

## Truth in Textbooks Review

Publisher/Exact Title of Publication/Year Published: Gallopade International / 7<sup>th</sup> Grade Social Studies World History & Geography, The Middle Ages to the Exploration of the Americas, By Carole Marsh / Published 2018

Problem: Factual Error (FE), Omission of Fact (OF), Half-Truth (HT), Slant (S), Bias (B),  
Incorrect Terminology (IT)

FE means that a fact in the material is incorrect. It is not what you think is incorrect, or what you want to be incorrect. OF means that a fact has been omitted, which is critical to historical accuracy. HT is a device used to make the material appear factual. It means that a part of the history has been included while a part has been deliberately omitted. S is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student’s thought process to a certain conclusion. B is the most difficult flaw/device to prove. It reflects the author’s interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often FE, OF, HT, S are used together to reflect the personal Bias of the author. IT means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

**Maximum 30-page report per textbook per team.**

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Holt\_WorldHistory\_2019\_Alfonsi\_Sandra\_031618.doc

Page # Line #	Quote	Problem	Fact & Source
A. P. 6	You will use this book to lean about the world and some e people and events that shaped the world from 400 CE to the 1700s CE.	OF, HT & S	<p>As my source points out, using CE/BCE (Common Era/Before Common Era) instead of BC/AD is a matter of CHOICE, or preference, by the writer. My source (who is a “writer’s writer”) rightly explains that BC/AD is “more widely used outside of academic circles” and “straightforward about its zero point... about the birth of Jesus Christ.”</p> <p>However, the textbook writer appears to be pushing a strongly secular world view in the first sentence and first chapter of the textbook. Although the use of CE/BCE may avoid an ideological stance, as my source fairly notes, to me it’s disconcerting that the textbook writer is compelled to push a secular view point on to 7<sup>th</sup> graders. If the writer is bent on educating middle-schoolers on the existence of CE/BCE, that reference can be included in parenthesis or in a footnote, prefaced with: “In academic circles, CE (Common Era) and BCE (Before Common Era) are sometimes used to indicate the same time period as BC/AD.” Period.</p>

			<p>Lastly, since this textbook title is specifically focused on the time period 400 A.D. to the Age of Exploration, there is no need to repeatedly use CE in the textbook, as the writer occasionally did, which slows down the reading. Consistency, please!</p> <p><a href="https://www.quora.com/When-do-we-write-CE-for-year-instead-of-AD#">https://www.quora.com/When-do-we-write-CE-for-year-instead-of-AD#</a></p>
B. P. 7	The earliest known maps were carved into stone in Babylonia around 2300 BCE.	OF & S	SEE PAGE 6 FACT & SOURCE
C. P. 7	The first printed map was created by the Chinese in 165 BCE.	OF & S	SEE PAGE 6 FACT & SOURCE
D. P. 8	This map of Islamic expansion is an example. The different colored arrows depict a specific military campaign that contributed to the expansion of the Islamic kingdom during the period 632 BCE to 750 CE.	FE, OF, HT & S	<p>This is a particularly erroneous and misleading quote which uses vague and benign language (e.g., “a specific military campaign ... that contributed to the expansion of the Islamic kingdom”) to describe the jihad and more than 582 wars Muslims waged on Western civilization, described in the interactive map below:</p> <p><a href="https://www.youtube.com/watch?v=I_To-cV94Bo&amp;t=19s">https://www.youtube.com/watch?v=I_To-cV94Bo&amp;t=19s</a></p>
E. P. 10	Maps can do many things. Maps can start wars and create new nations. They can outline... the grocery store They show us what was and what can be.	FE, OF & S	A curious description of what maps can do, especially in the context of a 7 <sup>th</sup> grade geography textbook. Using the phrase “maps can start wars” is not in and of itself offensive, but it suggests the writer’s ideological slant.
F. P. 12 (Vocabulary Box)	peninsula: a piece of land almost surrounded by water but is connected to a larger body of land	FE	(Land is not usually referred to as a “body of land,” so this definition should be corrected, probably to read: peninsula: a piece of land that is almost surrounded by water, connected to a larger land mass.
G. P. 15	<p>When the Han Dynasty fell in 221 CE ...</p> <p>The country remained divided for nearly four centuries until the 580s CE ...</p> <p>Traders and missionaries from India brought Buddhism to China from India during the first century BCE.</p>	OF & S	SEE PAGE 6 FACT & SOURCE

H. P. 16	Buddhists also believe in living a good and productive life since they believe in reincarnation.	OF	OF: The word reincarnation requires a simple definition here; the textbook writer should not assume that 7 <sup>th</sup> graders know what the word “reincarnation” means.
I. P. 17	The Tang Dynasty followed the short-lived Sui Dynasty and lasted from 618 CE to 907 CE.  The Song Dynasty followed the Tang Dynasty and lasted from 960 to 1279 CE.	OF & S	PAGE 6 FACT & SOURCE
J. P. 41-46	THE ENTIRE CHAPTER: The Diffusion of Islam, Islamic Culture, and the Arabic Language	OF, HT & S	It’s notable that the textbook writer provided SIX (6) full pages of text detailing the fundamentals of Islam, the history of Mohammed, and the growth of Islam, including two full pages on Islamic culture, complete with pictures and glowing remarks. In contrast, the writer only provided a fraction of details on Christianity (2 pages), Judaism (none?), Buddhism (1/2 page), and Hinduism (scant).  Yet, the writer makes NO mention of the 582 jihad wars that Muslims waged against Western Civilization, listed in great detail in this source:  <a href="http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf">http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf</a>  Further, the writer fails to mention the discrimination Muslims practiced against followers of other religions, as noted in this source:  <a href="https://www.britannica.com/topic/Islam">https://www.britannica.com/topic/Islam</a>
K. P. 41	Headline: The Diffusion of Islam, Islamic Culture, and the Arabic Language	IT & S	As a writer I found it odd that the textbook writer used the soft, benign word “Diffusion” to open the 6-page chapter on Islam. This word choice seems to suggest the writer has an incomplete understanding of Islam which doesn’t address the conquests, jihad and submission by other groups of people that led to the rapid spread of Islam between 570 and 630.  <a href="https://www.youtube.com/watch?v=I_To-cV94Bo&amp;t=19s">https://www.youtube.com/watch?v=I_To-cV94Bo&amp;t=19s</a>  <a href="http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf">http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf</a>

			Contrast the writer’s soft headline (“Diffusion of Islam”) with the stronger headline and word choice on page 76 for Catholicism (“The Spread of the Catholic Church”).
L. P. 41	<p>The Five Pillars (of Islam):</p> <p>Prayer: Muslims pray at least five times during the day.</p> <p>Fasting: Muslims fast during the month of Ramadan</p>	HT	The Five Pillars (of Islam) suggests that ALL Muslims practice their faith in the same way, to the same extent. Note the statements “Muslims pray at least five times a day” and “Muslims fast during the month of Ramadan, which would probably be more truthful with the addition of the word “some” or “many” (e.g. “Some Muslims pray…” and “Many Muslims fast during…”).
M. P. 42	<p>Mohammed set out and spread a message of unity, equality, and social justice.</p> <p>Other people didn’t agree with some of his (Mohammed’s) teachings. The merchants were outraged. They did not like the idea that people should worship only one god. This did not mesh well with their belief that several gods protected their trade. Others did not like his message that God will punish those who do not behave well.</p> <p>There (in Medina) Mohammed brought together different groups of people who had been fighting each other and welcomed Mohammed’s sage advice. Eventually, many people joined the Muslim cause because they felt God was on the side of Mohammed.</p> <p>The new Muslim governments did not rule with a heavy hand and allowed other religions to practice their faith.</p>	OF, HT & S	<p>This is one of the most startling pages in the textbook. On a full page entitled “The Growth and Spread of Islam,” these quotes give an incomplete, inaccurate, and amazingly benign account of the spread of Islam between 570 and 630 A.D.. Notably, the writer gives an equally inaccurate and benign explanation of WHY Islam spread rapidly, and claims that Islam spread rapidly because other people were mercenary (favoring “several gods that protected their trades”), didn’t like God’s punishment for those who didn’t “behave well,” or were busy fighting each other.</p> <p>Significantly, the writer completely avoids words like “conquer,” “conquest”, “jihad,” and any mention of “Holy War” waged against non-Muslims. The writer claims that Islam was met with some resistance, but most people “welcomed Mohammed’s sage advice.” Basically, the writer implies Islam was a benign solution for a fractured society.</p> <p>Also significant, the writer omits the MAJOR fact that Islam is not only a religion but also a social, political, judicial, and government system.</p> <p>This is succinctly summarized in the source below:</p> <p>“During this early period, Islam acquired its characteristic <u>ethos</u> as a religion uniting in itself both the spiritual and temporal aspects of life and seeking to regulate not only the individual’s relationship to God (through conscience) but human relationships in a social setting as well. Thus, there is not only an</p>

			<p>Islamic religious institution but also an Islamic law, state, and other institutions governing society.”</p> <p>And finally, from the source below:</p> <p>“Beginning with the fall of Jerusalem in 636, Muslim armies captured, blitzkrieg-like, all of the major urban centers of early Christianity--Antioch, Damascus, Alexandria, and Carthage (the city of Tertullian, Cyprian, and Augustine).”</p> <p><a href="https://www.britannica.com/topic/Islam">https://www.britannica.com/topic/Islam</a></p>
N. P. 43	Muslim governments allowed people from different faiths to practice their faith.	FE, HT & S	<p>This is a huge factual error and half-truth that does not tell the full story about the “motivation” that resulted in the rapid conversion of millions of people to Islam rather than suffer the consequences, detailed in this source below:</p> <p>“Islam’s essential <u>egalitarianism</u> within the community of the faithful and its official <u>discrimination</u> against the followers of other religions won rapid converts. Jews and Christians were assigned a special status as <u>communities</u> possessing scriptures and were called the “people of the Book” (<u>ahl al-kitāb</u>) and, therefore, were allowed religious <u>autonomy</u>. They were, however, required to pay a per capita tax called <u>jizyah</u>, as opposed to pagans, who were required to either accept Islam or die.”</p> <p><a href="https://www.britannica.com/topic/Islam">https://www.britannica.com/topic/Islam</a></p> <p>Significantly, historian Bill Warner’s video, below, reveals the shocking statistics and true nature of Islamic “tolerance” for non-Muslims: 270 million dead in 19,000 jihadist battles over 12 centuries!</p> <p>For a detailed breakdown of the 270 millions of Christians, Jews, Buddhists, Hindus, Africans and other civilizations that were destroyed by Muslims, because of their faiths, see the video below (statistics start at 40:20):</p> <p><a href="http://gatesofvienna.blogspot.com/2012/09/why-we-are-afraid-1400-year-secret.html">http://gatesofvienna.blogspot.com/2012/09/why-we-are-afraid-1400-year-secret.html</a></p>

O. P. 45	How Islamic Scholars Contributed to a National Cultures	TYPO	Should be: How Islamic Scholars Contributed to a National Culture OR How Islamic Scholars Contributed to National Cultures

<p>P. Pps. 47-54</p>	<p>Pg. 47: In 1453 the forces of Mehmed II invaded and captured Constantinople. After the fall of Constantinople, it became the capital of the Ottoman Empire. Mehmed's conquest of Constantinople made him the most famous and important ruler in the Muslim world.</p> <p>Pg. 48: But Mehmed ruled harshly and was known to punish anybody who disobeyed his orders and the law. He considered the non-Muslim world to be "war territory" and pursued a holy war inspired by the duty to spread Islam and the benefits of Ottoman rule. He waged war against the islands of the Aegean Sea and against the Balkan Peninsula at the expense of both Serbia and Hungary. He met with success in the Aegean but was unable to capture Hungary.</p>	<p>OF, HT &amp; S</p>	<p>Chapter 10 ("The Rise of the Ottoman Empire") is an important chapter because it sets the stage for a later discussion on the Crusades (CH 17, "A Great Clash of Religions"). Unfortunately, CH 10 (as well as the previous CH 9 "Diffusion of Islam") gives an incomplete and misleading account of Islamic expansion and conquests of the Ottoman Empire.</p> <p>Specifically, the text downplays the scope, violence, and brutality wrought on Western civilization by the Ottoman Empire. (Oddly, it's not until the 2<sup>nd</sup> page of CH 10 "The Rise of the Ottoman Empire" that the word Muslim is used.)</p> <p>This source below succinctly describes how Islamic conquests motivated non-Muslims and set the stage for the Crusades and future conflicts between Muslims and non-Muslims.</p> <p>"Seen from another perspective, the crusades were but a delayed reaction to earlier Muslim aggression. Beginning with the fall of Jerusalem in 636, Muslim armies captured, blitzkrieg-like, all of the major urban centers of early Christianity--Antioch, Damascus, Alexandria, and Carthage (the city of Tertullian, Cyprian, and Augustine). In 1453, Constantinople itself fell to the Ottoman Turks, the ruling force in the Muslim world at that time. During the Reformation, the armies of Islam in the 1520s were pressing on the gates of Vienna. They continued to do so periodically until they were finally turned back in 1683. Leaders of the Christian West were not being paranoid when they saw their civilization threatened by militant Islam."</p> <p><a href="https://www.christianity.com/church/church-history/timeline/601-900/christians-and-muslims-11629723.html">https://www.christianity.com/church/church-history/timeline/601-900/christians-and-muslims-11629723.html</a></p> <p>Even more compelling, this source below uses a chart to detail the 582 wars waged on Western Civilization by Muslims and the Ottoman Empire:</p> <p><a href="http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf">http://cspipublishing.com/statistical/charts/Islam-BattlesDate.pdf</a></p>
<p>Q. P. 72</p>	<p>What makes Europe big is the oversize role it has played in human history.</p>	<p>OF &amp; S</p>	<p>I thought this quote was a peculiar way to open CH 14 "Geography in Western Europe" and wondered if the writer had a bias against Europe. I was also struck that the entire chapter is</p>

