

Board of Education Agenda Item

Item: _____ T. _____

Date: January 13, 2011

Topic: Report on the Review of Virginia's Textbook Adoption Process, the Virginia Studies Textbook *Our Virginia: Past and Present*, and Other Selected United States History Textbooks

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Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: _____

Action requested at this meeting Action requested at future meeting: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and in the *Code of Virginia*.

Virginia Constitution, Article VIII, § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, § 22.1-238

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

The Board of Education's regulations specify the types of materials that may be adopted.

Regulations Governing Textbook Adoption, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

Since 1995, the Department of Education has worked with state committees to review and evaluate publishers' submissions primarily with respect to Standards of Learning (SOL) correlation. Following each review, the Department of Education provides school divisions with a list of the instructional materials submitted and a profile of each submission that includes the degree of Standards of Learning correlation.

On March 29, 2007, the Board of Education approved the K-12 history and social science textbook and instructional materials review schedule, indicating that following approval of the revised History and Social Science Standards of Learning in 2008, the Department of Education would begin the textbook review process. On February 19, 2009, the Board approved the process to be used and a timeline for the history and social science textbook review during 2009, with final approval of the state textbook adoption list in 2010. The Department used the established review process and criteria to administer the state adoption process for the Board of Education as outlined in Appendices A and B.

On March 6, 2009, the Department of Education posted a Superintendent's Memorandum soliciting nominations of individuals to serve on committees to review K-12 history and social science textbooks and instructional materials. The Department requested nominees who were teachers, principals, administrators, content specialists, or others who had expertise with the history content and the history SOL. Committee members were selected on the basis of expertise and experience in history and the social sciences and balanced regional representation. In June 2009, committees of Virginia educators received history and social science textbook samples along with K-12 *History and Social Science Standards of Learning* textbook correlations from publishers. Using the criteria outlined in Appendix B, members of these committees conducted individual analyses of the materials prior to meeting with the full committee. Appendix C contains a list of committee members.

In July 2009, the committees convened in Richmond to reach consensus on their reviews of the submitted materials. The consensus evaluations were shared with publishers, and publishers were given an opportunity to respond to the committees' reviews and recommendations. Requests by publishers for reconsideration were examined carefully prior to the list being submitted to the Board of Education for first review on January 14, 2010.

A 30-day public comment period began on January 15, 2010, immediately after the Board's first review of the list of materials. The books were available for public review at local examination sites located at eight Virginia public universities and community colleges. See Appendix D. One comment was received in the public comment mailbox from a teacher who questioned the expense of purchasing new textbooks at this time. Other comments received via e-mail addressed the following: 1) a request that textbook publishers include contributions of African Americans in history, literature, and science books; and 2) comments made on behalf of the Virginia Jewish community related to the quality, accuracy, and balance in the manner in which religions of the world were addressed in world history and geography textbooks.

The final review and the Board of Education's adoption of textbooks and instructional materials for K-12 history and social science occurred on March 18, 2010. See Appendix E for the list of approved textbooks.

Summary of Major Elements

On October 19, 2010, the Virginia Department of Education received from a *Washington Post* reporter an inquiry related to the participation of African Americans in the Civil War. Specifically, the inquiry related to a sentence in a Board-approved textbook for Virginia Studies entitled *Our Virginia: Past and Present* published by Five Ponds Press that stated: "Thousands of Southern blacks fought in the Confederate ranks, including two black battalions under the command of Stonewall Jackson."

After extensive input from Civil War historians, on October 20, 2010, the Virginia Department of Education advised the Commonwealth's school divisions that the statement about black Confederate soldiers on page 122 of the textbook was outside accepted Civil War scholarship and did not reflect the content of the Commonwealth's academic standards for grade four Virginia Studies.

The Virginia Studies *History and Social Science Standard of Learning* that includes the Civil War is VS.7:

The student will demonstrate knowledge of the issues that divided our nation and led to the Civil War by

- a) identifying the events and differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia;
- b) describing Virginia's role in the war, including identifying major battles that took place in Virginia;
- c) describing the roles played by whites, enslaved African Americans, free African Americans, and American Indians.

The companion curriculum framework for Virginia Studies VS.7c includes the following content:

- Whites, enslaved African Americans, free African Americans, and American Indians had various roles during the Civil War.
- Most white Virginians supported the Confederacy.
- The Confederacy relied on enslaved African Americans to raise crops and provide labor for the army. Many enslaved African Americans fled to the Union army as it approached and some fought for the Union.
- Some free African Americans felt their limited rights could best be protected by supporting the Confederacy.
- Most American Indians did not take sides during the Civil War.

The Virginia Department of Education's history and social science staff met with the Virginia Consortium of Social Studies Specialists and College Educators at its semiannual meeting on October 21, 2010, to discuss the textbook review process as it related to textbooks and instructional materials for fourth-grade Virginia Studies and to reinforce the importance of teaching the content in the Standards of Learning and the curriculum framework.

The publisher of *Our Virginia: Past and Present*, Five Ponds Press, indicated that it responded by sending stickers to cover the statement to school divisions that adopted the book. The publisher also

sent an electronic version of the page that it said would replace page 122 in the 2011 edition of the textbook.

On October 29, 2010, [Superintendent's Memorandum #269-10](#) was released, advising Virginia's school divisions that technical edits to the 2008 History and Social Science Curriculum Framework had been made. The technical amendments clarified in more explicit terms the role of African Americans in the Civil War. See Appendix F. In *United States History to 1865*, USI.9f, page 33, language was revised in the first four bullets under "Effects of the war on African Americans" as follows:

- African Americans fought in ~~both the Confederate and Union armies~~ army. Some African Americans accompanied Confederate units in the field.
- The Confederacy ~~often~~ used enslaved African Americans as ~~naval crew members and soldiers~~ ship workers, laborers, cooks, and camp workers.
- The Union moved to enlist African American sailors and soldiers ~~early~~ during ~~in~~ the war.
- African American soldiers were initially paid less than white soldiers.
- African American soldiers were discriminated against and served in segregated units under the command of white officers.
- Robert Smalls, an African American sailor and later a Union naval captain, was highly honored for his feats of bravery and heroism. He became a Congressman after the war.

Also in October 2010, the superintendent of public instruction, directed staff of the Virginia Department of Education to conduct a comprehensive review of the history and social science textbook adoption process and to identify recognized historians to review for factual accuracy (a) the Virginia Studies textbook in question and the U.S History to 1865 textbook adopted by the Board and published by the same company, and (b) Civil War-era content in the two other Virginia Studies textbooks on the state adoption list and all U.S. History to 1865 textbooks on the list. The Department of Education received offers from two university faculty members to assist with a review of the Virginia Studies textbook in question. Department staff also contacted three additional reviewers to assist with a review of the same editions of the books the review committees had received. The reviewers were as follows:

Reviewing *Our Virginia: Past and Present*:

- Dr. Ronald Heinemann (Retired: Hampden-Sydney College) – Appendix G
- Dr. Luranett L. Lee (Curator of African American History, Virginia Historical Society) – Appendix H
- Dr. Brent Tarter (Retired: Library of Virginia) – Appendix I

Reviewing Civil War-era content in the two other Virginia Studies textbooks on the Board of Education-approved list and all United States History to 1865 textbooks on the list:

- Dr. Christopher Einolf (DePaul University) – Appendix J

Reviewing *Our America: To 1865* (Five Ponds Press)

- Ms. Mary Miley Theobald (Retired: Virginia Commonwealth University) – Appendix K

In December 2010, the Department received the reviewers' comments and confirmed from them acknowledgment that their work would be publicly available. Appendices G through K contain the

comments as they were submitted to the Department of Education. These comments have been shared with the publishers of the books in question.

On December 27, 2010, *The Washington Post* contacted the Department of Education for information on the results of the reviews by the university faculty and the next steps the Department intended to take. The *Post* story ran on December 28, 2010. The superintendent of public instruction followed with a statement that when school resumed after the holidays, school divisions would be alerted to the factual errors noted by the historians and scholars, and staff would provide guidance on how to ensure that classroom instruction would not be distorted by misinformation. On January 3, 2011, the superintendent sent an e-mail to division superintendents with this information and informed them that the Board of Education would be asked to engage in additional discussion about how to improve the review process to reduce the possibility that factual errors would not be detected. Publishers of textbooks and instructional materials would likely need to contribute to this process by providing documentation that the books they submit have been reviewed by competent authorities who vouch for their accuracy. Finally, consideration must be given to the use of emerging technologies that are able to provide current and evolving information that is important to classroom instruction but may be beyond the scope of continuous review and approval by the Board of Education.

Superintendent's Recommendation:

N/A

Impact on Resources:

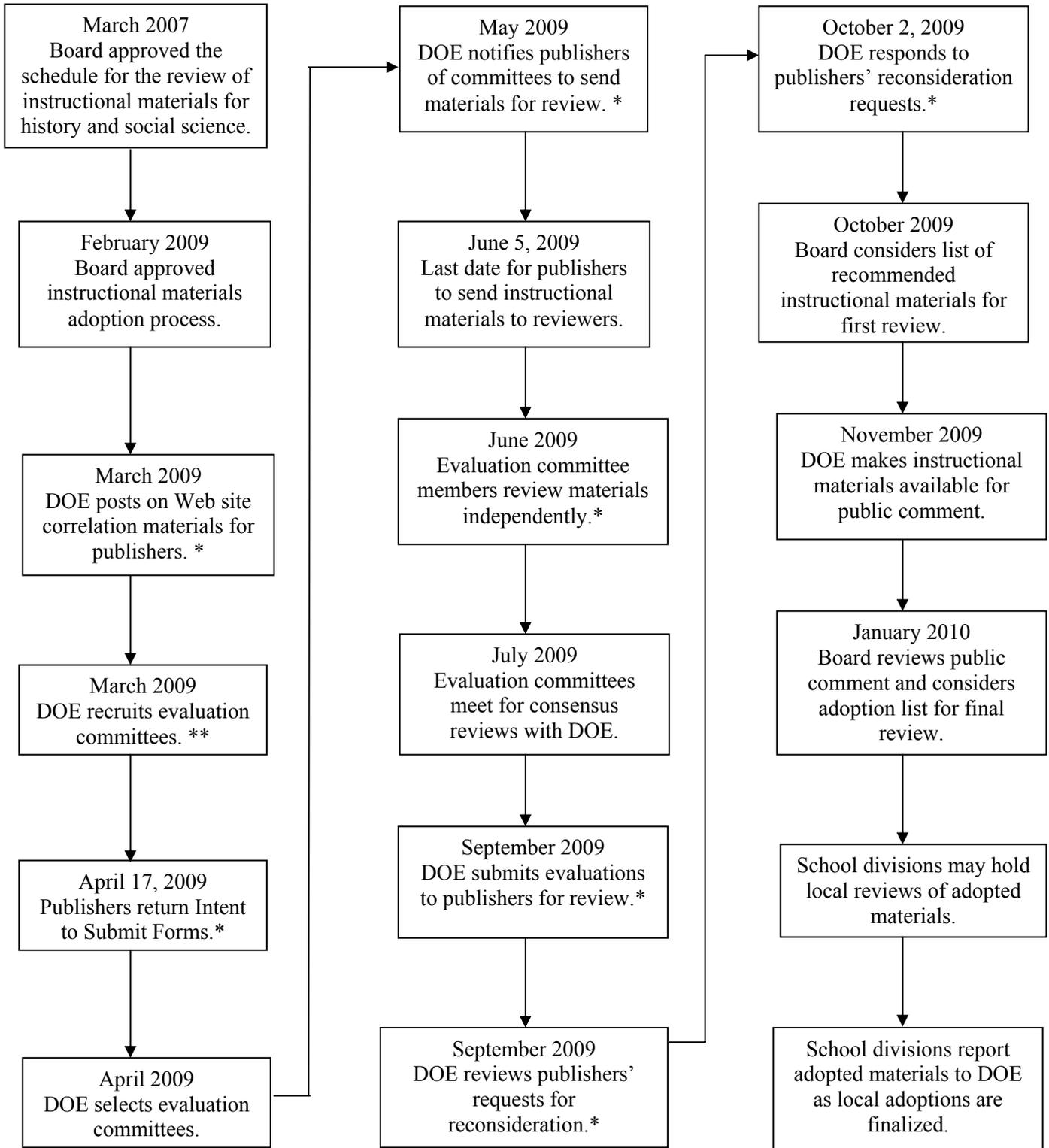
This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this process, other services will be impacted.

Timetable for Further Review/Action:

The Department of Education will present additional information and options regarding revisions to the textbook review process at the Board of Education meeting on February 17, 2011.

Appendix A

2009 Adoption Process History and Social Science Textbook and Instructional Materials Adoption



Appendix B

Criteria for K-12 History and Social Science Textbook Review Section I: Correlation with the 2008 Standards of Learning and the Curriculum Framework

Instructions for Reviewers

- Review the student text using the publisher’s correlation form included in your shipment, and the *History and Social Science Standards of Learning Curriculum Framework 2008* as a guide. Complete each page of your correlation review sheet by evaluating if the information on the publisher’s correlation form, the student textbook, and the curriculum framework all align.
- Using the rubric provided, assign a rating of Adequate, Limited, or No Evidence to indicate your judgment on how closely the individual bullets of each standard are supported in the student texts.
- For text materials that have an online version, please review the hard copy of that text first. If the hard copy version demonstrates adequate correlation to the *2008 History and Social Science Standards of Learning* and Curriculum Framework, it may not be necessary to do a detailed review of the online version of the materials.

Correlation with Standards of Learning – Using the information in the 2008 History and Social Science Standards of Learning and the 2008 History and Social Science Curriculum Framework for this subject, determine the degree to which content found in these instructional materials is correlated in <i>thoroughness</i> and <i>accuracy</i> .		
Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Objectives and lessons are aligned with the standards. Content is accurate, clear, and in sequential order. Most of the essential understandings, knowledge, and skills are supported. Many opportunities are provided for students to practice essential skills.	Limited connections between the standards and the lessons are noted. Content contains some inaccuracies or is not always clear. Essential understandings, knowledge, or skills are not sufficiently addressed. There is limited opportunity for students to practice essential skills.	No correlation between the objectives and lessons and the standards. A logical sequence of content cannot be identified. Essential understandings, knowledge, or skills are not addressed. Opportunities to practice essential skills are not included.

Criteria for K-12 History and Social Science Textbook Review
Section II: Additional Criteria: Instructional Planning and Support
Used for Grades K - 3
(Reported but not used in correlation and adoption considerations.)

Instructions for Reviewers

- Review the teacher’s edition and the appropriate instructional materials and assign a rating to each item on the review worksheet. Use the rubric as a guide.

Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Criterion 1. Textbooks/instructional materials support literacy development by presenting content through a variety of reading selections that are appropriate for the grade level.		
Criterion 2 – Readability, writing style, length of sentences, and vocabulary are appropriate for the grade level.		
Criterion 3 - Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.		
Criterion 4 - Materials are organized appropriately within and among units of study.		
Criterion 5 - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		
Criterion 6 - Graphics and illustrations are appropriate.		
Criterion 7 - Sufficient instructional strategies are provided to promote depth of understanding.		
Criterion 8 - Materials present content in an accurate and unbiased manner.		
<ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. 		

Criteria for K-12 History and Social Science Textbook Review
Section II: Additional Criteria: Instructional Planning and Support
Used for Courses from Virginia Studies through Virginia and U.S. Government
(Reported but not used in correlation and adoption considerations.)

