

Additional Records

Comments were submitted as attachments to the Google Form provided

United States History-1865
USI.9 Record # 2 Teacher

16)Sargeant William Harvey Carney was the first African American to earn the Medal of Honor in the Civil War in the Battle of Fort Wagner on July 18, 1863 in South Carolina. He was severely wounded twice, but would not drop the American flag. He was part of the 54th Regiment of Massachusetts Volunteer Infantry, an African American regiment.

Helm, M. "William H. Carney (1840 – 1908)" published November 17, 2007 on <https://www.blackpast.org/african-american-history/carney-william-h-1840-1908/>

SOL USI.9f

17)Powhatan Beaty lived from 1837 to 1916 and fought in the Union Army's 5th U.S. Colored Infantry Regiment. He earned America's highest military award, the Medal of Honor, for taking command of his regiment at the Battle of New Market Heights September 29 – 30, 1864 after all of his officers had been killed or wounded. There were 14 African Americans who earned the Medal of Honor in the Union Army in the Battle of New Market Heights in Virginia.

Momodu, S. "Powhatan Beaty (1837 – 1916)" published October 13, 2016 on <https://www.blackpast.org/african-american-history/beaty-powhatan-1837-1916/>

SOL USI.9f

18)Christian Fleetwood lived from 1840 to 1914 and was an African American officer in the U.S. Army during the Civil War. In the Battle of New Market Heights September 29 – 30, 1864 in Virginia, after two of his fellow soldiers were wounded as American flag bearers, Christian Fleetwood used the flag to rally a small group of men to continue the fight.

Lewis, D. "Christian Abraham Fleetwood (1840 – 1914)" published August 12, 2013 on <https://www.blackpast.org/african-american-history/fleetwood-christian-abraham-1840-1914/>

SOL USI.9f

19)"Martha Ann Fields and most of her 11 children were enslaved laborers on the Nutshell Plantation, just northeast of here. In 1863, she led her family across the Pamunkey River to Union lines and freedom. The family settled in Hampton, pursued education, and became leading citizens after the war. James A. Fields (1844 – 1903), a member of Hampton Institute's first graduating class, was elected to the Virginia House of Delegates in 1889. George Washington Fields (1854 – 1932), the first African American to earn a law degree from Cornell University, was a prominent attorney. His daughter, Inez Fields Scott (1895 – 1978), was the third African American woman admitted to practice law in Virginia". (Quote from "The Fields Family" Virginia Department of Historic Resources Historic Marker at Hanover Courthouse in Virginia unveiled June 24, 2020).

SOL USI.9f

20)Garland H. White of Hanover County, Virginia was born into slavery. He became free in 1860 and later served as Chaplain for the 28th Regiment of the U.S. Colored Troops as a commissioned officer and served in Petersburg, Virginia in 1864.

Joachim, Zach. “Shining Light on ‘Quite a Moving Story’: Richmonders Hope Man’s Life Can Add to Civil War History”. Richmond Times – Dispatch. August 30, 2020.

SOL USI.9f

20)Chief Bear Hunter was the Chief of the Shoshone tribe who led warriors against the U.S. Army in what became known as the Bear River Massacre in Idaho on January 29, 1863. The U.S. Army massacred at least 500 Shoshone Indians, including Chief Bear Hunter and his warriors. At least 90 women, children, and infants were killed. It was the worst U.S. Army massacre of Native American Indians in U.S. History.

Wright, Sylvia. “The Search is on for the Site of the Worst Indian Massacre in U.S History”. May 13, 2016. Smithsonian Magazine.

SOL USI.9f

21)Chief Black Kettle was Chief of the Cheyenne tribe. He flew an American flag and a white flag from his tepee to alert the U.S. Army that there was no reason to attack his village. However, on November 29, 1864 the 3rd Colorado U.S. Cavalry attacked his Cheyenne and Arapaho village and killed 163 Native American Indians. 110 of them were women and children. This was known as the Sand Creek Massacre in Colorado.

“Chief Black Kettle (ca. 1803 – 1868” National Park Service July 30, 2020. <https://www.nps.gov>.

SOL USI.9f

22)Chief Manuelito of the Navajo tribe led a group of warriors which resisted the U.S. Army and the U.S. government’s effort to move the Navajo people to Bosque Redondo, New Mexico from their land in Arizona in 1864. This forced movement was called “The Long Walk Home”. 8,500 Navajo men, women, and children were forced to take the Long Walk in the winter of 1864 over 300 miles of land.

“Navajo Long Walk to the Bosque Redondo”. <http://www.legendsofamerica.com>.

SOL USI.9f

23)The Native American Indian Company K of the 1st Michigan Sharpshooters fought for the Union Army during the Civil War. They were the most famous Native American Indian unit in the Union Army and the largest east of the Mississippi River. They had 146 men. 139 of them were Anishnaabek tribal members of the Great Lakes. The Anishnaabek supported the Union in the Civil War because they saw slavery as morally wrong according to the Great Spirit. Company K fought in General Grant’s Overland Campaign from May 4 to June 15, 1864 throughout Virginia.

“Company ‘K’ of the First Michigan Sharpshooters – American Indians and the Civil War: An American Indian’s Perspective” on <https://benaysnativeamericans.weebly.com/company-k-of-the-first-michigan-sharpshooters.html>.

SOL USI.9e

24)Ely Samuel Parker was a Native American Indian in the Union Army at the Battle of Appomattox who wrote up the terms of surrender on April 9, 1865 as secretary to General Ulysses S. Grant. He was the only Native American Indian general in the Union Army. He was a member of the Tonawanda Seneca Iroquois tribe.

“Ely Parker: Iroquois Chief and Union Officer” by Floyd B. Sargeant, Jr. 2020.

SOL USI.9e

19)Mary Lincoln was the First Lady of the United States from 1861 to 1865. She was the wife of President Abraham Lincoln. She threw many White House balls and had the White House redecorated. She suffered from deep depression as 3 of her 4 sons died at a young age and her husband was murdered.

“First Ladies”. <http://www.whitehouse.gov>.

SOL USI.9d

20)Betsy Hogg Tinsley was a free African American female landowner who owned more than 100 acres in Ashland, Virginia during the Civil War near the Ashland Hotel. She sold some of her land for the construction of the 1862 Woodland Cemetery in Ashland, Virginia.

Hemphill, Carolyn Tibbs. Betsy Hogg Tinsley: A Free Woman of Color. Ashland, Virginia: Hanover County Black Heritage Society, 2018.

SOL USI.9f

21)Dorothea Dix was the Union Army Nurse Superintendent during the Civil War from 1861 to 1865. There were thousands of women nurses during the Civil War. She also did a lot of good work for the mentally ill to improve treatments.

“Nursing in the Civil War” by Stanley Burns for PBS. 2017.

SOL USI.9f

22)Sarah Edmonds was a Union soldier and Civil War nurse from 1861 to 1865. She was part of the 2nd Michigan Volunteer Infantry and she was a spy for the Union Army. She dressed like a man and fought for the Union. Her alias was Frank Thompson. She wrote a book about her experiences entitled Nurse & Spy in the Union Army.

“Women in the Civil War” by History.com Editors. February 8, 2019.

“Women in the Civil War: Information and Articles about Women in the American Civil War” on HistoryNet 2020.

