



**PROCLAIMING JUSTICE  
TO THE NATIONS**

How a United States History textbook eliminates almost all of the contributions of American Jews to American society, removes the presence of Judaism as a world religion from America, and uses the Holocaust as its ultimate weapon of anti-Semitism against American Jews.

By Dr. Sandra Alfonsi



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The textbook in question is Pearson's *United States History*, 2018. It is visually and academically well designed. The language is appropriate for its high school grade level; its Atlas is current and its Glossary is above average. That being said, Pearson's *United States History* is, in my opinion, the most dangerous textbook that I have dealt with to date. It is Leftist agenda-based, Afrocentric in perspective, peculiarly hostile to Eastern European immigrants and, where Pearson was once covertly anti-Semitic, it is now overtly anti-Semitic.

Pearson has developed its anti-Semitism over the years. It started with its cautious elimination of the contributions to American history by such American Jews as Haym Solomon, Benjamin Levy, Emma Lazarus, Henrietta Szold, Henry Moskowitz. Pearson has altered and/or eliminated Jewish immigration figures and maligned the character, education and loyalty of Jewish Americans, whether native-born or immigrants. In 2017, Pearson published *The Cultural Landscape An Introduction to Human Geography*, AP Edition, where it succeeded in eliminating Judaism as one of the three major world religions, previously taught in chronological order – Judaism, Christianity and Islam, in all US textbooks. Its anti-Israel stance is another expression of its anti-Semitism.

However, in all of the years that I have reviewed American textbooks, this is the first time that I have found a publisher who uses the Holocaust as a weapon against the Jewish people and to foster systemic Jew-hatred against American Jews.

The absence in this textbook of the participation of American Jews in aiding new Jewish and also non-Jewish immigrants in their acculturation into American society is striking. The following two quotations illustrate Pearson's deliberate omission of facts and use of half-truths and bias to

minimalize the presence of American Jews as an integral part of the fabric of American society.

Page 126 “In many cities, volunteer institutions known as settlement houses ran **Americanization** programs, helping newcomers learn English and adopt American dress and diet. At the same time, immigrants helped one another through fraternal associations, such as the Polish National Alliance and the Ancient Order of the Hibernians (an Irish Catholic organization). These organizations, based on ethnic or religious identity, provided social services and financial assistance to encourage people to pursue economic opportunity while making them feel more at home in the United States.”

Page 126 “Catholics, in particular, established churches and parochial schools. In many cities, Irish Catholic churches stood side by side with Italian Catholic churches – each built to serve the needs of its own community. The immigrants’ churches, schools, and institutions reminded native-born Americans that new cultures were changing American society.”

Where exactly are the Jews who arrived, acclimated, became Americans and contributed to their new homeland? Where are their synagogues and organizations which speak to the presence of Judaism in America? They are certainly not to be seen in the pages of this textbook and therefore they are most definitely not in the minds or knowledge of our students. The massive immigration of East European Jews to the United States after 1880, which exerted significant influence on all aspects of life, is absent. The established Jewish community created an unprecedented network of benevolent societies, settlement houses, educational facilities, and charitable organizations to aid the new Jewish immigrants. All Jewish educational undertakings, created during this period, including the Jewish Publication Society (1888), the Jewish Chautauqua Society (1893), which focused on adult education, and Gratz College, a teachers’ college in Philadelphia (1893), are missing from this textbook. The creation of the National Council of Jewish Women (NCJW) in 1893, which marked a societal crossroads for American Jewish women, is also missing. The NCJW bore similarities to women’s clubs created by white middle class Protestants, but exhibited a distinctly Jewish character with local chapters throughout the country. They emphasized Jewish knowledge, philanthropy, and social welfare reform, and worked to help Americanize new Jewish

immigrants. Between 1881 and 1924, more than 2.5 million East European Jews immigrated to the United States. In New York City. Americanization activities were offered by the Educational Alliance beginning in 1893. Other communities around the United States created similar but smaller programs. Many local Jewish settlement houses, following a popular Protestant model, were opened to provide language classes, lectures on cultural subjects, and lessons in citizenship, as well as hygiene and child-rearing instruction. Citizenship and loyalty to this country and its Constitution have always been a priority of American Jews and it was taught to new immigrants. Jewish social workers such as New York City's Lillian Wald, associated with the famous Henry Street Settlement, and Minnie Low of Chicago earned national reputations as they worked with these newcomers.<sup>1</sup> Names of American Jews and American Jewish organizations are missing from all Pearson textbooks and most certainly from this one.

