non-illuminating topics as those listed above. For example, the text could have asked the student to learn about <i>ahimsa</i> (non-violence), and how it is practiced in daily	Existing passage is not inaccurate.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	life, to discover why Hindus practice vegetarianism, or to learn more about <i>ayurved</i> , the ancient and advanced system of medicine which is still the most popular form of medical care in India today.		
21	Grade 6, p. 229: "Indian society divides itself into a complex structure of social classes based particularly on jobs. This class structure is called the caste system." This sentence, written in the present tense in a textbook describing ancient history, is out of place. It presumes that the caste system is present in India today. According to the Indian Constitution, under the section, Fundamental Rights, the Right to Equality is guaranteed to all citizens, just as the U.S. has enacted Equal Employment Opportunity Laws to prevent discrimination.	Change "divides" to "divided."	Confirm Ad Hoc action.
22	Grade 7, p. R66: "Hinduism...developed out of the rituals and philosophy set forth in many ancient sacred texts....Many Hindus worship Brahman in the form of other gods and divine beings. They believe that these gods can grant followers wisdom...But, above all, Hindus believe that their faith can liberate their souls...Once free, their souls can achieve a heavenlike state of bliss – the ultimate goal of Hinduism." Rewrite this introductory passage as follows, "Hinduism is one of the oldest religions in the world. It developed in India thousands of years ago. The beliefs of Hinduism are based on the teachings of ancient sacred texts such as the Vedas or the Bhagvad Gita. Hindus believe that everything in the world is a power of God and that the many forms of God represent His various powers. This is	Extensive editing would constitute a content change.	Ad Hoc action (no change) confirmed.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	why Hindus worship God in many forms. Hindus believe that the hope of finding perfect happiness in the world is an illusion and that an individual experiences only temporary happiness in the world. According to Hindu scriptures, the perfect happiness that people are searching for lies only in God. So God realization is the ultimate goal in Hinduism."		
24	Grade 7, p. R66: "They also keep jars of the river's water in their homes to bless the dead and the dying." This statement has no basis and should be removed. A description of a Hindu festival such as Diwali or worship at a Hindu temple would be a suitable replacement in order to present Hinduism with the same favorable treatment as Judeo-Christian religions.	Delete statement. An alternative description would constitute a content addition.	Defer to original text.
25	Grade 7, p. R66: "Today, many gurus reach their followers through Internet sites that broadcast their sermons and songs." Replace with "...broadcast their teachings."	Approve edit as written.	Change to, "...broadcast their teachings and devotional songs."
26	p. R67: Rewrite the caption to read, "When Hindus worship God in a female form, they refer to her as Goddess. Shown below is one form of Goddess called Lakshmi."	Approve edit as written.	Confirm Ad Hoc action.
27	p. R67: Rewrite Symbol description as follows, "The syllable <i>Om</i> (or <i>Aum</i>) is often recited at the beginning of Hindu prayers. <i>Om</i> is the most sacred sound in Hinduism because it is believed to contain all other sounds. The syllable is represented by the symbol shown below."	Approve edit as written.	Confirm Ad Hoc action.
28	p. R67: Rewrite the Primary source interpretation as follows, "Yet, my dear boy, from a subtle essence which	Revise passage as directed.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	one cannot see, this great fig tree has grown. Have faith, my dear, for that subtle essence is the soul which is a power of God, the Soul of the whole universe. <i>You</i> are a soul." Even with a rewrite, it may be difficult for students at this level to understand the science of soul. The passage should be replaced with a passage from the Gita that teaches Hindu beliefs in simple terms.	Replacing with a new passage would constitute a content change.	
29	p. R76: Replace "no one founder" with "no founder."	Approve edit as written.	Confirm Ad Hoc action.
30	p. R76: "The soul never dies but is continually reborn until it becomes enlightened." Replace "enlightened" with "God realized."	Approve edit as written.	Add "divinely" before "enlightened".