SOL USI.9f

*Juneteenth, also known as Emancipation Day, symbolized the end of slavery and commemorated the reading of President Abraham Lincoln's General Order #: 3 on June 19, 1865 in Galveston, Texas which announced the freeing of the slaves. Union General Gordon Granger announced the federal orders, proclaiming that all slaves in Texas were free.

"So You Want to Learn About Juneteenth?" by Derick Bryson Taylor, New York Times. June 19, 2020.

Essential Understandings

Essential Knowledge

Key individuals

- Louis XVI: French King during the Revolutionary era who supported American independence.

NOTE:

If King George III is to be listed as an important name to remember about America's war for independence, then French King Louis XVI is equally important. If one wanted to really be historically correct, the name of Charles III: Spanish King during the Revolutionary ear who supported France's effort to assist the Americans should also be included.

- Bernardo Galvez: Spanish Royal Governor of New Spain and the Louisiana Territory who assisted the American cause by attacking British fortifications in the Gulf of Mexico.

NOTE: With a dramatic increase of Latino populations in Title 1 locations, it is very important to recognize the contributions of our Spanish ancestors during the Revolutionary war.

- Lord Cornwallis: British general who surrendered at Yorktown and later had a distinguished career as Governor General of India

NOTE: Lord Cornwallis has been portrayed as a loser and sometimes a villain in American history, without justification or merit. He was actually an outstanding British commander who should be accorded respect and admiration as a formidable opponent.

- Comte Rochambeau: Commander of the "Expedition Particuliere" second French army sent by King Louis XVI to work with General Washington and the Continental army in defeating Lord Cornwallis and the British army at Yorktown.

NOTE: Although Lafayette is better known than anyone from France who assisted the Americans in their war for independence, it was really Rochambeau who was sent by King Louis XVI to help the Americans and who persuaded General Washington to trap Cornwallis at Yorktown.

Key Individuals, continued

- Crispus Attucks: delete "Fugitive enslaved" and "was the first person to die" in the Boston Massacre. Sentence should read African American who died in the Boston Massacre.

NOTE: We really do not know that Attucks was the first person to die at the Massacre. The record is not clear, and it is mere speculation at this stage.

- Benjamin Franklin: Inventor, Scientist and Diplomat; Prominent member of the Continental Congress; helped frame the Declaration of Independence; worked with Silas Deane and Pierre Augustin Caron de Beaumarchais to gain French support for American independence.

NOTE: The myth that Benjamin Franklin solely convinced France to come to the aid of the Americans continues to be perpetuated. Franklin did not do it alone. In fact, much of what was accomplished to gain French support for the American cause was due to the combined efforts of Silas Deane and Beaumarchais; neither of whom appear in American history books. France began to send extensive aid in the form of arms, ammunition, uniforms, tents, medicine and money many months before the battle of Saratoga occurred. Much of the groundwork for French support was established by Deane and Beaumarchais long before Franklin ever arrived in Paris.

- James Armistead Lafayette: Enslaved African American from Virginia, served as a spy in the Continental Army during the Revolutionary War. James Lafayette then had to fight for his freedom and won his freedom many years after the war, with the support of the Marquis de Lafayette. (Delete "Armistead").

NOTE: Recent research has proven that the enslaved African American James took the name Lafayette, for whom he served as a spy during the siege of Yorktown. Although his master's name was Armistead, he never used the name James Armistead Lafayette.

USI.6c

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Other Important individuals

- Abigail Adams: Brilliant wife of John Adams who greatly influenced her husband's action in the Continental Congress

NOTE: Most influential of America's "Founding Mothers", Abigail Adams continues to be an inspiration to young men and women alike.

- Dr. Joseph Warren: Early revolutionary leader and advocate for Americans establishing an independent identity who died at the battle of Breed's (Bunker) Hill.

NOTE: Although Samuel Adams and John Hancock have received more recognition as early leaders of the revolutionary movement, it was really Dr. Joseph Warren who planned the Boston Tea Party, encouraged colonists to gather arms and ammunition for a potential conflict with England, sent riders such as Paul Revere to warn colonists of the British attempt to confiscate arms and ammunition, and write the first response to the Coercive or "Intolerable" Acts that was unanimously adopted by the 1st Continental Congress.

- Daniel Morgan: Virginia rifleman whose leadership and inspiration helped American troops achieve key victories over the British at the battles of Saratoga and Cowpens.

NOTE: Daniel Morgan was one of the most brilliant military strategists of the American Revolution, and Virginia school children in particular should learn about his exploits.

- Paul Revere: One of many riders sent by Dr. Joseph Warren to warn colonists of British attempt to seize colonial arms and ammunition. Delete "Patriot who made a daring ride".

NOTE: Revere has been portrayed as one of three riders, or the only rider, when there were many riders that night. Revere warned Samuel Adams and John Hancock who were staying in Lexington, but then was captured by a British patrol who took his horse. He only warned a few citizens.

Other Important Individuals, continued

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- Olaudah Equiano: African American abolitionist who inspired individuals to launch an effort to end slavery and the slave trade in Great Britain and other countries.

NOTE: Pronounced "Eck we anno", Equiano was from southern Nigeria and sold into slavery to an officer in the British Royal Navy. His autobiography depicted the horrors of slavery and helped to launch the anti-slavery movement in Great Britain, while inspiring enslaved individuals to seek freedom here in America.

- Joseph and Molly Brant: Brother and sister Native American leaders of the Mohawk Tribal Nation who defended their Native land in New York and fought with the British against American westward expansion.

NOTE:

Most well-known and prominent of all Native American leaders during the Revolutionary war, Joseph Brant was educated in England and was respected as a fierce warrior. His sister Molly married British Superintendent of Indian Affairs, Sir William Johnson, and was very instrumental in persuading tribal nations to support the British efforts against the Americans. Both Joseph and Molly fled to Canada when the war was over and Americans began to occupy their lands.

Key events

- Boston Tea Party: One of many protests along the East Coast, including Virginia, that opposed lower taxes on tea which undercut American smuggling.

NOTE: Americans continue to believe the myth that Bostonians were objecting to higher prices on tea, when the exact opposite was true. Britain's East India Company did have a surplus of teas that they wanted to sell to the colonists, but the price was intentionally lower than the price that American tea smugglers were asking local colonists to pay. If colonists bought the lower-priced East India Company tea, logically, it would put American tea smugglers out of business. It was the American tea smugglers who tossed the tea overboard in seaports up and down the east Coast, including here in Virginia.

- Second Continental Congress: Delegates from all colonies except Georgia met to discuss problems with Great Britain and to promote independence.

NOTE: It was the Second Continental Congress, not the First Continental Congress (September 5 to October 26, 1774) convening on May 10, 1775 which sent Delegates from all colonies except Georgia to discuss problems with Great Britain and to promote independence. The First Continental Congress met to discuss how to respond to the Coercive or "Intolerable" Acts. They adopted the Suffolk Resolves, written by Dr. Joseph Warren, and sent an "Olive Branch Petition" to King George III, which he ignored.

- Battle of Breed's Hill: Commonly referred to as "Bunker Hill", the first major battle of the war.