Instructions for Reviewers

- Review the teacher’s edition and the appropriate instructional materials and assign a rating to each item on the review worksheet. Use the rubric as a guide.

Adequate A	Limited L (Note: Provide examples to support this rating.)	No Evidence N (Note: Provide examples to support this rating.)
Criterion 1 - Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.		
Objectives and materials are sequentially developed and aligned with the standards and framework.	Objectives and materials are inconsistent and aligned with the standards and framework.	Objectives and materials are sequentially developed and aligned with the standards and framework.
Criterion 2 - Materials are organized appropriately within and among units of study.		
Scope and sequence is easy to read and understand.	Scope and sequence is confusing and not easy to understand.	Scope and sequences is difficult to read and understand.
Criterion 3 - Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.		
Organizational properties of the materials assist in understanding and processing content.	Organizational properties of the materials assist with limited emphasis in understanding and processing content.	Organizational properties of the materials do not assist in understanding and processing content.
Criterion 4 - Writing style, length of sentences, and vocabulary are appropriate.		
Readability is appropriate for the grade level.	Readability is appropriate but varies throughout the text.	Readability is not appropriate for the grade level.
Criterion 5 - Graphics and illustrations are appropriate.		
Visuals are accurate, support the student text, and enhance student understanding.	Visuals are somewhat unclear, have limited support for the student text, and enhance student understanding.	Visuals are inaccurate, do not support the student text, and do not enhance student understanding.
Criterion 6 - Sufficient instructional strategies are provided to promote depth of understanding.		
Materials provide students with opportunities to integrate skills and concepts.	Materials provide students with limited opportunities to integrate skills and concepts.	Materials provide students with no opportunities to integrate skills and concepts.
Criterion 7 - Materials present content in an accurate and unbiased manner.		
<ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. 		
Materials present content in an accurate and unbiased manner	Materials present content in an a less than accurate and unbiased manner	Materials present content in an inaccurate and biased manner

Appendix C

2009 History and Social Science Textbook and Instructional Materials Review Committee July 28-29, 2008

Committee	Current Position	Division	Region
Kindergarten – Grade 3	Third-Grade Teacher	Chesterfield I	
	Second-Grade Teacher	Henrico I	
	History Specialist, K-5	Newport News	II
Virginia Studies	Fourth-Grade Teacher	Fairfax IV	
	Fourth-Grade Teacher	Chesterfield I	
	Fourth-Grade Teacher	Henrico I	
United States History to 1865	History Specialist, K-12	York II	
	Sixth-Grade Teacher	Fairfax IV	
	Sixth-Grade Teacher	Hanover I	
United States History: 1865 to the Present	U.S. II Teacher	Fluvanna V	
	U.S. II Teacher	Mecklenburg V	III
	U.S. II Teacher	Wythe VII	
Civics and Economics	History Specialist, K-12	Culpeper IV	
	C & E Teacher	Greensville VIII	
	C & E Teacher	Virginia Beach	II
World History and Geography to 1500 A.D. (C.E.)	W H & G I Teacher	Newport News	II
	W H & G I Teacher	Rappahannock IV	
	W H & G I Teacher	Waynesboro V	
World History and Geography: 1500 A.D. (C.E.) to the Present	W H & G II Teacher	Bedford V	
	W H & G II Teacher	Chesterfield I	
	W H & G II Teacher	Prince George	I
World Geography	W G Teacher	Spotsylvania III	
	W G Teacher	Virginia Beach	II
	History Specialist, K-12	Hanover I	
Virginia and United States History	V & U.S. H Teacher	Suffolk II	
	V & U.S. H Teacher	Mecklenburg V	II
	V & U.S. H Teacher	Rockbridge V	
Virginia and United States Government	History Specialist, K-12	Loudoun IV	
	V & U.S. G Teacher	Caroline III	
	V & U.S. G Teacher	Spotsylvania III	

Appendix D

Superintendent's Memo #005-10



COMMONWEALTH of VIRGINIA Department of Education

January 15, 2010

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

SUBJECT: Public Comment Period for K-12 History and Social Science Textbooks and Instructional Materials

On January 14, 2010, the Virginia Board of Education accepted for first review lists of recommended textbooks for K-12 History and Social Science. The Virginia Department of Education (VDOE) has provided these lists on its website at http://www.doe.virginia.gov/boe/meetings/2010/01_jan/agenda_items/item_j.pdf.

The Virginia Board of Education is now seeking public comment on these textbooks and intends to review and approve lists of recommended textbooks and instructional materials for use in the public schools in the Commonwealth. Lists of adopted textbooks will be made available on the Department's website following the Board of Education's action on the recommended textbooks. It is anticipated that the Board of Education will act on the recommended lists in March 2010.

Review copies of all textbooks submitted for the current adoption cycle are available for public examination at various sites around the Commonwealth between January 15, 2010, and February 19, 2010.

The local examination sites include:

The College of William and Mary
Old Dominion University
George Mason University
James Madison University
Radford University
The University of Virginia's College at Wise
Longwood University
J. Sargeant Reynolds Community College

A list of specific contacts and locations for each of the review sites may be found at http://www.doe.virginia.gov/instruction/textbooks/review_process/locations.shtml.

Individuals are invited to examine the proposed textbooks at the examination sites and to submit written comments. Comments on the proposed K-12 History and Social Science Textbooks and Instructional Materials List may be faxed to the VDOE at (804) 786-1597 or sent via mail to Beverly Thurston, history coordinator, Office of Middle and High School Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Comments may also be e-mailed to historytext@doe.virginia.gov. The Department of Education will begin to take public comments on January 15, 2010. Comments will be received through February 19, 2010.

Questions regarding the review process should be directed to Dr. Beverly Thurston, coordinator for textbook adoption, by e-mail at Beverly.Thurston@doe.virginia.gov or by telephone at (804) 225-2893.

PIW/BMT/yba

Appendix E

2010 Approved History and Social Science Textbook and Instructional Materials

Course	Publisher	Title
Kindergarten	Five Ponds Press	<i>Our World Let's Go! (print)</i>
	Houghton Mifflin Harcourt	<i>Houghton Mifflin Harcourt Our World, Now and Long Ago (print)</i>
Macm	illan/McGraw-Hill, a division of the McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia Hello World Flipchart (print)</i>
Grade One	Five Ponds Press	<i>Our World Then and Now (print)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: My Country, Yesterday and Today (print)</i>
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia All Together Complete Student Edition Set (Includes 4 units) (print)</i>
Grade Two	Five Pond Press	<i>Our World Near and Far (print)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: People and Places, Then and Now (print)</i>
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia People and Places Complete Student Edition Set (Includes 4 units) (print)</i>
Grade Three	Five Ponds Press	<i>Our World Far and Wide (print)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: Exploring Your World, Past and Present (print)</i>
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia Exploring People, Places, and Cultures Student Edition (print)</i>
Virginia Studies	Five Ponds Press	<i>Our Virginia Past and Present (print)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: Virginia Studies (print)</i>
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia Studies Student Edition (print)</i>

Course	Publisher	Title
United States History to 1865	Five Ponds Press	<i>Our America to 1865 (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>The American Journey, Early years (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>The American Journey, Early Years (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States History, Beginnings to 1877, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States History, Beginnings to 1877, Virginia Interactive Online Edition (Contract length subscription)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (print)</i>
	Houghton Mifflin Harcourt School Publishers	<i>Houghton Mifflin Harcourt, Virginia Social Studies: Virginia, United States History to 1865 (electronic)</i>
	Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies	<i>Macmillan McGraw-Hill Timelinks: Virginia The United States: The Early Years Student Edition (print)</i>
	Oxford University Press	<i>A History of US – Books 1-6</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall America: History of Our Nation, Beginnings to 1865, Virginia Edition (print)</i>
United States History: 1865 to Present	Glencoe, a division of The McGraw-Hill Companies	<i>The American Journey, Modern Times (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>The American Journey, Modern Times (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States History, Civil War to the Present, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States History, Civil War to the Present, Virginia Interactive Online Edition (Contract length subscription) (electronic)</i>
	Oxford University Press	<i>A History of US, Books 7-10 (print)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall America: History of Our Nation, 1865 to Present, Virginia Edition (print)</i>

Course	Publisher	Title
Civics and Economics	Glencoe, a division of The McGraw-Hill Companies	<i>Civics Today (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>Civics Today (online)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Civics in Practice: Principles of Government and Economics, Virginia Interactive Online Edition (Contract length subscription) (electronic)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Virginia Civics and Economics (print)</i>
World History & Geography to 1500 A.D.	Glencoe, a division of The McGraw-Hill Companies	<i>Glencoe World History: Early Ages (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>Glencoe World History: Early Ages (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Ancient World History, Patterns of Interaction, Virginia Student Edition (Contract length subscription) (electronic)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall World History, Volume 1, Virginia Edition (print)</i>
World History & Geography: 1500 A.D. to the Present	Glencoe, a division of The McGraw-Hill Companies	<i>Glencoe World History: Modern Times (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>Glencoe World History: Modern Times (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Modern World History, Patterns of Interaction, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal Modern World History, Patterns of Interaction, Virginia eEdition Online (Contract length subscription) (electronic)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall World History, The Modern Era, Virginia Edition (print)</i>

Course	Publisher	Title
World Geography	Glencoe, a division of The McGraw-Hill Companies	<i>World Geography & Cultures (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>World Geography & Cultures (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>McDougal Littell World Geography, Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>McDougal Littell World Geography, eEdition Online (Contract length subscription) (electronic)</i>
Virginia and United States History	Glencoe, a division of The McGraw-Hill Companies	<i>The American Vision (print)</i>
	Glencoe, a division of The McGraw-Hill Companies	<i>The American Vision (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal The Americans, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal The Americans, Virginia Student eEdition Online (Contract length subscription) (electronic)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt American Anthem, Student (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt American Anthem, Interactive Online Edition (Contract length subscription) (electronic)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall United States History, Survey, Virginia Edition (print)</i>
Virginia and United States Government	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States Government: Principles in Practice, Virginia Student Edition (print)</i>
	Holt McDougal, a division of Houghton Mifflin Harcourt Publishing Company	<i>Holt McDougal United States Government: Principles in Practice, Virginia ThinkCentral Student Access (Contract length subscription) (electronic)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Prentice Hall Magruder's American Government, with Virginia and United States Government (bundle)</i>
	Pearson Education, Inc., publishing as Prentice Hall	<i>Pearson Foundation Series: American Government, with Virginia and United States Government (bundle)</i>

Appendix F

Superintendent's Memo #269-10



COMMONWEALTH of VIRGINIA
Department of Education

October 29, 2010

TO: Division Superintendents

FROM: Patricia I. Wright, Superintendent of Public Instruction

SUBJECT: Implementation of the 2008 History and Social Science Standards of Learning and Technical Edits

As you are aware, full implementation of the 2008 *History and Social Science Standards of Learning* began in the fall of the 2010-2011 school year. Assessments developed using the new blueprints will be administered for the first time in the fall 2010 administration for only the end-of-course history and social science tests (World History and Geography to 1500 A.D. [C.E.], World History and Geography: 1500 A.D. [C.E.] to the Present, Virginia & U.S. History, and World Geography). The remainder of the new history blueprints will be effective with the spring 2011 test administration. School divisions will need to align curriculum to ensure that third-grade students being assessed in 2011 have been instructed in new content included in the revised 2008 Standards for grades kindergarten through three.

Technical edits to the 2008 History and Social Science Curriculum Framework have been made. In United States History to 1865, USI.9f, page 33, language has been revised in the first four bullets under "Effects of the war on African Americans." In Civics and Economics, CE.5e, page 16, the information on voter registration has been updated to reflect a change in the *Code of Virginia* effective January 1, 2010. The revised Curriculum Framework pages containing the technical edits can be found in Attachment A.

The 2008 History and Social Science Curriculum Framework, including the recent technical edits, may be accessed and downloaded at:

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml.

The new history and social science blueprints may be accessed and downloaded at:

http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml.

For further information, please contact Beverly M. Thurston, history and social science coordinator, Office of Standards, Curriculum, and Instruction, by e-mail at Beverly.Thurston@doe.virginia.gov or by telephone at (804) 225-2893; or Betsy Barton, history and social science specialist, Office of Standards, Curriculum, and Instruction, by e-mail at Betsy.Barton@doe.virginia.gov or by telephone at (804) 225-3454.

PIW/BMT/BSB/vdg

Attachments

- a. [Technical Edits to the 2008 History and Social Science Curriculum Framework](#) (PDF)

Appendix G

Review of *Our Virginia: Past and Present* Submitted by Dr. Ronald Heinemann (Retired: Hampden-Sydney College)

Our Virginia: Past and Present is a beautifully presented brief history of Virginia designed for fourth grade students. The colors are dramatic and the artwork displaying portraits of individuals and events is excellent. The language appears commensurate for a fourth grade audience.

The text adheres very closely to the Standards of Learning even to the point of repeating them almost verbatim. Not much imagination here. And this is one of the major deficiencies of the book. There are great gaps in the story of Virginia. In the 17th century where are the Indian uprisings, the governorship of William Berkeley, Bacon's Rebellion? In the 19th century where are John Marshall, James Monroe and the other Virginia presidents, the Readjustors and the Populists? And speaking as a 20th century Virginia historian, I believe the coverage of that century is a sham: nothing about Progressives, labor unions, what Virginians were doing during the world wars, the 1920s, and the Great Depression (how could this decade-long event be left out?), Vietnam, and the Godwin governorship with its community colleges and a new constitution.

The apology for the author is that she is doing what the Standards tell her what is necessary to win the approval of teacher review committees. The real problem lies with the Standards themselves. They need to be drastically revised to be more inclusive of the overall history of the state. I realize the need not to overwhelm fourth graders with too much factual data, but some of these omissions are unacceptable. Furthermore, students, even fourth graders, can relate more easily to these recent events because they are in the news—recession/depression—somebody lost a job; Iraq/Vietnam—somebody died or was injured or is serving abroad.

My major reservations with the text are its historical inaccuracies; they are appalling in number. I realize that you don't want to overwhelm your audience with a lot of dates, but if they are included, they must be accurate, along with statements of fact. Even professional historians make mistakes or disagree over dates and interpretations, so I have tried to verify my corrections by consulting several sources. And I cannot guarantee that I have caught every error.

List of corrections:

Page	Comment
27	As you note—black bears not brown bears
47	As on page 35 change the colors for the locations of the Chickahominy and Eastern Chickahominy tribes.
50-51	Raleigh never came to America, so he was not “sent...to start a colony” and thus he never “sailed back to England.” Nor did he and the Queen imagine a “new land called Virginia” since it was not yet named. He named it for the Queen after the first expedition returned. And he sent three expeditions--1584, 1585, and the Lost Colony expedition in 1587, so the latter was not the “first” British colonists.