What about Jewish Houses of Worship standing side by side with other religious houses of worship? Congregation Shearith Israel, founded in 1654, in New York City, is the oldest congregation in the United States. Its present building dates from 1896-97. Congregation Jeshuat Israel, in Newport, Rhode Island, dates to sometime after the arrival of Jews in 1658. Congregation Rodeph Shalom, in Philadelphia, Pennsylvania, was founded in 1795 and is usually considered the oldest existing Ashkenazi congregation in the United States. Pearson has carefully eliminated all of this... American Jews, American Jewish Organizations, American Jewish contributions to American society and American Judaism.<sup>2</sup>

How does Pearson present American anti-Semitism to our students? At best in a cavalier manner with its statement "Anti-Semitism in the United States was nothing new." At its worst, it plants the seeds systemic anti-Semitism between Jews and non-Jews and even between Jews coming from different Jewish cultures. Pearson does this through the use of deliberate factual misinformation and deadly innuendo.

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<sup>1</sup> [American Jews at the Turn of the 20th Century - My Jewish Learning, Teachinghistory.org](http://AmericanJews.at.the.Turn.of.the.20th.Century-MyJewishLearning.Teachinghistory.org)

<sup>2</sup> [List of the oldest synagogues in the United States - Wikipedia](http://List.of.the.oldest.synagogues.in.the.United.States-Wikipedia)

Page 126 “Anti-Semitism in the United States was nothing new – the US Army had briefly expelled all Jews from Grant’s military department in 1862, and the arrival of Jews fleeing persecution in Eastern Europe complicated the issue. Some native-born Jews worried that these immigrants, who were culturally quite different than American or German Jews, would fuel anti-Jewish attitudes and would not be able to Americanize.”

Pearson gives no facts to teach students about the anti-Semitism in the United States. Its statement about anti-Semitism basically teaches that it is an acceptable behavior because it “was nothing new.” As Pearson textbooks turn more Afrocentric in perspective, espousing the BLM in school Curriculum, material on discrimination against Jews disappears from its textbooks, thereby eliminating examples of American anti-Semitism from its pages. When it does give an example, as in this quotation, it is done with half-truths and minimalization of the severity. As concerns Ulysses Grant, what Pearson eliminates is the history of General Order No. 11, a discriminatory wartime declaration/order by General Ulysses S. Grant to expel/deport all Jews from three States: Kentucky, Mississippi and Tennessee. It also eliminates the role of President Abraham Lincoln in preventing this act, which was the culmination of a wave of anti-Semitism which swept through the United States in the year before the Civil War.<sup>3</sup>

Pearson’s linkage of the arrival of Jews fleeing persecution as a cause of Jewish and non-Jewish American anti-Semitism is in itself anti-Semitic and guides the students’ thinking in that direction.

Now we come to the greatest and only contribution of immigrant European Jews to American society, mentioned in the textbook.

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<sup>3</sup> [Ulysses Grant’s Civil-War Expulsion of the South’s Jews - HISTORY](#)

## Immigrants' Contributions to American Culture

“Immigrants not only helped propel the economic engine, they also helped shape the evolving American culture. Immigrants from around the world brought their languages, religions, and cuisines to the United States. New foods and the words to describe them quickly became part of the American vocabulary. European Jews introduced bagels; Italian immigrants popularized pasta dishes like spaghetti; German immigrants brought sausages called wieners and Frankfurters. The Chinese introduced a vast knowledge of how to use plants for medicinal purposes as well as foods such as chow mein.”

Students learn that the only notable “contribution” of European Jewish immigrants to American culture was the bagel. If this section dealt only with culinary contributions, it would have been acceptable, although not completely accurate. However, the section is about the contributions to American culture. The food list is followed immediately by a list of immigrants who made both philanthropic, scientific, and even athletic contributions.

pp. 127-128 Many individual immigrants made valuable contributions to American culture. Only one Jew made it onto this list.

