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May 9, 2011

Linda M. Wallinger, Ph.D.
Assistant Superintendent for Instruction
Virginia Department of Education
Richmond, VA 23218-2120

Dear Dr. Wallinger,

Attached is the requested Corrective Action Plan for the Five Ponds Press K-3 program.

All of our responses appear in red type below the reviewer's comments. Items that are included on the grade level Errata Sheet are listed in green type. Our responses fall into the following categories:

- items to go on errata list, to be changed in the next printing, and to be changed online within 30 days
- items that will not go on the errata list but will be changed in the next printing and changed online within 30 days
- interesting comments from reviewers but changes will not be necessary

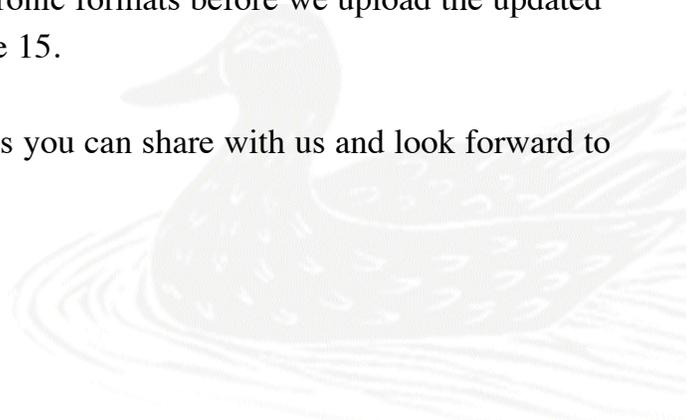
As the publisher of the Five Ponds Press OUR WORLD series, I too appreciate the comments and clarifications provided by the reviewers of this series. We concur with the observations as noted by Dr. Patricia Wright that, "much of the information will serve as valuable background information for teachers as they seek to enrich instruction and enhance students' understanding of the history and social science content."

Once the Plan is approved, Five Ponds Press will systematically make all the revisions to the electronic editions and revise the audio and other electronic formats before we upload the updated versions. We expect to be able to complete this by June 15.

We welcome any questions, comments, and suggestions you can share with us and look forward to hearing from you as we move forward.

Sincerely,

Lou Scolnik, Publisher



Errata Sheets submitted by Five Ponds Press on May 9, 2011
for the following textbooks:

- ***Our World: Let's Go!*** (kindergarten)
- ***Our Word: Near & Far*** (second grade)
- ***Our World: Far & Wide*** (third grade)

Five Ponds Press

Errata List for ***Our World: Let's Go*** (Kindergarten) by Joy Masoff

Copyright 2010

ISBN: 978-0-9824133-4-0

- On Reference Pages R6-R7 there is a white arrow pointing from the continental U.S. to the islands of Hawaii. The arrow is pointing north of the islands. Also, the label Hawaii is offset from the islands. These will be changed in future printings and online so the arrow points directly at the islands and the label is closer.

Five Ponds Press

Errata List for *Our World: Near and Far* (Second Grade) by Joy Masoff

Copyright 2010

ISBN: 978-0-9824133-0-2

- On page 41 there is an illustration of a Lakota settlement. The caption reads, "A Lakota reservation 150 years ago." We will change this label in future printings and online to, "A Lakota settlement."
- Page 41 the illustration of Lakota men hunting a buffalo:
The final sentence of the narrative will be changed in future printings and online to read, "They boiled the hoofs to make glue, ~~and made arrow shafts from the ribs.~~"
- Page 43 in the last paragraph about Pueblo Life:
The paragraph will be changed in future printings and online to read, "~~The Pueblo Indians were very different from the Lakota or the Powhatan, but all had one sad thing in common. They were forced from their homes by settlers from Europe. Yet even though they lost their land, they have kept many of their ancient ways.~~ The Pueblo Indians lived differently than the Lakota or the Powhatan, but they had one sad thing in common. Some had their lands taken from them by force, and many died from European diseases. Yet, even though they faced great hardships, they have kept many of their ancient ways."
- Page 51 in the passage titled China and the Huang He:
The first sentence will be changed in future printings and online to read, "China became a powerful empire about ~~2,000~~ 3,000 years ago."
- Reference pages R6-R7:
There is a printing error on the map of Virginia where a red star is in Chesterfield County. The star will be removed in future printings and online.

Five Ponds Press

Errata List for ***Our World: Far & Wide*** (Third Grade) by Joy Masoff

Copyright 2010

ISBN: 978-0-9824133-3-3

- Page 41 the middle paragraph under the subtitle “Give Me Your Gold”:
The final sentence of the paragraph will be changed in future printings and online to read, “He also ~~built a little settlement that he~~ explored an area that would be called St. Augustine, but he did not find gold. So Ponce de Leon kept looking.”
- Page 45 in the second paragraph under the title, “Death by Fever”:
For consistency with our second grade book, the final sentence will be changed in future printings and online to read, “~~Two out of every three~~ Three out of every four American Indians on the continent died.”
- Page 67 in the last bullet of “Think and Do”:
The assignment will be changed in future printings and online to read, “Think about the three basic ~~privileges~~ rights stated in the Declaration of Independence. Choose the one you feel is the most important basic ~~privilege~~ right and explain your choice.”
- On page 80 under the photo of Dr. King being arrested:
The sentence will be changed in future printings and online to read, “At the age of ~~25~~ 19, he became a minister in Alabama.”
- Reference page R11
There is a printing error on the map of Virginia where a red star is in Chesterfield County. The star will be removed in future printings and online.

Corrective Action Plan Submitted by Five Ponds Press on May 9, 2011 for the following textbooks:

- ***Our World: Let's Go!*** (kindergarten)
- ***Our World: Then & Now*** (first grade)
- ***Our World: Near & Far*** (second grade)
- ***Our World: Far & Wide*** (third grade)

Our World: Let's Go! (Kindergarten)

Copyright 2010

ISBN: 978-0-9824133-4-0

Reviewers

- Dr. Christopher Hamner, Professor, George Mason University
- Dr. Herman Viola, Curator Emeritus at the Smithsonian's National Museum of Natural History
- Dr. Hugh West, Professor, University of Richmond
- Dr. Joe Eney, Virginia Geographic Alliance and Retired Professor, James Madison University
- Dr. Melanie Marks, Professor, Longwood University
- Mr. Ken Stroupe, Chief of Staff, University of Virginia Center for Politics
- Mrs. Meg Heubeck, Director of Instruction, Youth Leadership Initiative, University of Virginia Center for Politics

Reviewer: Dr. Christopher Hamner	History Strand: United States History
Page	Clarifications to Narrative
	<p>I did not find any outright errors. I'm sensitive to the idea that these books are intended for children between the ages of 4 and 9, and that a certain degree of approximation and simplification is fine.</p> <p><i>Thank you. Our intention is to make the book as age appropriate as possible.</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
23	<p>The illustration shows Pilgrims at Thanksgiving with Indians whose garb is Plains Indian, not Eastern Woodland, and must be changed. This is a typically stereotypical picture of Thanksgiving because artists like the eagle feather war bonnets of Plains Indians. One Indian gentleman is wearing a cowboy hat with an eagle feather tucked in. This is current reservation head gear often seen at Pow Wows.</p> <p>The painting is by Jean Leon Gerome Ferris (1863-1930 American) and is in the Library of Congress. Many resources, including Encyclopedia Britannica, use it to illustrate the event, so we chose the painting for the five-year-old audience. In future editions we will look for new art.</p> <p>I would restructure the caption as something like this, putting the Indians and Pilgrims first, then the Thanksgiving holiday: THANKSGIVING <i>Thanksgiving is a holiday where we remember the American Indians and Pilgrims. The Pilgrims were settlers from far away who came to live in America. The Indians welcomed them and helped them grow food. The Pilgrims shared their harvest with the Indians and they all ate a special meal in peace and thanksgiving.</i> <i>Every November we remember the first Thanksgiving. Often we eat turkey, corn, and pumpkins like the Pilgrims and Indians did.</i></p> <p>Further information about the holiday will be presented by the teacher through lessons from the Teacher's Edition pages 22-23. The language and word count in the text is intentionally kept to a minimum for the kindergarten audience.</p>	

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
60-61	<p>The images are completely erroneous. The head for Powhatan is wrong, and the illustration should be changed. Powhatan never wore headgear like that depicted. Eastern Woodland leaders were not kings. Something like this might have been found among the Inca or Aztecs, but not in the Eastern Woodlands.</p> <p><i>This portrait of Powhatan was seen and approved by the Virginia Council on Indians. In addition, in a drawing of Powhatan made from John Smith's description in the 1600s, Powhatan is shown sitting on a raised platform wearing a similar crown of feathers.</i></p> <p>The dress for Pocahontas is inaccurate, and the illustration should be changed. His daughter, Pocahontas, would not have been cavorting about in a dress tied at one shoulder as in modern evening wear. Indian women were and are very modest.</p> <p><i>In working with the Virginia Council on Indians, we were told that young girls of Pocahontas's age at the time of the Europeans' arrival would have been wearing little or no clothing. As we did not think this was appropriate for kindergarteners, we selected this illustration as the best solution. Statues of Pocahontas in Gloucester Courthouse and at Jamestown depict similar dress.</i></p>	<p>Minimal text, poorly worded, but correct.</p> <p><i>We intentionally used minimal text for the five-year-old audience. As the reviewer notes, the information on the page is correct.</i></p>