Page	Comment
54	Smith did not land in the winter of 1607 and he did not begin to give orders as soon as he returned from captivity. He did not assume command of the colony until the following September as the timeline on page 62 correctly points out.
55	No mention of Pocahontas saving John Smith. This likely did not happen but students will be aware of the story so it should be addressed in this history. Pocahontas was probably eleven when she met Smith (not ten) and she was likely taken to Jamestown, not Henricus, after she was kidnapped, and married Rolfe there. These events are hard to verify; I rely on Helen Rountree's work.
57	The resupply ships of 1610 included men <u>and</u> women.
67	"loaves of bread" not loaves bread.
78	If you bring up Washington at Fort Necessity should you not say that he surrendered it to the French? And that he was with General Braddock during that ambush?
79	Battle of Quebec occurred in 1759, not 1760.
81	There remains a debate over who fired the first shots, though most blame the British, not the patriots; so why not say-- the first shots of the Revolution were fired at Lexington, Massachusetts between the British and the patriots. (Lexington should be mentioned)
82	Explanation of the "Parson's Cause" is inaccurate. Henry did not fight the law paying ministers in tobacco, but supported the Two-Penny Act, passed at a later date, that had to do with the monetary rate the ministers were to be paid; the issue for Henry was the right of the King's Privy Council to override the House of Burgesses. On timeline—Henry led the militia against Dunmore in 1775, not 1776; and he was governor of Virginia in 1776-79 and 1784-86, not 1785.
83	Henry did not serve as a Virginia lawmaker for 25 years; he was a legislator off and on during that time period.
85	Washington had been made commander in chief of the army in 1775, not 1776. Timeline on p. 90 has it right.
94	Typo—1787 not 1877. And Jefferson was not at the Constitutional Convention in 1787. And some repetition—"One of the biggest problems" was state representation-- in two paragraphs on same page.
95	Section on constitutional debates is poorly done—what happened to Madison's plan? How did the delegates decide the issue of slavery?
96 Tim	eline—Washington was leader of the army from 1775-1783, not 1776. And he did not preside over the "Continental" Congress in 1785 which no longer existed, but presided over the Constitutional Convention in 1787.
98	Madison was Secretary of State from 1801-1809, not 1803. Also, Madison did not study law at William and Mary. Also on pp. 98, 102, and R3—portraits of Thomas Jefferson—is this really Jefferson? Even if it is, I would use another portrait because this one makes him look too much like a dandy. He certainly did not look like this when he was president (the picture on p. 98).
102	Jefferson was not a delegate to the Constitutional Convention. And he was president from 1801-1809, not 1800 when he was elected.

Page	Comment
103	Washington and Adams “belonged to one political party. Jefferson did not.” But he did belong to a party—the Republicans—so include it. Both Lewis and Clark were Virginians.
115	Eleven states joined the Confederacy, not twelve.
116	Richmond became the capital of the Confederacy in 1861, not the mid-1860s.
117	The Monitor and the Merrimack were not the first ships made from iron; they were the first iron-clads to fight a battle; and that battle occurred on March 9, 1862, one day not two days. And why are we limited to just two land battles in Virginia--because the SOLs say so? The first battle for Richmond in 1862 (Peninsula Campaign or the Seven Days) and Chancellorsville are both more important than Fredericksburg.
118	The first battle at Bull Run was on July 21, 1861, not 1862. And the Southerners were not led by Jackson but by Generals Beauregard and Johnston.
119	Jackson won his nickname “Stonewall” at the battle of 1 st Bull Run. And he was not the “mastermind” of that victory, but just one brigade commander heroically doing his job. And he was shot by his own men-- several not just one. And the casualties in the two battles at Bull Run were over 30,000 (approximately 5,000 and 25,000 each) not 6,000.
120	Grant was made a major general of volunteers, not all volunteers in 1862.
121	Lee was asked by General Winfield Scott to lead Union forces, not Lincoln, although Scott may have informed Lincoln of his choice. And Lee assumed the presidency of Washington College, not University. It was renamed after he died.
122	Delete the line “Thousands of Southern blacks fought...Jackson” There is no evidence to support either of these two points. A few blacks may have fought for the South but not in organized units. By the time the Confederacy created such units late in the war it was too late for their participation. For this reason I would also delete or rephrase the line—“But not all Virginian soldiers were white,,,” It creates a wrong impression. Also the spelling of Stand Watie—a ‘t’ not a ‘d’.
124	On April 2, 1865 Confederate defenses fell at Petersburg, not Richmond. The evacuation of the capital followed.
125	Lee did not wave a white flag from a hill overlooking the Appomattox River. His aide took a white flag through the lines to tell Grant that Lee was ready to surrender.
126	Eleven states, not twelve, left the Union. Also South Carolina left the Union in December, 1860, not 1861. Also, Lincoln’s Emancipation Proclamation did not free all the slaves in the Confederate states, only in those states and areas not controlled by the Union army; areas in Virginia and Tennessee were excluded as well as the loyal border states.
127	There was no battle of Richmond in 1865; there was one in areas around Richmond in 1862, which is not mentioned in the text.
129	The chapter heading give dates 1865-1877, the time period of Reconstruction, but the material in this chapter goes down to the end of the 19 th century.

Page	Comment
138	Why have a picture of Hiram Revels, a non-Virginian? Better Blanche Bruce, who while also a Senator from Mississippi during Reconstruction, was born a slave in Virginia. Or why not John Mercer Langston, the first African American from Virginia to serve in Congress in 1890-91?
138	Grant was elected in 1868, not 1870. Also the Freedmen's Bureau was terminated in 1872, not in 1877. Also Plessy v. Ferguson in 1896 did not make segregation the law of the land; it allowed states to impose it if they so desired. Also we have the 13 th amendment abolishing slavery in December, 1865 while on page 126 it says it ended in January, 1865. It passed Congress in January and was ratified in December. I would delete the January reference on p. 126 and leave the reference on p. 138.
143	America went to war in 1917, not 1916.
145	George Marshall as a Virginian is a bit of a stretch. He was born in Pennsylvania, went to VMI and spent most of his life on army bases outside of Virginia until he came to Washington D.C. in the late Thirties. It would be better to emphasize life in Virginia during WWII with a reference to Marshall. Picture of the Iwo Jima monument—I think this is a monument to the Marines of all wars, not all soldiers of WWII. It is officially called the Marine Corps War Memorial.
146	Rather than emphasize just the Brown case from Kansas, it should also be mentioned that the Davis case from Prince Edward County was one of the five cases making up the Brown decision. Also Harry Byrd did not make voting easier in Virginia. By the 1940s Virginia had one of the lowest percentages of people voting in the entire country.
147	Byrd did not write the Southern Manifesto. It was written by Sen. Strom Thurmond of South Carolina with Byrd's encouragement. Also there were three school systems closed in Virginia from September, 1958 until January, 1959 when courts threw out the massive resistance laws. Prince Edward was closed by the local board of supervisors in Sept. 1959 and reopened in 1964 (not 1963) by court order. This material needs to be rewritten in this book.
149	The Civil Rights Act or public accommodations act ending public facility segregation passed in 1964. The Voting Rights Act passed in 1965.
158	The Irene Morgan bus case was decided in 1946, not 1954. Also <u>desegregation</u> does not end in 1963 (it continued), but segregation in schools ended (legally but not effectively) in 1964 in Prince Edward. Also in timeline you have Wilder taking over as governor and then being elected!
R22	Mount Rainier in Washington is not in right place.
R23	Adirondack in New York is misspelled; Mt. Katahdin in Maine is misspelled.

What can I say? This book needs to be withdrawn from classrooms immediately, or at least by the end of the school year, because of its many errors. But it has potential. Most of the corrections along with improved explanations of some of the events can be made very quickly. It satisfies the SOLS so my reservations on coverage would not have to be addressed at this time, but I hope improvements in the SOLS will produce better textbooks. I will be happy to explain or elaborate on my comments at your convenience.

Appendix H

Review of *Our Virginia: Past and Present*

Submitted by Dr. Dr. Laurant L. Lee (Curator of African American History, Virginia Historical Society)

Overall, this book was well done. The narrative read well, the information was presented in short, concise blocks, new terms were introduced where appropriate, the selected images supported the narrative, and the chapter reviews reinforced the learning process. The author conveyed a great deal of factual information into digestible bites for fourth grade students to grasp key concepts and employ critical thinking skills.

I would appreciate a stronger sense of Virginia's role in the international slave trade. A paragraph or two would introduce students to the role of slavery in shaping Virginia and America's economic, social and cultural history. This could be best achieved by creating a character who is an enslaved child. Such a character would thereby help students begin to grapple with the subject of slavery from a personal perspective.

I'd also like to see a stronger focus on women. Although the inclusion of women is significantly better than has been seen in past textbooks, I see an opportunity to highlight the work of women for example in the section entitled The Law-Makers (pp152-53). Attorney Constance Motley Baker comes to mind. In addition ordinary people who did extraordinary things such as Mildred and Richard Loving provide a context for understanding change over time.

Below are a few places where I have sticky notes:

Page	Comment
60	Arrival at Old Point Comfort (now Ft. Monroe) not Jamestown
71	There should be separate sections for Africans and Native Americans. In addition to music as a contribution to American society, foodways and language are also important.
87	James Lafayette: Super-spy. Show political connection between General Assembly and James Lafayette's request for freedom.
95	The Constitution of the United States: good concluding example. Refer to African American and women's changing status in America with 13, 14, 15, and 19 th amendments.
113	Stronger emphasis on enslaved children. This section would benefit with a character with whom the students can identify. As is, the word slavery evokes no images of enslaved people as individuals. See Wilma King, et al., research on the subject.
114-15	Virginia Leaves the Union The role of slavery is submerged. Also, Lincoln's role is still seen as the "Great Emancipator" when in fact, Lincoln claimed not to want to interfere in the southern way of life. His complexity is not seen here (Same with Washington, Jefferson and Lee).

Page	Comment
122	The concern with the section entitled “The Virginia Confederates” has already been noted elsewhere by others. A re-reading of the last sentence might state: “Thousands of Virginia blacks were forced to support the Confederate ranks working as.....Also, the Contrabands at Ft. Monroe (1861, Shepard Mallory, Frank Baker and James Townsend and General Benjamin Butler’s contraband decision) should be included. It highlights the agency of enslaved people to stride toward freedom.
136-137	The Machines Roar Here is a missed opportunity to introduce women’s role in child labor reform.
146	A photo of Barbara Johns in addition to the Moton H.S. would personalize the narrative further especially because Johns’ name is included. The <i>Davis v. Prince Edward County</i> should be included to show Virginia’s role in the landmark court case of <i>Brown v. Board of Education</i> .
152-53 The	Law-Makers Include attorney Constance Baker Motley. In the area of personal relationships, include <i>Loving v. Virginia</i> (overturned miscegenation laws in 15 states) and a photo of Mildred and Richard Loving.
157	The Judicial Branch Include Judge Roger Gregory, first African American judge to sit on the United States court of Appeals for the Fourth Circuit. He is the only judge ever confirmed by two presidents of opposite parties, 2001.
Addendum:	First female chief Justice of the Supreme Court of Virginia, Cynthia D. Kinser will be sworn in on February 1, 2011.

Appendix I

Review of *Our Virginia: Past and Present* Submitted by Dr. Brent Tarter (Retired: Library of Virginia)

This is a handsomely designed and produced book. I particularly like the use of maps, photographs, text sidebars, and conjectural renderings to keep the students aware that it is people who are the subject of historical study. The excellent photograph on page 45 of the Indian boy in an automobile using an electronic device is a very good example of linking present people with the past, and the uneasy expressions on the faces of the girls in the photograph on page 149 say quite a lot.

I am not competent to assess the appropriate language level for use in the fourth grade, nor am I competent to judge the maximum amount of subtlety and complexity that it is reasonable for pupils at that level to master. Much of historical interpretation and presentation requires subtlety and complexity to avoid oversimplification that can lead to learning of inaccurate or misleading or confusing versions of history. I presume that some of the consultants listed on the verso of the title page have reviewed the text for that purpose.

I am glad to see the names Deanna Beacham, Kareene Wood, and Kenneth Adams listed there, which is probably why the portions on Indians are much better in this book than was the case a few years or decades ago. The emphasis on African Americans also marks a major improvement in history texts during the last few decades, however uneven it still is, but I must confess that I was surprised to see relatively little, yet, about women's history. Woman suffrage, for instance, is entirely missing. The geographical parts of the book are pretty good, too. I presume that Donald Zeigler, also listed among the consultants, may have helped get that right. I do not recognize the names of any of the other reviewers.

It is evident to me that nobody reviewed the text properly for factual accuracy, nor is it evident that anybody gave an informed consideration to interpretation and balance. That much of the first half of the nineteenth century is missing entirely, and the chapter on the entire twentieth century is the same length as the chapter on the Civil War alone and only about two pages longer than the chapter on the American Revolution, raise serious questions about the conception and coverage of the text as a whole.

In my review of the volume, I found a substantial and alarming number of factual errors and mangled quotations and inclusions of quotations from sources of questionable reliability. I also found some very significant omissions, some internal inconsistencies, and some erroneous or questionable descriptions and analyses of historical events. Some are so ludicrous and difficult to explain that I cannot understand where the misinformation came from, such as George Washington presiding over the Continental Congress in 1785, Thomas Jefferson and Patrick Henry attending the Constitutional Convention of 1787, U. S. Grant being elected president in 1870, or George C. Marshall dying in 1949.

Moreover, there are some split infinitives scattered throughout the text and some questionable uses of commas and incorrect application of quotation marks. Somebody ought to

have reviewed the text so that what students read and learn here does not undermine the teaching that should be taking place about correct English usage and writing skills in other classrooms.

Here follow my notes on the text and illustrations:

Page	Comment
Title Page	The date 1929 underneath the portrait of Maggie Walker suggests that she was born or became a bank president or something in that year. In fact, she had been president of the St. Luke Penny Savings Bank for many years by then. I suppose the date must have come from some sloppy research that disclosed that under an authorization made late in 1929, her bank and another merged as of 2 January 1930 under the new name of Consolidated Bank and Trust Company, of which she was the first president. See also the note on this for page 150.
12	The map shows two white spaces for incorporated cities in Alleghany County, but one of them, Clifton Forge, relinquished its independent city status, and so the second white space, which is not identified, should be removed.
12	On the Elevations of Virginia map, there is a red triangle near the site of Mount Rogers, but there is nothing in the legend to indicate what the triangle means or why it is there. Add another phrase about the location of Virginia's highest mountain?
16	The definition of the word Peninsula indicates that it is a land form surrounded on three sides by water, but the description of the Eastern Shore near the bottom left lists only two bodies of water bordering that peninsula. Add to those Hampton Roads or modify the definition to indicate that a peninsula is a piece of land extending into a body of water or surrounded by water on all sides but one.
23	The mouth of the Rappahannock River, not the whole thing, lies a few miles south of the mouth of the Potomac River. And the mouth of the Rappahannock River is "extremely wide," as the text states, but it is not a wide river everywhere, as the illustration on page 26 shows. It might be wise to think about recasting the language about the rivers to indicate that below the Fall Line all of the rivers flow more slowly and become much wider than above the Fall Line.
23	The York River was also important before and at the time of English settlement as the principal residence of Powhatan. Perhaps the text could be modified to include something like: "It has always been important, first as the principal residence of Powhatan, then as the scene of many early settlements, and later. . . ." Moreover, the illustration caption has smaller streams branching off of the York River as if they grew from it, when in fact they are tributaries that feed into it. The hydrology is topsy-turvy.
24	The reference in the first paragraph to "seagulls" is incorrect in several ways. They are properly gulls, not seagulls, and almost none of the species seen in Virginia nest on or near the sea, although two species regularly nest on the shores of the ocean or bay. Several species of gulls winter in Virginia, and during the winter gulls may be seen nearly anywhere east of the mountains. I suggest deleting that short sentence.
26	The illustration of White Oak Canyon may not, in fact, be an illustration of the Rappahannock River. If I understand the geography correctly, the stream in the canyon is a tributary of the Rapidan River, which in turn is a tributary of the Rappahannock River.