NOTE: This is a minor technicality: Although commonly referred to as the Battle of Bunker Hill, there was little or no action that took place on Bunker Hill. All of the military battle action occurred on Breed's Hill, a lower hill near Bunker Hill where the colonists built their defense fortifications. It all depends on how historically accurate you want to be for school children to learn where the actual battle occurred.

- Approval of the Declaration of Independence: The colonies publicly declared independence from Great Britain (July 4, 1776).

NOTE: This is another common error that continues to be perpetuated each year. The vote on Independence actually took place on July 2nd, was proofed and published in a Public Broadside on July 4th. In his letters to Abigail, John Adams actually refers to the date of July 2nd which will be remembered in fireworks, etc. Another minor technicality.

- Battle of Saratoga: First major defeat of a British army in America which led France to officially send troops to support American independence.

NOTE: Contrary to popular opinion, Saratoga was not the “Turning Point” of the Revolutionary war or the event that brought France into the war. In fact, there was no single “Turning Point”; there were many events that occurred that helped to change the dynamics of the war in favor of the Americans: Benedict Arnold delaying the British invasion from Canada at Valcour Island; the huge morale booster that victories at Trenton and Princeton provided to the American troops when their enlistments were ending; the Spanish involvement in the Gulf region, the West Indies, and Gibraltar that forced the British to defend their interests on multiple fronts; Guerilla warfare in the Southern Campaigns that turned into a civil war between Loyalists and Patriots on both sides; and of course, the battles of Kings Mountain and Cowpens where American victories over British Loyalists sealed the fate of the British ever expecting to lure Americans to their side to end the war.

Also, France was supporting American independence over a year before the battle of Saratoga occurred by providing arms, ammunition, tents, uniforms, medicine, and money, but no troops. After Saratoga, France committed to send troops and participated in two battles, Newport, RI and Savannah, GA., both of which were disasters. Nothing changed to move the Americans closer to independence. In fact, Americans did not win a major battle after Saratoga for 35 months, with or without, the assistance of French troops. It wasn't until the victory of the Overmountain men at Kings Mountain in October 1780 that the tide began to shift toward the Americans. It wasn't until March 1781 in the first battle of the Capes that the French defeated the British Navy, a second battle of the Capes that September that the French fleet under Admiral De Grasse defeated the British fleet again, and at the siege of Yorktown when the British army was defeated, that the French forces were victorious in helping the American cause. The box score for the French working to help the American cause was three wins and two losses, all of which occurred well after Saratoga. Saratoga got Americans a treaty—a piece of paper—that said that they would support American Independence of 13 separate “Nation-States” and French troops that did not assist Americans in winning any battles. The second army under Rochambeau did both.

- **Battles of Kings Mountain and Cowpens:** Two major battles won by the American forces that helped to turn the tide of the war in the South in favor of the Americans against the British.
NOTE: Seldom referenced in history books, Kings Mountain (October 7, 1780) and Cowpens (January 17, 1781) were two of the most decisive and important victories of the Americans over British American Loyalists during the entire war. The results were so dramatic that they literally “Turned the tide in the south”, eventually forcing Lord Cornwallis to take his army north to Yorktown to disrupt the French supply chain to the Americans.

- **Washington Rochambeau Revolutionary Route.** The travel route that was taken by Generals Washington and Rochambeau from Rhode Island and New York, respectively, through nine colonies to reach Yorktown Virginia to entrap Lord Cornwallis.
NOTE: Now a national historic trail, it includes both land and sea routes where both American and French armies marched and encamped on their way to and from Yorktown during the summer and fall of 1781.

- **Surrender at Yorktown:** This was the colonial victory over forces of Lord Cornwallis that triggered Peace Talks that later ended the Revolutionary War. (delete: marked the end of)
NOTE: Yorktown was not the end of the Revolutionary War. Although it was the last major battle, the war actually continued for another two years, officially ending in 1783. Skirmishes and smaller battles continued, particularly throughout the South during 1782 and 1783, until the second Treaty of Paris ended the conflict.

WHI

General Comments for Consideration: Aryan Migration and Caste System

Standard WHI.4 is factually incorrect as scholarship on Aryan migrations has shifted significantly over the past decade, particularly with new archaeological evidence suggesting that ancient Indians or “Aryans” never actually migrated from west of the Indus Valley. There is still ongoing and rigorous academic debate amongst historians, archaeologists, and other scholars on the origins of Indian civilization. While school districts and textbook publishers are increasingly accepting the origins as disputed, they are failing to encourage students to critically explore the issues surrounding the various theories. By not accepting this revision, the state is perpetuating deliberate inaccuracies and racist, colonial stereotypes, teaching VA students incorrect content which will leave them ill-prepared for our increasingly diverse state and globalized world.

I would like to also note that while the standard does not mention caste, the curriculum framework refers mentions it as:

“The caste system did not fully emerge until later in Indian history, but its roots are in the varnas and the jati system

- Varnas were idealized in the Vedas to organize society equally by skill.
- As more occupations developed in ancient India, jatis was used to describe divisions by occupation.
- Jatis were governed by birth.
- Over many centuries, both varnas and jatis merged to become known today as a top-down, birth-based caste system.”

There is no mention in the standard to the origin of a system that is rooted in a social hierarchy identified by the Portuguese as “casta.” By including this concept in the curriculum framework, the VDOE is not only digressing from the standards, but also perpetuating a racist colonial theory about people of Indian origin which will misinform students and lead to discrimination and bullying of Hindu students. This was brought up directly to VDOE staff in 2015, so it is surprising that six years later and after being debunked by multiple reputable historians, scholars, and researchers, we are still having this discussion. I am calling for the removal of caste from the curriculum frameworks.

WHI General Comments

Record #17 for Slide Deck

Standard WHI.4 is factually incorrect as scholarship on Aryan migrations has shifted significantly over the past decade, particularly with new archaeological evidence suggesting that ancient Indians or “Aryans” never actually migrated from west of the Indus Valley. There is still ongoing and rigorous academic debate amongst historians, archaeologists, and other scholars on the origins of Indian civilization, so while school districts and textbook publishers are increasingly accepting the origins as disputed, they are failing to encourage students to critically explore the issues surrounding the various theories. By not accepting this revision, the state is perpetuating inaccuracies and racist, colonial stereotypes, teaching VA students incorrect content which will leave them ill-prepared for our increasingly diverse state and globalized world. It can also lead to discrimination and bullying of Hindu students.

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In standard WHI.4 an additional substandard should be added to explore Sikhism which was founded in 15th Century India (pre-partition). Our recommendation is to add this in as an additional substandard after substandard d on Buddhism, and before substandards e-f on China.

Suggested additions:

'The student will apply social science skills to understand the civilizations of Persia, India and China in terms of chronology, geography, social structures, government, economy, religion and contributions to later civilizations by describing the origins, beliefs, traditions, customs and spread of Sikhism.