Reviewer: Dr. Hugh West	History Strand: World History
Page	Comment
	No errors detected

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Joe Eney	Geography Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
42	<p>Photo caption - "round" is not accurate. However, it is very appropriate for this level—leave it as it is.</p> <p><i>In our effort to keep the language age appropriate, we will keep the word "round."</i></p>	
R-3	<p>Consider giving Washington, D.C., boundaries such as the other states included on this map. Scale here permits the insertion of the boundary. Scale difference on the following page (i.e., R-5) allows for the circled star symbol.</p> <p><i>The skill of reading the map key and generally locating the district is more age appropriate. We want to avoid confusion that might lead the children to thinking that Washington, D.C. is a state.</i></p>	
R-2	<p>Consider giving Washington, D.C., boundaries such as the other states included on this map. Scale here permits the insertion of the boundary.</p> <p><i>The map found on pages R-2 and R-3 is addressed above.</i></p>	
R 6-7	<p>White arrow linking continental 48 to Hawaii is incorrect (i.e., too far north of the Islands).</p> <p>Move "Pacific Ocean" label north and "Hawaii" label south to the islands. Move the arrow to the Label and Islands.</p> <p><i>This printer error will be fixed in future editions and can be found on the errata list.</i></p>	
R-8	<p>A single color for North American would be consistent for the remainder of the map. Two colors might be confusing.</p> <p><i>We intentionally chose two tones for North America to open the opportunity for discussion about the United States within the context of the world. We believe it will be an asset to most students.</i></p>	

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Melanie Marks	Economics Strand
Page	Clarifications to Narrative
<p align="center">82-83</p>	<ul style="list-style-type: none"> • The treatment of wants and needs is inconsistent with a recent revision to SOL. <p>Explanation: Older versions of SOL defined both wants and needs, and in the classroom, students were asked to sort various things into these two categories. The problem with this approach was that the answers were not clear cut. A bike might be a need for someone who has no other way to get to school. But it might be a want for someone who considers it to be one of his toys. In other words, the “right” answer depended fully on the context and this caused confusion. Thus there was a move away from use of “wants and needs.”</p> <p>Revisions to SOL do not divide into exclusive lists of wants and needs. Instead, language addresses that we have many wants—food, shelter, vacations, clothing, pets, etc. When deciding how to spend our money, we should prioritize our wants to consider what is the most important.</p> <p>The examples of wants and needs are fine—no one is going to argue that they are ambiguous. But, again, the SOL have moved away from this distinction.</p> <p>If the goal is to make the content match the language in the SOL, then the discussion should be reframed to address only “wants.” The newly revised SOL only defines wants and teachers are being asked to discuss this in the context of prioritizing wants. For example, it is a priority to pay your rent before buying a new game for your XBOX 360.</p> <p>On page 83, it might make sense to explain that we want all of these things (food, clothing, shelter, candy, toys, and pets) but some of these desires are more important than others. Before buying toys, it is important to make sure that you have paid for your apartment. Before eating candy, it might be important to make sure you have eaten some healthy food.</p> <p>The reviewer is correct that the distinction between wants and needs has been removed from the standard. However, in the first grade standards, reference is made to both wants and needs. SOL 1.7 Essential Knowledge states: goods: Things people make or use to satisfy needs and wants. We included this spread in the kindergarten book with clearly distinctive items to help build background knowledge for the first grade year.</p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

<p>Reviewer: Dr. Melanie Marks</p>	<p align="center">Economics Strand</p>
<p>Page</p>	<p align="center">Clarifications to Narrative</p>
<p align="center">86</p>	<ul style="list-style-type: none"> • The treatment of choices (and the related idea that when you choose there is something given up) is inaccurate as portrayed in the textbook. <p>Explanation: The SOL include the idea that “people make choices because they cannot have everything they want.” In other words, people must choose and when they do, there is something given up.</p> <p>The treatment of choices (and the related idea that when you choose there is something given up) is inaccurate. The examples are not framed correctly in any way. But, it will be relatively easy to fix these discussions.</p> <p><i>**While it is incorrect in this book, the idea of economic choices and tradeoffs is modeled correctly in the first-grade book. Referring to the first-grade book might help illustrate my points below.</i></p> <p>The specific examples are explained below.</p> <p>The book states: “This boy likes both cars and sports. He has a hard choice to make!” The situation does not offer a context where it is clear that the boy has to make a choice. Why does he have to choose between “sports” and a toy car? Usually at this age we would explain that he only has money for one thing. So, he must make a choice. And, the use of “sports” is unclear...it is abstract. It would make more sense to use “ball.” This way both things are tangible items.</p> <p>First, it has to be explained <i>why</i> this little boy has to make a choice. Even in kindergarten, my children played soccer (a sport) and also had toys. So it is important to explain that a choice has to be made. What is needed is something like this: “This boy gets to pick out a birthday present. He likes both balls and toy cars. He has a hard choice to make since he can only have one.”</p> <p>Now it is clear why he has to make a choice (he is allowed to only have one item) and that the choice will result in something foregone. And, the use of “sports” is changed to “ball” so that the kindergartner has to think about one item or the other item instead of something that is abstract, like sports.</p> <p><i>The images and simple text were designed to be the beginning of a conversation between the teacher and students in which a scenario would be used. We visually added the bubble above the boy’s head to show what he was considering, and his eyes imply the choice-making process mentioned in the text.</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

<p>Reviewer: Dr. Melanie Marks</p>	<p align="center">Economics Strand</p>
<p>Page</p>	<p align="center">Clarifications to Narrative</p>
<p align="center">87</p>	<ul style="list-style-type: none"> • The treatment of choices (and the related idea that when you choose there is something given up) is inaccurate as portrayed in the textbook. <p>Explanation: This example suggests that the child has to make a choice between a shirt and a jacket if it is cold. My children wear both a shirt <i>and</i> a jacket. This example does <i>not</i> reflect an economic decision that needs to be made. But, the example can be replaced by another simple example and the problem is solved.</p> <p>Children do not have to choose between wearing a shirt and a coat. They can wear <i>both</i>. While the point of this example is to have students think about what is better to wear in cold weather, the example has absolutely nothing to do with economic choices.</p> <p>Replace it with something like: “When it is cold, it is important to wear a coat. This girl gets to buy a new coat (show pictures of 2 coats for a little girl). Which one will she pick?”</p> <p>The Essential Knowledge explored on this page is the following: K.7 Terms to know: <ul style="list-style-type: none"> • Choice: <i>Choosing among two or more things</i> <i>When people cannot have everything they want, they must choose something and give up something else.</i> </p> <p>This two-page spread presents three different examples of decisions children might need to make. In the clothing example, it is presented: “If it is very cold, which is a better choice?” The decision between a jacket and short-sleeved shirt is illustrated through images of the items in a thought bubble over a young girl’s head. The criterion of the weather becomes a factor in the decision. This illustrates an age-appropriate choice example.</p> <p>The example of choosing a snack needs some clarification to make the example more applicable. Currently, the examples states: “If you want a healthy snack, which is the better choice?” Change this example to something like: “This girl is allowed to have a snack after school. She must choose between cookies or fruit.” (Here I am eliminating the “health” angle since that is not relevant in trying to teach the economic point. The cookies could easily be changed to have her choosing between 2 healthy snacks...say an apple or a banana.) Again, the author has gotten sidetracked to questions that are not economic ones. Instead, this needs to be reframed as an economic choice. This requires explaining that the little girl can only have <i>one</i> of these two items. I would eliminate the “health” angle since this just confuses the economic issue at hand. The key point is that the example needs to focus on the tradeoff by explaining that the girl may only have one of the items as her snack.</p> <p>This is the same concern as above. In the food example, we added the issue of choosing a healthy snack, as opposed to simply just a snack, to again introduce the concept of criteria used in making a decision. The current example follows the Essential Knowledge on “choice.”</p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
<p align="center">4</p>	<p>Photo caption: “Being Good” - Photo shows only white students “being good”. Include a picture with cultural diversity. <i>Each of the books in this series has been applauded for the culturally diverse artwork. This two-page spread opens the chapter with a single image of several children recycling. The name of the chapter is “Being Good.” It is not a photo caption. Each of the following spreads in this chapter has more than one culture displayed on it. The book uses mostly culturally diverse images.</i></p>	
<p align="center">15</p>	<p>Photo caption: “Make decisions” - Change language to “Make good choices” since that is the language used in the chapter. <i>The art on this chapter summary is reviewing the Essential Knowledge for SOL K.8f which states: Examples of being a good citizen: Participating in making classroom decisions.</i></p>	
<p align="center">16</p>	<p>Photo caption: “We Love America” - There is only one person in the picture. Include a picture of a diverse group of Americans, i.e., “we”. <i>This two-page spread opens the chapter with an image of a young boy waving an American flag with a few others walking in the background. The name of the chapter is “We Love America.” It is not a photo caption. The images on the chapter title pages are selected to set the tone and foreshadow the information in the coming chapter. This image accomplishes this goal.</i></p>	
<p align="center">23</p>	<p>The picture is deceiving. The Indians gave more to the Pilgrims but this is not indicated in the painting. <i>Please see our comments on this painting found on page 2 of this report in the History Strand: American Indians table for page 23.</i></p>	<p>“Long ago they shared . . .” - Language infers that only the Europeans shared. Change to: “Long ago the Indians and the Pilgrims shared...” <i>We appreciate the suggestion, but the first sentence on the page says, “At Thanksgiving we remember the American Indians and Pilgrims.”</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
52-55	The photo on page 52-53 depicts a kindergarten class in Lynchburg from long ago. On pages 54-55, which contain comparisons of past and present, it would be interesting to have a comparison of the “long ago” classroom to a classroom in Lynchburg today to demonstrate how Virginia’s classrooms have changed. <i>We appreciate the suggestion.</i>	