Page	Comment
27	In "The Hills Are Alive" section, there are and never have been any brown bears in Virginia since human habitation began. Change "Brown bears" to "American black bears" and procure a photograph of <i>Ursus americana</i> instead of <i>Ursus arctos</i> . Insofar as I can tell from books of reference, the illustration of the rattlesnake is correctly a Timber rattlesnake, <i>Crotalus horridus</i> .
29	The photograph of the turkey is of the eastern subspecies of Wild Turkey and not of the domesticated species of turkey that is raised for the market in Virginia. Those birds are all or almost-all white. I suggest substituting a photograph of a domestic turkey from an actual turkey farm.
37	In the third paragraph of right-column text, "people lived in harmony with the animals and plants of the region" strikes me as somewhat simplified and romanticized. All human history exhibits better or lesser adaptations to the natural environment, and all such environments change with human habitation or exploitation. I suggest, instead, "and people made wise use of the natural resources where they lived, which allowed them to thrive."
38	In "The Earth Talks" a farm is or was not "built atop" a town. Buildings might be, but the agricultural part of a farm was not built. I suggest, "revealed that beneath the surface of the farm land were evidences of the town of Werowocomoco."
41	Rather than in the first green box, "Algonquian towns were always along the water," I think it safer and more accurate to write, "Algonquian towns were usually near the water."
44	In the second paragraph the statement, "White, black and Indian cultures were all kept apart in separate schools. . . ." is misleading in that it immediately follows a sentence dealing with "the 1800s," when in fact there were no schools, public or private, for black and Indian students or even any public schools for white pupils for much of the time. You could begin the second sentence in that paragraph more accurately and educationally with, "In the first half of the 1900s, white, black, and Indian students had to attend different schools, and the schools for black and Indian students were inferior to the schools for white students." That would then allow for an extra educational opportunity to ask pupils why the Monacan students in the photograph look so gloomy.
49	Subtitle "The Birth of Jamestown 1607–1700" is a long birth, so you might just delete the subtitle and leave the date range to stand for the chapter, which it does, or better, yet, change the subtitle to "The Birth of the Virginia Colony."
51	The exact number of men, women, and children who left England for North America in 1587 is not particularly important or easy to verify and therefore might best be rendered roughly, as "more than 100." I do not recall that Raleigh actually accompanied the expedition that he sponsored. The account of the Lost Colony is <i>very</i> condensed, but that probably doesn't much matter for the fourth grade.

Page	Comment
51	In the sidebar, the description of the grant to Virginia, "stretched 100 miles in every direction from the landing site," is not right. The first charter encompassed the land 50 miles north and south of the settlement and 100 miles inland. It did not include the ocean to the east. What is omitted is also important and interesting, so I suggest adding, "The second royal charter, issued in 1609, granted Virginia all of North America north and northwest of the Atlantic coast for 200 miles north and south of the latitude of Point Comfort. That included much of what later became the United States."
52	The date for landing on Jamestown was 14 May 1607.
53	The first Englishman to die at Jamestown did not die on 6 August 1607. Some had already died by then. Omit that portion of the sentence.
53	The emphasis on uselessness of the gentlemen is now known to be something of an exaggeration. The settlers intended to purchase or barter or simply take necessary supplies from the Indians; and they built the fort as much for protection from anticipated Spanish interlopers as from local Indians.
54	Captain John Smith: "Everyone else thought he was obnoxious" is an exaggeration, but other than Captain Christopher Newport, Smith was the only man with much experience living with non-English-speaking people and also experience in military affairs. That made him an obvious know-it-all, but he did know more, and that was a secret of his ability, once he took command of exploring parties and of the colony, to be a more successful leader than anybody else.
54	"Smith's drawing of Powhatan" is probably not a drawing that Smith made; it is an illustration based on his description that somebody else made for Smith's book.
54	The quotation about Powhatan has been simplified. The accurate text (rendered in modern spelling) is: "Their emperor proudly lying upon a bedstead a foot high, upon ten or twelve mats, richly hung with many chains of great pearls about his neck and covered with a great covering of raccoon skins." I would remove the date 1616 from the caption because it suggests that Smith witnessed the scene in that year. In fact, he published his account in that year.
55	The quotation from Powhatan has been significantly modified. The accurate text (rendered in modern spelling) is: "What will it avail you to take that by force you can quickly have by love, or to destroy them that provided you food. What can you get by war, when we can hide our provisions and fly to the woods? whereby you must famish by wronging us your friends." I would remove the date 1616 from the caption because it suggests that Powhatan made the speech in that year, which was in fact the year in which Smith published his account of the speech.
55	In the Pocahontas section, she is described as acting as a "contact" between the Indians and the English. It might improve the account to describe her as an interpreter and to find space to insert another sentence something like, "Like Pocahontas, who learned English, several of the young English boys went to live with the Indians to learn their language. Young people of both populations served as interpreters."
55	John Smith's characterization of Pocahontas has been modified. The accurate text (rendered in modern spelling) is: "She next under God was still the instrument to preserve this colony from death, famine, and utter confusion."

Page	Comment
55	In the Pocahontas section, Henricus is described once as a "new colony," when, in fact, it was a new town or settlement within the colony of Virginia.
56	The John Smith quotation has been slightly modified. The accurate text (rendered in modern spelling) is: "He that will not work shall not eat, except by sickness he be disabled." In this instance, it is accurate to include the date 1608, which is the year in which he issued the edict. But why are there quotation marks around the non-quotation, "no work, no food" policy? Quotation marks suggest that those were John Smith's actual words, which they were not. I think that it is not good policy to allow students to think that words within quotation marks are genuine historical texts when they are not.
56	Colonists probably did not plant any merchantable tobacco as early as 1608 or 1609, as this page implies.
57	The statement that 60 of 504 colonists died during the Starving Time is not entirely correct, inasmuch as there was no exact account of the number of colonists residing in Virginia at the beginning of the winter. Modify the text to indicate that many of the English residents of Jamestown died during the Starving Time. As it happens, a smaller garrison at Point Comfort spent the winter happily and healthily.
57	Why is Sir Thomas Dale's title placed within quotation marks? The titles governor or president aren't. What does the title mean? That is not given, so there is no useful educational value to include the title with or without the quotation marks. I suggest replacing the obscure title (would somebody think of him as an old frontier law officer?) with something like, "Sir Thomas Dale arrived in command of military reinforcements," which is entirely correct and easy to understand.
57	John Rolfe and Pocahontas married in 1614, not in 1616.
58–59, 62, 64, 69	There is repeated confusion in the use of names in treating the founding of the Virginia General Assembly in 1619 and its later evolution in 1643 into a bicameral legislature. It is true, as is stated on 58, that burgesses and Council member met together as the General Assembly, but neither it nor any part of it was called the House of Burgesses until 1643, when the House of Burgesses came into being, and thereafter it was one part of the General Assembly and not, as is implied on page 59, one of two legislatures. On page 62, it was the General Assembly, which included burgesses, that was founded in 1619. The display quotation on page 64 is misidentified as taking place in or about the House of Burgesses in 1619, when no House of Burgesses existed. And the construction of a new capitol building in Williamsburg, depicted on page 69, was a capitol building, not a House of Burgesses.
60	The section on the introduction of Africans into Virginia is much better than what used to appear in textbooks, and it is to be commended for indicating that little is known about what became of the first people who arrived, that some may have become slaves, some servants, or some even free. But to suggest, as in the final words on the page, that the arrival in 1619 began a "long and terrible struggle for dignity" is not very educational or necessarily even correct. Why not, "Thus began a long and terrible time of slavery, hard work, degradation, and often death. Under those circumstances, dignity was difficult at best and probably just about impossible."

Page	Comment
61	The discussion in the "Send More People!" section suggests that the importation of numerous African laborers increased soon after 1619, when in fact there was only a trickle until the middle of the century and not more than a few hundred by the end of the century. Supplies of English men and women willing to indenture themselves in Virginia fell below the colony's demand for labor during the second half of the century, leading to a slow increase in the willingness of large-scale planters to spend large sums of money to purchase life-time slaves. Moreover, the section suggests that the demand for laborers in Virginia created the international slave trade, which was in fact a very flourishing and profitable business long before as well as during and after the importation of Africans into Virginia. What actually happened is that the increasing demand for laborers in Virginia slowly drew Virginia and the British into a more active and profitable participation in the slave trade that the Spanish and Portuguese had been engaged in for decades by 1619.
64	The quotation attributed to John Pory in 1619, "Our intent is to establish one equal and uniform kind of government over all Virginia," does not appear in the historical record. It must be some later writer's characterization that has been repeated as if Pory's words. Pory was Speaker of the General Assembly of 1619; there was no House of Burgesses then.
68	In the Town in Trouble section, it appears as if Sir William Berkeley was still governor when the capital was moved out of Jamestown in 1698, but he wasn't because he'd been dead for more than twenty years by then; and the reason the capital was moved was not because the soil was exhausted on the island. Moreover, it has been plausibly suggested by people who know these things that the city was very flourishing in 1676, when the state house there may have been the largest building on the continent north of Mexico, and it became a substantial city again later in the century before the fire of 1698. And again, Berkeley did not kick out people "who did not follow the ways of the Church of England"; some laws passed during his administration restricted the rights and behavior of some Puritans and of Quakers, which is a very different thing. A more thoughtful and careful description of the importance of Protestant Christianity and the established Church of England in colonial Virginia would be good here, and it would set up much more effectively the significance of the disestablishment of 1786 on page 101.
69	The statement that work on the capitol—not on a House of Burgesses—began on 18 May 1699 in Williamsburg is incorrect. On that date the House of Burgesses approved a resolution to erect a capital at Middle Plantation, which was renamed Williamsburg, but the governor and Council had to agree later, and construction of the capitol did not begin on that date. Therefore, that date is of no usefulness. I suggest removing it and stating that in 1699 the General Assembly ordered that construction of a new capitol building be begun in Williamsburg.
71	In the Farewell Germany section, it is certainly a serious exaggeration to state, "By 1790 almost one third of white Virginians spoke German." It is true that in the Shenandoah Valley and nearby mountains a very large number and a large proportion of white Virginians were of German origin or extraction and that German was the first language of many or most of them.

Page	Comment
73	The Capital Resources paragraph would confuse me if I were young and just had learned five pages earlier that the word <i>capital</i> means "A city or town that is the site of a state or country government." I tried to think of a substitute word for <i>capital</i> for this section, but in fact it is not about Using Virginia's Resources, as are the other two paragraphs in green; it is about creating value (which is capital by another name and with another definition) to exploit Virginia's Resources.
74	Bacon's Rebellion occurred in 1676, not in 1674, but because there's not a syllable elsewhere in the book about Bacon's Rebellion, of what use to students would that entry in the timeline be even if corrected? I am delighted to see that none of the old insupportable rubbish appears here about Bacon's Rebellion being a (or the first) colonial revolt against royal misrule, but leaving it out rather than mischaracterizing it is not much of a gain for education or comprehension. Bacon's Rebellion is extremely difficult to characterize accurately even in a substantial treatise (I know, I have a long scholarly article coming out early in 2011 that advances a reinterpretation of its causes and consequences), much less in a brief account suitable for a fourth-grade textbook. But it was the largest and bloodiest rebellion of white people in North America before the American Revolution and so therefore should not be omitted.
74	The 1705 reference to the laws is not accurate. The first laws respecting slavery in Virginia were passed in the 1660s. What occurred in 1705 was a general revision, or codification, of all of the colony's laws, and in the process the laws concerning slavery were compiled into the first comprehensive slave code. That is an important event, but it is substantially different than being the first laws; and "the rights of non-whites in Virginia" were not so much reduced by that codification as given greater clarity and precision.
77	The passage quoted as from George Washington, "Let us raise a standard to which the wise and honest can repair; the rest is in the hands of God," is almost certainly spurious, or some later writer's characterization or invention. I checked with the editors of the modern edition of <i>The Papers of George Washington</i> at the University of Virginia, and they have no record of his saying or writing anything of the kind and agree with me that it does not sound like George Washington, anyway. Remove it.
78–79	The two paintings depicting Washington show him and his soldiers wearing red coats, as if they were British soldiers, but Virginia militia uniforms (at least for the officers and probably for the men) were blue.
78	"By the mid-1700s there were 13 British colonies along the Atlantic Coast." In fact, there were more than that, but the main point here needs to be that there were British colonies and also French colonies and that the two kingdoms claimed the same inland regions. The reason that they came to blows was not their "hatred" for each other but their rival claims to space in North America as a part of their larger rivalry for eminence in Europe and for colonies elsewhere.
79	In the blue box about Washington, it would perhaps confuse me to read that Washington "fought with" the British, because that phrase can also mean "fought against." Modify it to read "fought on the side of" the British.

Page	Comment
79	In Who Will Pay? the sentence "Britain gained new territories by winning the war, but they were almost broke." An English teacher would point out that what this sentence actually states is that the territories were almost broke. How about: "Britain gained new territories by winning the war but had many bills to pay afterward and raised taxes on people in Great Britain and in the colonies." The next sentence, "the fighting had been on American soil," suggests that the war took place only in North America, which is entirely incorrect. As Lawrence Henry Gipson stated it about 75 years ago, the war was a world-wide war for empire.
80	Not Another Tax! also appears to indicate that Parliament taxed the colonists, only, and the adjacent Life and Liberty section underplays the importance of no colonial representation in Parliament and overplays the fact of taxation.
80	The definition of Parliament is not quite correct, inasmuch as peers formed the House of Lords, and other people elected the members of the House of Commons. A word like <i>peers</i> requires a definition, and an accurate definition would invalidate the definition of the word <i>Parliament</i> .
80	Patrick Henry's liberty or death speech was not to a secret session of the House of Burgesses. It was to a public session of a convention of men (many of whom were or had been burgesses) who were acting for the patriots of Virginia.
81	A Midnight Ride closes with two sentences that conflate the date of the first meeting of the Second Continental Congress (May 1775) and the election of George Washington as commander in chief of the new Continental Army (June 1775). See page 85, where this also needs to be made accurate and clear.
82	The red box characterizing the Parson's Cause is entirely incorrect. Henry in effect defended the right of the General Assembly of Virginia to pass a temporary law (even if the king disapproved of it) that modified the manner in which ministers of the Church of England were paid and that also applied to how all other people paid debts that they owed during a temporary financial emergency
85	In the second paragraph of "Life, Liberty, and the Pursuit of Happiness," building on the opening line of the first paragraph, has John Adams in 1776 suggesting that George Washington become commander in chief of the new Continental Army, which in fact took place in June 1775, as should be made clear back on page 81.
86	Choosing Sides begins, "When the War of Independence began in 1776," when, in fact the fighting, the war, began back in the spring of 1775. Remember Lexington and Concord, not to mention Bunker Hill?
86	It may be correct that a few black soldiers took part in the early months of the Revolutionary War, but the opening of the second paragraph in The African Americans and War section suggests that there may have been a great many. Both Washington and Congress changed their minds slowly as the war progressed and eventually took some black soldiers into the army.
87, 107	In the James Lafayette story, what does "Super" mean in "Super-spy"? Moreover, the man's name was James, not James Armistead, regardless of what a great many ill-informed old references state. Armistead was the surname of his owner, not of the man. So change the references there to identify him as James. After the General Assembly awarded him freedom, James gave himself the surname Lafayette. His name appears erroneously again on page 107 in the chapter exercises for a chapter in which his name does not otherwise appear either correctly or incorrectly.