1. Andrew Carnegie – Scottish immigrant,...He donated some \$288 million to social and educational causes in the United States.
2. James Naismith, who moved from Canada to Massachusetts, invented the sport of basketball in the later 1800s.
3. Alexander Graham Bell, also born in Scotland, revolutionized modern communications with his patent of the telephone in 1876.
4. Belgian immigrant Leo Baekeland transformed technology with the development of modern plastics.
5. Inventor Nicola Tesla, born in what is now Croatia, pioneered discoveries in the generation and transmission of electricity.
6. Samuel Gompers was a Jewish cigar maker from England who became an influential labor organizer and leader. Gompers' leadership of the

American Federation of Labor, through which he organized national unions comprised of local chapters, became the model for unionism in the United States.

In truth, Samuel Gompers is the only immigrant or native-born Jew identified by Pearson. Describing him as a “Jewish cigar maker” lessens his stature, to put it mildly. If acknowledging philanthropists, where is Haym Salomon, financier of the American Revolution?<sup>4</sup> Other Jews actually written about in this textbook, including Jonas Salk, Albert Sabin, and Louis Brandeis, are identified ONLY by their professions and contributions to America. They are NOT identified as Jews and students are not taught to respect or identify with American Jews. In passing, by choosing immigrants from such countries as England, Scotland and Canada, Pearson seems to reveal a peculiar disdain for immigrants from Eastern European countries, thereby excluding inclusion of Jewish immigrants from this list. Perhaps that is the very intent of Pearson’s disdain.

Pearson’s Afrocentric perception and support of the BLM ideology, including that of anti-Semitism and White Privilege, are most visible and explainable in the presentation of the history of the NAACP and the Civil Rights Movement. The names and roles of American Jews involved in the formation of the NAACP as well as in the Civil Rights Movement are totally missing from this and other Pearson textbooks. When Jews, as generic “white progressives”, are included on occasion, they are nameless so that their ethnicity is hidden. The quote which follows has omissions, errors and half-truths, indicative of the Pearson agenda and its inherent anti-Semitism.

Page 217 “NAACP leaders included white and black Progressives who had worked in other areas of social reform. In the early 1900s, the NAACP focused on the battle for equal access to decent housing and professional careers like teaching. It drew strength from members like W.E.B. Du Bois, who edited the NAACP’s magazine, *The Crisis* and the Floridian lawyer, teacher and former diplomat James Weldon Johnson.”

First, Pearson’s anti-Semitism and its role in instilling and teaching systemic anti-Semitism is immediately visible in the exclusion of even one of these facts and names: American Jews played a significant role in the

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<sup>4</sup> [Haym Salomon \(yourdictionary.com\)](https://yourdictionary.com/haym-salomon/)



founding and funding of some of the most important civil rights organizations, including the National Association for the Advancement of Colored People (NAACP), the Leadership Conference on Civil and Human Rights, the Southern Christian Leadership Conference (SCLC) and the Student Nonviolent Coordinating Committee (SNCC). In 1909, Henry Moscowitz joined W.E.B. DuBois and other civil rights leaders to found the NAACP. Kivie Kaplan, a vice-chairman of the Union of American Hebrew Congregations (now the Union for Reform Judaism), served as the national president of the NAACP from 1966 to 1975. Arnie Aronson worked with A. Philip Randolph and Roy Wilkins to found the Leadership Conference. From 1910 to 1940, more than 2,000 primary and secondary schools and twenty black colleges (including Howard, Dillard and Fisk universities) were established in whole or in part by contributions from Jewish philanthropist Julius Rosenwald. At the height of the so-called "Rosenwald schools," nearly forty percent of southern blacks were educated at one of these institutions.<sup>5</sup> If nothing else, Pearson should have included the facts that Henry Moskowitz was one of the two founders of the NAACP and that Kivie Kaplan, an American Jew, served as President of the NAACP.