Essential Understandings - Sikhism was founded by Guru Nanak in South Asia, in a part of Northern India called the Punjab, which is now split between present day India and Pakistan. Sikhism grew as a major religion across India and other parts of South Asia under the leadership of ten Gurus from 1469-1708 during the time of the Mughal Empire. Guru Nanak, (1469-1539), made four long journeys over a period of twenty-four years. He went Eastwards, then Southwards to Sri Lanka, returning via Gujarat and Rajasthan, and later journeyed Northwards into the Himalayas as far as Tibet. He then went Westwards towards the Middle East, to Mecca and Medina, returning through Iran, Iraq, Uzbekistan, and Afghanistan. Through each encounter there was a call for practicing integrity and truthful living, and followers of Guru Nanak's teachings became known as Sikhs. The growth of Sikhism greatly influenced the society, culture and language particularly in Punjab where the majority of followers still live and practice the religion, as well as in other parts of India and South Asia where there are smaller Sikh communities. Guru Nanak and subsequent Gurus reformed many cultural practices which were embedded in society through their revolutionary teachings of equality and social justice. For example, they spoke out against the caste system which was prevalent at the time, promoted equality for all genders, and fought for the religious freedom of all.

Essential Knowledge. Sikhism: Monotheism - belief in One God, the Creator, inherent in all living beings; Living a truthful life through the threefold motto of remembering God, earning an honest living, and sharing with others; Belief in ten Gurus and the sacred scripture, Guru Granth Sahib, as the permanent and eternal Guru. Core Values: equality, compassion, selfless service, and upholding social justice. Spread throughout Punjab and other parts of India and South Asia during the time of the ten Gurus.'

WHII.1 Record # 374

Organization/Museum

a, g, h

Suggested Revised Standard:

P. 1, STANDARD WHII.1a - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by, a) synthesizing evidence from artifacts and primary and secondary sources to obtain information about events and life in world history.

Retain and Add:

“Essential Understandings

Synthesis involves combining processed information with other knowledge to logically reach a new interpretation and understanding of content.

Primary and secondary sources enable us to examine evidence closely and to place it in a broader context.

An artifact is an object or tool that tells us about the people from the past.

A primary source is an artifact, document, image, sound or video recording, or other source of information that was created during the time under study.

A secondary source is a document, image, or other source of information that relates or discusses information originally presented elsewhere.

Historical information may be acquired from a variety of sources:

- Diaries
- Interviews
- Letters
- Raw data
- Court records and transcripts
- Photographs

- Sound or video recordings
- Journal articles that report the findings of original research and are written by the researchers themselves
- Autobiographies
- Speeches
- Creative works (novels, plays, poems, music, art)
- Magazine and journal articles”

Comments: This standard should add “Sound or video recordings.” The history of the last 100 years can also come in the form of sound or video recordings, and without instructions that sound and video recordings can also be primary sources, students may not include them in their understanding of historical primary sources. For example, a video of the JFK assassination, a recording of FDR’s Fireside Chat, a news report, a video of 9/11, a video of an inauguration or a recording of a speech in Congress. See Library of Congress, “Teachers’ Guide Analyzing Sound Recordings,”

https://www.loc.gov/static/programs/teachers/getting-started-with-primary-sources/documents/Analyzing_Sound_Recordings.pdf accessed 2/17/2021.

Suggested Revised Standard:

p. 7, STANDARD WHII.1g - The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by, g) analyzing multiple connections across time and place.

Retain:

“Experiences may include but are not limited to the following:

- Select a civilization, religion, or event. Organize various aspects to determine and explain how the civilization, religion, or event changed over time. Organizing aspects may include the following:

- o Social factors
- o Political factors
- o Economic factors

- o Cultural factors
 - Identify how culture changed to accommodate evolving ideas and beliefs, including the following:
 - o Revolutions
 - o Conflicts
 - o Reforms
 - o Human-environment interactions
 - o Laws and policy changes
 - o Advancements
 - o Conflicts
 - o Diversity
 - o Movements and migrations”

Comments: This strong standard WHII.1g should be retained unchanged because it addresses how a civilization, religion, or event changed over time, and religion should especially be kept in the standard. The inclusion of religions in this standard helps the Virginia SOL align with the C3 Framework. The C3 Framework emphasizes that “religions evolve and change through time and are not static or fixed. Religious expressions and beliefs must be studied in social and historical context as they are constantly interpreted and reinterpreted by adherents.” The C3 standards emphasize “the impact of religion on the structure and culture of societies, examining both historical and contemporary perspectives in order to understand how religious beliefs, practices, and communities are created, maintained, and transformed over time” (p. 93). (See “D2.Rel.3.9-12: Describe and analyze examples of how religions evolve and change over time in response to differing social, historical, and political contexts,” p. 94, The College, Career, and Civic Life (C3) Framework for Social Studies State Standards, <https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>, accessed 5/2/2019.)

Suggested Revised Standard:

P. 8, STANDARD WHII.1h - The student will demonstrate skills for historical

thinking, geographical analysis, economic decision making, and responsible citizenship by, h) using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made.

Retain and Add:

“Experiences may include but are not limited to the following:

Use a PACED (Problem, Alternatives, Criteria, Evaluate, Decision) decision grid: . . .

Decision:

Use a cost-benefit analysis chart:

Creation of World War I mandate system and following the end of the mandates, newly independent Middle Eastern states“

“Costs

Increased Arab hostility toward Britain and France and delayed statehood for the peoples of the region

Heightened competing nationalisms, conflict over land, and religious tensions in the area

Benefits

Created a framework by which people groups could achieve statehood following the collapse of the Ottoman Empire

Brought economic growth and the immigration of Arabs and Jews to the region”

Comments: As currently written, it looks like students are being asked to analyze the costs of the creation of new states in the Middle East, including Israel, Jordan, Lebanon, and Syria. That implication feels non-scholarly and may offend students from these countries. The wording should make it clear that this standard is suggesting an examination of the pros and cons of the mandate system, not the creation of Middle Eastern states.

Reference to Western nations is overly broad and inaccurate so the cost should specify Britain and France and acknowledge that the creation of mandates delayed the fulfillment of nationalist aspirations for statehood among multiple groups in the region.

Conflict over land and competing ethnic nationalisms (for example, Arab

nationalism and Jewish nationalism known as Zionism) are far more central dimensions of the conflict than religious tensions. Reducing this complex regional conflict to religious tensions alone is inaccurate.

A second benefit of the mandate system is omitted, that the rule of the British and French brought economic growth and the immigration of Arabs and Jews to the region.

WHII.10 Record 375

Suggested Revised Standard:

P. 53, STANDARD WHII.10c - The student will apply social science skills to understand World War I and its worldwide impact by c) analyzing and explaining the terms of the Treaty of Versailles and the actions of the League of Nations, with emphasis on the mandate system.

Retain:

“Essential Understandings. The mandate system gave broad authority to the mandate powers regarding preparation for self-rule.

The mandate system

- During World War I, Great Britain and France agreed to divide large portions of the Ottoman Empire in the Middle East between themselves.
- The division of the Ottoman Empire through the mandate system planted the seeds for future conflicts in the Middle East.”

Comments: This standard addresses an important outcome of WWI, the Mandate system’s impact on the Middle East and it should be retained so that students understand the historical background of later Middle East conflicts.

Suggested Revised Standard:

P. 55, STANDARD WHII.10e - The student will apply social science skills to understand World War I and its worldwide impact by e) explaining the causes and assessing the impact of worldwide depression in the 1930s.

Retain and Revise:

“Impact of worldwide depression

- High unemployment in industrial countries
- Bank failures and collapse of credit
- Collapse of prices in world trade
- Nazi Party’s growing importance in Germany; Nazi Party falsely blames European Jews for economic collapse”

Comments: It is important to note the lack of any factual basis for the Nazi party’s scapegoating of European Jews for economic problems and Germany’s economic collapse by adding “falsely.”