Page	Comment
89	The quotation marks around "sword of surrender" make no sense, so delete them. If there is room, it might be educational to insert a brief sentence indicating that the ceremonial handing over of an officer's sword is a token of surrender.
90	In 1774 when the first Continental Congress met, it was not to "talk of independence from England"; it was to coordinate colonial protests against British policies. It was not until early in 1776 that the idea of independence began to make headway.
94	Congress approved the Articles of Confederation in 1777, not 1877, and they were not ratified and put into effect for several more years, until after Virginia gave to the United States all of its land claims north and west of the Ohio River, which is highly worth mentioning.
94	The inclusion in the red box of the name of Thomas Jefferson among the members of the Convention of 1787 is wrong. He was in Paris then. How could a blunder like that have taken place and not been caught?
95	The Constitution of the United States did not specify "Who can vote" until the amendments adopted in the twentieth century. Delete that.
95	It is misleading in the extreme in A More Perfect Union? to write that "Many Northerners" wanted slavery to be abolished or restricted and that "People from the southern states did not." A great many white Southerners at that time had qualms about the continuation of slavery, and it is very unlikely that any appreciable number of black Southerners "did not." Amend to "Some influential white political leaders in the southern stated did not."
95	In that same section, it leaves an erroneous impression to write that "Two Virginians, Patrick Henry and George Mason" voted against the constitution, even though both men voted against it in the Virginia Ratification Convention of 1788, because the paragraph is about slavery and the preparation of the Constitution in Philadelphia in 1787. Patrick Henry wasn't in the Convention of 1787 (any more than Thomas Jefferson was), and neither man opposed or refused to sign the Constitution because of its slavery clauses.
96	In the section with dates for George Washington's life, he was commander in chief of Continental Army from 1775 (not 1776) until 1783; he never presided over Continental Congress (not in 1785 or at any other time), but he did preside over Constitutional Convention in 1787, which should be included. Elsewhere on that same page, Washington was in the army for eight years, not nine.
98	In the section with dates for James Madison's life, he was born on 15, not 16, March 1751; he was secretary of state from 1803 to 1809, not just in 1803, and he never attended the College of William and Mary, and he never studied law at any institution of higher education, and he was not a lawyer.
98	In describing the meeting of the Convention of 1787 in Philadelphia, it is entirely incorrect to write that the delegates met "with the winders shut to keep out swarms of flies (screens had not been invented)." Perhaps screens hadn't been invented yet, but the reason they closed the windows was so that they could debate in secrecy and people could not listen through the open windows.
99	It is utterly incorrect that in the Convention of 1787 Madison "broke the delegates into small groups and asked each group to deal with just one or two issues at a time instead of the huge problem of making a nation." Delete that entire sentence.

Page	Comment
101	It is extremely misleading to give the title In God We Trust to the brief section on the Act for Establishing Religious Freedom in Virginia. That's exactly what Thomas Jefferson did not propose and what the General Assembly did not enact. That is applying a twentieth-century phrase incorrectly to an eighteenth-century law. It is also incorrect to state that the act "became a part of the Bill of Rights." It and many other sources had an influence on what went into the Bill of Rights, but the Bill of Rights did not include it or any of its explanatory language. If something substantial had been included earlier in the textbook about the place of the Church of England in colonial Virginia and also about the persecution of dissenters (principally Baptists) early in the 1770s, it would make this section better and more meaningful.
101	The summary of the Second Amendment here is much preferable to the incorrect summary of the Second Amendment given on page R12.
101	The summary of the Fifth Amendment here incorrectly states that "No one can be charged with a crime without a jury hearing the evidence." The correct language would be, "No one can be tried for a crime without a jury hearing the evidence."
101	The summary of the Ninth Amendment is utter nonsense. The summary on page R12 is better.
102	In the section with dates from the life of Thomas Jefferson, he was not ever a member of any of the Virginia or United States Constitutional Conventions.
102	Thomas Jefferson did not invent the polygraph; he "used" and he "improved" one.
103	Correct the spelling of name of Meriwether Lewis by removing one of the two <i>rs</i> in his surname and removing the incorrect <i>a</i> .
106	The deaths of Thomas Jefferson and John Adams did not occur on the fiftieth anniversary of the "signing of the Declaration of Independence"; 4 July 1826 was the fiftieth anniversary of the "adoption of the Declaration of Independence." The formal signing of the Declaration of Independence took place in August 1776.
107	The name of James Lafayette appears here, again, with the incorrect Armistead included; and he is here in an exercise relating to this chapter in which he does not otherwise appear. What are pupils to make of that?
107½	<p>Here is what I learn from what is omitted from this book about the time period 1800–1859:</p> <p>Nobody named Gabriel (whose name was never Gabriel Prosser and should never be given that way) organized a large-scale revolt against slavery in 1800</p> <p>Nothing took place in the state during the War of 1812</p> <p>No Virginians took part in national politics during the four decades after James Madison was president, and so there was no state's rights philosophy</p> <p>There was no Monroe Doctrine</p> <p>There was no John Marshall or judicial review or mode of constitutional interpretation</p> <p>There was no struggle to allow white men who owned little or no property to vote and consequently no state constitutional conventions</p> <p>There was no Nat Turner or a bloody revolt against slavery in Southampton County (but see 112)</p> <p>There was no debate about slavery's future in the General Assembly in 1832</p>

Page	Comment
107½ (cont.)	<p>There was no American Colonization Society and no Liberia</p> <p>There were no free blacks in Virginia</p> <p>There were no women in Virginia</p> <p>There were no cities in Virginia</p> <p>There was no industrialization in Virginia</p> <p>There were no railroads built in Virginia</p> <p>There was no slave trading business in Virginia</p> <p>There was little or no commercial agricultural diversification in Virginia</p> <p>There was no temperance movement in Virginia</p> <p>There were no churches in Virginia</p> <p>There were no camp meetings or Second Great Awakening in Virginia</p> <p>No religious denominations in Virginia or anywhere else in the state split off from denominations in the north over slavery or theological issues</p> <p>There were no institutions of higher education in Virginia except the University of Virginia (mentioned in a previous chapter)</p> <p>There were no sectional differences in the United States</p> <p>There were no sectional differences within Virginia that predated West Virginia statehood</p>
110	<p>The boldfaced heading in italic type that states that "economic differences" were the reason for the secession of some Southern states is flat wrong. There were major differences in political economy from region to region and even larger differences between slave states and free states, but almost no historian will any longer repeat the fiction that it was merely incompatible economic differences that led to the Civil War. But see a radically different and even more insupportable cause given on page 123.</p>
110	<p>It is not correct, as stated in the first paragraph of Life in the North that "The North's economy was mostly industrialized." In fact, a large majority of people everywhere in the United States, including in all of the northern states, lived on farms or in small towns, not in cities, and only a minority worked in industrial establishments, some of which were in the South, notably in Richmond. In this same paragraph, it is incorrect to state that in an industrial economy "slavery did not make good financial sense, so it died out north of Maryland." Industrial slavery, in fact, made very good economic sense in many places in Virginia, and slavery did not die out north of Maryland; it was abolished by deliberate acts of legislation or constitutional prohibition. In the final analysis, voters determined whether a state had slavery. North of Pennsylvania and the Ohio River, slavery was not as important as to the south, and it was easier for people with anti-slavery beliefs to procure legislation or constitutional provisions to abolish slavery gradually; but to the south no state legislatures or constitutional conventions voted against the profitable institution. It was deliberate human decisions, not natural economic processes, that governed where slavery existed and where it did not by 1860.</p>
111	<p>The two paragraphs on cotton are largely correct, but it would be much better to indicate that cotton production was not a large plantation business in Virginia at any time and that the state's economy and its economic life were much more varied than in some places farther to the southwest. Why not include information about Virginia here? Is none known?</p>

Page	Comment
112	An overdue bow to Nat Turner on this page ends troublingly with no reference to the legislature's strengthening of laws to protect slavery and to restrict the activities of enslaved people and also of free blacks.
112–113	The Underground Railroad features Marylander Harriet Tubman without any hint that she was not a Virginian and probably never entered Virginia. Other examples of freeing men and women from slavery could be adduced, such as Anthony Burns' escape and recapture (which would allow the author to bring in the extremely important but entirely overlooked Fugitive Slave Act of 1850); the very brief reference to Henry Box Brown could be reworked and enlarged to allow that Virginian's story to do the work that the Marylander's story is supposed to do. It would be much better to indicate, too, that he took the middle name Box and to replace the word <i>crate</i> in the text with <i>box</i> .
114	The paragraph A New Leader does not successfully deal with the complexity of how opponents of the spread of slavery into the western territories became a source of fear about threats to slavery where it already existed. The use of the phrase "state's rights" here suggests that the paragraph is cast so as to put the blame for Southern secession on people who threatened the right of states to legalize slavery rather than on the people who appeared to threaten the national republic by spreading slavery throughout the western territories. There were only two state's rights subjects discussed in Virginia during the secession crisis: whether a state had a right peacefully to secede from the United States; and whether Congress could be trusted to suppress the rights of Northern states to refuse to return fugitive slaves.
115	Eleven, not twelve, Confederate States of America.
115	The separation of about fifty western and northern Virginia counties from the state and the formation of West Virginia was not entirely rooted in pro- or anti-secession sentiment. The story is much more complicated than that and more important, but nothing in the missing section on nineteenth-century Virginia's political and legal history leads up to that event. This episode needs to be included and explained more intelligibly.
116	The caption is wrong in stating that "Richmond became the capital of the Confederacy in the mid-1860s"; that happened in the middle of 1861.
117	The battle between the <i>Monitor</i> and <i>Merrimack</i> (technically, then, the <i>CSS Virginia</i>) took place on 9 March 1862, not on 8 and 9 March 1862, and the two "iron-clad" ships were not "made from iron instead of wood," they were armored with iron.
119	The brief biographical section on Stonewall Jackson, coupled as it is with accounts of the second Battle of Manassas, suggests that he got his nickname then rather than a year earlier at the first battle there. Moreover, it is not the "Battle of Second Manassas," there being but one Manassas, but the Second Battle of Manassas (or Bull Run), there being two battles at the one place. The rudimentary index (160–161) muddles this even worse by having references to the Battle of Second Manassas and to the Second Battle of Bull Run, which was the same thing by a different name, and also another to Bull Run.
120	Why confuse students by including Grant's baptismal name without indicating that he never used it and not giving his full name as it is known to history?

Page	Comment
120	The quotation attributed to U. S. Grant, "If you see the President, tell him for me that whatever happens there will be no turning back," is said to have been uttered in May 1864, soon after he took command of the United States Army in the field in Virginia. I would add the date to give the quotation some meaning.
121	The Robert E. Lee quotation, "I cannot raise my hand against my birthplace, my home, my children," expresses the essence of his opinions late in April 1861 after an intermediary offered him, at Abraham Lincoln's suggestion, the command of the United States armies in the field in the event of war. Lee resigned from the army rather than accept the command. The versions of this sentiment that I can find read: "I have been unable to make up my mind to raise my hand against my native state, my relations, my children & my home"; and "I have not been able to make up my mind to raise my hand against my relatives, my children, my home."
122	There were no regular units of African Americans (free or enslaved) in the Confederate Army. There were numerous black men pressed into work on fortifications or as body servants or in other ways, but it is not defensible to repeat this post-Civil War propaganda as if it were fact.
122	It is correct to assert that "Most American Indians did not fight for either side and stayed neutral during the war" only if you contemplate the entire Indian population of what is now the United States. There were organized units of Indians in both armies, if I remember correctly, and in Virginia, although most people do not know it, many Pamunkey men served as guides for the United States Army or as pilots or in other capacities with the United States Navy during the war.
122	The quotation from Charles Tinsley, "We are willing to aid Virginia's cause to the utmost of our ability. There is not an unwilling heart among us," may be accurate, but there is no convincing evidence that any substantial number of free black Virginians took an active part in military operations on the side of the Confederacy, even at the time of the outbreak of the war. This gives a very misleading impression.
123	The quotation from M. M. Miller, "I can say for them that I never saw a braver company of men in my life," is accurate, but it appears in a misleading context. Miller was a white officer from Illinois who commanded a company of black Louisiana soldiers serving in the United States Army. The battle that he described in the letter than includes the quotation took place in the southwest, hundreds of miles from Virginia. As it appears here, featured very prominently on the very next page after the Tinsley quotation and in connection with the erroneous assertion that there were two battalions of African Americans in Stonewall Jackson' brigade, suggests that Miller was describing black Confederate soldiers. I'd take this out, entirely, and replace it with something that is inadequately treated here, the regiments of United States Colored Troops recruited in Virginia who fought with great bravery and success in their native state.

Page	Comment
123	The quotation attributed to General Robert E. Lee, "The commanding General deems the prompt organization of as large a force of negroes as can be spared . . . to the slaves is offered freedom and undisturbed residence at their old homes in the Confederacy after the war," is actually (and I looked at the <i>New York Times</i> in which the lost Petersburg newspaper in which it is supposed to have appeared was quoted) is from two Petersburg men acting under Lee's authority and offering freedom to enslaved people whose owners let them serve in the Confederate army. And it was not just Lee who made the decision to enroll and free slaves. He and Jefferson Davis reluctantly recommended to the Congress of the Confederacy very late in the war that freedom be offered to enslaved men who would fight for the Confederacy, and Congress reluctantly agreed, but no (or virtually no) enslaved men have been documented enlisting in Virginia as a consequence.
123	It is certainly not true to write, as in the first sentence of <i>A Difficult Decision</i> , that "The fight to end slavery was a major cause of the Civil War." Not only does that assertion contradict the equally incorrect assertion on page 110 that irreconcilable "economic differences" were the cause, it collapses back to 1860 and 1861 a determination that slowly grew among politicians and civilians and soldiers in the United States during the course of the war that in order to save and restore the Union, it was necessary to destroy the institution of slavery that had threatened to destroy the United States.
123	The brief reference to enslaved Virginians seeking freedom within the lines of protection of the United States Army deserves very much more emphasis. Alongside the great bloodshed of the war, that was the biggest and most important story of the Civil War. Men and women and children seeking refuge and freedom forced that hands of the United States Army and government and led by incremental steps to Lincoln's Emancipation Proclamation. A great many thousands of enslaved Virginians won their freedom that way even before the end of the Civil War. And several regiments of United States Colored Troops, recruited in Virginia, took part in the fighting to restore the Union and to end slavery. That deserves a vast deal more attention than the late and feeble attempt of the Confederacy to recruit and free slaves.
124	The fire that destroyed much, but not all, of Richmond in April 1865 was not set to destroy provisions but to destroy cotton and other valuable merchandize (and also perhaps to destroy some armaments) that would be valuable to the United States if captured.
126	Another attempt at bringing in Nat Turner fails by tailing off in the unclear statement that it "leads to growing troubles in the South." What, if anything, are students supposed to learn from that? That what followed later in the form of the Civil War was Turner's fault? There is, in fact, nothing in this text that indicates what the consequences of Nat Turner's rebellion really were.
126	South Carolina seceded on 20 December 1860, not in 1861, as the chronology has it.
127	The worksheet asks students to list the name of the winning general at the "Battle of Bull Run (1st)" using information in the book, but the information isn't there, and Jackson, who is given credit, wasn't the commanding general; and it asks students to list the name of the winning general at the "Battle of Richmond," when in truth there wasn't a Battle of Richmond.