			<p>only three pages long and located halfway through a text covering world history between 400 and 1700 A.D.. Additionally, the brief chapter is divided into several short boxes, with a box about Europe being a peninsula and a box on its climate. There is so much more that could be said about the geography and culture of Europe – its diversity of topography from stunning oceans and beaches to mountains; its amazing variety of art and architecture; its diversity of animal and plant life, etc.</p>
<p>R. P. 75</p>	<p>It is hard to imagine how powerful the Roman Catholic Church became in Western Europe during the Middle Ages. Almost all people were members of the church. Every village had a church and a priest. Village priests were organized into groups called dioceses. The head of each diocese was a bishop who lived in a large town. His church was called a cathedral. Higher up the church ladder were the archbishops. The chief of the archbishops – and of the entire church in Europe – was the pope who lived in Rome.</p> <p>Does the organization of the church sound familiar? It is a hierarchy, a system of differing levels of power. All governments today are hierarchal. Indeed, the church functioned much like a government during the Middle Ages.</p>	<p>OF, HT &amp; S</p>	<p>Aside from the poor, almost childish writing (see quote), I found it troubling that the topic of Christianity was given such short shrift, buried in CH 15 “Late in Medieval Europe.” Unlike the topic of Islam, which was given a full chapter six pages long (see J) the topic of Christianity got exactly 13 lines! Also, unlike CH 9, there was no basic discussion of Christian doctrine, the Bible, the Gospels or apostles, the rise of Christianity, the Vatican, or the life and death of Jesus, of which there are plenty of historical references, such as the one below:</p> <p><a href="https://www.theguardian.com/world/2017/apr/14/what-is-the-historical-evidence-that-jesus-christ-lived-and-died">https://www.theguardian.com/world/2017/apr/14/what-is-the-historical-evidence-that-jesus-christ-lived-and-died</a></p> <p>I also thought the text about the Roman Catholic Church (see quote) was incomplete, lacking substance, and written in a slanted way. Perhaps the hierarchy of the church is of interest to some, but there’s so much more one could write about the Catholic Church – that it is the world’s largest religion, that it is one of the oldest religions in the world, and that it has followers all over the globe. As a practicing Catholic, I was truly offended that the writer focused on the Catholic Church’s hierarchy and power, and did not provide an accurate description of the faith of millions of Catholics.</p> <p>This source gives some key stats about world religions:  <a href="https://www.theregister.co.uk/2006/10/06/the_odd_body_religion/">https://www.theregister.co.uk/2006/10/06/the_odd_body_religion/</a></p> <p>Additionally, the writer provided a few weak paragraphs on cathedrals, monasteries, and the legend of St. Patrick – but I was not appeased and thought these blurbs did not lead to a greater understanding of Catholicism.</p>

			<p>Finally, it's telling that the textbook writer devoted SIX (6) full pages to Mohammed, the "Five Pillars" of Islam, the spread of Islam, and Islam's cultural contributions. Sadly, anti-Christian bias (and bias against Catholics in particular) is not new, as this source below points out:</p> <p><a href="https://www.catholic.com/magazine/online-edition/did-the-church-destroy-civilization">https://www.catholic.com/magazine/online-edition/did-the-church-destroy-civilization</a></p>
<p>S. P. 85-86</p>	<p>P. 85: The Crusades were one of the most amazing series of adventures in all history. Tens of thousands of people from all walks of life embarked on great voyages. They were confident that God was on their side as they sought battle with people of another religion.</p> <p>P. 86: However, another development set the crusades in motion. In the late 1000s another group of Muslims, the Seljuk Turks, conquered a great deal of land, including Palestine. During their conquest they defeated Christian forces of the Byzantine Empire. This put the Muslims armies in direct contact and conflict with Christian armies. Thus, a great rivalry of two religions and the desire for the same territory set the stage for the many battles between the two sides known as the Crusades.</p>	<p>OF, HT</p>	<p>Aside from the poor, disjointed writing, CH 17 "A Great Clash of Religions" opens with the most curious comments: "The Crusades were ... the most amazing series of adventures in all history" and "thousands of people from all walks of life embarked on great voyages ... as they sought battle with people of another religion."</p> <p>These comments create a false, almost Disneyesque view of the Crusades – that they were an adventure, a great voyage – not a violent series of wars between two powerful religions.</p> <p>Because the textbook failed to objectively address the real issues in previous chapters (specifically, Islamic expansion, conquests, and persecution of non-Muslims), this chapter does not properly provide any context or understanding of the history, wars, or outcomes of the Crusades. This source below takes a more straightforward and easily understood explanation of the Crusades:</p> <p>"The Crusades were a series of religious wars between Christians and Muslims started primarily to secure control of holy sites considered sacred by both groups. In all, eight major Crusade expeditions occurred between 1096 and 1291. The bloody, violent and often ruthless conflicts propelled the status of European Christians, making them major players in the fight for land in the Middle East."</p> <p><a href="https://www.history.com/topics/crusad">https://www.history.com/topics/crusad</a></p>

			<p>Further, the source below more concisely and accurately describes how Islamic conquests motivated non-Muslims and set the stage for the Crusades:</p> <p>“Seen from another perspective, the crusades were but a delayed reaction to earlier Muslim aggression. Beginning with the fall of Jerusalem in 636, Muslim armies captured, blitzkrieg-like, all of the major urban centers of early Christianity--Antioch, Damascus, Alexandria, and Carthage (the city of Tertullian, Cyprian, and Augustine). In 1453, Constantinople itself fell to the Ottoman Turks, the ruling force in the Muslim world at that time. During the Reformation, the armies of Islam in the 1520s were pressing on the gates of Vienna. They continued to do so periodically until they were finally turned back in 1683. Leaders of the Christian West were not being paranoid when they saw their civilization threatened by militant Islam.”</p> <p><a href="https://www.christianity.com/church/church-history/timeline/601-900/christians-and-muslims-11629723.html">https://www.christianity.com/church/church-history/timeline/601-900/christians-and-muslims-11629723.html</a></p>
T. P. 187	GLOSSARY	OF	The Glossary seems to be missing some relevant terms: continent, Crusades, geography, topography,
U. P. 188 (Glossary)	peninsula: a piece of land almost surrounded by water and connected to a larger body of water	TYPO	Should be: peninsula: a piece of land almost surrounded by water and connected to a larger land mass

To add another row to the end of the table, place your cursor at the end of the text in the last cell (last row, last column) and hit Tab. Continue to hit Tab to add additional rows. Otherwise, you can use Layout under Table Tools to insert rows above and/or below existing rows. You can also highlight all across 1 or more rows, right click, choose Insert, then Rows Below.

Evaluation of Social Studies Skills and other important issues

An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	<p>Is the appropriate vocabulary relevant to the subject matter presented to students?                      For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?</p>		<p>The textbook writer had some curious word choices throughout the textbook. For example, on page 41 the chapter headline is “Diffusion of Islam, Islamic Culture, and the Arabic Language.” “Diffusion” is something you do with an aerosol spray; a more appropriate word would be “expansion,” “spread” or “growth.” In fact, the writer uses this headline on page 75: The Spread of Christianity</p> <p>As a writer myself, I’m sure the textbook writer deliberately chose a softer word instead of one that suggests expansion or conquest by Muslims.</p> <p>The text was also filled with opinion and subjective side comments. For example, devoting two paragraphs to describing how “horrible” and “terrifying” the Black Death was seemed like overkill (P. 90, “A Living Nightmare.”)</p>
2	<p>Are the captions under pictures factual?</p>		<p>Yes, generally.</p>
3	<p>Are the charts and graphs relevant to the topic being presented?</p>		<p>Many of the charts seemed “contrived,” such as the chart on page 42 to show the spread of Islam.</p>

4	Are the maps accurate and relevant to the topic?		The maps were very small and hard to read, so I can't judge their accuracy or relevance.
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		Most of the questions were simplistic, juvenile, and did not provoke critical thinking or discovery. They seemed more appropriate for 4 <sup>th</sup> or 5 <sup>th</sup> graders, not 7 <sup>th</sup> graders.
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	NO	
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		No, but this book would benefit from a lesson on evaluating the validity of a sources. Also, I strongly suspect this book was basically copied and or pieced together from another similar textbook, possibly McGraw Hill's "World History and Geography: The Middle Ages to the Exploration of the Americas," for 7 <sup>th</sup> Grade. I suspect this because the reviewer's comments are similar to my own (published in The Textbook Tattler, page 3).
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?	Yes, it does have a Glossary and many key terms and personalities are defined and called out.	
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		No, but that would be helpful given the 1300 years of world history covered in the textbook.
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		Yes, but it is incomplete and may be slanted. For example, the Index does not include references to Buddha, Buddhism, Jesus, or Hinduism

			but includes numerous references to Islam and Mohammed.
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?		Absolutely not! See Item J above. The text gives the following number of pages to world religions: Islam: 6 full pages; Ottoman Empire 5 full pages (related); Christianity 2; Charlemagne (1, related); Judaism ??; Buddhism ½ page; Hinduism, a brief mention.

### Commendations:

Overall, this was an unevenly written 7<sup>th</sup> grade textbook that did not present a consistently objective, factually complete, and interesting discussion of civilizations and world history between 400 and 1700 A.D. Chapters dealing with religions and their massive impact on world history were problematic and often suggested a subjective and slanted world view (especially pertaining to Christianity and Islam), as detailed in the review. However, some chapters were well-written, interesting, and presented a balanced, non-ideological world view of civilizations. The chapters that seemed most interesting, balanced, and age-appropriate included those on China (CH. 3, 4 and 5); Japan (CH. 6); Africa (CH. 11, 12 and 13); the Renaissance (CH. 20); and the Maya, Aztec, and Incan Civilizations (CH. 25).

### Concerns:

This textbook has numerous problems with organization and content, detailed in this textbook review. Sections of the textbook are filled with omissions of facts and half-truths, especially in chapters on Islam, the Ottoman Empire, the Crusades, Christianity, and other world religions. I thought it was odd that there was not a single paragraph on Judaism or Hinduism. Notably, I found the writing to be disjointed, dull, and, at times, juvenile, as if written by someone who did not have a grasp of syntax or appropriate word choices. The book is riddled with inconsistencies: the occasional use of CE when it's clearly unnecessary and the sporadic capitalization of words and terms (e.g. the Crusades) and would benefit from a good copy edit. As for organization, I was puzzled how the units were organized and found it peculiar that a lengthy, "stand alone" unit on Africa (Unit 5) preceded "The Middle Ages in Western Europe" (Unit 6) which interrupted the textbook's flow. In terms of overall presentation and graphics, the maps were too small and difficult to read, rendering them useless. Some of the charts were gratuitous and not well thought out. I also found the page numbers printed in dinky type on gray made them annoyingly hard to read. As a professional writer myself (since 1973), the disjointed, uneven writing of the textbook suggested to me that it was compiled from several textbooks or written by a team of two or three writers, not a single writer as the publisher stated.

#### Evaluations based on template

Choices	Explanations	Yes	No
1	This text has minor changes that need to be made		NO
2	This text has a moderate number of changes		NO
3	This text has substantial changes that need to be made	YES, but because it is full of factual error, omissions, and half-truths, this text needs a major overhaul in organization & content.	

4	This book is so flawed that it is not recommended for adoption.		NO

## Gallopade Grade 7 (factual errors and important factual omissions)

Gallopade: 7<sup>th</sup> Grade Social Studies World History: The Middle Ages to the Exploration of the America's

Page 42

"Why did Islam spread so quickly?"

The text says that the citizens of the countries ruled by Islam were unhappy before Islam invaded. This dodges the question of how Islam came to rule. The answer is that Islam invaded as a military colonial power.

"...they developed running water long before the Europeans."

This is false. Rome built magnificent water systems a thousand years before Islam came to power.

"Mohammed spread a message of unity, equality..."

Unity would come only after all persons submitted to Islam. The non-believers were inferior to the believers.

"The Meccans continued to attack Mohammed..."

This ignores the constant raids by Mohammed against all non-Muslims, including the Meccans.

Page 44

Literature

In the Arabian Nights, this textbook neglects to say that the woman who told the stories, night after night, to the ruler would die if she ran out of stories.

ART

The textbook neglects to mention that no art was allowed to feature drawn human figures.

Page 45

Al Kindi was rejected by later Muslim scholars since he believed in natural law and cause and effect. He only influenced non-Muslims.

Page 47

The Ottomans

The text book tells almost nothing about the suffering of the Christians under the Ottomans. Also neglected are the brutal wars in the Balkans. Also neglected is the "tax" on Christians in the Balkans of a male child who was taken and raised as a Muslim to become a janissary warrior for Islam.

## Summary

This book only speaks well of Islam and is written from an apologist viewpoint. According to this textbook all of the expansion of Islam was a blessing to humanity. It is a lie of half-truths.