Suggested Revised Standard:

P. 56, STANDARD WHII.10f - The student will apply social science skills to understand World War I and its worldwide impact by

Retain and Add: “f) examining the rise of totalitarianism during the interwar period”

Comments: The list of Essential Knowledge for this standard addresses the interwar period in the U.S.S.R., Germany, Italy, and Japan so the wording of this standard should clarify the period of study.

Suggested Revised Standard:

P. 56, STANDARD WHII.10f - The student will apply social science skills to understand World War I and its worldwide impact by f) examining the rise of totalitarianism. Essential Understandings - A communist dictatorship was continued by Joseph Stalin in the Soviet Union, Essential Knowledge.

Retain and Add: "U.S.S.R. during the Interwar Period—Joseph Stalin

- Entrenchment of communism
- Stalin's policies: Five-year plans, collectivization of farms, state industrialization, secret police
- Great Purge (large-scale persecution of kulak peasants, political opponents, and Jews)"

Comments: The Essential Knowledge for this standard should clarify the targets of the Great Purge were kulak peasants, political opponents, and Jews. Jews were targets, and anti-Jewish attacks escalated following the Molotov-Ribbentrop Treaty with Germany.

Suggested Revised Standard:

P. 56, STANDARD WHII.10f - The student will apply social science skills to understand World War I and its worldwide impact by f) examining the rise of totalitarianism, Essential Knowledge.

Retain and Revise: "Germany during the Interwar Period—Adolf Hitler

- Inflation and depression
- Democratic government weakened
- Antisemitism, state-sponsored racism, stripping of rights, Nuremberg Laws, Kristallnacht, ghettos, deportation, concentration camps
- Extreme nationalism
- National Socialism (Nazism)
- German occupation of nearby countries
- Holocaust: "Final Solution", genocide, mobile killing squads, extermination camps, gas chambers"

Comments: The evolution of Nazi policies and actions should be clearly explained in two lines:

- 1) one line on the state-sponsored racism of Nazi Germany during the interwar period, and
- 2) two, its results in a second line on the Holocaust.

From 1933-1939 was the period of dehumanization of Jews by Nazi Germany, with, state-sponsored racism and stripping of rights (e.g., Nuremberg Laws), escalation of persecution (e.g., Kristallnacht), and the establishment of concentration camps and ghettos. In 1940 to January 1941 Wannsee Conference there was a shift to genocide as a goal, and this second line covers the period of genocide 1941-45.

Leaving antisemitism as one lone word after the bullet leaves the impression of mere personal prejudice against Jews, rather than the state-sponsored racism of Nazi Germany. The Nuremberg laws stripped Jews of legal rights and their German citizenship. The violence of Kristallnacht (Night of Broken Glass, November 9-10, 1938) was a large organized wave of pogroms in which Nazis in Germany, Austria, and occupied Czechoslovakia torched synagogues, vandalized Jewish homes, schools and businesses, and killed close to 100 Jews. Approximately 30,000 Jewish males were rounded up and taken to concentration camps. This was the first time that Jews were arrested for their identities as Jews and not for alleged political or criminal offenses. (See, "Kristallnacht," United States Holocaust Memorial Museum Encyclopedia <https://encyclopedia.ushmm.org/content/en/article/kristallnacht>. Accessed on 14 February 2019.) This marked the beginning of the annihilatory phase of the Holocaust.

Scholars have shifted to writing antisemitism as one word because it is understood as a term with a distinct meaning, hatred of Jews, and there is no semitism to which one can be anti. Antisemitism is a term akin to Islamophobia, a proper noun, and we recommend following this convention in the writing of this keyword term. Notably in the original German, the term was always written as a single word, Antisemitismus.

As noted in Standard USII.7b, given the number of Jews (1.5 million) murdered by the Einsatzgruppen (mobile death squads) in the Soviet Union, these should be added to the list.

The term "Final Solution" was the Nazi euphemism for genocide, and so should be enclosed in quotation marks, and genocide should be added. The f and the s should both be capitalized as is done in STANDARD VUS.11e Essential Knowledge.

In Standard USII.7b, the term death camp is used. For consistency, we recommend using death or extermination camps in both sets of standards.

WHII.11 Record 377

d, e

Suggested Revised Standard:

P. 60, STANDARD WHII.11d - The student will apply social science skills to understand World War II and its worldwide impact by d) examining the Holocaust and other examples of genocide in the twentieth century.

Retain and Revise:

“Essential Understandings

There had been a climate of hatred against Jews in Europe and Russia for centuries, based on fear of the other, religious prejudice, scapegoating, and myths of excessive power.

Despite the lessons learned from the Holocaust, other instances of genocide have occurred in the second half of the twentieth century and into the twenty-first century.

Essential Knowledge

Term to know

- genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group
- Holocaust: The systematic mass murder of two-thirds of European Jews (6 million) by the Nazis during World War II

Elements leading to the Holocaust

- Totalitarianism combined with nationalism
- History of antisemitism
- Defeat in World War I and economic depression falsely blamed on German Jews
- Hitler’s belief in the master race
- Antisemitism Nazi propaganda

Other examples of genocide

- Circassian genocide by the Russian Empire

- Armenians by leaders of the Ottoman Empire
- Peasants, government and military leaders, and members of the elite and the Ukrainian Terror Famine (Holodomor) in the Soviet Union by Joseph Stalin
- Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia
- Muslims and Croats by Bosnian Serbs in former Yugoslavia
- Tutsi minority by Hutu in Rwanda
- Darfuri civilians by Sudanese government
- Rohingya by the Myanmar government”

Comments: This standard provides an accurate background for the Holocaust, and would be strengthened by adding why there had been a climate of hatred against Jews in Europe and Russia for centuries. Antisemitism is based on fear of the other, religious prejudice, scapegoating, and myths of excessive power. This explanation of the reasons for anti-Jewish hate, can also be used to understand prejudice, discrimination, and racism against other racial, ethnic, and religious minorities in world history.

The word “Holocaust” should be included in the essential terms to know so that students are working from a common vocabulary.

The standards should clearly explain the scale and impact of the Holocaust by including that it was the systematic mass murder of two-thirds of European Jews by the Nazis during World War II and include the total of 6 million.

Scholars have shifted to writing antisemitism as one word because it is understood as a term with a distinct meaning, hatred of Jews, and there is no semitism to which one can be anti. Antisemitism is a term akin to Islamophobia, a proper noun, and we recommend following this convention in the writing of this keyword term. Notably in the original German, the term was always written as a single word, Antisemitismus.

Adding the modifier “falsely” more clearly reflects that these were deceptive and false accusations and scapegoating of the Jews by the Nazis.