During the Civil Rights Movement, Jewish activists represented a disproportionate number of whites involved in the struggle. Jews made up half of the young people who participated in the Mississippi Freedom Summer in 1964. Leaders of the Reform Movement were arrested with Rev. Dr. Martin Luther King, Jr. in St. Augustine, Florida, in 1964 after a challenge to racial segregation in public accommodations. Most famously, Rabbi Abraham Joshua Heschel marched arm-in-arm with Dr. King in his 1965 March on Selma. The murders of three civil rights workers, James Chaney from Meridian, Mississippi, and Andrew Goodman and Michael Schwerner from New York City have also been omitted. Chaney was Black and Goodman and Schwerner were Jewish college students. All three were associated with the Council of Federated Organizations (COFO) and its member organization, the Congress of Racial Equality (CORE). All of these facts and names need to be taught to eradicate or at least lessen American anti-Semitism and to bring about conciliation and deflect hatred and bigotry.

Finally, Pearson's statement that the NAACP in the early 1900s "was focused on the battle for equal access to decent housing and professional careers like teaching" is not totally accurate. The NAACP was primarily

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<sup>5</sup> <https://rac.org/jews-and-civil-rights-movement>



concerned at its outset with fighting the lynching of Blacks. Pearson, further along in the textbook on page 316, states that “the NAACP continued its anti-lynching crusade, supporting legislation in 1922 that passed in the House of Representatives but not in the senate.”

There is no doubt that Pearson contributes to the growth of anti-Semitism in America by not teaching about anti-Semitism in its textbooks. It contributes to racism by stylistically ghettoizing American Blacks, removing any historical contact between the Black and Jewish communities, isolating the Blacks and surreptitiously endorsing the concept of “white privilege”. Pearson creates a dangerous atmosphere in the classroom by embodying its Afrocentrism and BLM ideology in stylized Jew-Hatred. Why stylized? Pearson’s stylistic devices used to indoctrinate Jew-Hatred are omission of facts, use of half-truths, deliberate factual errors, innuendo, bias and invisibility. Invisibility? Yes. Jews are invisible and thus expendable. Whites are the enemies and the oppressors. Jews are also Whites and therefore the enemy. Blacks are victims and ghettoized.

The question is whether anti-Semitism and therefore discrimination against Jews exist. Very little is found in this textbook and yet there are signs that both do exist and that by their paucity, they are irrelevant to Pearson. No Jews would be better than few Jews. Pearson eliminates the presence of as many as possible per textbook. It admits its own anti-Semitism as casually as permissible.

On Page 217, Pearson alludes to anti-Semitism and also discrimination. It also alludes to the role that American Jews play and have played in America.

### Expanding Rights and Opportunities for Jews

“Jews in New York had formed B’nai B’rith in 1843 to provide religious education and to help Jewish families. In response to growing anti-Semitism, the group founded the Anti-Defamation League in 1913. Its goal was – and still is – to defend Jews and others against physical and verbal attacks.”

Pearson does not provide the students with any knowledge about, let alone insight into, what Jewish immigrants faced here and how they fought to acculturate and help others to do the same. Yes, Jews formed the B’nai B’rith as a Jewish self-help organization. But Pearson does not provide even a little information about what this organizations has done for Jews and other Americans.

B'nai B'rith is the oldest service organization founded in the United States. B'nai Brith's activities during the 19<sup>th</sup> and 20<sup>th</sup> centuries were comprised of mutual aid, social service, and philanthropy. Their first act was to establish an insurance policy awarding the widow of a deceased member \$30 toward funeral expenses and a stipend of one dollar a week for the rest of her life. Each child was to receive a stipend and each male child would be taught a trade. Many of the earliest achievements are believed to be firsts within the Jewish community: In 1851, Covenant Hall was erected in New York as the first Jewish community center in the U.S.; one year later, B'nai B'rith established the Maimonides Library, also in New York, the first Jewish public library in the U.S. Following the Civil War, when Jews on both sides were left homeless, B'nai B'rith founded the 200-bed Cleveland Jewish Orphan Home, believed to be the most modern orphanage of its time. The organization established numerous hospitals, orphanages, and homes for the aged. In 1868, a devastating flood crippled Baltimore and B'nai B'rith responded with a disaster relief campaign. This act preceded the founding of the American Red Cross by 13 years and was to be the first of many domestic relief programs. After 1881, when mass immigration from Eastern Europe poured into the United States, B'nai B'rith sponsored Americanization classes, trade schools, and relief programs for Jews and non-Jews. It founded the Anti-Defamation League (ADL) in 1913, in response to an escalating climate of antisemitism and bigotry. Its timeless mission is to stop the defamation of the Jewish people, and to secure justice and fair treatment for ALL Americans. Today, the ADL continues to fight all forms of hate with the same vigor and passion and is a global leader in exposing extremism and delivering anti-bias.<sup>6</sup>