# Textbook Review

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Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**), Spelling (**Sp**) and Grammer (**G**) *all identified in this report.*

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student’s thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author’s interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal **Bias** of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

**Maximum 30-page report per textbook per team.**

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Page # Line #	Quote	Pr ob le m	Fact & Source
P#9, Para #1 under Jamestown Survives	“Why will you take by force what you may obtain by love? Why will you destroy us who supply you with food? What can you get by war? ....We are unarmed, and willing to give you what you ask , if you come in a friendly manner....Take away your guns and swords, the cause of all our jealousy, or you may die in the same manner”- Speech by Powathan as recorded by John Smith in 1609.	S	<ul style="list-style-type: none"> <li>• English settlers had resisted Powhatan’s wish that they agree to become another subject community.</li> <li>• Within days of landing the settlers were attacked by Powhatan Indians</li> <li>• John Smith traded with the Indians for food</li> <li>• <a href="http://historicjamestowne.org/history/pocahontas">http://historicjamestowne.org/history/pocahontas</a>, <a href="http://historicjamestowne.org/history/history-of-jamestowne/">http://historicjamestowne.org/history/history-of-jamestowne/</a>,</li> </ul>

P#9, Para #2	The Powhatan stopped providing food. The winter of 1609-1610 was called the “starving time”.	OF	<ul style="list-style-type: none"> <li>• In 1609 Powhatan ordered a siege of Jamestown (Fort)</li> <li>• This was the catalyst for the “starving time” that killed several hundred colonist.</li> <li>• This started the first war with the Powhatan that lasted until 1614.</li> <li>• <a href="http://historicjamestowne.org/history/chief-powhatan/">http://historicjamestowne.org/history/chief-powhatan/</a></li> </ul>
P#14, Para #1	In the spring however, two native Americans, Squanto and Samoset, befriended the colonist . They taught the Pilgrims how to grow corn, beans and pumpkins and showed the colonist where to hunt and fish. Without their help the colonist might not have survived in their new home. Squanto and Samoset also helped the pilgrims make peace with the Wampanoag people who lived in the area.	OF	<ul style="list-style-type: none"> <li>• Squanto was a Wampanoag slave that introduced Chief Massasoit to the pilgrims.</li> <li>• Chief Massasoit proposed a treaty and alliance with the Pilgrims against the Narragansett.</li> <li>• Part of the treaty including teaching the pilgrims what they needed to know to survive.</li> <li>• <a href="http://historyofmassachusetts.org/plymouth-colony-history/">http://historyofmassachusetts.org/plymouth-colony-history/</a> The History of Plymouth Colony by Rebecca Beatrice Brooks 28 Sept 2016</li> </ul>
P#16, Para #2	Conflicts arose, however. Usually settlers moved onto Native American land without permission or payment.	FE	<ul style="list-style-type: none"> <li>• Native Americans sold land in exchange for goods and later through forced sells as the fur trade declined.</li> <li>• Native Americans had become dependent on English goods.</li> <li>• <a href="http://historyofmassachusetts.org/what-was-king-philips-war/">http://historyofmassachusetts.org/what-was-king-philips-war/</a> The History of King Phillips War, by Rebecca Beatrice Brooks 31 May 2017 under What caused King Phillips War.</li> </ul>
P#16, Para #3	In 1675 Wampanoag leader Metacomet waged war against the New England Colonies. Known to the settlers as King Philip, Metacomet enlisted the help of other Native American groups.	HT	<ul style="list-style-type: none"> <li>• The Mohegan and Mohawk tribes allied with the English settlers.</li> <li>• Many at the time considered this a Civil War and believed King Phillip to be a traitor.</li> <li>• The History of King Phillips War, by Rebecca Beatrice Brooks 31 May 2017</li> </ul>
P#23, Para # 2	To meet this need for labor, white landowners forced enslaved Africans to work in the tobacco fields. The first group of 20 Africans arrived in 1619 aboard a Dutch trading vessel.	S&FE	<ul style="list-style-type: none"> <li>• The Dutch ship carrying the Africans was actually captured by English privateers and brought to Hampton Va.</li> <li>• Some were sold as slaves but some may have become indentured servants.</li> <li>• There was no significant spike in African slave labor until after 1700.</li> <li>• <a href="http://historicjamestowne.org/history/the-first-africans/">http://historicjamestowne.org/history/the-first-africans/</a></li> </ul>
P#24&25, Para # 2&3	Virginia also experienced conflict. As the colony grew, settlers moved west –and onto Native American land. In the 1640’s Virginia Governor William Berkeley made a pledge to Native Americans. In exchange for a large piece of land he agreed to keep	S, HT	<ul style="list-style-type: none"> <li>• There were numerous reasons for the rebellion and land owned by the Indians was not the only one.</li> <li>• Personal ambition and differences between Bacon and Berkeley were a big factor. Were related by marriage.</li> <li>• No mention of attack on a plantation by the Doeg tribe in 1675.</li> </ul>

	settlers from pushing further into their territory. Berkeley's goal was to prevent the outbreak of war with the Native Americans. Nathaniel Bacon was a young planter in Western Virginia. He opposed the colonial government because it was dominated by easterners. Many Westerners also resented Berkeley's pledge to stay out of native American territory. Some settled in the forbidden territory. They then blamed the government for not clearing the colony of Native Americans. In 1675 Bacon led attacks on Native American villages. His army also marched to Jamestown to drive out Berkeley and they burned the town to the ground.		<ul style="list-style-type: none"> <li>Bacon's Rebellion, <a href="https://www.nps.gov/jame/learn/historyculture/bacons-rebellion-htm">https://www.nps.gov/jame/learn/historyculture/bacons-rebellion-htm</a></li> </ul>
P#32, Para #3	For enslaved Africans the voyage to America usually began with a march to a European fort on the West African coast. There they were sold to Europeans who loaded them on ships.	OF	<ul style="list-style-type: none"> <li>The enslaved Africans bought by the Europeans were sold by African slave traders.</li> <li>The West Africans who most prospered in the transatlantic slave trade were those from the most warlike and tightly organized societies.</li> <li>These societies wage war enslave prisoners of war and trade them to the Europeans.</li> <li>African Slave Traders, <a href="http://www.discoveringbristol.org.uk/slavery/people-involved/traders-merchants-planters/slave-traders/african-slave-traders/">http://www.discoveringbristol.org.uk/slavery/people-involved/traders-merchants-planters/slave-traders/african-slave-traders/</a></li> </ul>
P#130, Para 2 beginning with Why the Americans Won	Remember the Americans had several advantages during the war. First, they fought on their own land. The British had to move troops and supplies across an ocean. It was harder for them to get reinforcement, as the siege of Yorktown showed. When their ships were blocked the British had no support. Also the Americans knew the land. They knew where to lay an ambush or surprise attack. They were expert at wilderness fighting. The British, in contrast had much difficulty controlling the American countryside once they occupied the cities.	OF	<ul style="list-style-type: none"> <li>The British were well fed, paid and supplied and above all experienced.</li> <li>Most Native American tribes supported the British.</li> <li>Had the support of at least 20% of the population and controlled the port cities.</li> <li><a href="http://www.ushistory.org/us/11a.asp">http://www.ushistory.org/us/11a.asp</a></li> </ul>

	The Battle of Kings Mountain, which you will read about in lesson 3 illustrates this point. The rural people did not like being told what to do. They also had wilderness fighting skills that could defeat their new enemies.		
P#157, Para#, L#5	Randolph who had put forth the Virginia Plan felt the final document strayed to far from his own beliefs.	OF	<ul style="list-style-type: none"> <li>• Concerns about the necessary and proper clause</li> <li>• Concerns about too much power being given to the Federal government.</li> <li>• Concerns about Presidential power regarding pardons</li> <li>• Objections of Edmund Randolph 10 Sept 1787 Teachingamericanhistory.org/library/document/objections -of –edmund-randolph/</li> </ul>
P#158 Under Points of view, Para#2,	Those who opposed the Constitution were called anti-federalist. They feared a strong national government that would be able to take away the rights of citizens.	OF	<ul style="list-style-type: none"> <li>• Believed Constitution gave too much power to the federal government at expense of state and local government .</li> <li>• No Bill of Rights</li> <li>• Feared it would make federal courts too powerful</li> <li>• The Ratification Debate, Ratifying the Constitution, Anti Federalist Debate, No date given <a href="https://judiciallearningcenter.org/the-ratification-debate/">https://judiciallearningcenter.org/the-ratification-debate/</a></li> </ul>
P#161, Para#5	The framers believed in the ideas about the nature of people and government put forth by European writers of the Enlightenment	OF	<ul style="list-style-type: none"> <li>• Believed in GOD ordained moral standards</li> <li>• Believed man was made in GOD’s image</li> <li>• Believed in religious liberty and the advancement of Christianity.</li> <li>• Did America Have A Christian Founding ? Section #3 The creation of America’s Constitutional Order. Written by Mark David Hall June 7<sup>th</sup> 2011 <a href="https://www.heritage.org/political-process/report/did-america-have-christian-founding">https://www.heritage.org/political-process/report/did-america-have-christian-founding</a></li> </ul>
P#162 Para#2 Sent#2&3	It could also pass laws that were “necessary and proper” for carrying out its	OF	<ul style="list-style-type: none"> <li>• Was limited to delegated powers</li> <li>• Not intended to be a blank check</li> </ul>

	responsibilities, This power would allow Congress to make laws as needed to deal with new situations.		<ul style="list-style-type: none"> <li>• Was point of contention used by AntiFederalist</li> <li>• The Original meaning of The Necessary and Proper , Clause, by Randy E Barnett, Professor of Law, Georgetown University ,Jan 2010, Pp185-188</li> </ul>
P163, Para #1 from preceding page at top.	While states had powers and shared others with the federal government the Constitution and the laws of Congress were to be the “Supreme Law of the Land”.	OF	<ul style="list-style-type: none"> <li>• The Constitution and the laws of the United States which shall be made in pursuance thereof ;</li> <li>• US Constitution ART VI, Para #2 Sept 1787</li> </ul>
P163Chart at bottom	Provide for the General Welfare	OF	<ul style="list-style-type: none"> <li>• Limited to already defined powers</li> <li>• Not a blank check for government authority or spending</li> <li>• Clarified in discussions during ratification</li> <li>• Letter from James Madison To Edmund Randolph in 1793. The General Welfare Clause Is Not About Writing Checks. <a href="http://tenthamentendmentcenter.com/2014/08/28/the-general-welfare-clause-is-not-about-writing-checks/">http://tenthamentendmentcenter.com/2014/08/28/the-general-welfare-clause-is-not-about-writing-checks/</a></li> </ul>
P#178, Para#6 Under Federalism	If a state law contradicts the Constitution or Federal law, the Constitution or Federal law prevails. This is stated in Article VI,Clause 2, of the Constitution....the “Supremacy Clause”.	OF	<ul style="list-style-type: none"> <li>• The Constitution is the standard for validity</li> <li>• The Constitution and the laws of the United States which shall be made in pursuance thereof ;</li> <li>• US Constitution ART VI, Para #2 Sept 1787</li> </ul>
P#179, Para#3	The Supreme Court has the power to interpret the Constitution and decide whether or not actions by the legislative or executive branches are allowed	OF	<ul style="list-style-type: none"> <li>• Power not explicitly given in the Constitution</li> <li>• Allowed since Marbury VS Madison in 1803</li> <li>• Courts give opinions on Constitutionality</li> <li>• About the Supreme Court, Judicial Review, <a href="http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about">http://www.uscourts.gov/about-federal-courts/educational-resources/about-educational-outreach/activity-resources/about</a></li> </ul>
P#181Para#3	Also two thirds of state legislatures can call a convention to propose an amendment, though this method has never been used	FE	<ul style="list-style-type: none"> <li>• Congress calls the convention not the states at the request of two thirds of the state legislatures.</li> <li>• ART V US Constitution 1787</li> </ul>
P#183,Para #1	Creating a true democracy for a nation the size of the United States had never before been attempted.	OF, S	<ul style="list-style-type: none"> <li>• Founders created a republic</li> <li>• Feared Democracy</li> <li>• Knew it would not protect individual liberty</li> <li>• <a href="http://www.foundingfatherquotes.com/articles/22">http://www.foundingfatherquotes.com/articles/22</a></li> </ul>
P#265	The Barbary Pirates demanded that governments pay tribute or protection money to allow their ships to pass safely.	OF	<ul style="list-style-type: none"> <li>• No mention of the fact that the Barbary Pirates were Muslims attacking ships from Christian nations</li> <li>• They also made slaves out of the crews</li> </ul>
P#330Para#2,L#1	Although Americans recognized the success of the Five Civilized Tribes , they did not respect their rights	S,O F	<ul style="list-style-type: none"> <li>• Indian leaders signed the treaty agreeing to relocate for \$5 million</li> <li>• The issue did go to the Supreme Court and the Cherokee won however the ruling was not enforced by Jackson.</li> <li>• The treaty was only approved by one vote in the Senate.</li> </ul>

			<ul style="list-style-type: none"> <li>• P 331 and 332 of this textbook</li> </ul>
P#366, Para#1,L5 P#369,Para#1	Polk maneuvered events so he could declare war. After Mexico refused to sell the lands, Polk planned to gain them through war. To justify a war, Polk hoped to get Mexico to strike first.	OF /S	<ul style="list-style-type: none"> <li>• Mexico attacked American troops on American soil</li> <li>• Mexico rejected our diplomatic attempts to resolve the issues even refusing to see a minister sent by President Polk.</li> <li>• Internal factions in Mexico played a part as did international involvement of England and France.</li> <li>• The War of Mexican Aggression, Odie Funk, Fall 1994, <a href="http://www.thesocialcontract.com/artman2/publish/tsc0501/article_394.shtml">http://www.thesocialcontract.com/artman2/publish/tsc0501/article_394.shtml</a></li> </ul>
P#405 Para#5,L#1	A few free African Americans also held enslaved workers	OF /S	<ul style="list-style-type: none"> <li>• Blacks bought, sold and owned other Blacks in America from 1654-1860</li> <li>• In 1830 3776 free blacks owned 12,907 black slaves.</li> <li>• <b>(The Root) – 100 Amazing Facts About the Negro No. 21: Did black people own slaves? If so, why?</b></li> <li>• <a href="https://www.theroot.com/did-black-people-own-slaves">https://www.theroot.com/did-black-people-own-slaves</a></li> </ul>
P#407, para#2L#1& 4	The fate of most enslaved African Americans was hardship and misery. They worked hard, earned no money, and had little hope of Freedom. Many enslaved people faced beatings and harsh treatment, and enslaved women especially faced sexual violence from their owners and overseers.	OF /S	<ul style="list-style-type: none"> <li>• Some slaves did buy their freedom.</li> <li>• Generally slaves were treated better in the upper south than in the lower south.</li> <li>• Laws varied concerning the treatment of slaves as well</li> <li>• Slavery in the Upper South, Gale Library of Daily Life: Slavery in America, Copyright 2008, Gale Group <a href="http://encyclopedia.com/humanities/applied-social-and-social-sciences-magazines/slavery-upper-south-ar-nc-tn-va">http://encyclopedia.com/humanities/applied-social-and-social-sciences-magazines/slavery-upper-south-ar-nc-tn-va</a> <a href="http://nationalhumanitiescenter.org/pds/maai/emancipation/text1/text1read.htm">http://nationalhumanitiescenter.org/pds/maai/emancipation/text1/text1read.htm</a></li> </ul>
P#408, Para#6	The slave codes, sometimes called Black Codes or Negro Laws were laws in the Southern States that controlled enslaved people.	OF /S	<ul style="list-style-type: none"> <li>• Northern states also had black codes that either barred free black or required bonds be posted few could afford.</li> <li>• Had to prove they were free</li> <li>• Could not testify against Whites, vote, or serve in militia</li> <li>• <a href="http://slavenorth.com/northwest.htm">http://slavenorth.com/northwest.htm</a></li> </ul>
P#411, Para# 2	Free African Americans did not share equally in the South's economic and political life.	OF	<ul style="list-style-type: none"> <li>• In the cities certain trades were dominated by Free Blacks and they were rewarded economically.</li> <li>• The North also had Black Codes that limited opportunities.</li> <li>• Some were given land by former owners.</li> <li>• <a href="https://www.theroot.com/why-did-free-blacks-stay-in-the-old-south-1790897284">https://www.theroot.com/why-did-free-blacks-stay-in-the-old-south-1790897284</a></li> </ul>