The Circassian genocide was a combination of mass murder and ethnic cleansing in which the Russian Empire expelled 800,000–1,500,000 Circassians from their homeland near the Black Sea in the mid-19th century. It is termed a

genocide because 800,000, or 75% of the total Circassian population were murdered or died. The Circassians refer to themselves as the Adyghe and are majority Muslim. Today the majority of the remaining ethnic Circassian community lives in Turkey, Russia, and Jordan, but the community can be found in 50 countries. For more details, a summary of the academic research, and a copy of the 2010 declaration by Georgia, see this article: "Circassian Genocide – the History of a Problem, Chronicles of Events, the Scientific Conclusion" by Merab Chukhua Tbilisi, May 20, 2011

http://www.parliament.ge/files/1544_32742_536746_genocidi-en.pdf accessed 2/25/2021. To summarize the research, "...it was Professor Antero Leitzinger, who classified the national tragedy of Circassians as most unambiguous genocide among all foreign scholars. He, without hesitation concludes that the genocide of Circassian people committed by the Czarist Russia, in the 19th Century was the biggest genocide by that time. Finally, the conclusion of the researcher shapes into following: The genocide committed against the Circassian nation by the Czarist Russia in the 1800s was the biggest genocide of the nineteenth century." See <https://borgenproject.org/10-facts-about-the-circassian-genocide/>, and <https://www.nytimes.com/2011/05/21/world/europe/21georgia.html> accessed 2/25/2021.

The Holodomor, also known as the Terror Famine and sometimes referred to as the Great Famine, was a man-made genocide planned by Stalin in Soviet Ukraine from 1932 to 1933 that killed more than 3 million Ukrainians and is considered a genocide by many countries. See <https://holodomormuseum.org.ua/en/recognition-of-holodomor-as-genocide-in-the-world/> accessed 2/19/2021.

We recommend including the Rohingya genocide by the Myanmar government as a modern genocide. See <https://www.bbc.com/news/world-asia-41566561> accessed 2/25/2021.

Suggested Revised Standard:

P. 61, STANDARD WHII.11e - The student will apply social science skills to understand World War II and its worldwide impact by e) examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human

Rights (1948),

Retain and Add:

“Essential Knowledge

Outcomes of World War II

- Loss of empires by European powers
- Establishment of two major powers in the world: The United States and the U.S.S.R.
- War crimes trials
- About 10 million war refugees, displaced persons, and Jewish Holocaust survivors
- Division of Europe, Iron Curtain
- Establishment of the United Nations
- The Universal Declaration of Human Rights
- Marshall Plan
- Formation of North Atlantic Treaty Organization (NATO) and Warsaw Pact”

Comments: One of the key outcomes of WWII that was that approximately 10 million war refugees, displaced persons, and Jewish Holocaust survivors were stateless or displaced at the conclusion of hostilities. Teaching about this in this standard provides a comparative understanding for the 21st century refugee crisis raised in Standard WHII.14a “Migrations of refugees and others” and “Refugees as an issue in international conflicts.” The Displaced Persons Act of 1948 estimated that when “World War II in Europe came to an end in 1945, an estimated 7 to 11 million displaced persons were still living in Germany, Italy, and Austria” (see <http://immigrationtounitedstates.org/464-displaced-persons-act-of-1948.html> accessed 2/23/2021).

Suggested Revised Standard:

P. 61, STANDARD WHII.11e - The student will apply social science skills to understand World War II and its worldwide impact by e) examining the effects of the war, with emphasis on the terms of the peace, the war crimes trials, the

division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations and the Universal Declaration of Human Rights (1948),

Retain and Add:

“Essential Knowledge

The Universal Declaration of Human Rights

- International understandings of human rights developed out of world reaction to the Holocaust
- Established and adopted by members of the United Nations
- Provided a code of conduct for the treatment of people under the protection of their government”

Comments: The 1948 Universal Declaration of Human Rights and international understandings of human rights developed out of world reaction to the Holocaust, and this connection should be explicitly addressed by adding the Holocaust to this standard. International understandings and agreements on human rights cannot be understood without reference to the Holocaust and world reaction to it. High-level international agreements on human rights, including the 1948 Universal Declaration of Human Rights, the 1948 UN Convention on the Prevention and Punishment of the Crime of Genocide, and the UN’s 1951 Geneva Convention Relating to the Status of Refugees, are key legacies of the impact of the Holocaust.

The National Council for the Social Studies (NCSS) issued a position statement on this link which states: “The savagery of two world wars, the atrocities of the Holocaust, and the rising demands for decolonization led to a flowering of human rights and humanitarian standards in the mid 20th century. From the early 1940s, the United States provided leadership in the development of international laws, standards and principles for the protection of human rights and codification of humanitarian standards in armed conflict” (See <https://www.socialstudies.org/position-statements/human-rights-education-necessity-effective-social-and-civic-learning>, accessed 2/16/2021).

WHII.13 Record #380

a, b, d

Suggested Revised Standard:

P. 69, STANDARD WHII.14a - The student will apply social science skills to understand the global changes during the early twenty-first century by a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including the role of social media and chemical and biological technologies.

Retain and Add:

“Essential Understandings

Developed and developing nations face many challenges. These challenges include migrations, ethnic and religious conflicts, and the impact of new technologies.

Essential Knowledge

Migrations of refugees and others

- Refugees as an issue in international conflicts
- Migrations of guest workers to European cities

Ethnic and religious conflicts

- Middle East (Syrian Civil War, ISIS, Iraq, Afghanistan, Yemen)
- Northern Ireland
- Balkans
- Horn of Africa
- South Asia”

Comments: To bring this 21st century standard up to date, the largest conflicts the Middle East should be added, including the conflicts of the Syrian Civil War, ISIS, Iraq, Afghanistan, and Yemen). These conflicts have had the largest impact on the region in the 21st century, in terms of refugees, internally and externally displaced persons, deaths, and number of players involved.

Suggested Revised Standard:

P. 70, STANDARD WHII.14b - The student will apply social science skills to understand the global changes during the early twenty-first century by b) assessing the link between economic and political freedom, Essential Knowledge.

Retain and Add: “Environmental challenges

- Pollution
- Loss of habitat
- Global climate change
- Water scarcity“

Comments: This standard should add Water scarcity The environmental challenge of water scarcity impacts both economics and politics. Access to water for human use, agricultural production, and sustainable energy generation is one of the key environmental issues of the 21st century, impacting everything from standards of living and economics, to politics, wars over resources, and migration. Additionally, the most important issue in environmental justice is access to safe water. “Global climate change” is a large and more challenging topic for teachers to break down at the lesson level. Access to safe water and water scarcity can be addressed in comparative case studies and is accessible to students. Water availability or scarcity is greatly impacted by climate change, but is easier to grasp and to teach. Water availability or scarcity is generally a major topic in world geography and so should be explicitly named in standards. Adding “water scarcity” to this high school standard will address C3 standards, such as: “D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.”

Suggested Revised Standard:

P. 70, STANDARD WHII.14b - The student will apply social science skills to understand the global changes during the early twenty-first century by b) assessing the link between economic and political freedom, Essential Knowledge.

Retain and Add: “Relationship between economic and political freedom

- Free market economies historically have produced rising standards of living and an expanding middle class, which produces growing demands for political

freedoms and individual rights. Recent examples include Taiwan and South Korea.

- Describe other economic models and their relationship to political freedom.”

Comments: World history students should learn about the range of economic models states have used and the degree of political freedom in those states. This standard should provide students with a balanced and accurate range of information on this topic and should present multiple examples and viewpoints.

Suggested Revised Standard:

P. 72, STANDARD WHII. 14d - The student will apply social science skills to understand the global changes during the early twenty-first century by d) analyzing the increasing impact of terrorism.