The Holocaust and Pearson: how does Pearson's systemic anti-Semitism, Afrocentrism and at best silent endorsement of the BLM ideology impact its presentation of the Holocaust? It is inevitable that the presentation and teaching of the Holocaust would be impacted by the Pearson *weltanschauung*. This section on the Holocaust is well

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<sup>6</sup> <https://www.encyclopedia.com/philosophy-and-religion/judaism/judaism/bnai-brith>, [www.adl.org/who-we-are](http://www.adl.org/who-we-are)

researched, relatively accurate, and carefully presented relative to the sensibilities of the young people who read it. This indeed embodies the brilliance of Pearson – the section appears basically complete, balanced, comprehensive and comprehensible. Yet, it is Pearson and therefore, it must convey anti-Semitism. It is Pearson, the publisher which eliminates the contributions of American Jews to American history. It is Pearson, the publisher which removed Judaism as a World Religion. It is Pearson, the publisher of anti-Israelism.

The first quote, which I came upon opened the window to Pearson's deadly agenda and this window never closed as I read. This section on the Holocaust is meant to be Pearson's absolute tool in its indoctrination and realization of American anti-Semitism and Pearson's weapon against American Jews and American Judaism.

Page 411 "Regardless of the party name, Nazis were not socialists. They bitterly opposed socialism, communism, or any other 'ism' that promoted class interests or workers' rights above German ethnic solidarity."

\*\*\*It took me a minute to ask if the other 'ism' were not Judaism. The Nazis were not Socialists. They opposed Socialism and Communism. They opposed Judaism. Socialists and Communists were the enemy. Add the Jews to this formula and we have one step in Pearson's agenda.

Page 411 "Adolf Hitler led the Nazi Party. The son of a minor Austrian civil servant, Hitler was a failed artist, a wounded and decorated World War I soldier, and a person who teetered on the brink of madness."

\*\*\*Pearson personalizes, humanizes and explains Hitler, "the man" to the students. It is not Hitler himself but his obsessions and hatred of Jews that matter to Pearson.

Page 411 "Mein Kampf (My Struggle) in which he stated his explanation for the problems facing Germany. He criticized many people, political programs, and ideologies, but his sharpest assaults were against communists and Jews. Hitler was violently anti-Semitic, or prejudiced against Jewish people."

\*\*\*Pearson presents Hitler as a devoted German, concerned with the problems facing Germany. Hitler's enemies are carefully introduced and presented almost as Enemies of the State. Political and Religious: Communists and Jews. Students are presented with this concept that Jews are enemies to be hated.

#### Page 411

"Anti-Semitism had troubled Europe for centuries, mainly motivated by religious intolerance and economic resentment. In the late nineteenth century, new pseudo-scientific theories about Jews as a race, along with the rise of nationalism, caused Jews to be nationalized as ethnic outsiders. Hitler believed and spread this type of thinking. He preached that the greatest threat confronting Germany was the Jewish people who lived there."

\*\*\*Pearson continues the presentation of anti-Semitism as a given condition in Europe as in America. The idea of "Jews as ethnic outsiders" is no different than Pearson's presentation of Jewish immigrants on page 126: "Some native-born Jews worried that these immigrants, who were culturally quite different than American or German Jews, would fuel anti-Jewish attitudes and would not be able to Americanize."

#### Page 412

"He openly attacked the Jewish people, communists and socialists."