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Our World: Then & Now (Grade One)

Copyright 2010

ISBN: 978-0-9824133-7-1

Reviewers

- Dr. Christopher Hamner, Professor, George Mason University
- Dr. Herman Viola, Curator Emeritus at the Smithsonian's National Museum of Natural History
- Dr. Hugh West, Professor, University of Richmond
- Dr. Joe Eney, Virginia Geographic Alliance and Retired Professor, James Madison University
- Dr. Melanie Marks, Professor, Longwood University
- Mr. Ken Stroupe, Chief of Staff, University of Virginia Center for Politics
- Mrs. Meg Heubeck, Director of Instruction, Youth Leadership Initiative, University of Virginia Center for Politics

Reviewer: Dr. Christopher Hamner	History Strand: United States History
Page	Clarifications to Narrative
	<p>I did not find any outright errors. I'm sensitive to the idea that these books are intended for children between the ages of 4 and 9, and that a certain degree of approximation and simplification is fine. I did, however, find a number of things that one might consider borderline questionable - perhaps misleading or phrased oddly. As an example, in the Grade 1 book, the timeline on pages 30-31 lists 1900 as the time when "People begin to drive the first cars" - a roughly accurate approximation, but impossibly precise compared to the other dates on the timeline.</p> <p><i>Thank you. Our intention is to make the book as age appropriate as possible. In future editions of page 31, we will replace the 1900 date with one more specific to match the precision of the other dates.</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
47		<p>Columbus did not find a “new” land. He found an “unknown” land. In 1492 Columbus sailed from Spain across the Atlantic Ocean. That October he found a land unknown in Europe. He then sailed back to Spain and reported what he had found. Today the land he found is called South America.</p> <p><i>We left the language simple to introduce students to the man and the holiday. SOL1.3 Essential Knowledge states: Columbus Day: This is a day to remember Christopher Columbus, who is given credit for discovering America. It is observed in October.</i></p> <p><i>In future editions we will clarify that the world was new to him.</i></p>
72	<p>Photo caption: “Snowy plains” - No plains are visible and could have been taken anywhere. One does not associate dog sled teams with the Great Plains. Replace the picture with one showing grasslands.</p> <p>Photo caption: “A thick jungle” - This picture shows elephants and no forest of any kind.</p> <p>The SOL 1.6 Essential Knowledge for this page is: • physical surroundings: Land and bodies of water Geography affects how people travel from one place to another and determines what is available for recreation.</p> <p>The Great Plains extends into Canada where dogsleds were a common conveyance; however, we did not state that it was the Great Plains, simply snowy plains. The dogsled image illustrates how geography and physical surroundings affect people’s travel.</p> <p>The elephant image shows people traveling on elephants in a clearing of a large forested area with thick-trunked trees in the background.</p> <p>Again, the image directly supports student comprehension of the SOL.</p>	

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Hugh West	History Strand: World History
Page	Comment
	No errors detected

Reviewer: Dr. Joe Eney	Geography Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
57	Symbol/shading for houses does not need the white border around each house. Elm Lane between the houses would make this more accurate. <i>We appreciate the suggestion.</i>	
58	Using two colors for North America does not keep with the standardization on other continents (i.e., single color). As portrayed, North America is in dark pink and includes Canada, the Arctic and Central America. <i>As discussed in the kindergarten comments on page 4 of this report, we intentionally chose two tones for North America to open the opportunity for discussion about the United States within the context of the world. We believe it is an asset to most students.</i>	
63	Consider giving Washington, D.C., boundaries such as for the other states included on this map. Scale here permits the insertion of the boundary. Scale difference on page 61 allows for the circled star symbol. <i>This issue was discussed in the kindergarten book on page 4 of this report.</i>	

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
78		<ul style="list-style-type: none"> Treatment of wants and needs is inconsistent with recent revisions to the SOL. <p>Explanation: Older versions of the SOL defined both wants and needs, and in the classroom, students were asked to sort various things into these two categories. The problem with this approach was that the answers were not clear cut. A bike might be a need for someone who has no other way to get to school. But, it might be a want for someone who considers it to be one of his toys. In other words, the “right” answer depended fully on the context and this caused confusion.</p> <p>Revisions to SOL do not divide into exclusive lists of wants and needs. Instead, language addresses that we have many wants—food, shelter, vacations, clothing, pets, etc. When deciding how to spend our money, we should prioritize our wants to consider what is the most important. To make this section consistent with the new SOL, the discussion should explain that a) we want a lot of things. Then, it must explain that b) some things are more important than others. The section can go on to explain that c) we must make sure we have clean water and shelter before we spend our money on candy and toys.</p> <p>The newly revised SOL only define wants and teachers are being asked to discuss this in the context of prioritizing wants. For example, it is a priority to pay your rent before buying a new game for your XBOX 360.</p> <p>Page 78 is the first page in Chapter 6 entitled “All About Money.” This is an introductory page setting the stage for wants, needs, goods, and services that will then be relevant on page 82 where we discuss the current SOL 1.8 about making choices when people cannot have everything they want. It is also relevant for page 79 when defining both goods and services for SOL 1.7</p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
		<p>Essential Knowledge (goods: Things people make or use to satisfy needs and wants; services: Activities that satisfy people’s needs and wants).</p> <p>The point about the confusion over the presentation of wants and needs in older versions of the SOL is valid and that is why we included the last sentence on page 78, “Are any of your needs and wants the same?”</p> <p>We appreciate the suggestions, but this page supports student comprehension of SOLs 1.7 and 1.8.</p>
79	<p>When the book states that services include “doctor, police, teacher, builder, firefighter” that is not really correct for two reasons.</p> <p>The first reason is really about semantics, but it is important to be accurate. The workers listed in the textbook are not services...although some of the things they do on their job might involve delivering a service. For example, the doctor is not a service. The medical checkup he gives is the service. The service is the “action.” The bottom line is that the <i>worker</i> should not be used interchangeably with the <i>service</i> provided.</p> <p>The second correction involves the “builder” who is referred to as a service. I would not use this example in the discussion of services at all because it is not always correct. A builder produces a house...something I can reach out and touch. He produces a <i>good</i>.</p> <p>The labels by the people were simply presenting ideas of jobs, supplying scaffolding for the text. The opening reads, “When you grow up, you will work at a job. You might perform a service. Services are jobs people do for others that fill our wants and needs. Here are just a few:” As for the builder, a builder can provide a service by repairing a house. As for a teacher or a doctor, these jobs are listed under examples of services in the SOL Enhanced Scope and Sequence “Who Are Consumers?” Session 4 of SOL 1.7.</p> <p>We appreciate the suggestions, and in future editions we will clarify the distinction of the person from the service by eliminating the sentence,</p>	<ul style="list-style-type: none"> • Goods are defined in the book as “things that people make or use to satisfy our needs and wants.” To make the definition of “goods” correct the language should be changed to something like this: Goods are things that people make <i>and</i> they are used to satisfy our wants. • In addition, as discussed in the first row of this table, the SOL no longer address the concept of “needs”. • Services are defined in a way that is basically acceptable. But, when referring to services as “jobs” that people do for others, it creates some confusion. <p>Explanations: As written, this is inaccurate but can be fixed with slightly new language. The issue is explained below.</p> <p>Explaining goods as things people “make” is acceptable. But, when we say “or use to satisfy our needs and wants” then it suggests that a good can be defined as simply something used to satisfy our needs or wants. This <i>alone</i> is not a good enough definition of goods because it is not distinct from services. The definition needs to be altered slightly in order for it to be accurate. To make the definition of “goods” correct, the language should be changed to something like this: Goods are things that people make <i>and</i> they are used to satisfy our wants.</p> <p>In addition, as discussed in the first row of this table, the SOL no longer address the concept of “needs”. There is no longer a distinction between needs and wants. So, the term “needs” should be removed from the definition.</p> <p>The SOL 1.7 Essential Knowledge states:</p> <ul style="list-style-type: none"> • goods: Things people make or use to satisfy needs and wants

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Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
	<p>"Here are just a few."</p>	<p>The definition we use in the book is taken directly from the standard.</p> <p>The book states that "goods are things we can hold" ...but this is not exactly true. However, for the examples used in the book it is good enough (book, boots, donut). But, there are lots of examples for which this is not true. I cannot hold my house or car but they are still examples of a <i>good</i>. This can be fixed with a slight change in language. To make the definition correct do the following: Remove the phrase "things we can <i>hold</i>" and replace with "things we can reach out and touch." "A good is something that we can reach out and touch...." This is more accurate in describing a good. And then it does not cause confusion with large goods like boats, cars, and houses.</p> <p>Our current use of the word "hold" is age appropriate for first graders. However, we appreciate the alternative suggestion and will include it in future editions.</p> <p>Services are defined in a way that is basically acceptable. But, when referring to services as "jobs" that people do for others, it creates some confusion. When defining service, take out the word "job" and instead describe it as an "activity" that people do for others. The service is not the job or worker...it is the activity that the worker does. The textbook makes an error that is quite common. Services are not the people who produce them...they are the activity. We generally think about services as involving an action. It is incorrect to use these interchangeably.</p> <p>The book can explain that doctors, police, teachers, and firefighters are all people who produce a service. (I have omitted builder and that is explained above.) Be clear that the <i>doctor is not the service</i>...he provides a lot of services though. In keeping with the examples used, the services would be:</p> <ul style="list-style-type: none"> • checking if you have a fever, • keeping you safe, helping you learn, • putting out a fire at your house <p>...in other words, the <i>activity</i> that he or she does.</p> <p>It is important to understand that some people produce goods and others produce services. A sculptor making a statue produces a good. A beautician</p>