31	p. R76: "Persons achieve happiness and enlightenment after they free themselves from their earthly desires." Replace with "Persons achieve perfect happiness only after God realization."	Approve edit as written.	Add "divine" before "enlightenment".
32	p. R76: "Freedom from earthly desires comes from many lifetimes of worship, knowledge, and virtuous acts. Replace with "God realization is achieved through continuous practice of loving and surrendering to God and receiving His Grace upon complete surrender."	Approve edit as written.	Defer to original text.

Teachers' Curriculum Institute

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
34	Grade 6, page 123: "The first walled towns appeared on	Approve edit as written.	Confirm Ad Hoc action.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	the Indian subcontinent in about 2500 B.C.E." Replace "The first" with "ancient" or "early".		
35	Grade 6, page 129: "A wide variety of fish live in the river. Fish and shrimp are caught to sell or eat." This statement is irrelevant and out of context. It should be removed.	Approve edit as written.	Confirm Ad Hoc action.
36	Grade 6, page 131: "India's first settlers lived among the Indus..." Replace "first" with "ancient" or "early".	Approve edit as written.	Replace "first settlers" with "early townspeople."
37	Grade 6, page 133: "You learned that the first settlements..." Replace "first" with "ancient" or "early".	Approve edit as written.	Confirm Ad Hoc action.
38	p. 144: "Around 1500 BCE, invaders called Aryans conquered northern India. Some historians credit the Aryans with bringing Hinduism to India." p. 144: "Most likely, Hinduism is a blend of Aryan beliefs and the beliefs of the people they conquered. Early Aryan religion is called Vedism, after the Vedas." Both statements should be deleted from the text.	CDE: consult with CRP; text does highlight debate over origins of Hinduism and disagreement among historians.	Replace first sentence with, "In the second millennium B.C.E., people called Aryans migrated into northern India. Some historians credit the Aryans with bringing Hinduism to India." Delete second statement.
39	p. 143: "Hinduism...has affected how people worship, what jobs they do,... And it has helped to determine the status of people in Indian society." Remove.	Approve edit as written.	Defer to original text.
40	p. 143: "Dharma stands for law, obligation, and duty." Replace with " <i>Dharm</i> means actions, thoughts and practices that promote happiness in the world and	CRP confirmed that "dharma" is acceptable. Otherwise, apply the listed correction.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	ensure God realization.”		
41	p. 143: “One of the most famous Hindu stories is the <i>Ramayana</i> . The <i>Ramayana</i> tells about life in ancient India and offers models in dharma.” Replace with “...Hindu scriptures is the <i>Ramayana</i> . The <i>Ramayana</i> describes the divine actions of Bhagwan Ram when he appeared in ancient India. Through His righteous living He set an example of how to live by dharm.”	Approve edit as written.	Replace “stories” with “sacred texts”.
42	p. 143: Paragraph beginning “The hero of the <i>Ramayana</i> , Rama, lives his whole life by the rules of dharma.” Remove.	Approve edit as written.	Confirm Ad Hoc action.
43	p. 143: “...you’ll learn about dharma and the other basic Hindu beliefs: Brahman, multiple gods, karma, and samsara.” Replace with “...Hindu beliefs: Bhagwan, Forms of God, karma and <i>maya</i> .”	CDE: are Bhagwan and maya explained in the text? If group’s edit introduces new terminology without context, this may be confusing for students.	Defer to original text.
44	p. 144: “The Vedas are a large collection of sacred songs, poems,...” Replace with “The Vedas are a collection of sacred verses, hymns, prayers, and teachings...”	Approve edit as written.	Confirm Ad Hoc action.
45	p. 144: Paragraph beginning “Vedic rituals and sacrifices honored a number of gods associated with nature. A class of priests...only they knew...became the dominant class in India. Later Vedism is often called Brahmanism.” Remove.	CDE: does the removal of this passage limit understanding of this chapter? Consult with CRP.	Change first sentence as follows: “Vedic rituals and sacrifices honored a number of gods associated with nature and social order.”