\*\*\*It took Pearson one page to present its Agenda of the Communists, Socialists and Jews as Enemies of the State. With the ideology of BLM in its arsenal of anti-Semitism, it took Pearson almost no time to create the message of Jews as guilty, undesirable and expendable. As the Jews were in Germany, so would they become in America.

## Page 460 Roots of the Holocaust

“The mass murders of Jews as well as other “undesirables” were a direct result of a racist ideology that considered Aryans (white gentiles, especially those of German, Nordic, and Anglo-Saxon blood) superior to other people.

“From the start, the Nazi movement trafficked in anti-Semitism. Hitler blamed Jews for all the ills of Germany, from communism to inflation to abstract painting – and, especially for the defeat of Germany in World War I.

Other extremists influenced Hitler’s ideas and shared his prejudices. In the 1920’s, his voice was just another angry voice in the Weimar Republic, advancing simplistic answers for the nation’s grave economic, political, and social troubles. In 1933, however, Hitler became chancellor of Germany.”

\*\*\*In this section of the Pearson text, there are only accusations of Jewish guilt, no historical explanations or refutations. The sentences are short and cadenced. They are sentences which indoctrinate and lead easily to the equivalency of the guilt of the Jews, not just in Germany but across Europe and the guilt of the Jews of America. What Pearson presents here about the German Jews is equivalent to the mantra of the “crimes” of the American Jews, who own the banks, the media, the Stock Exchange, etc.

Page 461 “Between 1933 and 1937, about 129,000 Jews fled Germany and Nazi-controlled Austria. They included some of the most notable figures in the scientific and artistic world, including Albert Einstein.”

\*\*\*I picked this particular quote because it is interesting that Albert Einstein does not appear anywhere in the textbook as a notable Jewish immigrant, but is mentioned here as a Jew who escaped the Nazis.

On page 461, we encounter the first Errors, Bias, Half Truths and Slant in the presentation of the Holocaust. These are agenda-based, designed by Pearson to mask the truth about the Holocaust and to “universalize” it. The questions and/or tasks given to the students belong to Holocaust Revisionism – the act of changing the meaning and message of the Holocaust into generic “universal” genocide.

1. Explain that the *Holocaust* comes from a Greek word meaning “thing wholly burnt”. Jews referred to the events of the *Holocaust* as *Shoah* meaning “catastrophe”. The term *Holocaust* was coined in the 1950’s to describe the genocide of the Jews and other peoples.

2. Ask students to write a short response to the following question: Why was *Holocaust* an apt name for these events?

Answer is provided. This is the Teachers Edition and therefore the teachers have their answers and this is a simple and successful indoctrination device. (*Italics in textbook*)

*The Holocaust resulted in the deaths of millions of people and imprisonment of millions more. The Nazis destroyed property and nearly destroyed an entire group of people.*

The correct answers would show students that the words Shoah and the Holocaust are not part of Holocaust Revisionism or Universalism. They belong to the history of world anti-Semitism and the intended extermination of the Jews.

Before the term Holocaust was used specifically to describe the organized killing of Jews, it was used by writers to describe other more moderate, but horrific, bloodbaths.

The first person believed to have used the word Shoah specifically to describe the Holocaust was writer and editor Yehuda Erez in 1938. Erez, who emigrated from Russia to British Mandate Palestine in 1923, wrote the article “With the Shoah in Europe” in December 1938.

“We are horrified at the foundation by the shoah that is taking place upon the heads of German Jewry.”

Haaretz first used the word *shoah* in its modern sense in September 1939, when one of its writers said, “When the sword of war placed a *shoah* on entire Jewish towns and brought anxiousness and discomfort to the Jewish community in the Holy Land.”

The term Sho’ah emphasizes the annihilation of the Jews - not the totality of Nazi victims. The word appears in the Bible more than a dozen times, always to signify complete and utter destruction.

The word Holocaust is derived from the Greek *holokauston*, a translation of the Hebrew word *olah*, meaning a burnt sacrifice offered whole to God. This word was chosen, and gained wide usage, because, in the ultimate manifestation of the Nazi killing program – the extermination camps – the bodies of the victims were consumed whole in crematoria or open fires.