## Evaluation of Social Studies Skills and other important issues

An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	<p><b>Is the appropriate vocabulary relevant to the subject matter presented to students?</b></p> <p>For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?</p>	<b>X</b>	
2	Are the captions <b>under</b> pictures factual?	<b>X</b>	
3	Are the charts and graphs relevant to the topic being presented?	<b>X</b>	
4	Are the maps accurate and relevant to the topic?	<b>X</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		<b>X</b>
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		<b>X</b>
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?	<b>X</b>	
8	Does the textbook have a Glossary? Are key terms <b>and personalities</b> included and defined?	<b>X</b>	
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	<b>X</b>	
10	<b>Does the textbook have an Index which includes all of the key words, historical time periods and individuals?</b>	<b>X</b>	
11	<b>Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?</b>	N/A	

## Commendations:

**Concerns:** The biggest issue I see with this book is omissions of relative or comparative facts even beyond what I have identified. Additionally there are other statements made that appear to be opinions such as “Most Carpetbaggers were honest people” yet can’t be proven or disproven. Another example is “Confederate troops fought harder against African American Soldiers” While that is very possible even likely it still sounds like an opinion and not something that can be proven or disproven.

Significant events like the harsh tactics applied by the Union against civilians especially in the Shenandoah Valley and the March to the Sea are glossed over as well. While I found few statements that were out and out false there are so many missing background facts that the message becomes slanted and the frequency makes it hard for me to believe it is accidental which is why I wouldn’t recommend using it.

I also feel like the book tries to cover too much history in one book and that students could get a better overall understanding if it ended with the Monroe Administration.

## Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made		
4	This book is so flawed that it is <b>not recommended</b> for adoption.	<b>X</b>	

The biggest issue I see with this book is omissions of relative or comparative facts even beyond what I have identified. Additionally there are other statements made that appear to be opinions such as “Most Carpetbaggers were honest people” yet can’t be proven or disproven. Another example is “Confederate troops fought harder against African American Soldiers” While that is very possible even likely it still sounds like an opinion and not something that can be proven or disproven. Significant events like the harsh tactics applied by the Union against civilians especially in the Shenandoah Valley and the March to the Sea are glossed over as well. While I found few statements that were out and out false there are so many missing background facts that the message becomes slanted and the frequency makes it hard for me to believe it is accidental which is why I wouldn’t recommend using it.

# Textbook Review

McGraw-Hill/US History and Geography, Colonization to Reconstruction/2019

Problem: Omission of Fact (OF), Half-Truth (HT), Factual Error (FE), Slant (S), Bias (B), Incorrect Terminology (IT) Spelling and Grammatical errors are all identified on this document

**OF** means that there is additional useful information to help students learn complete history. The author/publisher has not deliberately omitted material to fulfill an agenda. **HT** means that the author/publisher has presented "half of the story" and has omitted the other half for agenda-based reasons. **HT** leads to **slant and bias**.

Location	Quote	Problem	Fact & Source
US History & Geography: Colonization to Reconstruction. Grade 8 Page 100, 1 <sup>st</sup> paragraph, last sentence.	Civil rights leaders, such as Martin Luther King, Jr., Gloria Steinem, and many others, worked hard to expand access to opportunity for all Americans.	S,B,IT	<ul style="list-style-type: none"> <li>• <a href="https://www.cnn.com/2013/11/28/us/gloria-steinem-fast-facts/index.html">https://www.cnn.com/2013/11/28/us/gloria-steinem-fast-facts/index.html</a></li> <li>• Gloria Steinem was an extremist. Her only focus was to take women out of their very important societal normal roles in society as mothers, wives, homemakers and attempted to turn them into women against everything that society views as societal norms.</li> <li>• The term opportunity for all Americans is factually wrong. Steinem focused solely on Women.</li> <li>• <b>REMOVE GLORIA STEINEM</b></li> </ul>
US History & Geography: Colonization to Reconstruction. Grade 8 Page 177, 3 <sup>rd</sup> paragraph	3 INTERPRETING Pulling at the pillar labeled "Democracy," the figure on the right says, "This pillar must come down, I am a friend of peace." How might the call for peace threaten democracy?	FE,S,B,IT	<ul style="list-style-type: none"> <li>• The term Democracy is a term used by many in the USA incorrectly. The USA is a Constitutional Republic. Democracy is defined as "mob rule". A quote from Thomas Jefferson, author of the Declaration of Independence: A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the right of the other forty-nine.</li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <b>CONSTITUTIONAL REPUBLIC</b></li> </ul>
US History & Geography: Colonization to	Jacksonian Democracy	FE,S,B,IT	<ul style="list-style-type: none"> <li>• The term Democracy is a term used by many in the USA incorrectly. The USA is a Constitutional Republic. Democracy is defined as "mob rule". A quote from Thomas Jefferson, author of the Declaration of</li> </ul>

<p>Reconstruction. Grade 8 Page 1212, Title</p>			<p>Independence: A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the right of the other forty-nine.</p> <ul style="list-style-type: none"> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <b>CONSTITUTIONAL REPUBLIC</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 316, 3<sup>rd</sup> paragraph</p>	<p>Get together in a small group and share ideas for ways new ideas could change our society today for the better. How might you and your classmates solve a problem in the world today, such as poverty, war, or climate change?</p>	<p>S,B</p>	<ul style="list-style-type: none"> <li>• Climate change is not a proven scientific fact that the earth is warming and is caused by human activities.</li> <li>• <a href="https://friendsofscience.org/index.php?id=3">https://friendsofscience.org/index.php?id=3</a></li> <li>• <a href="http://renewableenergyworld.com/general188/climchn.htm">http://renewableenergyworld.com/general188/climchn.htm</a></li> <li>• <b>REMOVE CLIMATE CHANGE AND END THE SENTENCE AT WAR.</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 338, Paragraphs 1, 2, 3 &amp; 4</p>	<p>The civil war in Syria is a major world crisis.</p>	<p>S,B</p>	<ul style="list-style-type: none"> <li>• The topic of discussion in this chapter was State ceding from the Union at the beginning of the Civil War. Why would the focus of the current Syrian war come into play on this topic?</li> <li>• The topic of refugees coming into the USA presents security risks to the USA and its citizens. This topic is totally out of context in relation to the USA Civil War period.</li> <li>• <b>REMOVE THIS DISCUSSION TOPIC.</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 400, Paragraphs 1, last sentence Teacher's Edition: US History &amp; Geography: Colonization to Reconstruction. Grade 8</p>	<p>You might be surprised to learn that there are still places that are part of the United States but which do not enjoy all the rights and privileges of full citizenship that other regions do.</p> <p>IS IT IMPORTANT? In deciding whether information is relevant, historians also must figure out what information is essential, or important, and what is incidental, or unimportant. The fact that George Washington was a planter who owned</p>	<p>OF,FE</p> <p>S,B</p>	<ul style="list-style-type: none"> <li>• No where in the USA do formal constitutional laws not apply.</li> <li>• <b>REMOVE THIS COMMENT</b></li> <li>• The insertion of this comment and using the term “probably” is irrelevant to the discussion. This is an attempt to besmirch a great leader and the USA’s first president.</li> <li>• The author is attempting to insert doubt into the teacher and students’ minds as to the greatness of this man.</li> <li>• <b>REMOVE THIS FROM THE BOOK</b></li> </ul>

<p>Page HT20, 2<sup>nd</sup> column, 2<sup>nd</sup> paragraph  Teacher's Edition: US History &amp; Geography: Colonization to Reconstruction. Grade 8  Page HT6, 2<sup>nd</sup> column, 1<sup>st</sup> paragraph, last sentence. 2<sup>nd</sup> paragraph, multiple sentences referencing B.C.E &amp; C.E.</p>	<p>enslaved people probably did not affect his abilities as a military leaders.</p> <p>This was 622 C.E. in the Western calendar.  <b>DATING EVENTS</b>  The years before the birth of Jesus are known as B.C.E.</p>	<p>S,B</p>	<ul style="list-style-type: none"> <li>• This is a blatant effort to remove any references to Christianity (ie: BC (Before Christ) &amp; AD (After death of Christ).</li> <li>• REMOVE C.E. &amp; B.C.E. and insert the BC &amp; AD references as has been in place for hundreds of years.</li> </ul>
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## TEXTBOOK REVIEW- (#2)

### **World History & Geography; Ancient Civilization G6 Tennessee Student Edition**

Publisher: McGraw-Hill School Education LLC

Jackson J. Spielvogel, PhD Copyright / Edition: 2020/01

ISBN 9780076871643

15 June 2018

Not all of the textbook has been reviewed. **Concentration was on Chapter 11**, The Rise of Christianity where detailed replacement text has been offered for much (but not all) of the text. An overall comment about chapter 11 is that it **provides for no learning for the student**. If the student were to memorize the content of chapter 11, the student would have acquired no learned applicable information. The reviewer's assessment of **this textbook is that it needs substantial revision** for it to provide for learning. For example, it has "Guiding Questions" which are redundant and not answered. The answers given are sub-marginal to say the best.

The immediately following comments pertain to pages X through 33. Then there is a gap in the comments as it skips to Chapter 11, The Rise of Christianity, which are presented in a table format. This portion is incomplete. Because of equipment accessibility and capability and the expiration of review time, my review is much less than desired and intended.

Again, this textbook needs substantial revision in order to be a product for useful student learning.

My recommendation is that an appropriate group be coalesced to develop a replacement, computerized textbook. This could be done at no cost or very little cost to the State of Tennessee.

### **Review Comments**

Page X:

The essential questions are not addressed in chapter 11 and the secular development misses the mark of reality and history. The idea here is that Christianity has been the greatest (most) influence on the development of the Western World and this is not presented. The biography of Mary Magdalene is a total fabrication – such as an agnostic would contrive. It has no Scriptural support nor support from earlier historians such as Josephus, Eusebius, or others. The information presented about Peter is woefully inadequate. What is said about him is of no value to the student. Both should be eliminated. Better examples should be chosen to make the author's point.

Page XVII

Selected quotes from the Scripture do not support what a student needs to understand the subject matter. Also, when quoting Scripture, it is suggested that the New International Version be used.

Page TN1

The subject matter in 6.02 and 6.03 is derived from theoretical history probably based on archaeological imagination. When such subjects are about the history of man, please caveat the information is conjecture on the interesting finds that they dig up and not based on any concrete evidence – no written history. This comment applies also to page HT1.

### Page HT3

The statement regarding 110 million years ago is not verifiable. This date is based on theory and not fact for many reasons – dating methods are not reproducible. The dating methods used are highly suspect. It is suggested that the writer state that this is based on theory and that their theory is questionable. Further, the writer should consider sources such as *Creation Basics & Beyond An In-Depth Look at Science, Origins, and Evolution* copyright 2013 by the Institute for Creation Research, ISBN: 978-1-935587-30-9, chapter 33. This book documents the problems with the dating methods being used and their inherent flaws. Use this comment along with Analyzing Text page HT6 and page HT8 on which is discussed carbon 14 dating. I don't want to get into the "weeds" about this unless necessary, but generally, this dating is accepted because it is consistent with evolution, which has never been proved, cannot be proved, and experiment has been developed to verify it. It is a theory. It should be made clear that any dating (e.g., carbon 14) and statements about evolution should be made clear it is theory, not facts.

### Page HT20

What is the evidence. The coverage here is that the historian always addresses facts and not their imagined past. Artifacts are imagined into cultures of people. Note that various countries have attempted to revise their history; e.g. soviet Russia. Likewise, Islam has attempted this. For example, one textbook includes a photo of Mohammed lecturing Aristotle, Plato, and Socrates.

### Page HT22

Point of view is discussed here. Where applicable either in chapter 10, Roman Civilization or chapter 11, The Rise of Christianity it would be good to discuss how Jerome and Augustine, both Christian and historical scholars, had opposite interpretations about the fall of Rome.

### HT23

The section about Multiple Perspectives. Consider the comments for page HT20. Again some societies/cultures engage in rewriting history to fit a political agenda. The bona fide historian must use bona fide sources. How does or will the student or their teacher know the answer. **(This is one of the purposes of this review – to guide the textbook writer to bona fide sources.)**

### HT27

The information presented here is not logical as different historians interpret events differently. Historians must explain why they both sides may be argued. Again, under HT22 we listed Jerome and Augustine as having diametrically opposed views about the fall of Rome. Who does one believe?

### HT29

Under "Rights of Citizenship" use words directly from the U. S. Constitution and state that this is the source. State the applicable Articles – it is important for the student and perhaps the teacher.

Under Duties and Responsibilities of Citizenship, include the fundamental source or basis of our laws (i.e., the U. S. Constitution) is the Christian Bible which includes the Ten Commandments, Golden Rule, etc.