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		<p>giving a haircut produces a service. As already explained, I would be careful in using the example of a builder. He uses his labor to produce things we can reach out and touch...he builds a house, adds a bathroom to your house, builds a deck, etc. The builder generally produces <i>goods</i>.</p> <p>We expect the images and simple text to be the beginning of a conversation between teachers and students. We further encourage addressing this distinction in the Teacher’s Edition lesson found on page 78 entitled “Organizing the Information: People Provide Services.”</p>

Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
4-5	<p>Photo caption: “Do the Right Thing” – Shows only white children doing the right thing. Implies white=good, others=bad. Change the picture to be inclusive.</p> <p>This two-page spread opens the chapter with a single image of several children on a school bus. The name of the chapter is “Do the Right Thing.” It is not a photo caption. As discussed in the kindergarten book on page 8 of this report, each spread that follows in the chapter has more than one culture displayed.</p>	
6		<p>“Rules protect our Rights”- There is no explanation of what a right is. Definition of right as something that humans are inherently born with - you are entitled to it by birth. Rules and government protect our natural born rights.</p> <p>We appreciate the suggestion and in future editions will include a definition of “right.”</p>

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Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
9		<p>As it is written on this page, “honor” suggests something that is given to someone by someone else: “Voting is a very great honor.” It should be conveyed as a right and a great responsibility. We are given the right to vote by birth. It isn’t a privilege or an honor. As a citizen of this nation, it is our responsibility to vote and make sure that this right is protected for all Americans. Use “right” and/or “responsibility.”</p> <p><i>We appreciate your suggestion and in future editions will change it to “right.”</i></p>
11	<p>Need a descriptor next to the photo of the eagle. Don’t assume that students know what an eagle is. Suggest: “The Bald Eagle is our national bird and a symbol of our nation.”</p> <p><i>The Bald Eagle image is to support the symbol displayed on the image of the quarter. The eagles are found on a page titled “Patriotic Symbols” with images of an American flag, the Washington Monument, and the Statue of Liberty. The text on the page also supports that the images are symbols of America. The classroom discussion will encompass an explanation of each of the symbols.</i></p>	
21		<p>Timelines - Need to emphasize diversity in our present schools.</p> <p><i>In the second row of a two-page table comparing old, present, and future schools, we discuss the changes in schools today versus schools of the past. The Essential Knowledge for SOL 1.1 for schools discusses the buildings themselves, not the students. It states, “Past: small one-room buildings; Present: large buildings with many rooms; Future: virtual schools online.”</i></p> <p>The topic of diversity in schools is introduced in the second grade with information about Susan B. Anthony, Martin Luther King, Jr., and Jackie Robinson.</p>

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Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
37		Add - "George Washington showed leadership by helping to create our national government." The text on pages 36 and 37 was selected to meet developmental needs of first grade students and to focus student attention on the SOL 1.2 Essential Knowledge on George Washington: <i>He was born in Virginia. He was a farmer. He became a brave leader of soldiers. He was the first president of the United States. He is known as the "Father of Our Country."</i>

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Our World: Near & Far (Grade Two)
 Copyright 2010
 ISBN: 978-0-9824133-0-2

Reviewers

- Dr. Christopher Hamner, Professor, George Mason University
- Dr. Herman Viola, Curator Emeritus at the Smithsonian's National Museum of Natural History
- Dr. Hugh West, Professor, University of Richmond
- Dr. Joe Eney, Virginia Geographic Alliance and Retired Professor, James Madison University
- Dr. Melanie Marks, Professor, Longwood University
- Mr. Ken Stroupe, Chief of Staff, University of Virginia Center for Politics
- Mrs. Meg Heubeck, Director of Instruction, Youth Leadership Initiative, University of Virginia Center for Politics

Reviewer: Dr. Christopher Hamner	History Strand: United States History	
Page	Clarifications to Narrative	
	<p>I did not find any outright errors. I'm sensitive to the idea that these books are intended for children between the ages of 4 and 9, and that a certain degree of approximation and simplification is fine. The treatment of the Emancipation Proclamation in the Grade 2 book is a bit off, but seems to fall under the umbrella of "oversimplification" rather than "error." I also found a number of things that one might consider borderline questionable - perhaps misleading or phrased oddly. As an example, in the Grade 2 book, on page 73: "All these new inventions meant that people had to learn new skills . . . Skyscrapers needed construction workers to build them and office workers to use them." While I guess that's not erroneous strictly speaking, it struck me as an odd way to portray the relationship between the growing ranks of white-collar workers and the construction of skyscrapers.</p> <p><i>Our intention is to make it as age appropriate as possible. There is a large jump in the volume and depth of content in the standards between first grade and second grade. We tried to simplify the complicated concepts to help student comprehension of the material that is being introduced for the first time in second grade.</i></p>	

Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
37		<p>Columbus thought he had landed in the <i>East Indies</i>, a group of islands near Asia.</p> <p><i>As per our expert Don Ziegler, professor of Geography at Old Dominion University, the use of "Indies" is correct. In Columbus's time the words "India" and "Indies" were applied to a great deal of the world. It was not until the</i></p>

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Reviewer: Dr. Herman Viola	History Strand: American Indians	
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		<p>Caribbean Islands were known by Europeans that the distinction between East and West Indies came into play.</p> <p>There were about 850 languages spoken in the Americas in 1492 and there were millions of people counting North and South America, but not millions in North America. In North America there were about 300 distinct languages, 80 or so in MesoAmerica, and 500 in South America.</p> <p>The book states, "By the time Christopher Columbus came to America, there were already millions of people here – over 500 nations that spoke more than 140 languages." Our research comes from Russell Thornton's <i>American Indian Holocaust and Survival: A Population History since 1492</i>, the PBS series <i>500 Nations</i>, and Dr. Mary Beth Norton of Cornell University.</p> <p>Number who died from disease. Here the text says 3 out of 4 Indians died of introduced diseases. In Grade 3, page 45 of the text says 2 out of every 3 Indians died. Need to be consistent.</p> <p>As discussed by the reviewer in the third grade book on page 31 of this report, it is nearly impossible to determine an accurate number of deaths. For consistency, we are keeping 3 out of 4 in the second grade book and changing the statistic in the third grade book to match this.</p>
40	<p>Photo caption: "Plains Indians lived in easy-to-move homes called teepees made of animal hides. In winter, the teepees were lined with fur for extra warmth." Change to: Plains Indians lived in easy-to-move homes called teepees made from tanned buffalo hides. In winter families hung hide liners to help block the wind and cold. The teepees also had fire places for cooking and to provide warmth in winter.</p> <p>The current photo caption is sufficient for the SOL 2.2 Essential Knowledge that simply states Plains Indians had teepees for homes. However, consideration will be given to this suggestion.</p> <p>Photo caption: ". . . Having horses helped make herding buffalo easier." Change to: Having horses helped make hunting buffalo</p>	<p>The Lakota, People of the Plains - This gives the idea that only the Lakota lived on the plains. Actually, they lived on the Northern Plains and shared it with the Crow, Cheyenne, Gros Ventre, Blackfeet, Arapaho, Shoshone and others. This is very misleading. Shouldn't we say somewhere that the Lakota were one of several groups of people who lived on the Plains? Also, the Lakota are a linguistic division, i.e., Lakota, Dakota, Nakota. Within the Lakota linguistic family are seven tribes, i.e., Oglala, Minneconjou, Brule, Hunkpapa, etc.</p> <p>The presentation of the Lakota as representatives of the Plains Region comes directly from SOL 2.2 Essential Knowledge comparing the Indian cultures of the Eastern Woodlands, Plains, and Southwest Regions.</p>

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	<p>easier. (Not herding.)</p> <p>The use of the word “herding” in this sentence is to conclude the explanation above in which the buffalo were herded over cliffs or into deep pits.</p> <p>Photo caption: “Sacagawea was a Plains Indian woman who is famous for guiding Lewis and Clark as they explored America’s West. . . .” Please correct this very erroneous but popular myth. Sacagawea <i>did not</i> guide the Lewis and Clark Expedition. She was a member of the expedition because Lewis and Clark employed her husband.</p> <p>According to both the U.S. Mint who made the coin and Lewis’ s own diaries, Sacagawea did help guide Lewis and Clark on part of their journey—certainly when they traveled across her former homelands. However, to help clarify the situation, in future editions we will add the word “helped” to the sentence.</p>	
41	<p>Illustration – A Lakota reservation 150 years ago – This is inaccurate. This is a drawing of a prereservation Plains Indian village. 150 years ago most Lakota were still free roaming. On reservations one would expect to see some buildings, wagons, etc. Some of the people would be wearing articles of clothing supplied by the government.</p> <p>This error will be fixed in future editions and can be found on the errata list.</p> <p>Photo caption: “. . . and made arrow shafts from the ribs.” The Indians did not use “buffalo ribs” to make arrow shafts. Shafts had to be “straight as an arrow”. Pieces of ribs were sometimes used to make arrow heads.</p> <p>This error will be fixed in future editions and can be found on the errata list.</p>	<p>Section entitled: “Fighting Mad”</p> <p>What does this title mean? This needs to be changed. Some Plains tribes were allied with other Plains tribes. Some were enemies. The way the opening sentence is written says that Plains Indians, not tribes, fought with each other.</p> <p>The title was selected to grab the attention of seven-year-old students and express the strength and passion used by Indians when the U.S. government came into their lives. In future editions we will clarify the first sentence of the passage by inserting the word “tribes.”</p> <p>Buffalo were not “huge” but they were strong and hard to bring down. The Indians won at Little Bighorn (note one word, not two) because their <i>guns</i> were better than those used by the cavalry. By 1876, the Plains Indians were using repeating rifles; the cavalry still had single shot carbines. See my book, <i>Little Bighorn Remembered</i>.</p> <p>We feel “huge” is an appropriate word to describe a buffalo to second graders. We did not specify weaponry used in the Battle of Little Bighorn; we were making a statement that the Plains Indians won against the United States government. To help clarify, in future editions we will differentiate between initial</p>