Raphael Lemkin (24 June 1900 – 28 August 1959) was a Polish lawyer of Jewish descent who is best known for coining the word genocide and initiating the Genocide Convention. Lemkin coined the word genocide in 1943 or 1944, and not in 1950 as stated above. It comes from *genos* (Greek for family, tribe, or race) and *-cide* (Latin for killing).<sup>7</sup>

3. Analyze Context. Ask: How did Hitler and the Nazis pursue policies against the Jews? What historical, economic, and cultural factors made the Holocaust possible?

Answer is provided. This is the Teachers Edition and therefore the teachers have their answers and this is a simple and successful indoctrination device (*Italics in textbook*)

*Nazi policies began as economic and then unfolded as social and political. They took advantage of economic hardships as well as cultural differences that made it easier to target specific groups, like the Jews. They also pursued their policies while building military power and pursuing political and military dominance in Europe. These factors worked together to enable Hitler and the Nazis to persecute Jews with little interference, especially as most other nations were more concerned about containing German military might.*

\*\*\*This provides the teachers with additional language and perspective needed to teach/indoctrinate that the Jews were responsible for the Holocaust.

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<sup>7</sup>[What Is the Origin of the Term Holocaust? | Britannica](#), <https://www.haaretz.com/jewish/holocaust>, [Names of the Holocaust - Wikipedia](#)



### “The First Concentration Camps

In theory, the camps were not designed to kill prisoners but to turn them into “useful members” of the Third Reich. The Nazis imprisoned political opponents such as labor leaders, socialists, and communists, as well as anyone – journalists or novelists, ministers or priests who spoke out against Hitler.”

\*\*\*We have actually arrived at the presentation of Jews as the Enemies of the State and this is Pearson’s message and agenda. This is also the agenda of the BLM.

“Many Jews as well as Aryans who had intimate relations with Jews were sent to camps. Other groups targeted as “undesirable”, included gypsies, Jehovah’s Witnesses, homosexuals, beggars, drunkards, conscientious objectors, the physically disabled, and people with mental illness.”

\*\*\*Why this list? Simple but brilliant. Pearson has it here to show the students that the Holocaust was not **just** about the Jews

On pages 462-463, in a box at bottom of page, Pearson presents an agenda-based insertion which is skewed, brilliant and evil.

“At first the murder of Jews and other prisoners tended to be more arbitrary than systematic. But at the Wannsee Conference in January 1942, Nazi leaders made the decision to move toward Hitler’s “Final Solution.” Reinhard Heydrich, an SS leader known as “the man with an iron heart,” outlined a plan to exterminate about 11,000,000 Jews.”

\*\*\*Hitler’s extermination of the Jews was never arbitrary. It was systematic but not fully implemented until the means of mass extermination were developed. Eyewitness testimonies of random survivors as well as Nazi orders to their troops detailed the methodical roundup of Jews, from street to street and their organized removal by trucks to nearby forests where pits had been dug, often by Jewish prisoners who were then shot along with the

rounded up Jews and thrown into the pits.<sup>8</sup> I asked myself why Pearson would include this information in a box and not within the narrative itself. To this point in the section, students see the number 6,000,000 Jews and at least another 6-8 million “others”. It is this careful inclusion of the extermination of 11,000, 000 intended Jewish victims, which explains the chant “Hitler didn’t finish his job”, a chant that matches the virulent BLM anti-Semitism, that has been heard in the streets of Europe, Venezuela and America. Now, thanks to Pearson, I know to what it refers.

Pearson’s *United States History* is an American textbook, which presents the Jews as Enemies of the State in Germany, draws the equivalency between German Jews and American Jews, eliminates Judaism as a World Religion just as Hitler tried to put an end to Judaism, removes the names of prominent Jews from American history, thereby eliminating most of their contributions to American history and removes American Jews from the protection from discrimination and anti-Semitism promised them by the Constitution.

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<sup>8</sup> David Silberman. *Lipke’s List. The story of Zanis Lipke and the Jews he saved*. Latvia: Zana Lipkes Memorials, 2020.

David Silberman, *And You Saw It. La Fosse, La Ferme aux Poux*, Paris: Beate Klarsfeld Fondation, 2011.