### Page 2, Chapter 1

Please consider above (HT3) information about dating. Ages before 10,000 BC are theory. There is no way to prove that they are factual. There are too many problems with methods of dating such as the radioisotope dating (uranium-238) and carbon 14 dating methods.

[Volcanic and metamorphic rocks are “dated” by the radioisotope methods to be millions or even billions of years old. Likewise, the carbon-14 dating method sometimes yields ages of multiple tens of thousands of years for carbon-containing materials (generally from formerly living organic matter). These methods present unanswerable challenges. See HT3 for source.]

Page 5  
Under “Surviving in the Paleolithic Age” the text should clarify that “based on nomads of today or recorded history, it is believed that they (nomads) traveled.....”

Page 6  
Material at the top of the page – all of this text is speculative and cannot be proved. Caveat this with “it is believed that ...” or provide a better explanation.

Page 7  
At the top of the page the text provides a statement from B. B. Redding which reveal no historically useful information for the student or teacher. What is/was the cause also needs to be addressed. The answer may be the Pangea or the Noah Flood or the Tower of Babel incidents as described in the Christian Bible.

Page 11  
The following comment applies to the entire textbook and should be considered.

There are numerous references to long periods of time which are challengeable. When applying time to a discussion in the text always caveat it, because the writer nor any other writer can verify their accuracy or factuality. There are numerous references to how humans had to adjust to their situation. What they did in the past is strictly conjecture. Adjustment to situations and changing conditions is fundamental to humans of any age. The answer to this deals with the creation of man and animals. Each is endowed with the ability to do certain things – to get food and shelter and care for their young, ad infinitum. Take the carpenter bee. Who taught it to bore a whole in wood, crawl in deposit its egg, and protect it until hatched, etc. And how did that new bee know what to do to survive. How did the bird learn to make a nest or fly or to recognize a mate. See, some of this is “foolish” talk. All things were created with certain God given characteristics, abilities, etc. The idea here is that the textbook should not overlook the original history of all things including humans, animals, etc. ad infinitum.

Page 29 and 33  
The map shows an area identified as Sumer. This should be researched because it may be mis-located. The area shown is delta. According to Scripture, during the time of Abraham in the Bible, the city of Ur was located on the coast.

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## CHAPTER 11 – THE RISE OF CHRISTIANITY 30 C.E. TO 600 C.E.

### Spread of Christianity to 600 C.E.

Current content page 388	Proposed content
As Jesus gained followers, he alarmed Rome’s rulers. They feared his growing influence and eventually executed him.	In the first few decades of Christian faith, followers of Jesus struggled to help people around them understand what it really meant to be Christian. From the Roman perspective, Christians were one more Jewish sect (Acts 16:20). The Jewish faith was recognized throughout the Roman Empire, so

<p>Jesus' followers carried his message to many lands, and what began as a Jewish group developed into a separate religion.</p>	<p>this association protected Christians in many areas. Yet, according to some Jewish leaders, Christians were renegades who had abandoned the ancient and venerable Jewish faith. Christians claimed that their faith fulfilled the Jewish Law.... As Christianity expanded among non-Jews, Christian practices increasingly separated them from the Jewish faith that Jesus and His first apostles had practiced. By AD 100, the Christian and Jewish faiths were recognized as two separate groups. Jewish synagogues had excluded the Christians, and the Roman Empire had engaged in widespread persecution of Christians.<sup>1</sup></p> <p>1. Jones, Timothy P., Christian History Made Easy, page 10, Rose Publishing, Inc., 2009, ISBN 978-1-59636-328-1</p>
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**Lesson 1 Early Christianity**

<p>Current content page 390</p> <p><b>The Story Begins</b>          People traveled from faraway places to listen to Jesus of Nazareth speak. His followers were men and women of all ages. But how could he share his teachings in a way that everyone would understand? To do this, Jesus taught his followers using parables, or short stories about everyday life that included an important moral or lesson. One of Jesus' most famous parables is about wise and foolish builders.</p> <p>***Then the text quotes from Matthew 7:24-27, New International Version ***</p>	<p>Proposed content</p> <p>Christianity began when the mission of Jesus Christ began when He was 30 years old (Luke 3:23), that is, after He was baptized by John the Baptist, tempted by the devil in the wilderness, returned to Galilee in the power of the Spirit, and started teaching in the synagogues. The news about Him spread through the whole countryside. In a Nazareth synagogue He declared why He came to earth. His declaration was the reading of Isaiah 61:1-2 "The Spirit of the Lord is upon Me ... (See Chapter 4 of Luke's Gospel) He told them "Today this Scripture is fulfilled in your hearing". (Luke 4:16-20)</p> <p>As the God-Man (see John 1:1, 14, 18; 14:9; Colossians 1:15-20), His unique mission was to proclaim the good news (Luke 4:18) to the Jews first and then to the people. At first, the Jewish congregation in Nazareth was amazed at His comments on this Scripture. On further questioning Him all the people in the synagogue became furious at this statement, accused Him of trying to make Himself a king and tried to kill Him. (Luke 4:20-28)</p> <p>Eventually, about three years later, Jewish leaders (i.e., Caiaphas and others) from the Sanhedrin (Luke 22:47-65) convinced the Roman government (i.e., Pontius Pilate) to crucify Him (Luke 23). Three days later after His burial and resurrection on Sunday; "He appeared to Peter, and then to the Twelve. After that He appeared to more than 500 of the brothers and sisters at the same time, most of whom are still living ... then He appeared to James, then to all the apostles, and last He appeared to me [Paul]" (1 Corinthians 15:3-8). A number of other appearances are mentioned in the Gospels; e.g., Mary Magdalene (John 20:11-18); other women (Matthew 28:8-10). About 50 days later after His resurrection Peter and 120 disciples met to celebrate Pentecost. Soon they were joined by a very large number of God-fearing Jews from many nations. Peter preached a message about repentance, baptism, and Jesus Christ. At the conclusion of Peter's message, the Holy Spirit moved 3,000 people to profess and believe on Jesus Christ as their Lord and Savior. (Acts 2) The Church was born on the Day of Pentecost.<sup>2</sup></p> <p>2. <a href="http://answers.google.com/answers/threadview?id=320929">answers.google.com/answers/threadview?id=320929</a></p>
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	<p>After Pentecost, Christianity (i.e., the Church) grew rapidly. By AD 100, the estimated number of Christians in the Roman Empire was 100,000; by AD 200 there were 1,500,000, and by AD 300 it is estimated that there were six million in an empire of about 60 million.<sup>3</sup></p> <p>3. The Trouble with Jesus, copyright 2003 by Joseph Stowell, ISBN 0-8024-1093-6 page 111,</p> <p>Jesus was a great communicator. When He preached and taught, large crowds would gather to hear what He had to say. Essentially, the New Testament records 28 major discourses, application of 51 parables,<sup>4</sup> performance of a significantly large number of signs and miracles for example: (1) Turning water into wine (John 2:1-12) demonstrating the He is the source of life. (2) Healing a royal official's son (John 4:46-54) showing His mastery over distance. (3) Healing a lame man at the pool of Bethesda (John 5:1-17) showing His mastery over time. (4) Feeding 5,000 (John 6:1-14) demonstrating He is the Bread of life. And many, many others showing his mastery over nature, death, and the animal world.<sup>5</sup></p> <p>4. Holman Bible Handbook copyright 1992, Holman Bible Publishers, ISBN 1-55819-3324 pages 552-553</p> <p>5. The MacArthur Study Bible, New International Version, copyright 2013 by Thomas Nelson, Inc. page 1567</p>
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### Judaism and Rome

<p>Current content page 391</p> <p>Guiding Question <b>How did the Jews respond to Roman rule?</b></p> <p>The Romans allowed Judaism to be practiced throughout the empire. In Judaea and Galilee, however, Romans ruled the Jews with violence and force. Many Jews hoped that God would send a deliverer to rescue them from Roman rule. They wanted the kingdom of Israel to be restored.</p>	<p>Proposed content</p> <p>The City of Rome was founded in 753 BC and was a monarchy until 509 BC when a republic was formed and lasted until 31 BC. The Roman Empire was established in 31 BC and fell in 476 AD.<sup>6</sup> The history of Jews in the area of the Roman Empire dates back to the time of their exodus from Egypt (in 1445 BC) under the leadership of Moses.<sup>7</sup></p> <p>6. Mark, Joshua J. "Ancient Rome." <i>Ancient History Encyclopedia</i>. Last modified September 02, 2009. <a href="https://www.ancient.eu/Rome/">https://www.ancient.eu/Rome/</a>.</p> <p>7. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, page 94</p> <p>It follows then that since the Jews had been in the [Roman] territory for centuries before the establishment of Rome, they were a recognized group of people. Successive control of the area included Babylonians, Persians, Greeks, and then Rome.<sup>8</sup> All these cultures affected the Jewish people. The Maccabee rebellion in 167 – 160 BC was successful and they had their freedom to practice the Jewish religion. This experience would be vital in the history of the Jewish people, particularly in Jerusalem in the following century.</p> <p>8. Holman Bible Handbook copyright 1992, Holman Bible Publishers, ISBN 1-55819-3324 pages 36- 37</p>
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## Control By Romans

Current content page 391	Proposed content
<p>The Romans had taken over Judah n 63 BC, but they allowed Jewish kings to rule it. In 6 AD, Augustus made Judah a Roman province and called it by the Roman of Judaea (joo-DEE-uh). Augustus replaced the Jewish ruler with a Roman governor, called a procurator (PRSH-kyuh-RAY-tuhr). Judaea was now more tightly controlled by the Roman Empire.</p>	<p>When Jesus was born, Palestine was ruled by Herod the Great as “king”. At Herod’s death Palestine was attached to the province of Syria. Herod’s three sons – Archelaus, Herod Antipas, and Herod Philip – were permitted to rule Judea and Samaria, Galilee and Perea, and Gaulantius and surrounding areas respectively. When Archelaus was deposed in AD 6, his area was placed under the direct control of Roman procurators (i.e., agents of the emperor – Augustus).</p>
<p>The Jews disagreed among themselves over how to deal with the Romans. Some Jews wanted to avoid conflict with their rulers. They preferred to cooperate with them. Others limited their contact with Roman officials and continued to practice Jewish traditions. Some Jews completely ignored the Romans. They established communities in remote places, away from Roman rule. Jerusalem, however, remained their holy city.</p>	<p>At one time or another the rest of Palestine was also under procurators. From AD 37 - 44, Herod Agrippa I ruled as “king” over all or a part of Palestine as did his son, Herod Agrippa II, from AD 53 - 66. The suppression of the Jewish revolt against Rome, AD 53 – 66. The suppression of the Jewish revolt against Rome, AD 66 – 70, brought an end to all semblance of native rule in Palestine.<sup>9</sup></p> <p>9. Holman Bible Handbook, copyright 1992 Holman Bible Publishers, Nashville, TN, ISBN 1-55819-332-4, page 676</p> <p>Romans rarely showed any real respect for the Jewish people. Around AD 50, for example, thousands of Jews were celebrating their sacred Passover. A Roman fortress towered over the Jewish temple in Jerusalem. Suddenly, one guard “lifted up his robe and bent over indecently. He turned his backside toward the Jews and” – in the words of the Jewish-Roman historian Josephus – “made a loud noise as indecent as his posture.” In the riot that followed, as many as 30,000 women and men may have died.</p> <p>A new ruler, a man named Florus, arrived in Judea in AD 64. For two years, Florus flagrantly insulted the Jews. When several Jewish leaders demanded that Florus stop stealing from the temple, Florus sent his soldiers into the market. Their orders? Slaughter and steal. Before the day ended, 3,600 Jews were dead.</p> <p>Seeds of anger toward Rome had germinated for years. Now they blossomed int open revolt. In a few weeks, bands of Jewish rebels violently overwhelmed Roman strongholds in Jerusalem and Galilee.<sup>10</sup></p> <p>10. Jones, Timothy P., Christian History Made Easy, page 10, Rose Publishing, Inc., 2009, ISBN 978-1-59636-328-1, pages 14 - 15</p> <p>In the middle of July AD 64, Rome burned. Nero likely caused the fire. He had ambitious plans to rebuild Rome, but there were current buildings in his way. The belief of historians is that Nero’s underlings set the fire to help speed along his revitalization plans. The fire, however, spread out of control. It burned for a week and may have consumed as much as 70 percent of the city.</p> <p>Fingers started pointing at Nero. The Roman historian Tacitus tells us that to shift the blame off of himself, Nero fixed the blame on Christians. An intense season of persecution ensued. Tacitus further informs us that Nero used Christians as living torches to illumine his gardens at night so he could be entertained by chariot races. Nero’s cruelty knew no bounds.</p>

The persecution he unleashed lasted until the end of his reign in AD 68. Sometime between 64 and 68, Nero handed down the order for Paul to be rearrested and for Peter to be arrested. Both were executed before Nero's death. This is the cultural backdrop for the growth of the church and for the New Testament writings.<sup>11</sup>

11. A Time for Confidence: Trusting God in a Post-Christian Society, copyright 2016 by Stephen J. Nichols, published by Reformation Trust Publishing a division of Ligonier Ministries Sanford, FL 32771, ISBN 978-1-720-9; page 106

Other control issues for Rome was the fact of the Jewish diaspora. The name applied to the Jews living outside of Palestine and maintaining their faith among Gentiles. God had warned the Jews through Moses that dispersion among other nations would be their lot if they departed the Mosaic Law (Deuteronomy 4:27; 28:64-68). The dispersion of Israel began in two exiles, i.e., Israel (722 BC) in Assyria (2 Kings 17:23) and Judah (586 BC) in Babylon (2Kings 25:21). The majority of Israelites did not return to Judea after the exile and so became colonists, no longer captives, in the Persian Empire. The geographical movement of Israelites continued in the Greek and Roman Empires so that by the first century AD, Jews were found throughout the Mediterranean basin and Mesopotamia. The majority of Israelites lived outside of the land during the time leading up to the birth of Jesus.