Retain and Add: “Essential Understandings

Both developed and developing nations of the world have faced challenges brought about by increased terrorism.

Terrorism is the use of illegal violence to achieve political ends.

Essential Knowledge

Examples of international terrorism

- Munich Olympics
- Terrorist attacks in the United States (e.g., 9/11/2001) motivated by extremism (Osama bin Laden)
- Car bombings
- Suicide bombers
- Airline hijackers

Domestic terrorism

- Race massacres and lynchings
- Oklahoma City bombing
- Arson and shootings in houses of worship
- Boston Marathon bombing”

Comments: This standard should add domestic terrorism and some examples.

Standard WHII. 14d concerns “analyzing the increasing impact of terrorism” and omits coverage of domestic terrorism. Providing a short list of domestic terrorism, including attacks on racial and religious minorities, drive home that violence for political ends occurs both domestically and abroad, and the U.S. is not immune to acts of terrorism.

WHII.15 Consistent Comment

In standard WHII.15a, Sikhism, the world's fifth largest religion should be added.

Suggested edits and additions: 'The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism in the contemporary world by a) describing their beliefs, sacred writings, traditions, and customs;

Essential Understandings - Six world religions have had a profound impact on culture and civilization.

Essential Knowledge - Sikhism: Monotheism - belief in One God, the Creator, inherent in all living beings; Living a truthful life through the threefold motto of remembering God, earning an honest living, and sharing with others; Belief in ten Gurus and the sacred scripture, Guru Granth Sahib, as the permanent and eternal Guru. Core Values: equality, compassion, selfless service, upholding social justice.'

In standard WHII.15b, Sikhism, the world's fifth largest religion, should be added.

Suggested edits and additions: The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, Hinduism, and Sikhism in the contemporary world by b) locating the geographic distribution of religions in the contemporary world.

Essential Understandings - Six world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas

Essential Knowledge, Geographic distribution of world's major religions - Sikhism: Concentrated in Punjab, South Asia but has spread to North America and Europe as well as many other parts of the world.

WHII.15 Record #380

a

Suggested Revised Standard:

P. 73, STANDARD WHII.15a - The student will apply social science skills to understand the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by a) describing their beliefs, sacred writings, traditions, and customs, Essential Understandings Five world religions have had a profound impact on culture and civilization. Essential Knowledge.

Retain and Add:

“Judaism

- Belief in one God (monotheism)
- Mitzvot (Commandments), including the Ten Commandments, which state ethical and religious conduct
- Tanakh (Hebrew Bible) books of Torah (first five books), Prophets, and Writings, and contain written records of the origins and central beliefs of Judaism
- Jerusalem and Land of Israel
- Shabbat (Sabbath), Passover, Yom Kippur and the Hebrew calendar unite Jews worldwide in celebrations

Christianity

- Monotheism
- Jesus as son of God
- Life after death
- New Testament: Life and teachings of Jesus
- Establishment of Christian doctrines by early church councils

Islam

- Belief in one God (monotheism)
- Muhammad, the prophet
- Qur’an (Koran)

- Five Pillars of Islam
- Mecca and Medina”

Comments: This standard lacks the details needed to explain Judaism and so these items should be added to the Essential Knowledge for Judaism

The Tanakh is the sacred text comparable to the Christian Bible and the Qur’an. The Torah is the name for the first five books of the Tanakh, or the Hebrew Bible. Just as the Standards of Learning reference those holy scriptures so too should this standard include reference to the entire Hebrew Bible, not just the Torah. While the Torah is central to Judaism, other books of the Hebrew Bible, Prophets and Writings, are equally important. Updating the standard to reflect this information adds accuracy and depth. Including the Hebrew term for Hebrew Bible (Tanakh) is in keeping with the way in which the standards refer to other scripture names in Hebrew (Torah) and Arabic (Qur’an).

The Ten Commandments should not be overemphasized because they do not have a higher status or greater importance in Judaism than the 613 commandments contained in the Torah and expounded upon by the rabbinic sages. In Judaism, a commandment is called a mitzvah (plural: mitzvot). Judaism has both ritual and ethical requirements or mitzvot. Ritual requirements include daily prayer, observance of the Sabbath, holidays, dietary laws, and the study of Jewish texts. The ethical obligations include giving charity, loving your neighbor, being kind to strangers, healing the world, pursuing justice, refraining from gossip, and seeing the dignity and worth of every individual. Adding this information to the standard also helps create better understanding and acceptance of religious differences.

Because of the centrality of Jerusalem and the land of Israel to Judaism, they should be included as Mecca and Medina are under Islam. The Jewish religious connection to the Land of Israel developed during one thousand years of Jewish history in that location where Jewish religion, culture, and Hebrew language developed from about 1200 BCE to 135 CE. During the following two-thousand years in Israel and in the Diaspora, Jews kept from assimilating by focusing on the Torah, Jewish teachings, and hopes for the eventual return to the Land of Israel as a people. Jerusalem is central to Judaism, and the holiest city for Jews. For more than two thousand years, Jews worldwide have faced Jerusalem for daily prayer three times a day, and invoke a return to Jerusalem in the prayer after meals and during Passover and Yom Kippur. The land of Israel is woven into

every aspect of Judaism including the Hebrew Calendar, Jewish liturgy, Jewish mysticism, and, most importantly, the Jewish concepts of redemption and messianism. The Jewish prophetic tradition is equally rooted in the land of Israel. Additionally, the centrality of the land of Israel to all aspects of Judaism binds together Jews of every religious denomination in Judaism.

As with other founders of religions, claims of divinity are beliefs specific to a particular religion. As such, the word “son” should appear in lowercase since belief is specific to Christianity. It is important that the Standards of Learning reinforce respect for all traditions so this Standard should reflect this ideal.

VS.13 Record #37 Public Comment (Slide Deck)

c, e

Suggested Revised Standard:

P. 72, STANDARD VUS.13c - The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans. Essential Knowledge.

Retain and Add:

“Civil Rights Act of 1964

- In 1960, in *Boynton v. Virginia*, the Supreme Court ruled that racial segregation in public transportation is illegal under the Interstate Commerce Act.
- The Freedom Riders were Black and White activists who took bus trips through the American South to protest segregation.
- The Birmingham Campaign led by Martin Luther King, Jr. and SCLC convinced President Kennedy to publicly call for new civil rights legislation. Media coverage of Bull Connor’s violent tactics against student demonstrators led to greater national support of the Civil Rights Movement.
- The act prohibited discrimination based on race, color, religion, gender, or national origin.
- The act desegregated public accommodations (e.g., hotels, restaurants, movie theaters).
- President Lyndon B. Johnson played an important role in the passage of the act.”

Comments: Virginia Standards of Learning should include this important Virginian civil rights case (*Boynton v. Virginia*).

The Civil Rights Act of 1964 desegregated public accommodations, and one of the most impactful desegregation campaigns that was a catalyst for it (Freedom Riders) should be included in the standard.

Suggested Revised Standard:

P. 73, STANDARD VUS.13c - The student will apply social science skills to understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by c) explaining how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans. Essential Knowledge.