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Reviewer: Dr. Herman Viola	History Strand: American Indians	
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		<p>contact with settlers and the procurement of guns by the time of the Battle of Little Bighorn. Although some reputable sources have “Bighorn” as two words, in future editions we will make ours one word since the one word spelling is the more common and preferred option.</p> <p>By the late 1800s, the last of the Plains Indians were forced onto reservations. They could no longer hunt the buffalo because they were nearly extinct. It was a very sad time for them, indeed. In fact, many Plains tribes only agreed to live on reservations as long as they could hunt buffalo.</p> <p>Our current presentation states, “They could no longer hunt the mighty buffalo. It was a very sad time for them.” In future editions we will clarify the sentence by revising it to, “It became almost impossible for them to hunt the mighty buffalo.”</p>
42	<p>Photo caption: “ Before Spanish explorers arrived bringing horses, Pueblo people traveled everywhere by walking.” - Even after the Spaniards, the Pueblo people walked. They did become horsemen. They gave Spanish horses to neighboring tribes.</p> <p>Consideration will be given to this suggestion.</p>	
43	<p>Photo caption: Kachinas had many purposes. There are some 400 different kachinas. They are used to teach children important rituals and ceremonies. The caption says they are used to teach children right from wrong. The Pueblo peoples use Kachina dolls to teach their children about divine and ancestral spirits.</p> <p>The current presentation leaves room for interpretation. To clarify, in future editions we will revise the passage to say, “... They made carvings such as this kachina. Kachinas represent spiritual beings. There are kachinas for the spirits of the rain, sun, wind, and many other parts of nature.”</p>	<p>The Pueblo grew cotton and tobacco as well as squash, beans, and corn. They hunted deer and antelope in addition to rabbits.</p> <p>We appreciate the suggestion.</p> <p>The Pueblo were not driven from their lands like other tribes. Many of them are still in the same place where the Spanish found them. The Spanish and other Europeans took away some of their lands, but their adobe pueblos remained their homes.</p> <p>This error will be fixed in future editions and can be found on the errata list.</p>
44	<p>Photo caption says that some reservations today “are exciting places.” In what way? Except for reservations with casinos, most are pockets of poverty that the young people leave when they have the opportunity.</p> <p>In future editions we will remove the sentence.</p>	

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Reviewer: Dr. Hugh West		History Strand: World History
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51		<p>“China became a powerful empire about 2,000 years ago.” - Ancient China rose to power more than 3,000 years ago.</p> <p><i>This error will be fixed in future editions and can be found on the errata list.</i></p>
52		<p>“ . . . when the Nile flooded its banks every spring.” - The Nile flooded its banks every summer.</p> <p><i>According to Don Ziegler, Professor of Geography at Old Dominion University, the upstream Nile begins to flood in the spring, and the lower Nile does not experience the flood until September. On this page we are discussing Egypt, so spring is the appropriate time.</i></p>
55		<p>“[The Great Wall] stretches over 2,100 miles – a distance as far as Virginia is to the California border” - The Great Wall] stretches almost 3,900 miles, the distance from Virginia to California and back.</p> <p><i>Measuring the wall is a complex issue as there are many ways to measure when taking in factors such as measuring the distance straight, measuring each curve, measuring what is crumbled, measuring what is free standing, measuring natural barriers, etc. We begin the passage with the statement, “Some experts say the wall was over 4,000 miles long...”</i></p>
67		<p>“Because it was very hilly, they also cut terraces into their hills” When it was very hilly,</p> <p><i>Consideration will be given to this stylistic suggestion.</i></p>

Reviewer: Dr. Joe Eney		Geography Strand
Page	Illustrations/Photographs/Captions	Clarification to Narrative
24	<p>Use a single color for North America or qualify the two colors for the United States as on page 26.</p> <p><i>As previously discussed in the kindergarten and first grade comments (pages 4 and 12 of this report), we intentionally chose two tones for North America to open the opportunity for discussion about the United States within the context of the world. We believe it is an asset to most students.</i></p>	

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Reviewer: Dr. Joe Eneydy	Geography Strand	
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30		<p>Sidebar on top left omits <i>map scale</i>. Map on page 31 highlights <i>map scale</i> as one of four essential elements of a map.</p> <p>The bulleted, italicized writing usually found at the top left-hand corner of the pages throughout the book is taken directly from the Essential Understandings of each SOL. Those three map features are intentionally listed verbatim from the Curriculum Framework for SOL 2.6.</p> <p>On page 31 we introduce the map scale as a helpful feature of a map.</p>
31	<p>Symbol for Washington, D.C., is lacking in the legend.</p> <p>In future printings we will add the suggested Washington, D.C. symbol.</p>	
43	<p>Caption below photo of Chaco Canyon seems to be correct “Everyone left the city in 1250 (maybe better to say in 1200’s), but no one is sure why.”</p> <p>We appreciate the suggestion. In future editions we will revise the date to be more general by saying 1200s.</p>	<p>“The Pueblo Indians were very different from the Lakota or the Powhatan, but all had one thing in common. They were forced from their homes by settlers from Europe.” Jared Diamond’s view in <u>Collapse</u> and other archeologists seem to disagree.</p> <p>This error will be fixed in future editions and can be found on the errata list.</p>
R 6-7	<p>Map lacks a scale.</p> <p>We appreciate the suggestion.</p> <p>What does the star symbol in Chesterfield County represent?</p> <p>This printing error will be fixed in future editions and can be found on the errata list.</p>	

Reviewer: Dr. Melanie Marks	Economics Strand	
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96	<ul style="list-style-type: none"> Capital resources are defined inaccurately. <p>Explanation: The definition of capital resources states that they are “goods made by people and used to produce other goods and services.” But, this definition is missing a key part so capital resources cannot be distinguished from intermediate goods based on this definition...and this is a very important distinction. The definition in the book is missing one clear part. Capital goods are reusable in the production process...they can be used over and over again.</p>	

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	<p>The definition should be revised to read: “Capital resources are goods made by people that can be used over and over again to produce other goods and services.” This definition now clarifies that nails are not a capital good. When you use nails to build a house, you cannot reuse those nails again for the next project. The nails, just like the copper wiring, pipes, etc., become part of the product (the house). For example, based on the definition in the book, nails (used in construction) would appear to be a capital good. They are, indeed, made by others and are used to build houses, but they are <i>not capital resources</i>. They become part of the product (the house). Nails are actually an intermediate good...not an example of capital. Again, the definition is inaccurate but it can be revised slightly to make the definition correct and also to eliminate any confusion about what is and what is not a capital resource.</p> <p>The definition for capital resources comes directly from SOL 2.7 Essential Knowledge: • capital resources: Goods made by people and used to produce other goods and services</p>
97	<p>On this page capital is explained for a second time: “Capital resources are all the tools that help people do it.” Again, it is not incorrect to say that tools are capital, but it is a little narrow. Capital resources include other things than what second graders would think of as “tools.” Trucks and plans can be capital but a second grader may not think of that as a “tool.” But, since capital is somewhat being defined in this statement, it might be better to say that “capital resources <i>include</i> all of the tools, machines, and equipment that help people do it [make new and wonderful things].”</p> <p>As stated by the reviewer, “It is not incorrect to say that tools are capital...”</p> <p>Natural resources are defined on this page as being “the basic things that come from nature that we all need to survive.” The way that natural resources are defined on this page is slightly incorrect and it is not consistent with how they are defined on p. 96. In order to be accurate, the statement should include the word “directly”—natural resources are defined as things that come directly from nature. That helps the students understand that a tree is a natural resource but the paper that comes from trees is not a natural resource. (It has been processed, etc., and is not directly from nature...so it is an intermediate good.) It would make sense to keep the definitions more consistent. Also, natural resources are not always things we need to survive. And it needs to be clear that natural resources come directly from land. Also, the definition above suggests that natural resources are things we need to survive but, that is not true of many natural resources. Air, water, etc., are things we need to survive. But, flowers (like roses and tulips), oranges, the sap used in maple syrup, the bark of trees used for cinnamon, etc., are not things we need to survive.</p> <p>Something like the following might explain the sentiment more accurately: Natural resources are things that come directly from land. They can be used to produce goods and services that help us satisfy our wants. Some natural resources are important for keeping us safe and healthy. Trees help us to build houses, land is used for growing some of the food we eat, and it is important to have clean water to drink.</p> <p>The “formal” definition of natural resources is found on the opposing page (96) where it is defined as, “Materials that come directly from nature.” The discussion and examples on page 97 are to help students understand the definition. As we explained in previous grades, since the term “intermediate good” is not part of the standards, we did not introduce it. Therefore, the textual and visual examples given on page 97 are appropriate and add to student understanding of the differences among natural, human, and capital resources.</p> <p>It is also important to not couch the discussion in terms of “needs” since the SOL no longer introduce this concept. (See grades K and 1 for a discussion</p>