It is estimated that 43,000 returned to Judea in 538 BC and another 1800 in 458 BC. But there were other captivities which helped scatter the Israelites. By the time of Christ, the diaspora must have been several times the population of Israel. Paul invariably contacted the Jewish people in every city he visited. The Jewish population continued to scatter for safety due to persecution within the Roman Empire.<sup>12</sup>

12. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, pages 948, 1351

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## Jewish Revolts

<p>Current content page 391-392</p> <p>One group of Jews believed that they should fight the Romans for their freedom. These people, called Zealots (ZEH-luhtz), rebelled against Roman rule in 66 AD. The Romans, however brutally crushed the uprising. They destroyed the Jewish temple in Jerusalem and killed thousands of Jews.</p> <p>The ruins of an ancient Jewish fortress called Masada (muh-SAH-duh) stand on a mountaintop in southeastern Israel. After Jerusalem fell to the Romans I 70AD, about 1,000 Jewish defenders overtook the Masada fortress. For almost two years, these defenders held off an army of 15,000 Roman soldiers.</p> <p>In 71 AD, the Romans broke through the walls of the fortress but found only a few Jewish survivors – two women and five children. The others had taken their own lives rather than surrender to the Romans. The fortress is now recognized as a symbol of Jewish heroism.</p> <p>The Jews organized another unsuccessful rebellion in 132 AD. In response, the Romans forced all Jews to leave Jerusalem. The Romans then declared that Jews could never return to the city. Many Jews, mourning the loss of their city, established communities elsewhere.</p> <p>By 70 AD, the Jews had settled in regions as far west as Spain and as far east as</p>	<p>Proposed content</p> <p>The New Testament mentions Herodians (Mark 3:6; Matthew 22:16) and Zealots (Luke 6:15), groups of Jews at opposite ends of the political spectrum. The Herodians appear to have been Jews of influence and standing who were well disposed to the Herodian rule and, as a result, to the Romans who supported the Herods. The Zealots, on the other hand, were super patriots who determined to resist Rome at all costs. Their fanaticism brought on the war during which the army of Titus destroyed Jerusalem and its Temple (AD 70).<sup>13</sup></p> <p>13. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, page 888</p> <p>Matters finally came to a head in AD 66. The war (The War of AD 66-70) was the result of anti-Roman sentiment fueled by the incompetent and greedy procurators, growing anarchy, and factionalism among the Jews. The last straw in these developments was Florus's plundering the temple treasury in Jerusalem. Pilot had done the same, but this time the Jews rebelled. They ceased to offer sacrifices on behalf of Caesar. Zealots took the fortress at Masada and then drove the Romans out of Jerusalem. Anarchy prevailed as Jews and Gentiles massacred each other in the towns and villages.</p> <p>By AD 68, Vespasian was ready to attack Jerusalem. Then Nero committed suicide and Vespasian delayed the siege... Eventually Vespasian was appointed emperor and returned to Rome, leaving the persecution of the war to his son, Titus. Titus brutally sacked Jerusalem and burned the Temple in AD 70. Mopping up operations to include Masada. When the ramp at Masada was completed and the wall was breached, the Romans found only two women and five children alive. All the rest had chosen death over defeat.</p> <p>As a result of this costly revolt, Roman deference toward Judaism ceased. Temple worship was terminated, pagan worship was established in Jerusalem, and the temple tax had to be paid to the god Jupiter. Significant changes among the Jews also occurred. The Sadducees, Zealots, and Essenes lost their identity, and the Pharisees became the dominant group.</p> <p>Synagogues flourished in Jewish communities and the separation of Christians from Judaism became final at about the same time.</p> <p>A final revolt (The Bar Kochba Revolt) broke out in AD 132. Rabbi Akiba proclaimed Simon bar Kochba as the fulfillment of the messianic prophecy in Numbers 24:17-18. Simon won early victories against the Romans in Judea... Roman troops eventually retook Judea at a great cost to the Romans but even greater to the Jews. The death toll has been estimated at 985,000. The final battle took place at Bethar, and both Simon and Akiba were killed.</p>
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<p>Central Asia. In later centuries, they settled throughout Europe and the Americas.</p> <p>Although the Jews were scattered around the world, they kept their faith alive. They did this by studying and following their religious laws and traditions.</p>	<p>The result of the revolt was equally devastating. Jews were forbidden to enter into Jerusalem. Circumcision was forbidden as was Sabbath observance and the reading of the Scriptures in Judea. Jews were dispersed throughout the Roman world; but they survived as a people without a land, held together only by their faith, their Scriptures, and the synagogue.<sup>14</sup></p> <p>14. Holman Bible Handbook, copyright 1992 Holman Bible Publishers, Nashville, TN, ISBN 1-55819-332-4, page 516</p>
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### Jesus of Nazareth

<p>Current content page 393</p> <p>Guiding Question <b>Why were the life and death of Jesus of Nazareth important to his followers?</b></p> <p>A few decades before the first Jewish revolt, a Jew named Jesus (JEE-zuhs) grew up in a small town called Nazareth (NA-zuh-ruhth) in Galilee (GA-luh-LEE), the region just north of Judaea. In about 30 AD, Jesus began to travel throughout Galilee and Judaea, preaching to people about his ideas. A group of 12 close followers called disciples (dih-SY-puhlz) traveled with Jesus.</p>	<p>Proposed content</p> <p>Jesus' life and death were important to His followers because He came to carry out the will of the Father. Jesus Christ is the tangible eternal Son of God. His coming validated the Old Testament prophecies for a Messiah. He identified Himself in Colossians 1:15-23 which states: "The Son is the image of the invisible God, the firstborn over all creation. <sup>16</sup>For in Him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers or authorities; all things have been created through Him and for Him. <sup>17</sup>He is before all things, and in Him all things hold together. <sup>18</sup>And He is the head of the body, the church; He is the beginning and the firstborn from among the dead, so that in everything He might have the supremacy. <sup>19</sup>For God was pleased to have all His fullness dwell in Him, <sup>20</sup>and through Him to reconcile to Himself all things, whether things on earth or things in heaven, by making peace through His blood, shed on the cross. <sup>21</sup>Once you were alienated from God and were enemies in your minds because of your evil behavior. <sup>22</sup>But now He has reconciled you by Christ's physical body through death to present you holy in His sight, without blemish and free from accusation – <sup>23</sup>if you continue in your faith, established and firm, and do not move from the hope held out in the gospel. This is the gospel that you heard and that has been proclaimed to every creature under heaven, and of which I, Paul, have become a servant.</p> <p>His life and death were/are important because He taught that He is the way, the truth, and the life and that no one comes to the Father except through Me. (John 14:6). He came and taught as One having authority (Mark 1:22) for example:</p> <ul style="list-style-type: none"> <li>• to proclaim the good news of God, repentance, and to believe in the good news. (Mark 1:14,15)</li> <li>• to preach and to heal (Mark 1:38)</li> <li>• to forgive sins (Mark 2:5,10)</li> <li>• to provide clarity to erroneous teachings, beliefs, and ceremonial rituals of the Law (e.g. Mark 7:3)</li> <li>• Whoever wants to be My disciple must deny themselves and take up their cross and follow Him (Mark 8:34). And He gave them some vital spiritual truth.</li> <li>• Belief must be real and deep to drive our spirits (Mark 9:19).</li> </ul>
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- To demonstrate perfect love.
- to love God and neighbors which is critical to understanding the duty of love (Mark 12:29-31)

He prepared the disciples for His death (Mark 8:31-10:52) saying that He must suffer many things, be rejected (by Jews), be crucified (by Romans), and be resurrected in three days (Mark 8:31). (Jesus always mentioned His resurrection along with His death)

He desired to reveal to mankind who God is, to defeat Satan, and to provide everlasting life with him in heaven. By living with man, He could teach that we are to worship God, to love God with all our heart, soul, mind, and strength and to love our neighbor (Mark 29-31). He came to fulfill the prophecies of the Old Testament. As the Son of God, the life of Jesus was important to His followers. During his ministry he forgave the sins of those who believed in Him as being the Christ the Son of the Living God. To reveal to the people who God is (Colossians 1:15-23) the kingdom of God.

So, knowing about Jesus' life and character is absolutely fundamental to having fellowship with God. People who are not Jesus' disciples need to hear about Jesus, because they must believe and obey the gospel message to be saved (Rom. 10:17; John 20:30,31).

Some of the basic teachings of Jesus were: love your neighbor; turn away from sin and death; and give your life to the most powerful, amazing, almighty God, who created heaven and earth. Jesus taught us that He is the Son of God and that by believing in Him we receive eternal life. He taught the most important thing in life is to love others and God first.

Jesus death is important to Christians today because in His death he paid the price for our sins. This fact applied to people who were there when Jesus walked the earth and it still applies to us today. When we accept this free gift He paid for, we have the peace that comes with knowing that we go to heaven [where there is no suffering or pain] when we die. We also have the joy of belonging to a family of people who believe likewise.

The crucifixion of Jesus is vitally important to Christians as His death was the ultimate sacrifice for the sins of all people for all time. Christians claim that Christ is their salvation.

Romans 3:23 says that all have sinned and 6:23 that "The wages of sin is death", that means that death (or mortality) is a direct result of sin. Sin is not limited to one per person, but to all. There must be justice, as God is just. Yet there is also mercy, as God is merciful. This one perfect sacrifice can take the sins of all of man, leaving each person the greatest gift of all, free for the taking: Life.

The death of Jesus was His sacrifice to pay for the sins of those who believe in Him so that believers could have eternal life with Him in heaven. He showed that He had victory over sin and death.

	Romans 5:8 states; “But God demonstrates His own love toward us, in that while we were still sinners, Christ died for us...” Romans 14:9 states; “For to this end Christ died and rose and lived again, that He might be Lord of both the dead and the living...” And 1 Corinthians 15:3, 4 states; “For I delivered to you first of all that which I also received: that Christ died for our sins according to the Scriptures, and that He was buried, and that He rose again the third day according to the Scriptures.”
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**What was the Message of Jesus?**

<p>Current content page 393 and 394</p> <p>According to the Christian Bible, Jesus preached that God was coming soon to rule the world. Jesus urged people to turn from their selfish ways and welcome the kingdom of heaven. He preached that God created all people and loved them the way a father loves his children. Therefore, people should love God and one another. In this way, they would be obeying God.</p> <p>Jesus’ message reinforced the Jewish teachings: “Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength” and Love your neighbor as yourself.”</p> <p>The teachings of Jesus are summarized in his Sermon on the Mount. Jesus preached on a mountainside to a crowd of thousands. In that sermon Jesus gave the people simple rules to live by called the “Beatitudes”. He told people that it was not enough to follow religious laws. People had to love God and forgive others from the heart. According to Matthew, this is what Jesus instructed:</p> <p>***NOTE – Here the text quotes Matthew 5:38-44 from the King James Bible***</p>	<p>Proposed content</p> <p>Luke 19:10 states: “For the Son of Man came to seek and to save the lost.” This verse sums up the work of Christ on earth. From the human viewpoint, it may represent the single most important truth ever recorded in Scripture.</p> <p>Jesus taught the disciples and the masses who He is and that His purpose was to institute the new covenant with believers. In doing so, he demonstrated who He is by performing signs and miracles proving He is the source of and master over life, distance, time, nature, death, animal world (i.e., the entire creation), including the spiritual and physical.<sup>15</sup></p> <p>15. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, page 1567</p> <p>The Book of Acts abounds with transitions: from the ministry of Jesus to that of the apostles; from the old covenant to the new covenant; from Israel as God’s witness nation to the church as God’s witness people.<sup>16</sup></p> <p>16. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, page 1621</p> <p>Jesus’ teachings were sufficient that Peter confessed that Jesus is the Messiah, the Son of the living God (Matthew 16:16). Some say that this is the turning point in the teaching of the disciples. Further Jesus taught His disciples enough that they knew Jesus was the fulfillment of the Old Testament prophecies and were able to pen the 27 books of New Testament.</p> <p>The Old Testament contains 60 major Messianic prophecies and approximately 270 ramifications that were fulfilled in one person, Jesus Christ. The chance that these would be fulfilled in one person is infinite... And, if only eight prophecies are considered that any one man might have lived down to the present time and fulfilled all eight prophecies the chances are astronomical.<sup>17</sup></p> <p>17. More than a Carpenter, Josh McDowell, Sean McDowell, copyright 2009, Josh McDowell Ministry, ISBN 978-1-4143-3380-9, Pages 142,148</p> <p>The four gospels of the New Testament give a full account of the teaching of Jesus; the remainder gives a full account the apostles’ teachings and when they preached the Word they proclaimed the gospel of Jesus Christ. Only the book of Acts actually gives a record of apostolic preaching. The apostles directed their message to the unconverted. They stressed the gospel of Jesus Christ and</p>
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<p>Jesus spoke using everyday language. He often preached using parables (PA-ruh-buhlz). These were stories about things his listeners could understand, using events from everyday life. They helped people interpret, or explain, the ideas Jesus taught.</p> <p>In one parable, Jesus told of a Samaritan man who saw an injured traveler by the side of the road. Even though the injured man was of a Samaritan, the passerby helped him. In another parable, Jesus told the story of a father who forgave his son's mistakes. He welcomed his prodigal – or wasteful – son back into the family. Both parables taught that God is like the concerned Samaritan or the forgiving father. He loves people who have erred and will forgive them if they trust him.</p>	<p>preached for conversions. The apostles reserved their doctrinal and ethical instruction for the church (Acts 2:42) which is in the letters to the church.</p> <p>The message preached by the apostles had several essential elements in common. (1) They proclaimed that the Scripture [Old Testament] had been fulfilled. They consistently proved Jesus was the Christ in accordance with...the Scripture. Their message of salvation had continuity with all God had been doing from creation on to save people...the climax of all God had promised. (2) the fulfillment came in the person of Jesus, whom they proclaimed as Messiah or Christ. (3) Salvation comes through the death, burial, and resurrection of Jesus, who has ascended to the right hand of God from whence He will come again to judge the world. (4) Salvation consists of the forgiveness sin and the gift of the Holy Spirit. When sin is taken away and the Holy Spirit comes in, a person has received eternal life. (5) The appropriate response to this gospel is repentance toward God and faith in the Lord Jesus. Believers made this response public through baptism.<sup>18</sup></p> <p>18. Holman Bible Handbook, copyright 1992 Holman Bible Publishers, Nashville, TN, ISBN 1-55819-332-4, page 642</p>
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### How did Christianity Begin?