Page	Comment
128	Add an opening quotation mark to Booker T. Washington's quotation, "There are two ways of exerting one's strength: one is pushing down, the other is pulling up."
129	The date range for this chapter, 1865–1877 is wrong for at least two reasons: Congressional Reconstruction in Virginia concluded in January 1870, not in 1877, and there is quite a bit in this chapter about later events in the nineteenth century and even, the twentieth century, for which see the photograph of an automobile on page 135. It is astonishing and entirely indefensible not to include in this chapter or at the beginning of the final chapter an account of the disfranchisement of African Americans and poor white men by the Constitution of 1902.
130	It is a gross exaggeration to the point of falsehood to write, "Railroads, bridges, farms, and plantations had all been destroyed" during the Civil War.
130	Reconstruction under the authority of Congress and under the direction of military officers lasted in some places in the old South until 1877, but in Virginia Reconstruction legally ended in January 1870. Constructing a new Virginia lasted longer and which is what this chapter ought to be about but by and large isn't.
131, 138	About the Freedmen's Bureau: there never was a forty acres and a mule program, which has been exposed as a myth for more than 125 years. Take that falsehood out.
131	The real tragedy of sharecropping is not that people got in debt and left (and it is very doubtful that any significant number of black Virginians were exodusters, who mostly came from Mississippi and Alabama and perhaps Louisiana); the real tragedy is that if one year's crop was inadequate to the family's expenses, they borrowed from the land owner against future crops, which put them into a state of long-term or permanent indebtedness and <i>then they couldn't leave</i> .
132	The orange sidebar on Jim Crow is not bad up until the end, then it misleads by concluding incorrectly, "the name Jim Crow became an unkind way to refer to African Americans." In truth, Jim Crow became an informal way of referring to legal and extralegal racial discrimination of a great many sorts.
132-133	There ought to be something much more explicit and horrible in here about lynching. There ought to be more about Virginia in here, too. This section, especially page 133, is written as if the author knew nothing about Virginia during the period or as if nothing happened in Virginia during the period, so some Southern information gets drawn in, some of it anachronistically from the twentieth century. The green box about imposing knowledge tests on voters was a twentieth-century technique; Virginia required a poll tax as a prerequisite for voting (blue box) for a few years late in the 1870s and early 1880s, not during the time period ostensibly treated in this chapter; the 1895 poll tax receipt is an Arkansas document and probably ought to be replaced with something from the right time period and state; the red box about racial segregation in public places, especially swimming pools, is also a post-1890s practice, so the Alabama illustration should be replaced with something from the right time period and state; and separate but equal schools and other public facilities post-date the 1890s, so the text in the purple box should be transferred to the next chapter. This whole section is very misleading because it concerns things that did not happen in Virginia during the time period.

Page	Comment
132–133 (cont.)	<i>Did nothing of importance happen in Virginia?</i> Why do student not learn here that about two dozen African American men served in the Constitutional Convention of 1867–1868 and that about three times that many more African American men served in the General Assembly of Virginia between the late 1860s and the early 1890s? Why don't they learn that there was a Constitutional Convention of 1867–1868? And that it created the state's first system of public schools for everybody? And that it allowed all men, including African Americans and formerly enslaved men, to vote? Hiram Revels, an African American member of the United State Senate, from Mississippi, is mentioned, as is the election of five African American members of the House of Representatives, but the election of John Mercer Langston, an African American, to the House of Representatives from Virginia in 1888 is omitted, as his is service as president of the college that is now known as Virginia State University, not to mention the founding of that school.
134, 136	The writing of the opening section on page 134 and the heading on page 136 suggest incorrectly that industrialization took place everywhere in Virginia immediately after the Civil War or later in the nineteenth century, which is not correct, nor was that the first industrialization in Virginia. See the note for page 142.
134	The second sentence of the section From Big Lick to Roanoke appears to suggest that the first railroad track in Virginia was laid in the 1850s because the first sentence is about railroads in the post–Civil War era; but in fact the first steam railroad service in Virginia began in the 1830s. The first railroad to run through what later became Roanoke dated from the 1850s. The text and the red sidebar about the importance of coal is accompanied by a photograph of a steam engine pulling a passenger train rather than a train of coal cars, which I think would be much more to the point.
137	The photograph of a woman at a tobacco stemming machine is described as a woman waiting for tobacco to go through it, but the pile of stems (if that is what they were) next to her suggests that the tobacco has already gone through the machine.
138	U.S. Grant was elected president in 1868 and took office in March 1869, not in 1870.
138 The	Freedmen's Bureau ceased to operate in 1872, not in 1877.
141	The quotation attributed to L. Douglas Wilder, "Knock down the fences that divide. Tear apart the walls that imprison. Reach out; freedom lies just on the other side," is universally credited to Thurgood Marshall. It is possible that Wilder quoted Marshall, but that does not justify attributing the language to Wilder.
142	"The Machine Age came to Virginia with a great big roar" suggests that it happened everywhere and all at once and only at the beginning of the twentieth century, all of which are incorrect. See the note for pages 134, 136. Also: Where is Woman Suffrage? Somewhere in here there ought to be a Great Depression, and there ought to be a great outmigration of African Americans from Virginia.

Page	Comment
143	<p>The inventions section is gratuitous and refers to many things not mentioned in the text and to some things (such as audio cassettes) that the students may not even understand. And some are wrong:</p> <p>There were almost a dozen patents issued in the United States between 1859 and 1900 for people lifting gizmos that resemble escalators. The word Escalator appears to have been first registered as a trade mark in 1900.</p> <p>Rudimentary motion picture apparatus appeared before 1910, and I could not find any particular reason why that year was of especial significance.</p> <p>I easily found half a dozen references to lighted traffic signals previous to 1923 and no reason why that year was of especial significance.</p> <p>One of the first successful experimental demonstrations of color television was made in 1940, but commercial applications did not follow for about a decade, so why is this really important?</p> <p>Mechanical computation devices long predated 1942, and it is not clear to me from some preliminary research that 1942 was an especially critical date within a period of three or four years when electronic computation devices were being developed.</p> <p>I easily found references to video games in 1971, suggesting that they were not invented in 1972</p> <p>As with computers, I found references to stand-alone computers in the 1970s, suggesting that even if personal computers were first marketed in 1981 (and I am not certain about that), specifying that date may not be wholly accurate.</p>
143	Get dates right. The United States entered World War I in 1917 and entered World War II in 1941.
143	The Pentagon was reported to be the largest building in the world by floor space when it was completed early in the 1940s. Is it still? Wouldn't it be more evocative to keep the earlier assertion rather than allow somebody, sometime, somewhere, to find a larger one and cast doubt on the accuracy of the book?
145	George Marshall died in 1959 not in 1949.
146	Harry Byrd was a member of the United States Senate from 1933 to 1965, thirty-two, not thirty-three years. If the severe restriction of the electorate by the Constitution of 1902 had been included in the text, as it should have been, then it would explain better how Byrd dominated state politics for such a long time and allow students to learn about how he and his political machine thrived on the open denial of elemental American rights of citizenship to a large majority of adult Virginians during much of the twentieth century. That shouldn't have been left out, but it was.
146–ff	The section on Civil Rights, although very brief and quite condensed, is on the whole pretty good and does not skirt the most difficult issues.

Page	Comment
148	Why repeat the text of the placard in the red box when the placard is equally easy to read?
149	The lower right photograph is terrific. The girls' uneasy expressions appear to offer a teaching opportunity that ought to be pointed out so as not to be missed.
150	Maggie Walker's life dates are 1867 (not 1857) to 1934.
150	Consolidated Bank and Trust Company was formed under an authorization issued late in 1929 and effective early in January 1930, when Walker's bank merged with other black-owned Richmond banks, but she was president of the St. Luke Penny Saving Bank for many years before that. Consolidated Bank and Trust Company ceased having a separate existence quite recently, so perhaps it would be more appropriate to state that it was one of the banks that survived the Great Depression (which was quite a success story, but one that can't be told without including the Great Depression in the textbook) and remained in business until another bank purchased it early in the twenty-first century. See the notes on this for the title page.
151	"Back in the 1960s when Ashe was a boy" should be "Back in the 1950s" because he left Virginia in 1960.
153	Linwood Holton was governor from 1970 to 1974; he did not become governor in 1974.
154	Wilder was the first African American state senator in the twentieth century, not "since Reconstruction."
155	The picture of a fighter jet with a caption about Langley Air Force Base actually shows Fort Monroe, not the air force base. Maybe it would be good to include a map showing major military and naval installations in Virginia.
157	Leroy Hassell has incorrect dates given for his service. He became a member of the Supreme Court of Virginia in 1989 and was chief justice from 2003 to 2010.
158	<p>Chronology:</p> <p>1901. The first Jim Crow laws were not passed in 1901 but had already been accumulating by then.</p> <p>1946. The text, "African Americans struggle to get decent schools, buses, jobs, and housing as segregation worsens" is not correctly attached to this date alone; in fact, struggles had been going on for a long time by then, and segregation worsened in the first half of the century, not in 1946.</p> <p>1946. This is the date that the Irene Morgan case was decided in the Supreme Court of the United States, not 1954. And it wasn't a Richmond law, it was a state law (see page 148).</p> <p>Add: 1985. Mary Sue Terry elected attorney general, the first woman elected to statewide office in Virginia. This is every bit as worthy of prominent attention as Wilder's election as lieutenant governor and governor.</p> <p>1990–1994. The entry on Wilder seems to argue with itself, identifying him as "the first African American to serve as governor in U.S. history" and then appears to qualify that by stating that he was "the first <u>elected</u> black governor in U.S. history." The problem here is that P. B. S. Pinchbeck, a black man, served briefly as acting</p>

Page	Comment
	governor of Louisiana in the 1860s or 1870s, succeeding to the office when it became vacant. So Wilder was not the first black governor, but he was the first black man elected governor. Here, I suggest removing all references to his being the first and making certain that they all identify him as the first black American elected governor of a state.
160–161	<p>The rudimentary index should include all of the names and dates and places and events and concepts required by the SOLs. I didn't check them all, but I wondered why there is an entry for <i>Source</i>, even though it is one of the terms defined in the book. I have already commented on the confusion in the text about Manassas and Bull Run, which is compounded in the index by separate entries for Battle of Second Manassas, Bull Run (Manassas), and Second Battle of Bull Run. There is a similar goofeyness in having separate entries for Moton High School and R. R. Moton H.S. There are only two references to women in the index and not enough in the book, itself, which makes no mention of Woman Suffrage. There is no entry in the index for <i>Slavery</i>, either.</p> <p>I did not proofread the texts of the documents but suggest that somebody do so. In that section, several descriptions or paraphrases of a number of constitutional provisions in the colored bubbles are enclosed in quotation marks but are not quotations. It is not wise to provide examples of incorrect usage of language or punctuation that might confuse or mislead students and create later problems for the students or problems later for language arts teachers. Most of those descriptions are good enough (exceptions noted below), but they should not be displayed within quotation marks.</p>
R2	Improper use of quotation marks in second red bubble.
R3	Improper use of quotation marks in both red bubbles.
R4	Improper use of quotation marks in first red bubble.
R5	Improper use of quotation marks in both blue bubbles.
R6	The description of the impeachment process in the first blue bubble as "the power to publicly scold the President" is entirely incorrect and also contains a split infinitive, setting a bad example of English language usage; I suggest: "Congress has the power to remove a president or other office holder from office for improper behavior."
R6	Improper use of quotation marks in third blue bubble.
R10	The description of the work of the courts in the first blue bubble, making certain that the laws are "fair," is not at all correct. I suggest: "The courts make certain that the laws are administered properly."
R10	The definition of treason in the third blue bubble is incorrect. Many things short of treason might "hurt the United States." A closer paraphrase of the Constitutional language, such as "making war against the United States or giving aid and comfort to its enemies" would be much better.

Page	Comment
R12	The Second Amendment purple bubble is misleading. For a better summary, see page 101. The country did not have a national army when the Bill of Rights was adopted, but it does now, requiring some modification of language, because even fourth grade students probably know that there is a United States Army. The difficulty of describing the meaning of the Second Amendment is now much compounded by the recent decision of the Supreme Court of the United States that effectively erased the first half of it. I suggest, "When the Constitution was adopted, the United States had no national army, but the people had the right to own firearms as part of their responsibility to serve in the militia to defend the country."
R14	The boldfaced "Liquor Abolished," as the text of the amendment and the description in the accompanying purple bubble indicate, is not correct. "Manufacture, sale, and distribution of alcoholic beverages was prohibited" would be better, but of course it didn't prevent any of those events.
R17	Improper use of quotation marks in all three orange bubbles.
R28–R29	The places-to-visit section might be more valuable and interesting to pupils if it were accompanied by a map of the state showing where those places are; and if pupils were actively stimulated to visit some of those places, a map might help parents get there.

Appendix J

Civil War-era Content in the Two Other Virginia Studies Textbooks on the Board of Education-approved list and all United States History to 1865 textbooks on the list Submitted by Dr. Christopher Einolf (DePaul University)

I have reviewed the textbooks that you sent to me for errors, and my report on each book is below. Generally, the textbooks were pretty accurate, except for the two written by Berson, which I think you should avoid. I didn't think the overall quality of the textbooks was very high, except for the two books by Hakim. They tend to present lots of disconnected facts without explanation, and overwhelm the reader with visual clutter. The Hakim books, by contrast, present coherent stories, explain not just what happens but why it happened, and use visuals judiciously, to support the text rather than to distract from it.

I also thought the Virginia component of the Civil War history chapters was lacking. I'm not sure if this is covered in other curriculum materials, but virtually every county in Virginia had some significant Civil War event. The textbooks focus only on the major battles on the Peninsula and between Richmond and Washington. There's no mention, for example, of the Shenandoah Valley campaigns, the 1865 Union raids in southwestern Virginia, and the fighting in the Tidewater area outside of the 1862 Peninsula campaign.

The textbooks say little about the separation of West Virginia from Virginia – surely an important event in Virginia history. They talk about Robert E. Lee, but don't talk about the two Virginians who were among the Union's most important generals, Winfield Scott and George Thomas. Some books mention Scott's Anaconda Plan but forget to mention he was a Virginian. The Virginia Historical Society has a nice exhibit about Scott's, Thomas's, and Lee's decisions upon Virginia's secession – this material belongs in a book of Virginia history.

The textbooks say almost nothing about the highly significant contributions of African American Virginians to the Union cause, and focus on the 54th Massachusetts instead. Actually, African American Virginians who risked their lives to flee to Fortress Monroe were the initiators of the Union's "contraband of war" policy, beginning the chain of events that led to the Emancipation Proclamation. Don't these men deserve a mention in a Virginia history textbook? As described in these textbooks, the Civil War in Virginia was a whites-only affair; blacks were the passive beneficiaries of white actions.