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Reviewer: Dr. Melanie Marks	Economics Strand
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	<p>of this.) The same sentiment is expressed in the above paragraph without using the term “needs.” <i>See our discussion in grades K and 1 (on pages 5, 13, and 14 of this report) about where “needs” is still in the SOLs. In future editions we will replace the word “need” in the natural resources box to help provide distance between the two topics.</i></p>
99	<p>The book explains that around 3,000 years ago silver was melted into small bars and this was easier to use than paying for something with a cow. The book goes on to explain that when this practice started, the first money was invented. I do not believe this is an accurate statement. In economics, money is defined as anything that is generally accepted for goods and services. The first form of money was not silver that was melted and broken into coins. It was in the form of commodity money...with livestock being examples seen in 6000 BC, I believe. References to shells in 1200 BC can be found. This is not exactly barter trade since there were generally accepted forms of payment...in other words, money.</p> <p>This discussion would be easier if the information on pages 98 and 99 were organized in more of a chronological order in terms of the evolution of money. It might make sense to explain that we first saw trade in the form of barter trade. But, this could be difficult since it was messy (if paying with sheep), your goods could break or spoil (if paying with fresh eggs), and it could be difficult because you had to find someone who wanted what you had (maybe you want their milk but they do not want your fish).</p> <p>Then, to make trade easier, some early forms of money emerged. These forms of money are different than what we know today, but they did make trade easier because they were generally accepted by others. Some examples include: fur, cowry shells, and even tobacco (used as a form of money in Virginia for 200 years). The picture on the bottom left corner of page 98 mentions salt as one of the earliest forms of money. This is an example of commodity money.</p> <p>Forms of money were invented that look more similar to what we see today. (This is where the example of melting silver into bars and breaking off pieces might go.) Silver and gold were melted into coins. Perhaps the example of silver bars, etc., given in the book is intending to explain that this was the first evidence of something that looks like modern day money. That would be accurate...but it is certainly not the first form of money. The idea of paper money was invented in China about 1,000 years ago and the idea spread to places like Europe and America. Now in our country we see coins as well as paper money, such as our dollar bills.</p> <p><i>The above discussion is based on the economic definition of money. The example and explanation used in the book on this page are to explain the definition of money as stated in SOL 2.8 Essential Knowledge:</i></p> <ul style="list-style-type: none"> <i>• money: Coins, paper bills, and checks used in exchange for goods and services</i> <p>The bottom right corner of the page shows pictures of credit/debit cards from banks. If the idea is to teach about forms of money, including credit cards is not accurate. But including debit cards is fine. The statement is correct—banks give out credit and debit cards. But, this lesson is about money. Credit</p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Dr. Melanie Marks	Economics Strand
Page	Clarifications to Narrative
	<p>cards are not considered a form of money. Debit cards can be considered as a form of money (similar to a check). Again, there is nothing incorrect in the statement that explains that banks give out credit cards as long as the book is not trying to suggest that credit cards are a form of money. The lesson does not state that credit cards are a form of money...so nothing is technically incorrect. But, I thought I would just point this out since the point seems to be to teach about money.</p> <p><i>We appreciate your suggestion.</i></p>
100	<p>The example of the lemonade stand is incorrect. The example explains that you would need some natural resources, and offers the examples of lemons and sugar. Sugar is NOT a natural resource. It does not come directly from land. It is heavily processed from sugar cane and sugar beets which are the natural resource. The example needs to be altered slightly to give correct information. The example explains that some capital resources would be needed...for example, tables, pitchers, and cups. But, cups are not a capital resource in this example. A capital resource is one that is man-made and can be used over and over again in the production process. (See discussion from grade 1 in my review.) If the children are selling cups of lemonade, the cup is part of the product. The consumer purchases a cup full of lemonade and walks away with it. The cup, therefore, is what we call an "intermediate good." The kids do not use it over and over again in their stand.</p> <p>The problems can be resolved easily with some simple changes that will make the example accurate. Instead of using lemons and sugar as the natural resources (sugar is incorrect), I suggest using lemons and <i>water</i>. This makes the examples correct without having to move away from the lemonade story. Instead of using tables, pitchers, and cups as examples of capital (cups is incorrect), use tables, pitchers, and a long wooden spoon for mixing. Or, it could be tables, pitchers, and a knife for cutting the lemons.</p> <p><i>As with other parts of complicated concepts, we simplified the example to help young students relate to the content. The concept of intermediate goods and the strict definition of natural resources are not introduced in second grade. However, we appreciate the attention to detail explained in this example. In future editions we will change the use of sugar to water and cups to a spoon.</i></p>
103	<p>The review questions ask students to imagine they are starting a lemonade stand. There is a list of items and the student is supposed to determine which items are natural resources, human resources, and capital resources. The list of items includes sugar. But, sugar does not fall into one of these categories...it is an intermediate good as discussed above (it is not directly from nature). Cups are not a capital resource since the kids are selling cups of lemonade...the cup is part of the product. Thus, the cups are also an intermediate good.</p> <p>It would make sense to remove sugar and cups from the list since they cannot be put into the 3 categories of economic resources. I cannot think of a natural resource to replace sugar since lemons and water already appear on the list. Cups can be replaced with table and/or wooden spoon since both are examples of capital.</p> <p><i>As explained in the page 100 discussion above, we think the generalizations of sugar as a natural resource and cups as a capital resource are appropriate for second grade. However, in future editions we will refine the examples to be technically accurate.</i></p>

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Reviewers: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
7		Provide a definition of a “right” — What is a right? It is referred to but not defined. The inclusion of the word “rights” follows the SOL 2.10 Essential Knowledge. In future editions we will add an accompanying definition.
9	Photos: Only white children are portrayed as good citizens. Need a diverse picture. The two-page spread of pages 8 and 9 on good citizenship shows a variety of cultures in the 14 people pictured. On the previous spread (6 and 7) which also shows good citizenship, there are additional diverse images of children performing responsible acts. As discussed in the previous levels (pages 8 and 16 of this report), we have taken careful consideration to represent many ethnicities.	
13		Section labeled “Think and Do” – “Each person, including you, has good citizen responsibilities.” Change to “has the responsibility for being a good citizen.” Consideration will be given to this stylistic suggestion.
78	Photos: Dates are noted for each person, but not repeated on each section page. It would be helpful to have birth date and death date on each section page for each person highlighted. The dates were included on the opening spread in a timeline fashion to help students understand the time in which the individuals were influential in American history. The dates are not critical for second graders and are more valuable to students in relation to each other than in isolation on each individual spread.	

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Page	Illustrations/Photographs/Captions	Clarifications to Narrative
83		<p>“When they heard they were free, many former slaves in the South walked north, . . .” They weren’t free at that point; the Emancipation Proclamation would only go into effect if there was a Union victory.</p> <p>The details of the Emancipation Proclamation are explored in later grades. For second grade, we intentionally made a simplification to help students focus on the SOL 2.11 Essential Knowledge:</p> <p><i>Abraham Lincoln: He was the President of the United States who helped to free African American slaves.</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Our World: Far & Wide (Grade Three)

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ISBN: 978-0-9824133-3-3

Reviewers

- Dr. Christopher Hamner, Professor, George Mason University
- Dr. Herman Viola, Curator Emeritus at the Smithsonian's National Museum of Natural History
- Dr. Hugh West, Professor, University of Richmond
- Dr. Joe Enedy, Virginia Geographic Alliance and Retired Professor, James Madison University
- Dr. Melanie Marks, Professor, Longwood University
- Mr. Ken Stroupe, Chief of Staff, University of Virginia Center for Politics
- Mrs. Meg Heubeck, Director of Instruction, Youth Leadership Initiative, University of Virginia Center for Politics

Reviewer: Dr. Christopher Hamner	History Strand: United States History
Page	Clarifications to Narrative
	I did not find any outright errors. I'm sensitive to the idea that these books are intended for children between the ages of 4 and 9, and that a certain degree of approximation and simplification is fine. <i>Our intention is to make it as age appropriate as possible.</i>

Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
40		Should say Columbus thought he had reached the <i>East Indies</i> . <i>As mentioned in second grade comments on page 19 of this report, the use of "Indies" is correct. In Columbus's time the words "India" and "Indies" were applied to a great deal of the world. It was not until the Caribbean Islands were known by Europeans that the distinction between East and West Indies came into play.</i>

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Reviewer: Dr. Herman Viola	History Strand: American Indians	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
41		<p>“[Ponce de León] also built a little settlement that he called St. Augustine, . . .” Ponce de León is credited with being the first European to land on the mainland of what would become the U.S., but he did not establish St. Augustine. He did explore part of Florida, but St. Augustine was founded in 1565 by the Spanish explorer Pedro Menéndez de Avilés. This must be corrected.</p> <p><i>This error will be fixed in future editions and can be found on the errata list.</i></p>
45		<p>Text says 2 of 3 Indians died of disease. In previous text it says 3 of 4 died. All these are guesstimates because it is impossible to know the exact number of Indians before Columbus and how many died of introduced diseases, but it is a staggering number, perhaps 80 percent.</p> <p><i>Even though the exact number is impossible to know, we will change this statistic to match that in the 2nd grade book. This will be fixed in future editions and can be found on the errata list.</i></p>