Current content page 394 – 395	Proposed content
<p>Jesus and his message sparked strong reactions from people. His followers spoke of times in which he healed the sick and performed other miracles. Stories about him were widely told. Many believed he was the Messiah, or the promised deliverer. Some Jews felt Jesus was deceiving people and opposed him. Roman rulers feared his preaching and growing influence and popularity. They viewed Jesus as a threat to law and order.</p> <p>At the time of the Jewish holy days of Passover, there was a growing tension between the Romans and the Jews. The Romans</p> <p>***NOTE: Here the text has a chart which includes the Beatitudes along with the following comments: The Beatitudes are sayings or teachings intended to guide people. They are</p>	<p>Christianity began when the mission of Jesus Christ began when He was 30 years old (Luke 3:23), that is, after He was baptized by John the Baptist, tempted by the devil in the wilderness, returned to Galilee in the power of the Spirit, and started teaching in the synagogues. The news about Him spread through the whole countryside. In a Nazareth synagogue He declared why He came to earth. His declaration was the reading of Isaiah 61:1-2 “The Spirit of the Lord is upon Me ... (See Chapter 4 of Luke’s Gospel) He told them “Today this Scripture is fulfilled in your hearing”. (Luke 4:16-20)</p> <p>Subsequently, He called His disciples (Luke 6:13-16). This Scripture identifies the 12 disciples and designated them as apostles. One of these was Judas Iscariot who became a traitor.</p> <p>Jesus taught the apostles as documented in the four gospels of the New Testament. After His resurrection and ascension, the apostles carried on with His ministry.</p>

<p>part of Jesus' Sermon on the Mount. The Sermon includes the Lord's Prayer and nine Beatitudes for leading a better life.***</p> <p>brought statues of the emperor into Jerusalem, the holy city of the Jews. Many Jews saw these statues as false idols and objected to their presence. The Jews had also grown weary of Roman rule and high taxes. Many Romans were angry because the Jews refused to worship statues of the Roman emperor.</p> <p>In about 33 AD, Jesus traveled to Jerusalem with his 12 disciples to celebrate the Jewish holy days of Passover. When he arrived in the city, an enthusiastic crowd greeted him as their promised deliverer. In an event known as the Last Supper, Jesus celebrated the Passover meal with his disciples.</p>	
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**Betrayal of Jesus**

<p>Current content page 395 - 396</p> <p>After the meal, however, one of Jesus' closest followers betrayed him. Leaders in Jerusalem arrested Jesus to prevent trouble from erupting in the city. They may have charged Jesus with treason, or disloyalty to the government. He was questioned by the Roman governor and sentenced to death.</p> <p>According to the Christian Bible, Jesus was crucified, or hung from a wooden cross, and died. The followers of Jesus were greatly saddened by his death. According to Christian belief, Jesus rose from the dead three days after his death and appeared to some of his disciples.</p> <p>Early Christian writings state that Mary Magdalene, one of Jesus' followers, was the first to see him alive again.</p>	<p>Proposed content</p> <p>Judas Agrees to Betray Jesus (see Luke 22:1-48). <sup>1</sup>Now the Festival of Unleavened Bread, called the Passover, was approaching, <sup>2</sup>and the chief priests and the teachers of the law were looking for some way to get rid of Jesus, for they were afraid of the people. <sup>3</sup>Then Satan entered Judas, called Iscariot, one of the Twelve. <sup>4</sup>And Judas went to the chief priests and the officers of the temple guard and discussed with them how he might betray Jesus. <sup>5</sup>They were delighted and agreed to give him money. <sup>6</sup>He consented and watched for an opportunity to hand Jesus over to them when no crowd was present....</p> <p><sup>20</sup> .... after the supper He took the cup, saying, "This cup is the new covenant in My blood, which is poured out for you. <sup>21</sup> But the hand of him who is going to betray Me is with mine on the table. <sup>22</sup> The Son of Man will go as it has been decreed. But woe to that man who betrays Him!" <sup>23</sup> They began to question among themselves which of them it might be who would do this....</p> <p><sup>47</sup> While He was still speaking a crowd came up, and the man who was called Judas, one of the Twelve, was leading them. He approached Jesus to kiss Him, <sup>48</sup> but Jesus asked him, "Judas, are you betraying the Son of Man with a kiss?"</p> <p><sup>54</sup> Then seizing him, they led him away and took him into the house of the high priest (i.e., Caiaphas's house).</p>
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<p>The message of Jesus' resurrection (REH-zuh-REHK-shuhn), or rising from the dead, led to the birth of Christianity. During this very early period, Christians were still one of the many groups that made up Judaism.</p>	<p><sup>66</sup> At daybreak the council of the elders of the people, both the chief priests and the teachers of the law, met together, and Jesus was led before them. <sup>67</sup> "If you are the Messiah," they said, "tell us." And from Luke 23 ...</p> <p><sup>1</sup> Then the whole assembly rose and led him off to Pilate. <sup>2</sup> And they began to accuse Him, saying, "We have found this man subverting our nation. He opposes payment of taxes to Caesar and claims to be Messiah, a king."</p> <p><sup>32</sup> Two other men, both criminals, were also led out with him to be executed. <sup>33</sup> When they came to the place called the Skull, they crucified Him there, along with the criminals—one on His right, the other on His left. <sup>34</sup> Jesus said, "Father, forgive them, for they do not know what they are doing."</p>
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### Who were the Apostles?

<p>Current content page 396-397</p> <p>Guiding Question How did Christianity spread throughout the Roman Empire?</p> <p>The early Christian leaders who spread the message of Jesus were called apostles (uh-PAH-suhlz). The apostles first spoke to the Jews in Judaea and Galilee. The apostles then traveled to other parts of the Mediterranean region. Small groups of Jews and non-Jews in the Greek-speaking cities of the eastern Mediterranean believed the message about Jesus.</p> <p>Those who accepted Jesus and his teachings became known as "Christians" and referred to Jesus as "Jesus Christ". The word Christ comes from <i>Christos</i>, which is a Greek term that means "the anointed one".</p> <p>***Mary Magdalene A practical, down-to-earth woman, Mary Magdalene went with Jesus during his travels throughout Galilee. Biblical accounts of the life of Jesus maintain that she was present during</p>	<p>Proposed content</p> <p>The Twelve Apostles are identified in Luke 6:12-16. <sup>12</sup> One of those days Jesus went out to a mountainside to pray and spent the night praying to God. <sup>13</sup> When morning came, He called His disciples to Him and chose twelve of them, whom He also designated apostles: <sup>14</sup> Simon (whom He named Peter), his brother Andrew, James, John, Philip, Bartholomew, <sup>15</sup> Matthew, Thomas, James son of Alphaeus, Simon who was called the Zealot, <sup>16</sup> Judas son of James, and Judas Iscariot, who became a traitor.</p> <p>Beginning with Jesus' ascension, through the birth of the church on the Day of Pentecost, to Paul's preaching in Rome, the spread of the gospel and growth of the church began to take place.<sup>19</sup></p> <p>19. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, page 1621</p> <p>On the Day of Pentecost, Peter preached to a powerful gospel message to people from about 15 nations (Acts 2:9-11) and 3,000 were saved and added to the church (Acts 2:41). Within a short period of time the number of believers grew to 5,000 (Acts 4:4). Those who heard Peter's message went home and spread the gospel there. (Acts 9:2). Some of those converted on the Day of Pentecost probably founded the church at Rome (cf. Acts 2:10).</p> <p>The apostle's mission of spreading the gospel was the major reason the Holy Spirit empowered them. This event dramatically altered world history, and the gospel message eventually reached all parts of the earth. Acts 1:8)</p> <p>God used Peter to open the door to taking the gospel to the Gentiles and Paul to spread the gospel throughout the Roman world.</p> <p>After Stephen (a disciple) was martyred, severe persecution broke out against believers in Jerusalem. This caused the church to scatter (Acts 8:1).</p>
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<p>his crucifixion and burial. These accounts also say she and two other women went to his tomb a few days after he was placed there. Finding it empty, Mary hurried to tell the other followers. She then returned to the tomb with Peter, also a follower of Jesus...***</p> <p>The first Christians formed churches, or local groups for worship and teaching. Early Christians met in homes of men and women. At these gatherings, Christians prayed and studied the Hebrew Bible and early Christian writings. They also ate a meal similar to the Last Supper to remember the death and resurrection of Jesus.</p>	<p>Philip (one of the Twelve) was the first to take the gospel to Samaria (acts 8:5-8). And, there was great joy in that city (Acts 8:12-13). Philip also ministered to an Ethiopian official who then took the gospel to Ethiopia (acts 8:25-39).</p> <p>Peter was a key figure in founding the church in Jerusalem (Acts 2), went to Samaria to pray for the new believers that they would receive the Holy Spirit (acts 8-14-17), and preached the gospel in many Samaritan villages (Acts 8:25).</p> <p>The first Gentile church began in Syrian Antioch (Acts 11:19). This church sent Paul and Barnabas on their first missionary journey through Cyprus and Asia Minor (Acts 13-14). Paul’s second journey took him through Asia Minor, Macedonia, and Greece (Acts 15:36- 18:22). During these journeys, Paul and his companions taught in the synagogues and established churches in the many communities they visited. Paul’s third journey took him through the area of his second journey where he focused on strengthening the churches already there (Acts 18:23-21:14).</p> <p>Paul was arrested and taken to Rome for trial. He was allowed to live by himself, with a soldier to guard him [Praetorian Guard] (Acts 28:16). While there, he witnessed to the Jews who visited him and explained about the kingdom of God and taught about the Lord Jesus Christ – with boldness and without hindrance (Acts 28:23-31).</p> <p>Praetorian guards were routinely shipped around the Roman Empire, serving tours in various places and then getting reassigned to Rome. Paul appreciated this practice, as it meant he would regularly be assigned new guards. But thanks to the rotation of his guard, he was able to spread the gospel in what was easily one of the unlikeliest of places in the Roman Empire.<sup>20</sup></p> <p>20. A Time for Confidence: Trusting God in a Post-Christian Society, copyright by Stephen J. Nichols, published by Reformation Trust Publishing, a Division of Ligonier Ministries, ISBN 1-56769-720-9, page 98</p> <p>Paul was once again [for the second time] in a Roman prison (2 Timothy 1:16; 2:9), apparently rearrested as part of Nero’s persecution of Christians. Unlike Paul’s confident hope of release during his first imprisonment (Philippians 1:19, 25,26; 2:24; Philemon 22), this time he had no such hopes (2 Timothy 4:6-8). He suffered martyrdom at Rome in AD 65-67.<sup>21</sup></p> <p>21. The MacArthur Study Bible, New International Version, Thomas Nelson, Inc., 2013, pages 1881,1621</p>
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**Early Christian Leaders**

<p>Current content page 397 – 398</p> <p>Apostles played an important part in the growth of Christianity. Peter and Paul were two important apostles in the early Christian church. Peter was a Jewish fisher from Galilee. He had</p>	<p>Proposed content</p> <p>The original 12 apostles were the first Christian leaders of the spread of the gospel and of the church. They were called and appointed by Jesus Christ. The 12 apostles chose seven “deacons” to assist them in carrying on the mission of prayer and the ministry of the Word (acts 6:4). Only two of these, Stephen and Philip, are mentioned elsewhere than in Acts 6:5. Stephen was arrested by the Synagogue of Freedmen</p>
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known Jesus while he was alive and had been one of the 12 disciples Jesus had chosen to preach his message. According to Christian tradition, Peter helped set up a Christian church in Rome after the death of Jesus. Today, the center of the Catholic branch of Christianity is still located there.

Paul of Tarsus was another important Christian apostle. He was a well-educated Jew and a Roman citizen, he was raised as a loyal Roman who, as an adult, distrusted the Christians. Saul – his Hebrew name – at first tried to stop Christian ideas from spreading in Judaea and Galilee. The chief Jewish priest in Jerusalem then sent

\*\*\*Peter

Most of what we know about the disciple Peter comes from the Christian Bible. According to tradition, Peter deserted Jesus when Jesus was arrested in the garden outside Jerusalem. Later, Peter felt ashamed and regretted his lack of courage. In the years following the death of Jesus, Peter emerged as a respected leader of the earliest Christian community.

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Sent him to Damascus, a city in neighboring Syria. There, he was supposed to stop Christians in the city from spreading their ideas.

According to Christian belief, while he was traveling to Damascus in Syria, Paul saw a great light and heard the voice of Jesus. As a result of this encounter, Paul soon became a Christian and devoted his life to spreading the message of Jesus.

and others (Acts 6:9), brought before the Sanhedrin, and martyred. During his trial he presented a masterful, detailed defense of the Christian faith from the Old Testament and concluded by condemning the Jewish leaders for rejecting Jesus. While they were stoning him, Stephen prayed, “Lord Jesus, receive my spirit”. Then he fell on his knees and cried out, “Lord, do not hold this sin against them”. He fell asleep. (Acts 6:8 – 7:60)

Peter was the most prominent of the 12 original apostles in the gospels and an outstanding leader in the early days of the early Christian Church. At the crucifixion of Jesus, Peter denied knowing Jesus. After Jesus’ resurrection, Peter was completely transformed. His teaching and preaching about Jesus’ resurrection from the dead greatly disturbed the Jewish leadership – the priest, temple guard, and Sadducees. They seized Peter and John and put them in jail. The Jewish rulers, elders, and teachers of the law and the high priest questioned them about what power or name did they preach that the Jewish people should repent for crucifying the Messiah (Acts 4:1-12). Peter responded, “It is by the name of Jesus Christ of Nazareth, whom you crucified but when God raised from the dead.”