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
46	p. 144: "Modern day Hinduism is very complex. Many beliefs, many forms of worship, and many gods exist side by side." Remove.	Approve edit as written.	Replace "gods" with "deities".
47	p. 146: " <i>Brahman</i> is the Hindu name for a supreme power or a divine force, that is greater than all the other gods." Replace with " <i>Bhagwan</i> is a word for God in Hinduism."	CDE: consult with CRP as to which is more appropriate term.	Defer to original text. Collectively, all of the edits for page 146 constitute a content change.
48	p. 146: "To Hindus, only Brahman exists forever." Inaccurate. Souls and <i>maya</i> (cosmic manifestation, material world) are also eternal existences. Remove the word 'only' and replace Brahman with God.	Approve edit as written.	Defer to original text. See note for #47 above.
49	p. 146: "Hinduism sees time going around in a circle,... The same events return...follows winter" Remove.	Approve edit as written.	Defer to original text. See note for #47 above.
50	p. 146: "Hindus believe Brahman is ...cycle never ends." Replace with "Hindus believe God creates, dissolves, and re-creates the universe in a never-ending cycle. Hindus refer to this cycle of creation and dissolution as <i>Sanatan</i> , something that does not have a beginning or an end."	Approve edit as written.	Defer to original text. See note for #47 above.
51	p. 146: "According to Hindu belief, everything in the world is a part of Brahman...It is a part of Brahman..." Replace 'a part' with 'the power' and 'Brahman' with 'God'.	Approve edit as written.	Defer to original text. See note for #47 above.
52	p. 146: "Through their own souls, people are connected to Brahman. The other gods and goddesses in Hinduism..." Replace connected with related and Brahman with God.	Approve edit as written.	Replace "gods and goddesses" with "deities".

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
53	p. 146: "To connect with their gods, ancient Hindus..." Replace with "To worship God, ancient..."	Approve edit as written.	Replace "gods and goddesses" with "deities".
54	p. 146: "...show gods and goddesses from popular Hindu stories." Replace with "...show various forms of God from Hindu scriptures."	Approve edit as written.	Replace "gods and goddesses" with "deities".
55	p. 146: "Modern Hindus continue to visit temples to express their love of the gods." Replace with "...visit temples to worship and express their love for God."	Approve edit as written.	Replace "gods and goddesses" with "deities".
56	p. 146: The photograph should be replaced with one of hundreds of beautiful Hindu temples with a caption "Modern Hindus visit temples such as this to worship God."	Approve edit as written.	Defer to original text. See note for #47 above.
57	p. 147: The heading "Hindu Beliefs About Multiple Gods". Replace with "Hindu Beliefs About Various Forms of God."	Approve edit as written.	Replace heading with "Hindu Beliefs".
58	p. 147: Paragraph beginning "There are many gods and goddesses...quality of Brahman." Replace with "Hindu scriptures describe that God represents the various aspects of His unlimited blissful personality through many forms."	Approve edit as written.	Replace "gods and goddesses" with "deities".
59	p. 148: "Dharma is a very important idea in Hinduism." Replace idea with belief.	Approve edit as written.	Defer to original text.
60	p. 148: "Dharma stands for law, obligation, and duty." Replace with " <i>Dharm</i> means actions, thoughts and practices that promote happiness in the world and	CRP confirmed that "dharma" is acceptable; otherwise change passage as directed.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	ensure God realization.”		
61	p. 148: “As you have already read, in the Vedas... duties. These duties usually involved a certain type... Each class...” Replace with “The Vedas describe four categories of society in four <i>varnas</i> . Each category was involved in a certain type... Each category...”	Approve edit as written.	Defer to original text.
62	p. 148: “Hindus believed...dharma of their class, society would be in harmony.” Replace class with <i>varna</i> .	Approve edit as written.	Confirm Ad Hoc action.