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Reviewer: Dr. Hugh West	History Strand: World History	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
23		<p>“. . . , all the men who owned property gathered at a place near the Acropolis” Should say “interested men who owned property”.</p> <p>The reviewer is technically correct, but the generalization with the use of the word “all” is appropriate for the age group. In future editions we will change it to be more specific.</p>
26		<p>“representative democracy” should be “representative government”.</p> <p>Representative democracy comes directly from SOL 3.1 Essential Knowledge:</p> <ul style="list-style-type: none"> • representative democracy: A government in which the people vote for (elect) a smaller group of citizens make the rules and laws for everyone
28	<p>The map is misleading: Mali lacked stable boundaries. For example, initially it included towns and trading posts, but not necessarily all hinterland areas in its heartland. And in its latter years (by 1433-34), it had even lost regions like Timbuktu to desert raiders and different political affiliations. (Nehemia Levtzion, “The early states of the western Sudan” in JFA Ajayi and Michael Crowder, History of West Africa v. 1, 3d edition (Longman Group, 1971, 1976, 1985) pp. 133 (map) and 138-153.</p> <p>We did not say these are “stable boundaries.” We simply have a fuzzy area colored and labeled. We feel it is important for students to have a grasp of the relative locations and sizes of these empires.</p> <p>Photo of a horseman sculpture – No attribution is evident. It’s thus hard to know what to make of this as I’m not an art historian. But I don’t know of any 700 year old sculptures from Mali’s empire. They may exist, but what this looks like is a more recent work of Dogon sculpture. If I’m right, given the current tense politics around the Dogon art market, this may be less than an ideal image—or if used, could be noted as art produced by refugees from Mali, hiding in the hills and developing a creative, non-Muslim culture of art and sculpture. At its height, Mali was a Muslim empire, under Islamic law, and not much for figurative sculpture. For artwork, I’d recommend some of the images from the books of Timbuktu.</p>	<p>“Africa is a beautiful continent with many different countries.” - It seems odd to label an entire continent as one thing—such as “beautiful”. It’s home. Emphasizing the “beautiful continent” like this seems to be about fantasy and exoticization.</p> <p>We stated that Africa is a beautiful continent to counteract the widely perceived notion of a “Dark Continent” and to offset the negative images that spring to many people’s minds. In addition, this book was intentionally written with author’s voice. The students are engaged by the images set up by the author and supported by the photographs.</p> <p>“many different countries” Today, yes. But countries are new in Africa, mostly 20th century phenomena. They have nothing to do with the empire of Mali. If this is about the empire of Mali, there were no countries in Africa during that era. There were kingdoms, trade networks, communities, kin associations, religious movements, etc. Even some stateless societies and multiethnic empires. Not countries.</p> <p>This phrase is in the opening sentence of the information about Mali. It is written in the present tense and then switches to stories from the past.</p> <p>“peak of its glory”—800 years ago? That would be around 1210. Mali’s peak is normally dated to the time of Mansa Musa, who reigned from 1312-1337—a century later than the reference.</p> <p>In future editions we will clarify our intention to describe the birth of the empire</p>

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Reviewer: Dr. Hugh West	History Strand: World History	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
	<p>The Equestrian Figure is housed in the Smithsonian at the National Museum of African Art. It was found in the Inland Niger Delta region and dated between the 13th and 15th century.</p>	<p>around 1230 under Sundiata and the subsequent flowering of the empire by changing the phrase “peak of its glory.”</p> <p>“vast salt mines”. Why “vast”? Probably not accurate. There were various mines, but the whole point of a mine is to have ore or another substance that is concentrated, not spread out.</p> <p>We were using author’s voice to paint an image for the children. The sentence reads, “That is because Mali lay across the trade routes between vast salt mines in the Sahara Desert and regions dotted with gold mines in West Africa.” Our intention was vast areas, not to imply that the mines were vast. In future editions we will clarify the language.</p> <p>“For people of the deserts...” - This misunderstands the salt trade. Salt was produced by slaves from deposits in the desert, and exported from the desert into the Sahel and the forest. People of the desert—“tuareg” or “arab”—had access to salt from Mediterranean sources, and saw it as far less scarce and valuable than people further south, who used it for food, medicine, tanning leather, processing cloth and stopping rot. Thus what’s critical here is not that people of the desert needed more salt, but that they produced it for others. They got gold for it.</p> <p>This language is taken directly from SOL 3.2 Essential Knowledge: <i>For the people of the desert, salt was a valuable natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.</i></p> <p>Why not include some of the fun facts we do know about the trade: Mali wasn’t just rich. The gold fields of West Africa provided the gold that was coined into the money of the Mediterranean and Western Europe during the era before the American gold came across the Atlantic. That’s why one of the units of British money was called the Guinea.</p> <p>We appreciate the suggestion.</p>
29		<p>“Imagine a place where most people live happily. No one goes hungry. People treat one another with kindness...” - This entire paragraph seems an attempted</p>

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Reviewer: Dr. Hugh West	History Strand: World History	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
		<p>(and inaccurate) paraphrase from Ibn Battuta’s description of his trip to Mali in 1352-53. This requires analysis and critical distance: Mali included slaves, subject people, etc. To assert everyone was happy is to leave history for ideology.</p> <p>We did not say “everyone was happy.” As the reviewer writes, we state, “Imagine a place where most people live happily.” We included a primary source quotation from Ibn Battuta in the U.S. History to 1865 title written for fifth and sixth graders. In this third grade book, we encapsulated and simplified his impression to introduce the concept. We feel the reviewer’s suggestions are not age appropriate.</p> <p>Quoting a translation of Ibn Battuta might actually work better here. (For easily accessible translation, see http://www.fordham.edu/halsall/source/1354-ibnbattuta.html). Without a sense of who was describing Mali this way, the paragraph sounds naïve and fanciful.</p> <p>Also, Ibn Battuta was clear on why he found the place so safe. He described Mali’s people as “of all people the most submissive to their king and the most abject in their behaviour before him. They swear by his name, saying "Mansa Sulayman ki" [in Mandingo, "the emperor Sulayman has commanded"]. If he summons any of them while he is holding an audience in his pavilion, the person summoned takes off his clothes and puts on worn garments, removes his turban and dons a dirty skullcap, and enters with his garments and trousers raised knee-high. He goes forward in an attitude of humility and dejection and knocks the ground hard with his elbows, then stands with bowed head and bent back listening to what he says. If anyone addresses the king and receives a reply from him, he uncovers his back and throws dust over his head and back, for all the world like a bather splashing himself with water.”</p> <p>And Ibn Battuta went on to claim of the people of Mali: “They are seldom unjust, and have a greater dislike of injustice than any other people. Their sultan shows no mercy to anyone who is guilty of the least act of it. There is complete security in their country. Neither traveler nor inhabitant in it has anything to fear from</p>

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Reviewer: Dr. Hugh West	History Strand: World History	
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		<p>robbers or men of violence....They are careful to observe the hours of prayer, and assiduous in attending them in congregations, and in bringing up their children to them.... On Fridays, if a man does not go early to the mosque, he cannot find a corner to pray in, on account of the crowd.... [They also have] zeal for learning the Koran by heart. They put their children in chains if they show any backwardness in memorizing it, and they are not set free until they have it by heart. I visited the qadi [judge] in his house on the day of the festival. His children were chained up, so I said to him, "Will you not let them loose?" He replied, "I shall not do so until they learn the Koran by heart."</p> <p>Whether or not it makes sense to use any of Ibn Battuta’s descriptions, Islamic law and good governance were what made the place so safe in the narratives, enforcing honest trade and security on the roads. And the image of students chained until they memorize the Koran might stick in the mind. This would be more pertinent than the fact that “people sweat a lot.”</p> <p>Sidebar on “people adapt” - Why not include something on camels? Camels were the most important adaptive technology of the desert. Instead of horses and carts, desert traders used camels that could carry over 400 pounds each, travel 20-25 miles a day, endure days without water, and walk in groups with minimal supervision across areas without roads. They could even swim rivers. <i>An activity with camels is included in the Teacher’s Edition. Consideration will be given to this suggestion as well.</i></p>
30		<p>Sidebar: “Most of what we know about Mali’s history comes from oral accounts...” - Possibly true. But what is unusual and important about Mali is that we also have written records in Arabic. The most cited example is Ibn Battuta, but there are others as well.</p> <p><i>This language comes directly from SOL 3.2 Essential Understanding: Most of what we know about Mali’s history comes from oral accounts that were handed down by Mali storytellers.</i></p>
31		<p>The usual date for Mansa Musa’s reign’s beginning is 1312, not 1307.</p> <p><i>The date 1307 was researched and then vetted by Dr. Barbara Brown at Boston University’s African Studies Center during the production of Joy Masoff’s book,</i></p>