Retain and Add:

“Voting Rights Act of 1965

- Freedom Summer was a 1964 Mississippi voter registration campaign that resulted in violence, murders of civil rights workers, and 37 church bombings; it served as a catalyst to the passage of the Voting Rights Act.
- The March from Selma to Montgomery was a demonstration against voter discrimination and police brutality. John Lewis led the first day of the march when peaceful demonstrators were attacked by Alabama State Police in what became known as "Bloody Sunday."
- The act outlawed literacy tests.
- Federal registrars were sent to the South to register voters.
- The act resulted in an increase in African American voters.
- President Johnson played an important role in the passage of the act.

Comments: This standard should add Freedom Summer. The standard on the Voting Rights Act of 1965 should include the violence the previous year during the voter registration drive of Freedom Summer in which 1,000 people were arrested, civil rights workers were beaten and wounded, and 37 African American churches were bombed or burned. Three civil rights workers were murdered, James Chaney, an African American Congress of Racial Equality (CORE) activist, Andrew Goodman, a Jewish CORE volunteer, and Michael Schwerner, a Jewish CORE organizer. Freedom Summer was organized by a coalition of SNCC, NAACP, and SCLC.

Suggested Revised Standard:

P. 75, STANDARD VUS.13e - The student will apply social science skills to

understand the social, political, and cultural movements and changes in the United States during the second half of the twentieth century by e) evaluating and explaining the foreign and domestic policies pursued by the American government after the Cold War. Essential Knowledge, Retain and Add:

“President Jimmy Carter, 1977-1981

- Camp David Accords, agreements leading to a peace treaty between Israel and Egypt
- Panama Canal Treaties
- Creation of the U.S. Department of Energy and the U.S. Department of Education.

President Ronald Reagan, 1981-1989 and conservative Republicans advocated for

- tax cuts
- transfer of responsibilities to state governments
- appointment of judges/justices who exercised judicial restraint
- reduction in the number and scope of government programs and regulations
- strengthening of the American military.

President George H. W. Bush, 1989-1993

- Fall of communism in Eastern Europe and the breakup of the Soviet state
- Reunification of Germany
- Persian Gulf War of 1990-1991 (Operation Desert Storm), the first war in which American women served in a combat role
- Americans with Disabilities Act of 1990 and Clean Air Act Amendments of 1990

President William J. Clinton, 1993-2001

- North American Free Trade Agreement (NAFTA)
- Restored full diplomatic relations with Vietnam
- Lifting of economic sanctions against South Africa when the policy of apartheid ended
- Dramatically reshaped welfare programs and helped reduce federal welfare

spending

- Oslo Accords”

Comments: The presidents in the second half of the twentieth century are all covered by the Standards of Learning in this list of presidents and their major accomplishments but President Jimmy Carter is completely omitted from the Virginia SOL. Carter and his top accomplishments should be added, including his key role in the negotiation of the Camp David Accords, agreements leading to a peace treaty between Israel and Egypt, which endure to the present day, the Panama Canal Treaties leading to the return of the Panama Canal to Panama, and the creation of the U.S. Department of Energy and the U.S. Department of Education.

For parity, we suggest including the full name of President Reagan and the dates of his presidency. Since the information on other presidents reference only the president and not political allies, the Department may wish to align the entry on Reagan accordingly. The bullets presented for other presidents are focused on major foreign or domestic accomplishments and policies, so for evenhandedness, you may wish to revisit the points and check that they include critical events and policy. Since none of the bullets have periods but one, we suggest removing that period in the last bullet point for President Reagan.

President Clinton’s key role in the Oslo Accords should be added.

VUS.11 Record # 37

eSuggested Revised Standard:

P. 61, STANDARD VUS.11e –

Retain and Revise:

“The student will apply social science skills to understand World War II by e) analyzing the Holocaust’s (Hitler’s “Final Solution”) impact on Jews, other groups who were also targeted to be murdered, and the postwar trials of war criminals.

Essential Understandings

The Nazis targeted specific groups for genocide because of their racist belief in a “master race.”

Essential Knowledge

The Holocaust

- Germany’s decision to exterminate the Jewish population through genocide was referred to by the Nazis as the “Final Solution.”
- Additional groups, including Poles, Slavs, Roma and Sinti, homosexuals, people with mental illness, or physical and/or intellectual disabilities the mentally ill, and the physically handicapped, were also targeted.
- The systematic mass murder of two-thirds of European Jews (6 million) by the Nazis during World War II
- Following the end of World War II, the Nuremberg trials were conducted to hold Nazi leaders and other individuals accountable for their own participation in war crimes regardless of orders received, but less than one percent of the perpetrators were brought to justice”.
- The outcome of the trials led to increased demand for a Jewish homeland.”

Comments: For the sake of clarity and accuracy, Standard VUS.11e should make clear that the term Holocaust refers to the genocide of European Jews. The sentence structure currently implies that other groups were part of the Holocaust. As explained and referenced in other parts of the review, the term Holocaust in particular refers to the Nazi genocide of Jews. The wording under Essential Knowledge makes it clear that the Nazis carried out murder campaigns against other targeted groups, which are rightly acknowledged. The United States

Holocaust Memorial Museum, one of the world's leading Holocaust research organizations, for example, defines the Holocaust as the state-sponsored systematic persecution and annihilation of European Jews by Nazi Germany and its collaborators between 1933 and 1945. Six million Jews were murdered during the Holocaust. The Nazis murdered an additional five million others in genocidal actions and violence against civilians and POWs during World War II. See <https://encyclopedia.ushmm.org/content/en/article/genocide-of-european-roma-gypsies-1939-1945> accessed 2/25/2021.

We recommend using the terms Roma and Sinti, which are generally preferred terms of self-identification by these groups; many view "Gypsy" as a pejorative term or ethnic slur. See <https://www.britannica.com/topic/Rom> accessed 2/25/2021. In a similar vein, we recommend the standard model the respectful way of referring to people with mental illness and disabilities, putting people first. The Nazis also targeted people with intellectual disabilities so this should be added.

The term "Final Solution" should be written consistently throughout this standard and across standards. In this standard, we matched the first reference to the second, so both the f and s are capitalized. This is consistent with the United States Holocaust Memorial Museum's presentation of this euphemistic phrase.

The wording of the Essential Understanding should emphasize that The Nazis decision to commit genocide against the Jews of Europe came from their racist belief in a "master race," and using this wording helps teachers and students understand these false and dangerous beliefs. American understandings of the dangers of racism and prejudice are greatly informed by our shared education about the Holocaust and its origins in racism.

The wording should make it clear that the term "Final Solution" was a racist term for genocide used by the Nazis.

The standards should clearly explain the scale and impact of the Holocaust by including that it was the systematic mass murder of two-thirds of European Jews by the Nazis during World War II and include the total of 6 million.

The Nuremberg trials, and other post-war trials of Nazi perpetrators brought less than one percent of Nazi war criminals to court, and many were able to immigrate to the U.S. The OSI (Office of Special Investigations) estimated that around 10,000 Nazi war criminals entered the United States. "The number of suspects that have been brought to trial is a tiny percentage of the more than

200,000 perpetrators of Nazi-era crimes, said Mary Fulbrook, a professor of German History at University College London...The vast majority of perpetrators got away with it....Fulbrook says that of the 140,000 individuals brought to court between 1946 and 2005, only 6,656 ended in convictions.”

<https://www.cnn.com/2018/12/14/europe/germany-nazi-war-trials-grm-intl/index.html>