63	p. 148: Paragraph beginning “In addition to the dharma of their class,...For example, Hinduism values...” Replace class with <i>varna</i> ,... “For example, Hindus value marriage, helping others in need and respecting and caring for their elders.” Add to this paragraph “Above all <i>varna dharm</i> , Hindus believe in following the most important dharm by lovingly worshipping God in order to achieve their ultimate goal of God realization.”	Approve edit as written. CRP confirmed that “dharma” is acceptable.	Change “class” to “varna”. Do not insert any additional textual changes.
64	p. 148: “Hindus believe that all life is connected, so part of ...people or animals.” Replace with “Hindus believe that all life forms have a soul, so Hindus respect all forms of life and avoid doing harm to them.”	Approve edit as written.	Confirm Ad Hoc action.
65	p. 148: Passage beginning “This reverence for life...feed people who were starving.” Remove or revise per following: It is stated earlier that Hindus respect all life forms so there is no reason to single out cows. Because of their importance in Indian agricultural life, cows were and continue to be loved as part of the family just as pet dogs are loved in Western society. It does not mean that cows are sacred; they are simply loved and respected in	CDE: Develop exact language in consultation with CRP.	Addressed by #67 below.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	India.		
66	p. 148: "They were used for transportation." Remove. Bulls were used for transportation, not cows.	Approve edit as written.	Confirm Ad Hoc action.
67	p. 148: "Because cows were viewed...feed people who were starving." Remove.	Overlaps with edit #67 above.	Change to read, "People were taught not to kill them."
68	p. 148: Remove the picture and caption. It is a random photograph that is not representative of reality. Cows aren't allowed to just help themselves otherwise they would be healthy and not skinny as the cow shown in the picture. To suit the theme, a beautiful picture of Lord Krishn or Lord Ram would be much more appropriate.	Approve edit as written.	Remove the picture.
69	p. 149: "The idea of dharma...Another idea, <i>karma</i> , explains why living well is important." Replace with "The belief of dharm...Another belief, <i>karm</i> , explains the importance of living according to dharm."	CRP confirmed that "karma" and "dharma" are acceptable.	Confirm Ad Hoc action.
70	p. 149: "From ancient times, Hindus believed that souls had many lives." Replace with "Hindus believe that souls have had uncountable lives."	Approve edit as written.	Defer to original text.
71	p. 149: Replace photograph with one having a temple in the background. This photo is of a mosque.	Replace photo or crop out the mosque in the background.	Remove the picture.
72	p. 151: "...devote their entire lives to uniting with Brahman." Replace "...devote their entire lives to attaining God realization."	Approve edit as written.	Change to, "...devote their entire lives to attaining divine enlightenment."
73	p. 151: "They useto focus on Brahman." Replace	Approve edit as written.	Defer to original text.

Number	Group's Edit/Correction	Ad Hoc Committee Action	SBE/CDE Staff Recommendation
	Brahman with God.		
74	p. 151: "Yoga is a type of ...slow breathing." Replace with "The word <i>yog</i> in Sanskrit language means to join. It means to join the mind in thoughts of God. Reference Master Document, Section 6.5.3 for a description of <i>yog</i> ."	May be confusing to students. Adding lengthy material from the Master Document would constitute a content change. Consult with CRP whether existing content is inaccurate.	Defer to original text.
75	p. 151: "They are belief in Brahman,...samsara." Replace with "Bhagwan, Forms of God, karma and <i>maya</i> ."	CDE: are Bhagwan and maya explained in the text? If group's edit introduces new terminology without context, this may be confusing for students.	Defer to original text.
76	p. 151: Photo caption – "A member of the Brahmin caste reads aloud from the sacred Vedas." Replace with "A ceremonial worship performed according to the Vedas."	Approve edit as written.	Change to, "Fire sacrifice accompanied by reading from the Veda."
77	p. 173: "Sculptures created statues out of stone... Many of these statues portrayed the Buddha or Hindu gods...A temple statue of Buddha." Statue is a derogatory word to describe a Hindu deity. Deity means divinity and aptly describes the Hindu conception of the representations of divinity.	CDE: consult with CRP to determine if "statue" should be replaced with "deity" throughout.	Replace "gods" with "deities".