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Reviewer: Dr. Hugh West	History Strand: World History	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
		<p><i>Mali: Land of Gold & Glory.</i></p> <p>It seems important that Timbuktu was a center for Islamic scholarship, not just a derivative site with copies of Greek and Roman books. And according to recent scholarship, another major element of trade (beyond salt and gold) was paper and books. (If doing a teachers' guide, I recommend the Aminata Forna film "Lost Libraries of Timbuktu" (2008)).</p> <p><i>This language comes directly from SOL 3.2 Essential Knowledge: Timbuktu was an important city in Mali. It had a famous University with a large library containing Greek and Roman books.</i></p> <p>"Soon traders began to travel by sea instead of by caravans through the desert." This implies that traders chose a different model. They didn't. Europeans and their goods started arriving on the Atlantic coast. But the Trans-Saharan caravan trade continued to compete well into the 19th century.</p> <p><i>The sentence is under the subtitle, "End of an Empire." In the USI SOL curriculum, students learn of the influence of the Portuguese sailors on trade. We are foreshadowing this by including the mentioned sentence.</i></p>

Reviewer: Dr. Joe Eney	Geography Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
10	Map lacks a scale. <i>We appreciate the suggestion.</i>	
R 10-11	Map lacks a scale. <i>We appreciate the suggestion.</i> What does the star symbol in Chesterfield County represent? <i>The printing error of the star by Chesterfield will be fixed in future editions and can be found on the errata list.</i>	

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Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
49	<p>Photo caption is grammatically incorrect: “Many places where ancient markets were held are still used today.”</p> <p>Correct to something like: “In many places where ancient markets were held, they are still used today.”</p> <p><i>The sentence is not incorrect, but consideration will be given to this stylistic suggestion.</i></p>	
50		<p>Natural resources are defined as “useful materials that come from nature.” This issue is solved easily by simply adding the word “directly” to the definition. As discussed in the review of an earlier grade, it is important to make the distinction that natural resources come <i>directly</i> from land. This way students can determine that trees are natural resources but lumber used in construction or paper used in making a book are not natural resources (they are intermediate goods). Natural resources come directly from nature.</p> <p><i>We appreciate the suggestion. In future editions we will better match the SOL definition by including the word “directly.”</i></p> <p>Capital resources are still being defined in a manner that is inaccurate. The same error is made in grade 2. The definition states that they are “goods made by people and used to produce other goods and services.” But, this definition is missing a key part so capital resources cannot be distinguished from intermediate goods based on this definition...and this is a very important distinction. In the review of the second-grade book, I used nails as the example. If I am a house builder, I use nails to produce houses. This example meets the definition that is given above—they are made by people and are used to produce other goods and services. But, nails are not capital. The nails become part of the product, as does the wiring, the lumber, the roofing shingles, etc. It is important to explain in the definition that capital includes things that are <i>reusable</i> in the production process. The nail is not reusable...it needs to stay in the house that was just built or it will fall apart. The ladder, hammers, and trucks are reusable though...and they are capital.</p>

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Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
		<p>Change the definition of capital just slightly to include something about being “reusable” in the production process. For example: Capital resources are goods that are made by people and can be used over and over in the production of other goods and services.” Or Capital resources are goods that are made by people and are reusable in the production process.</p> <p>The definition of capital resources comes directly from SOL 3.7 Essential Knowledge:</p> <ul style="list-style-type: none"> • capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings)

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Reviewer: Dr. Melanie Marks	Economics Strand	
Page	Illustrations/Photographs/Captions	Clarifications to Narrative
52		<p>On this page the needs versus wants framework is still being used. While there is nothing inherently incorrect about the content, it is inconsistent with the revised SOL, which moves away from the categories of desires, wants and needs. The word “need” does not appear at all in the SOL anymore. So, should this discussion be reframed to eliminate reference to needs?</p> <p>There is a heading in the middle of the page (in red) that reads: <i>Do You Want It or Need It?</i> Again, the SOL has moved away from this kind of categorization and instead has addressed the idea that we have lots of desires and must prioritize. This section should be given a new title; perhaps something like <i>What Is Your Priority?</i> might work.</p> <p>For the purpose of being consistent with the revised SOL, the discussion that falls under <i>Living in the Ancient World</i> should be revised. The sentence that states “As a result, each land’s wants and needs were different too” can be revised slightly. “As a result, each land’s desires and priorities were different too” would be more consistent.</p> <p>The discussion that follows should be revised slightly to eliminate the “needs and wants” type of distinction, as follows: Basic food, clothing, and shelter from the weather are important to all people. (The word “need” has been eliminated.) Most people also want nice things too, such as toys, jewelry, and sweets to eat. (The use of the term “want” is fine here.) How did the ancient empires meet the desires of its citizens? (“Desires” is used instead of needs and wants.”) Greece, Rome, and Mali had different ways of providing services to help people get what they wanted.</p> <p>Please see the discussion in the review for grades K and 1 for a full discussion on wants and needs.</p> <p><i>The issue of wants and needs relative to the SOLs has been discussed on pages 5, 13, 14, and 26 of this report.</i></p>

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Reviewer: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications of Narrative
63		<p>Under the heading, “Our National Government”, insert “federal” taxes to introduce the word federal. Also note that the state/local governments also collect taxes. As it is written, it suggests that only the federal or national government collects taxes.</p> <p><i>We used the word “national” from SOL 3.10 Essential Understanding: Government exists at the local (community), state (Virginia), and national (United States) levels Consideration will be given to adding the word federal.</i></p>
64		<p>Need a definition of “right”. A right is something that we are entitled to by birth. The Constitution doesn’t give us these rights, it protects them.</p> <p><i>We appreciate the suggestion and in future editions will include a definition of “rights.”</i></p>
67		<p>Right and privilege are not the same. In the third bullet of the sidebar, change the word privilege to right.</p> <p><i>This will be fixed in future editions and can be found on the errata list.</i></p>
70	<p>Caption below color photo of Washington riding into New York is not clear. Change to: “George Washington is shown riding into the city, where he was sworn in as President of the United States on April 30, 1789.”</p> <p><i>Consideration will be given to this stylistic suggestion.</i></p>	
71		<p>Definition of “Republic” in the sidebar: “Power is given to its citizens.” Not the correct theory behind American government. “Government derives its powers from the consent of the governed.” The people have the power and they give it to the government. This is too complicated for 3rd graders but an appropriate statement might be: “A government that receives its power from the citizens, who then choose people to represent them in one government.”</p> <p><i>The current definition of republic is, “A government in which the power is given to its citizens who choose people to represent them.” This definition gives the correct theory that the government derives its powers from the consent of the governed.</i></p>

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Reviewer: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications of Narrative
73		<p>Thomas Jefferson - diplomat, architect, farmer, teacher, and inventor - died on July 4, 1826, exactly 50 years after his Declaration of Independence “let freedom ring.” Freedom didn’t ring for everyone, i.e., not for Indians, African-Americans, women, etc. Suggest changing “let freedom ring” to “began the journey of freedom for this new nation.”</p> <p><i>“Let freedom ring,” is an expression of author’s voice. Consideration will be given to the stylistic suggestion.</i></p>
79	<p>Photo of Thurgood Marshall at bottom of the page seems odd when the question focuses on an obscure image in the background. Is this picture original? It looks like it is altered or pieced together with color added.</p> <p><i>The question about the Supreme Court is included to engage the reader, draw attention to his or her background knowledge on Greek and Roman architecture, and provide scaffolding for SOL 3.11 Essential Knowledge where it discusses Marshall’s work on the Supreme Court.</i></p> <p><i>Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.</i></p> <p><i>The image itself was not altered or pieced together but rather hand-tinted to make it more visually appealing to children.</i></p>	
80	<p>Photo caption - “At age 25, [Dr. King] became a minister..” is not correct. On February 25, 1948, at age 19, Dr. King was ordained and became associate pastor at Ebenezer Baptist Church in Atlanta, Georgia.</p> <p><i>This will be fixed in future editions and can be found on the errata list.</i></p>	
91		<p>Voting is “one of the greatest honors we have . . .” - Makes it sound like a special award given to people when in fact it is a right by birth protected by the Constitution. Suggestion: Voting is a responsibility of citizenship.</p> <p><i>In future editions we will change the word “honors” to “rights.”</i></p>

Five Ponds Press Response to Reviews of K-3 History and Social Science Textbooks Conducted on Behalf of the Virginia Department of Education

Reviewer: Mr. Ken Stroupe & Mrs. Meg Heubeck	Civics Strand	
Page	Illustrations/Photographs/Captions	Clarifications of Narrative
95	<p>Photo caption: “[Louis Armstrong] learned to play the horn in reform school, a type of school for kids who get in trouble with the law.” Remove this disparaging and unnecessary comment. <i>We in no way intended to make this disparaging. It was included to be a testament to Armstrong’s strength in turning his life around and a teachable moment for students who may be able to relate to starting on the wrong path but then changing ways.</i></p>	<p>“. . . our most popular music grooves to an African beat.” This is an odd choice of words. <i>This is a stylistic preference to engage the students.</i></p> <p>“More importantly, it was a way to ‘talk’ secretly to other slaves and arrange meetings.” Remove “without the master knowing.” <i>We appreciate the suggestion.</i></p>
R10-11	<p>The Shenandoah Valley and the beach region are not pictured. However, there are three photos for Roanoke and Southwest Virginia. <i>This spread is found in the reference section at the end of the book. Appropriate images have been located below the map of Virginia in a West to East grid to match the corresponding location on the map with photographs from Wise County, Bristol, Roanoke, Monticello, Richmond, Williamsburg, Arlington and the Eastern Shore.</i></p>	
R19		<p>Add definitions for “right” and “federal”. <i>We appreciate the suggestion. The words will be added to future editions.</i></p>