I don't think the Virginia Department of Education is really getting its money's worth out of these publishers. It seems that they have just written one big national textbook, and then slightly emphasize aspects of national history for each state, rather than actually writing the history of that state. For example, many of these textbooks write about the 54th Massachusetts, rather than regiments of African American troops that were raised or that fought in Virginia. They mention the Virginia aspects of the Civil War that would be mentioned anyway in any U.S. history text (the major Virginia battles). It doesn't take that much work to research Virginia-specific aspects of history, particularly as the Virginia Foundation for the Humanities has put most of this history online in its Encyclopedia of Virginia. See, for example, its entry on Fortress Monroe:

[http://www.encyclopediavirginia.org/Fort Monroe During the Civil War](http://www.encyclopediavirginia.org/Fort_Monroe_During_the_Civil_War)

Having said all this, I am glad you are seeking expert opinions about these textbooks and trying to correct errors. The textbooks that I reviewed are pretty accurate, with one exception (one of the Berson books), so your regular review process seems to be working pretty well. I'm honored to be part of this effort.

Appleby et al. 2009. *The American Journey, Early Years*. Glencoe/McGraw-Hill.

Page	Comment
463	<p>“Many Southerners, though, did not trust the Republican Party to protect their rights.” This sentence seems to imply that the textbook author agrees that white Southerners had a right to own slaves. I think a better phrasing would be, “Many white Southerners, though, did not trust the Republican Party’s promise.”</p> <p>This is good. The few problems I found were questions of simplification and omission, not outright errors.</p>
475	The “By the Numbers” oversimplifies to the point of inaccuracy. Few regiments actually had 1000 soldiers in them, and corps varied in size – they had anywhere from 2 to 4 divisions.
476	This quote ends too early, and creates an inaccurate impression of Lincoln’s views on slavery in 1862. The full sentence is: “If I could save the Union without freeing <i>any</i> slave I would do it, and if I could save it by freeing <i>all</i> the slaves I would do it; and if I could save it by freeing some and leaving others alone I would also do that.”
494	Field hospitals were near the front, but I think it’s an exaggeration to state that surgeons worked “with bullets and cannonballs flying past their heads.” They weren’t that close, unless the front moved very quickly and unexpectedly.

Banks et al. 2011. *Timelinks: Virginia Studies Student Edition SE, Grade 4 [Virginia Studies]*. Macmillan/McGraw-Hill.

Page	Comment
144	“Southern troops were more skilled in shooting, hunting, and horseback riding than Union troops.” I find this dubious – there were many westerners in the Union army who were equally skilled, and in any case the kind of firing done in battle is very different from the kind of shooting done while hunting.
147	Space probably precludes saying much about Virginia Indians during the Civil War, but there is something to say about them. Laurence Hauptman’s <i>Between Two Fires: American Indians in the Civil War</i> has a couple of chapters about Virginia Indians who fought both for the Union and the Confederacy.
151	“General Lee lost almost one-third of his forces.” Given the context, this sentence implies that Lee lost 1/3 of his army in Pickett’s charge. The text should make clear that he lost 1/3 of his men in killed, wounded, and missing over the entire battle, not in the 50 minutes of Pickett’s charge.
153	The chart would be more relevant to students if it reported battle deaths in the current wars in Iraq and Afghanistan.

Page	Comment
154	The battle here is the Battle of Five Forks, not Five Forks Union.
155	“Each soldier received a horse or mule to ride home.” This is incorrect. Confederate soldiers who owned their own horses could keep them, but neither army distributed horses or mules for those who didn’t already have one.

Banks et al. 2011. *Macmillan/McGraw-Hill Timelinks: Virginia The United States: Early Years*. Macmillan/McGraw-Hill.

Page	Comment
259	I think it’s more accurate to say that draft riots broke out in “some” Northern cities, not “many.”
276	I think it’s too strong to say that Sherman’s soldiers “terrorized” the South, especially when the same verb is used to describe KKK terrorism later in the book. Sherman did not “burn Atlanta,” he burned parts of it. It is not true that “many cities in Sherman’s path were left in ashes.” Only one city – Columbia – was burned in South Carolina, and historians debate over who was most responsible, but Sherman’s soldiers did burn many small towns and villages.
281	There’s a simple numerical error here – “If two-thirds of the 36 Senators” should be, “if two-thirds of the Senators, or 36 Senators, had voted against Johnson.”
285	The poll tax wasn’t illegal at the time. “Unfair” or “discriminatory” would be more accurate than “illegal.”

Berson et al. 2011. *HMH Virginia, United States History to 1865, Virginia Edition*.

This book contains so many errors just on the Civil War that I have to wonder how inaccurate the other chapters are. Instead of correcting the errors, I recommend that the Department of Education stay away from this book entirely. I notice that there is not a single historian listed among the authors and reviewers. Anyone with even a basic knowledge of American history could have avoided many of these errors.

Page	Comment
373	The book only tells half the story of why Arkansas, North Carolina, Tennessee and Virginia seceded. Both the attack on Fort Sumter and Lincoln’s call for troops to suppress the rebellion triggered secession. This is an important point, particularly since this is a book about Virginia history.
377	This page gives the impression that the Confederacy had an advantage in railroad artillery, which is false. It also gives the impression that the Confederacy had an advantage in balloon surveillance, and that this was important, both of which are false. See http://www.centennialofflight.gov/essay/Lighter_than_air/Civil_War_balloons/LTA5.htm The Union army also had many troops experienced in outdoor living, since most Northerners were farmers and many came from the frontier states.

Page	Comment
382	Atlanta and Richmond were not destroyed during the Civil War. Sherman destroyed all items of military value in Atlanta, but left most of the city standing; the Confederates destroyed military items in Richmond, and fires burned many homes, but again most of the city remained. Combat was not “often... man-to-man.” Bayonet fighting was very rare. A few machine guns saw action but neither they nor “rifles that could shoot great distances” were responsible for the heavy casualties. Finally, the graph shows that the Confederacy had more troops in 1865 than in 1864, which is not true.
385	African Americans did not fight in both the Union and Confederate armies. There was a Louisiana militia unit with African Americans and a regular unit formed very late in 1865 in Virginia, but neither did any fighting. The Confederacy did not “often” use enslaved African Americans as naval crew members and soldiers.
386	I’ve never heard of any 7 year olds as drummer boys. 11 sounds more correct. If they can’t back up this claim of 7 year old drummer boys with a reference, they should take it out.
390	“Pickett’s Charge” actually involved 2 other divisions besides Pickett’s, so there were 15,000 men, not 5,000. And if anyone can correctly answer question 6 from the microscopic map on this page, they deserve an award.
392	Sherman did not destroy Atlanta. His army destroyed military stores and buildings, but not the entire city. Lee wasn’t “quickly” running out of troops and supplies – the siege of Richmond took nearly a year. Confederate troops didn’t set the entire city of Richmond on fire. And the text doesn’t explain why they did burn some buildings.
398	Question 14: Memphis, Vicksburg, and Natchez were not port cities “where supplies could be received.”

Berson et al., 2011. HMH Virginia Studies, Virginia Edition [Virginia Social Studies: Virginia Studies]. Houghton Mifflin.

This book isn’t as bad as the other Berson book, but there are still some problems.

Page	Comment
183	“Richmond was closer to military leaders” doesn’t make a lot of sense; “Richmond was closer to the front lines” is more accurate.
187	A Virginia textbook should mention George Thomas and Winfield Scott, in addition to Lee and Jackson, and should explain how different Virginians interpreted their conflicting duties to “birthplace, my home, my children” versus their duty to the government.
190	A number of Virginians not only “moved to the North” but joined the Union army.

Page	Comment
191	Virginian ex-slaves played an important role in fleeing to Fortress Monroe and setting up the contraband policy; blacks fought in numerous battles, most notably the Battle of the Crater around Petersburg. They deserve more than this token mention.
195	“Union forces did not control the Confederacy”: Actually, by 1/1/1863 the Union controlled many areas of the Confederacy: large parts of Tennessee, eastern North Carolina, and Louisiana, including Memphis, Nashville and New Orleans.

Davidson et al. 2009. *Prentice Hall America: History of our Nation, Beginnings to 1865, Virginia Edition.*

This is accurate. I only found one omission, on p. 511: One major battle is missing from the map: Nashville (1864), a Union victory.

Deverell et al. 2009. *United States History, Beginnings to 1877. Holt McDougal.*

This was pretty good – I only found one major error and one miniscule one:

Page	Comment
429	“More than 100 innocent slaves who were not part of Turner’s group were killed in an attempt to stop the rebellion.” Actually, most of these were killed after the rebellion was defeated, as revenge – the killings were hate crimes that had nothing to do with stopping the rebellion.
523	The line connecting Murfreesboro with Chattanooga, that says ‘Grant,’ shouldn’t be there; nor should the red line pointing north towards Murfreesboro. Grant didn’t lead an offensive towards Chattanooga in 1863, he just personally joined the Union army that was already there, having retreated there from Chickamauga. And the battle of Murfreesboro was the result of a Union advance, not a Confederate advance (so the red line pointing towards Murfreesboro should be deleted).

Hakim, Joy. *A History of Us. Oxford University Press.*

There were no errors in these books, and what’s more important, the writing was excellent. You should use these books wherever possible – they are vastly superior to all the others.

Appendix K

Review of *Our America: To 1865* (Five Ponds Press)

Submitted by Ms. Mary Miley Theobald (Retired: Virginia Commonwealth University)

I liked the author's "voice;" it is friendly and engaging. And the book seems well-aimed at 5th graders: not overly simplistic and not too complicated.

However, I could not recommend adopting it due to the horrifying number of errors. Virtually no page is without error; many pages have several. There are spelling errors, errors of historical fact, grammatical errors, faulty illustrations, mistaken maps, punctuation errors, careless errors of repetition, and inexplicable changes in font style. Perhaps worse than the errors is the inconsistency—words spelled two different ways on the same page or commas used capriciously. I have marked in the textbook to show as many of the errors as I could find on a quick reading.

Spelling Errors

The number of spelling errors shocked me. A simple check with Webster's dictionary would have taken care of most. Some examples: Mississippi, Washinton, Lousiana Purchase, Lousianna Purchase, gouvernement, developement, ammendment, seccession, neccessary, weathy, email, seperate, Fedex, and astronmer. Archaeology is spelled correctly (preferred spelling) on page 45 but on page 30, it is archeology. I have marked all these and many others in the text.

Then there are the problems with compound words that could have been solved by Webster's. Some error examples: on-going, far-away, day to day, cabinet makers, out-numbered, and Vice-President. On the same page we see flat lands and flatlands (flatlands is correct). These and others are marked in the text.

Then there are typos, such as the one on page 20: "vey" for "very."

Errors of Historical Fact

History is not an exact science, and historians disagree about many things. That said, there are serious mistakes in this book.

Page	Comment
40	The word Anasazi is no longer preferred. Ancient Pueblos or Ancestral Pueblos is used. The word Anasazi is Navaho for "enemy ancestors" and the Pueblo Indians naturally prefer that their ancestors not be known by a Navaho word that carries a negative connotation. Yes, this is a little Politically Correct, but having traveled twice in the past two years through Pueblo and Navaho reservations, I think it's a reasonable change. It is one that is being made in all museum exhibits and historical writing, so the textbook may as well conform to current practice.

Page	Comment
55	Under three sections, Spain, France, and England, the book lists features of each country's interaction with America's Indians. In the Spanish column, it says "Carried European diseases that killed millions of native peoples." Very true, but it does not say that under the French or English columns, and those people brought as much, if not more, disease as the Spanish. Below the three, there is a note that says, "All the European explorers brought guns, iron swords, and metal farm tools." This would be a good place to include something about diseases. Also, swords in those days were made of steel, not iron.
58	"In 1607 Queen Elizabeth sent three ships to found Jamestown, Virginia." That would have been difficult, since Queen Elizabeth died in 1603, and neither she nor her successor, King James, "sent" any ships. They approved when a private company, the Virginia Company, sent ships to Jamestown, and no doubt King James approved when the colonists astutely named the town after him.
68	"They had been terribly persecuted and had seen friends killed." I would like to know the source for this statement. I've never heard of Pilgrims being killed in England. Mostly they left England because they wanted to get away from the bad influences of the established Anglican Church. The statement seems over-the-top, but I can't prove or disprove.
77	"Wigmakers made those all-important head toppers, since it was the style in the 1700s for most men to wear wigs." False. Most men did not wear wigs. <i>Some</i> upper class men wore wigs, but the majority of men were not members of the gentry or upper class. It would be more accurate to say "some men." I double-checked this with the experts at the Wigmaker's at Colonial Williamsburg who concurred. The master of the shop wrote: "You are correct in that most men did not wear wigs. We can estimate only about 5% of the population wearing wigs. Roughly 2% gentry and 3% middling sort. Those of middling sort were comprised of tradesmen and professionals such as lawyers, doctors, merchants, ship captains and teachers. . . . Females also wore wigs, however they were from the gentry class, thus referred to as ladies. Women worked for a living and did not, however sometimes they wore hairpieces etc. The majority of the population was just surviving, putting food on the table was their priority not fashion."
85	"Very few people in colonial America could read . . ." This is a myth. The overwhelming majority of white colonists were literate. In New England, literacy rates were higher than elsewhere because there were more schools and there was an emphasis on learning to read the Bible, but even in Virginia and other Southern colonies, almost all white men and even most white women could read in the eighteenth century. Percentages change over time, always growing larger, but even in the seventeenth century, about 60% of men in Virginia could read and about a quarter of the women. Figures are higher for the northern colonies. At no time in American history did "very few people" know how to read (unless one is talking about African Americans or Native Americans).

Page	Comment
88	<p>“The bottom line was that the King wanted control of the lucrative fur trade for himself.” The bottom line was rather that the King (or more accurately, Parliament) knew that colonists living over the mountains were too far away to govern and too deep into Indian territory to protect from the inevitable Indian wars. Improving the fur trade with friendly Indian relations was a relatively minor concern. http://www.ushistory.org/declaration/related/proc63.htm</p>
89	<p>“Colonists who did not pay the tax could be taken to a British court in Canada where it was impossible to have a proper trial by a jury of their peers.” Taken to Canada? Violators and smugglers and others who committed crimes relating to trade were to be tried in the admiralty or vice-admiralty courts. This was deemed necessary because local juries approved of smuggling and let the smugglers off every time. I have never heard of being taken to Canada and would ask the author for documentation on that.</p>
89	<p>“Imagine sharing your bedroom with an enemy soldier!” British soldiers are not the enemy until the Revolutionary War started. They are “your soldiers.” Wording should be changed, perhaps to “sharing your house with a few soldiers.”</p>
89	<p>The tone of this page troubles me a little. “Make the Americans pay to maintain Britain’s army!” It really wasn’t that unreasonable to expect the American colonists to share the cost of the soldiers who were there to protect them from the French and Indians. English citizens in England were paying very high taxes at this time to pay for the army to protect the colonists . . . was it right to ask them to pay more and the Americans to pay nothing? I realize it’s hard to discuss a complex subject like this with fifth graders, but I think they can understand that there were two sides to the story.</p>
91	<p>“. . . until you realize that it hurt America’s tea makers, whose tea already had a heavy tax.” America didn’t have any tea makers; the climate isn’t suited to growing tea. American had merchants who sold smuggled tea, avoiding the tax. Again, I understand it is hard to explain a complicated issue in simplistic terms, but this treatment of the Tea Act isn’t accurate.</p>
98	<p>“Washington and French General Lafayette inspect troops before the Battle of Morristown in New Jersey.” First of all, there was no Battle of Morristown. Morristown was where Washington and his troops wintered in 1777 (January 6-May 28). Second, Lafayette was not a general until July 31, 1777 and didn’t even meet George Washington until August 10, 1777, long after Morristown, so they wouldn’t have been reviewing any troops.</p>
99	<p>“Continental soldiers, some shooting bullets made from their own melted-down pewter spoons and plates, captured 6,000 Hessian and British soldiers . . .” The myth of the pewter bullets is one I’ve addressed in an article in Colonial Williamsburg’s magazine. Gunsmith experts at Colonial Williamsburg say that, while it is possible to make bullets out of pewter, they would have been too light to do much damage. Pewter is mostly tin, and a tin bullet would not go very far or pierce the flesh when it struck. The gunsmiths say they know of no instance in colonial history where people melted pewter to make bullets.</p>

Page	Comment
100	“Steuben . . . came up with a new and quicker way to load, shoot, and reload . . .” Von Steuben’s main contribution, besides endless drilling and teaching about camp hygiene (i.e., digging latrines), was to train the inexperienced soldiers in the use of a bayonet. This deserves mention before anything about reloading.
103	“while a military band played a song called <i>The World Turned Upside Down</i> .” Historians have found no evidence that this myth is true. It was not mentioned in any of the many eyewitness accounts of the surrender. It was first mentioned only 41 years after that event. See http://www.americanrevolution.org/upside.html for an exhaustive (!) discussion.
104	“This leads to Jefferson’s Declaration of Independence and the Revolutionary War which after eight hard years, ends with Washington’s victory at Yorktown, Virginia.” The fighting ended in 1781, five years after the Declaration. The war officially ended with the Treaty of Paris in 1783, seven years after the Declaration. In neither case was it eight years.
114	“Madison presented ten amendments to the Constitution.” Madison presented twelve amendments; ten were ratified.
115	“. . . the slave trade could be allowed to continue for at least 20 more years, to the advantage of the Southern states that depended on slave labor.” The international slave trade was to be cut off in 1808, period, not “at least 20 more years.” The domestic slave trade continued until the Civil War.
126	“By 1800 Americans had settled as far west as the Mississippi River . . . Every day huge barges floated down to New Orleans—one of the busiest harbors in the United States.” New Orleans was certainly one of the busiest harbors, but in 1800, it was not in the United States. Not until the Louisiana Purchase in 1803 does that port come to the U.S.
130	“In 1819, Spain decided to give Florida to the United States.” Spain was forced to sell to the U.S.; it did not voluntarily give anything away.
131	Why does the chapter on Spanish colonies include Oregon, a joint British/American possession. Seems confusing.
131	“Every single American died, but the Mexicans lost the fight a few weeks later . . .” The official Alamo website tries to correct this persistent myth: <i>“Thermopylae had her messenger of defeat; the Alamo had none.”</i> ⁶ <i>This famous quote conveys the notion that none survived the Battle of the Alamo. It is true that nearly all of the Texans under arms inside the fort were killed in the March 6, 1836, attack. However, nearly twenty women and children, who experienced the twelve days of siege leading to the final assault, were spared and allowed to return to their homes. The survivors also included Joe, the slave of William B. Travis. The best known Alamo survivor, Susanna Dickinson, was sent to Gonzales by Santa Anna with a warning to the Texans that the same fate awaited them if they continued their revolt.</i> ⁷ (For more information about the Survivors, please see the FAQs page of this web site)
132	“Steamboats traveled along America’s rivers and on its brand-new canals—man-made waterways that linked regions.” Steamboats sailed on rivers, and later oceans, but not on canals. Barges were used on canals, usually pulled by mules along a towpath.

Page	Comment
132	“New York’s Erie Canal opened in 1825. Lands west of the Appalachians now had an easy way to move goods to the east coast using this new water link between the Great Lakes.” Poor wording makes this sound like the Erie Canal linked the Great Lakes, when it linked Lake Erie to the Hudson River and New York.
135	“Cyrus McCormick’s young grandson was there on the day the reaper was tested.” (then the book quotes the grandson’s “eyewitness ” account). Since Cyrus McCormick was 22 in 1831 when he first tested his reaper, it is unlikely his grandson was present. The reason this grandson’s account is quoted is to “prove” that a black slave, Jo Anderson, helped invent the reaper. While the slave helped with all the farm work, including building a reaper, he should not be credited as a co-inventor, as some Politically Correct people would like. It is a serious mistake to title this section “Anderson and McCormick’s Reaper.” It was Cyrus McCormick’s reaper. http://www.virginialiving.com/articles/lion-of-the-hour/index.html
136	“The Quakers, a religious group, believed that all people were created by God.” A rather unnecessary sentence, don’t you think? What religious group does not believe that all people were created by God? It doesn’t say anything about the Quakers’ beliefs. It might be better to note that they were Christian pacifists who believed all people were equal, even women, Indians, and blacks.
146	Makes it sound as if there were two agreements, one in 1820 that admitted Maine as a free state and Missouri as a slave state and another one “In that same year” called the Missouri Compromise that stated that any new territory added north of an imaginary line would be free. In fact, these are both from the same agreement, the Missouri Compromise of 1820.
149	“Oddly, he did not free those still enslaved in the Border States.” Aside from the unwarranted capitalization of border states, this sentence is misleading. This act was not odd at all. The author suggests that Lincoln did something inexplicable and puzzling, when it was anything but. He was afraid to free the slaves in the slave states that remained in the Union (the border states of Missouri, Kentucky, Maryland, and Delaware.) He freed them where he had no authority to free them, hoping to cause trouble in the South and keep the British from recognizing the South. It worked.
151	“At war’s end, Davis was taken prisoner and spent two years in jail as punishment for his part in the war.” Wow—a pretty light sentence, huh? Actually, Jefferson Davis spent two years in jail waiting for his trial, which never came. He was finally released on bail and never tried. Charges were dropped in 1869. His punishment for the war was definitely NOT two years in jail.
152	“Evenings were spent playing cards or checkers, writing letters to loved ones, reading old worn newspapers, and playing baseball by torchlight.” That would be some trick, playing baseball by torchlight, since you couldn’t see to catch a ball. Torches give off almost no light beyond a few feet from the flame. I have never seen any mention of playing baseball by torchlight.

Page	Comment
153	<p>“Horseshoes were nailed to shoes to keep the soles from being worn away.” Now really . . . can you picture this? How would you nail a horseshoe to a shoe sole? I checked with Al Saguto, Master Shoemaker at Colonial Williamsburg and probably the country’s leading expert on all things related to shoes. He writes, “Oh boy is that a wild one! Iron (and other metal) sole- and heel-plates—some of the latter were horseshoe <u>shaped</u>)—plus the good old "hob nail" (i.e. "hob nailed boots") were added to soles and heels to protect the bottoms and for added traction. Such metal things started with the Roman army boots (hob nails)--they made the footwear last longer and made the army sound more formidable marching over those paved Roman roads. From the late Middle Ages onward, metal stuff for soles and heels was usually the mark of a rustic, farmer, or soldier, as such additions would ruin the footwear for indoor urban wear on floors. Fast forward.... Civil War boots & shoes were not issued with much more than tiny iron nails in the heel for prolonged wear, but <u>some</u> troops (both sides) in <u>some</u> theatres of war added iron heel plates or horseshoe-shaped heel-rims. The practice has nothing to do with the Civil War per se.”</p>
156	<p>“Atlanta, Georgia, was one of the South’s largest cities. It was an important railroad hub . . .” Yes, Atlanta was a railroad hub, but it was one of the smaller cities in the South. In the 1860 census, Atlanta ranks 99th among American cities, with a population of 9,000. The South had many, many cities larger than Atlanta, including Baltimore at 212,000, New Orleans at 169,000, Louisville at 68,000, Richmond at 38,000 (25th), etc. Georgia alone had three cities larger than little Atlanta: Savannah, Augusta, and Columbus. http://www.census.gov/population/www/documentation/twps0027/tab09.txt</p>
157	<p>“During the war African Americans served in both the Confederate and Union armies. More than 190,000 men served in the Union Army and Navy, and 37,000 perished to save the Union. The Confederacy also used slaves as naval crew members, soldiers, and servants in the field.” This suggests that blacks served in roughly equal numbers in the Union and Confederate armies. Needs rewording. Something like, “The Confederacy prohibited African Americans, slave or free, from serving in the military, but clearly some few did fight for the South. Many more served as officers’ servants, teamsters, cooks, musicians, laborers, and other noncombatant roles.” Professional historians are in agreement that the number of blacks serving in the Confederate army was miniscule.</p>
159	<p>Questions and Answers. I did not check out every Q&A at the end of each chapter, only this one, but it is completely wrong in its coordination of pages with questions, so I suspect the others are too. Where it says, “Use pages 144-145 to answer questions 2-3 in complete sentences,” the questions are addressed on pages 145 and 146. Where it says, “Use pages 148-149 to answer question 5 in complete sentences,” the correct pages are 150-151. Where it says, “Use page 155 to answer question 7 in complete sentences,” the correct page is 157. Where it says. “Use pages 150-151 to complete question 8 and 9,” the correct pages are page 154 for question 8 and the whole chapter for question 9.</p>

Grammatical Errors

Page	Comment
48	“Each country believed that their culture was superior to the others.” Should read, “Each country believed that its culture was superior to the others.”
77	“Southern farms grew bigger along with a huge divide between wealthy plantation owners and the folks who toiled for them.” Aside from leaving the “I” out of wealthy, the sentence makes no sense.
91	“Now, after meeting with his fellow “son of Liberty,” Paul Revere, and others had a new plan.” Faulty wording. Should probably be “. . . <i>he</i> had a new plan.”
99	“—with loans to help pay for guns, uniforms, soldiers to help in battle, and ships to bring the war to the high seas.” Should be “—with loans to help pay for guns and uniforms, soldiers to help in battle, and ships to bring the war to the high seas.”
113	“The President can veto (say no) to laws that the Legislative branch . . .” Should be, “The president can veto (say no to) laws that the legislative branch . . .”

Faulty Illustrations

Page	Comment
59	Shows a picture with caption: “Fur traders in the 1600s strike a bargain.” But the picture looks very 18 th -century to me, especially the rifle. I am no gun expert and didn’t spend the time to research guns in the 17 th century, but it would not take more than a couple hours to find pictures of period guns to check this.
66	Picture of man in suit of armor with caption, “Don’t leave home without it! A suit of armor was a must-have for many male settlers arriving in America.” Armor was quite rare in America. Archaeologists have uncovered a couple pieces of armor, notably a helmet and breastplate, but I asked the noted archaeologist Ivor Noel Hume, retired from Colonial Williamsburg, for his view and he said no one, to his knowledge, had excavated any below-the-waist armor in colonial America. Full armor was only used by horsemen, and no horses came on the first ships to North America. Even later, when horses did arrive, no cases of full suits of armor are known to have come. That medieval sort of warfare was outdated. According to Noel Hume, “A half suit for a gentleman would be fairly normal, but below that level a caboset helmet and a jack coat or brigandine would have been the norm.” There were very few gentlemen in early Virginia and very little armor. The picture should be replaced.

Mistaken Maps

Page	Comment
59	Map says Champlain in Canada: 1609-1616. I’m not sure what they are trying to say, but Champlain started exploring in Canada in 1603 and was in Canada, on and off (mostly on), until his death in 1635. Not sure what 1616 refers to.

Page	Comment
82	Map showing Fort Necessity (which is spelled wrong as Neccesity) locates the fort in the wrong state. Fort Necessity is in Pennsylvania, not Ohio. Fort Duquesne is also in Pennsylvania, not Ohio. (The text accurately states that Fort Duquesne is near Pittsburgh, but the map positions it in Ohio.)
127	St. Louis is always written as St., not Saint.
155	Three Civil War battles are mentioned. Each has a map beside it. The map beside the Battle of Vicksburg shows Virginia, and marks the town of Frederickburg” (without the “s”).

Punctuation Errors

I was not asked to line edit this book, but had a hard time not doing so! As an editor, I was dismayed at the mistakes I found. Clearly, this book has not seen a proofreader. Perhaps more distressing than the editing errors are the inconsistencies.

Professionals can disagree about editorial styles, but the Chicago Manual of Style is the format usually used in book publishing. It is widely considered the de facto style guide for American English, and the one I use when editing a manuscript. When I first realized the author was not following this style, I thought, well, she is using MLA or a house style. But no.

There are also many dictionaries and spelling can vary, but the standard in publishing is Merriam-Webster’s, which I use. Many of the errors could have been corrected with a quick check of the dictionary, for words like “far-away” on page 51, which should be “faraway,” and “heat-wave” on page 94. (Which should be “heat wave.”)

In her use of hyphens, the author is inconsistent, not seeming to understand the difference between a noun and an adjective, as in “the eighteenth century” but “an eighteenth-century book.” On page 112, we find “six year term” on one line and on the next, “two-year term.” The one with the hyphen is correct. There are many others.

There are so many errors in comma usage that I could not mention or mark them all. I indicated a few of the more egregious in the text. Briefly, sometimes the author uses a comma in a series (Joe, Beth, and Sam), and other times she leaves it out (Joe, Beth and Sam). The first example is correct for American English. Sometimes the author uses a comma after an independent clause; sometimes she does not. Sometimes the author uses a comma after a dependent clause; sometimes she does not. (Page 52. “As explorers from Portugal began voyages of discovery along the coast of West Africa they were unaware that inland there were rich empires that had been thriving for centuries.” A comma needs to go after the word Africa.) Some commas are randomly inserted into sentences, such as on page 70: “There were natural deep water harbors, in the growing towns of New York and Philadelphia.” Also on page 114, where it says, “Virginian, George Mason, had been a patriotic leader . . .” There are commas where there should be semicolons, as on page 100, “While waiting for supplies to come, many soldiers were starving and sick, their equipment was in tatters.” Should read, “starving and sick; their equipment” or “starving and sick, and their equipment . . .”

Capitalization is inconsistent throughout the book. Words like President are randomly capitalized in the middle of a sentence, as on page 118, “. . . became America’s fourth President when Thomas Jefferson’s term ended.” Then in another place, they are not capitalized, which is correct.

There is inconsistent use of colons: example on page 116-117.

Careless Errors of Repetition

Page	Comment
56	Purple box sidebar repeats from page 54.
130	Blue box sidebar on 130 repeats from 128.
57	Consecutive sentences are almost exactly the same. “They tried to enslave the Indians, and threatened them with death if they did not do as they were told. Many Americans were enslaved by the Spaniards and threatened with death if they did not do as they were ordered.”

Inexplicable Changes in Font

Page	Comment
137 em	ancipation
138	suffrage

There do not seem to have been any historians involved in the writing of this book. When I checked the credentials of the people listed in the front as reviewers, I found very little. Four women from Richmond are mentioned on page 2, but no qualifications or degrees are listed. A quick Google search found that two of them may, at one time, have been teachers, and one graduated from a local high school. This is not encouraging.

One of the two degreed people serving on the advisory board is Dr. Donald Zeigler, Professor of Geography at Old Dominion, which explains why I found little to complain about in the first part of the book, the part about geography. I doubt he saw the final text, for there were several spelling errors that he would surely have caught. The other, Dr. Melissa Matusevich, is an assistant professor at East Carolina in the Department of Curriculum and Instruction. Not sure of her background, but it seems unlikely that she ever saw the finished product.

What I don’t see are any historians. That is the basic problem here.

I would not like to see this book adopted for Virginia’s fifth grades.