Peter’s work emphasized the Jewish church in Jerusalem and Judea. He was a (the) natural spokesman of (for) the apostles. When Jesus asked their view of Him, Peter promptly replied, “You are the Messiah, the Son of the living God” (Matthew 16:16)

Peter preached five (Acts includes eight) are major sermons in Acts: outside the house where the Holy Spirit fell upon the church (Acts 2:14-40), at Solomon’s Colonnade (Acts 3:11-26), before the rulers and elders (Acts 4:8-12), before the Sanhedrin (Acts 5:29), and before Cornelius and his guests (Acts 10:34-43).

Peter wrote two epistles that are included in the New Testament. Some early Church fathers referred to the gospel of Mark as “the memoirs of Peter”.

Thirteen letters in the New Testament bear the name of Paul. They inform us about Paul, his beliefs, his ministry, and his activity. The letters generally focus on issues within the life of the church. As various issues and problems developed, help from the apostles was often sought. Sometimes messengers brought word to Paul of problem in the churches. His letters responded to these concerns. As a result the writings contain instruction; advice; rebuke; and exhortation in theological, ethical, social, personal, and liturgical matters.

Paul’s Letters were written over a span of less than 20 years. His place among the writing apostles came by virtue of his intimate relationship and personal encounter with the risen Christ and the instruction he received from the Lord. These special experiences qualified him to be classified as one of the apostles, equal in authority to the original 12 appointed by Jesus.

The Acts of the Apostles traces the key events in the life of Saul of Tarsus, the persecutor, who became Paul the apostle to the Gentiles. That story starts with his approving presence at the martyrdom of

Paul traveled throughout the eastern Mediterranean region and founded numerous Christian churches. Many of his important letters to churches in Rome, Greece, and Asia Minor are found in the Christian Bible.

Stephen (Acts 7:58-8:3). He had studied the Jewish law with the great rabbi Gamaliel in Jerusalem (Acts 22:3). He surpassed his peers with a tremendous zeal to uphold the traditions of his people (Acts 26:5; see Galatians 1:13-14; Philippians 3:5). As he traveled to Damascus to persecute the believers there, he encountered the exalted Christ, and his life was radically changed (Acts 9:1-31).

Later he spent time alone with God in Arabia (Galatians 1:17). Here he came to realize that the crucified Jesus was raised from the dead, and He is Lord of all (Acts 9:5). The good news of salvation accomplished by Jesus' death and resurrection was the message to be proclaimed to all (Galatians 2:15-21). Surprisingly, Paul learned that this good news applied equally to both the Jews and Gentiles (see Galatians 3:28). Paul's mission was specifically focused on the Gentiles, whom Paul had previously rejected (see Acts 9:15; Galatians 1:15-17). Paul ministered in Antioch from where his mission work (with Barnabas) began (Acts 11:25-26; 13:1-3). Three mission journeys took him across the four Roman provinces of Galatia, Asia, Achaia, and Macedonia. From these various locations he wrote his Letters.

See Proposed content for pages 396-397 for Paul's three missionary journeys, his imprisonment, his and execution.

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Saul (Paul) was still breathing out murderous threats against the Lord's disciples. He went to the high priest and asked for letters to the synagogues in Damascus, so that if he found any there who belonged to the Way, whether men or women, he might take them as prisoners to Jerusalem. As he neared Damascus on his journey, suddenly a light from heaven flashed around him. He fell to the ground and heard a voice say to him, "Saul, Saul, why do you persecute me?" (Acts 9:1-.4)

Paul had met Jesus on the road to Damascus and became a believer and was baptized. At once he began to preach in the synagogues that Jesus in the Son of God. Those who heard him were astonished and asked him if he had come to Damascus to arrest them and take them to the chief priest. Yet he grew more and more powerful and proved that Jesus is the Messiah. Then some of the Jews tried to kill him. He escaped and went to Jerusalem where he met Barnabas. Barnabas took him to the apostles. Afterwards, he went home to Tarsus. (Acts 9:1-31)

Later Barnabas went to Tarsus and brought Paul to Antioch where they taught great numbers of people for a year. A severe famine was predicted for the entire Roman world. The disciples decided to help those living in Judea and selected Barnabas and Paul to take provisions to them. (Acts 11:25-30)

Barnabas and Paul were worshiping with others when the Holy Spirit said, "Set apart for Me Barnabas and Paul for the work to which I have called them." So after they had fasted and prayed, they placed their hands on them and sent them off (Acts 13:2-3). Paul, then with other members of his team went throughout the Roman Empire preaching and teaching the gospel and establishing churches throughout.

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### What are basic Christian Belief?

Current content page 398 – 399	Proposed content
<p>Early Christians were monotheistic. They believed in one God, not the many gods of Rome. They believed that Jesus was the Son of God. They believed he had come to save people. By becoming Christians and by accepting Jesus and his teachings, people could gain salvation (sal-VAY-shuhn). They would be saved from their sins, or wrongdoings, and allowed to enter heaven. Like Jesus, people would be resurrected after death and join God in everlasting life.</p> <p>Because of their faith in Jesus, Christians began to believe in God in a new way. Like the Jews, Christians believed in the God of Israel and studied the Hebrew Bible. However, many Christians also believed in the Christian Trinity, which comes from a word meaning “three”. In Christian belief, the Trinity refers to the three persons of God: the Father, Son, and Holy Spirit. These teachings became the basis of the Christian faith.</p> <p>During the 100 years after Jesus’ death, Christianity won followers throughout the world. The peace and order established by the Roman Empire gave people the ability to spread the Christian religion.</p>	<p>Basic Christian belief is expressed in the Nicæan Creed which is actually the product of two ecumenical councils – one in Nicæa (present-day Iznik, Turkey in AD 325, and one in Constantinople (now Istanbul) in AD 381. It states:</p> <p>We believe in one God, the Father Almighty, Maker of heaven and earth, and of all things visible and invisible.</p> <p>We believe in one Lord, Jesus Christ the One and Only Son of God, begotten of the Father before all ages; Light of Light, very God of very God; begotten, not created, being of the same essence with the Father, by whom all things were made.</p> <p>He for us men and for our salvation came down from heaven, He was incarnate by the Holy Spirit of the Virgin Mary, He was made man; He was crucified for us under Pontius Pilate; He suffered death and was buried; the third day He rose again, according to the Scriptures; and ascended into heaven, and sits at the Father’s right hand; from there, He will return in glory to judge the living and the dead; His kingdom will have no end.</p> <p>We believe in the Holy Spirit, the Lord and Giver of Life, who proceeds from the Father, who together with the Father and the Son is worshiped and glorified,</p> <p>Who spoke by the prophets, and in one holy, catholic apostolic Church; we acknowledge one baptism unto remission of sins; we look for the resurrection of the dead and the life of the world to come. Amen</p> <p>The creed encapsulates the entire good news of the gospel into a short and rich summary. It describes the triune God, who turns toward humanity in the person of Jesus, the God-man who suffered, died, rose again, and ascended. Additionally, the creed expresses the hope of Christians and the purpose of living the Christian life.<sup>22</sup></p> <p>22. Know the Creeds and Councils, copyright 2014 by Justin Holcomb, ISBN 978-0-310-51509-8, pages 33-38</p>

# Truth in Textbooks Training Examples

Publisher/Exact Title of Publication/Year Published:

Problem: Omission of Fact (OF), Half-Truth (HT), Factual Error (FE), Slant (S), Bias (B), Incorrect Terminology (IT)

**OF** means that there is additional useful information to help students learn complete history. The author/publisher has not deliberately omitted material to fulfill an agenda. **HT** means that the author/publisher has presented "half of the story" and has omitted the other half for agenda-based reasons. **HT** leads to **slant and bias**.

**Maximum 30-page report per textbook per team.**

Location	Quote	Problem	Fact & Source
US History & Geography: Colonization to Reconstruction. Grade 8 Page 100, 1 <sup>st</sup> paragraph, last sentence.	Civil rights leaders, such as Martin Luther King, Jr., Gloria Steinem, and many others, worked hard to expand access to opportunity for all Americans.	S,B,IT	<ul style="list-style-type: none"> <li>• <a href="https://www.cnn.com/2013/11/28/us/gloria-steinem-fast-facts/index.html">https://www.cnn.com/2013/11/28/us/gloria-steinem-fast-facts/index.html</a></li> <li>• Gloria Steinem was an extremist. Her only focus was to take women out of their very important societal normal roles in society as mothers, wives, homemakers and attempted to turn them into women against everything that society views as societal norms.</li> <li>• The term opportunity for all Americans is factually wrong. Steinem focused solely on Women.</li> <li>• <b>REMOVE GLORIA STEINEM</b></li> </ul>
US History & Geography: Colonization to Reconstruction. Grade 8 Page 177, 3 <sup>rd</sup> paragraph	3 INTERPRETING Pulling at the pillar labeled "Democracy," the figure on the right says, "This pillar must come down, I am a friend of peace." How might the call for peace threaten democracy?	FE,S,B,IT	<ul style="list-style-type: none"> <li>• The term Democracy is a term used by many in the USA incorrectly. The USA is a Constitutional Republic. Democracy is defined as "mob rule". A quote from Thomas Jefferson, author of the Declaration of Independence: A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the right of the other forty-nine.</li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <b>CONSTITUTIONAL REPUBLIC</b></li> </ul>

<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 1212, Title</p>	<p>Jacksonian Democracy</p>	<p>FE,S,B,IT</p>	<ul style="list-style-type: none"> <li>• The term Democracy is a term used by many in the USA incorrectly. The USA is a Constitutional Republic. Democracy is defined as “mob rule”. A quote from Thomas Jefferson, author of the Declaration of Independence: A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the right of the other forty-nine.</li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <a href="http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=">http://thinkexist.com/search/searchquotation.asp?search=mob+rule&amp;q=</a></li> <li>• <b>CONSTITUTIONAL REPUBLIC</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 316, 3<sup>rd</sup> paragraph</p>	<p>Get together in a small group and share ideas for ways new ideas could change our society today for the better. How might you and your classmates solve a problem in the world today, such as poverty, war, or climate change?</p>	<p>S,B</p>	<ul style="list-style-type: none"> <li>• Climate change is not a proven scientific fact that the earth is warming and is caused by human activities.</li> <li>• <a href="https://friendsofscience.org/index.php?id=3">https://friendsofscience.org/index.php?id=3</a></li> <li>• <a href="http://rense.com/general88/climchn.htm">http://rense.com/general88/climchn.htm</a></li> <li>• <b>REMOVE CLIMATE CHANGE AND END THE SENTENCE AT WAR.</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 338, Paragraphs 1, 2, 3 &amp; 4</p>	<p>The civil war in Syria is a major world crisis.</p>	<p>S,B</p>	<ul style="list-style-type: none"> <li>• The topic of discussion in this chapter was State ceding from the Union at the beginning of the Civil War. Why would the focus of the current Syrian war come into play on this topic?</li> <li>• The topic of refugees coming into the USA presents security risks to the USA and its citizens. This topic is totally out of context in relation to the USA Civil War period.</li> <li>• <b>REMOVE THIS DISCUSSION TOPIC.</b></li> </ul>
<p>US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page 400, Paragraphs 1, last sentence</p>	<p>You might be surprised to learn that there are still places that are part of the United States but which do not enjoy all the rights and privileges of full citizenship that other regions do.</p>	<p>OF,FE</p>	<ul style="list-style-type: none"> <li>• No where in the USA do formal constitutional laws not apply.</li> <li>• <b>REMOVE THIS COMMENT</b></li> </ul>

<p>Teacher's Edition: US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page HT20, 2<sup>nd</sup> column, 2<sup>nd</sup> paragraph</p> <p>Teacher's Edition: US History &amp; Geography: Colonization to Reconstruction. Grade 8 Page HT6, 2<sup>nd</sup> column, 1<sup>st</sup> paragraph, last sentence. 2<sup>nd</sup> paragraph, multiple sentences referencing B.C.E &amp; C.E.</p>	<p>IS IT IMPORTANT? In deciding whether information is relevant, historians also must figure out what information is essential, or important, and what is incidental, or unimportant. The fact that George Washington was a planter who owned enslaved people probably did not affect his abilities as a military leaders.</p> <p>This was 622 C.E. in the Western calendar. DATING EVENTS The years before the birth of Jesus are known as B.C.E.</p>	<p>S,B</p> <p>S,B</p>	<ul style="list-style-type: none"> <li>• The insertion of this comment and using the term “probably” is irrelevant to the discussion. This is an attempt to besmirch a great leader and the USA’s first president.</li> <li>• The author is attempting to insert doubt into the teacher and students minds as to the greatness of this man.</li> <li>• <b>REMOVE THIS FROM THE BOOK</b></li> </ul> <ul style="list-style-type: none"> <li>• This is a blatant effort to remove any references to Christianity (ie: BC (Before Christ) &amp; AD (After death of Christ)).</li> <li>• REMOVE C.E. &amp; B.C.E. and insert the BC &amp; AD references as has been in place for hundreds of years.</li> </ul>
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## Evaluation of Social Studies Skills and other important issues

An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	<p><b>Is the appropriate vocabulary relevant to the subject matter presented to students?</b> For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?</p>		
2	Are the captions <b>under</b> pictures factual?		
3	Are the charts and graphs relevant to the topic being presented?		
4	Are the maps accurate and relevant to the topic?		
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		
8	Does the textbook have a Glossary? Are key terms <b>and personalities</b> included and defined?		
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		
10	<b>Does the textbook have an Index which includes all of the key words, historical time periods and individuals?</b>		
11	<b>Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?</b>		

# Textbook Review

## Gallopade Curriculum U.S. History & Geography: Colonization of North America to Reconstruction, Tennessee Experience 8<sup>th</sup> Grade Social Studies Student Handbook (2019)

*Problems: Factual Error (FE), Omission of Fact (OF), Half-Truth (HT), Slant (S), Bias (B), Incorrect Terminology (IT) Assumption without proof (A) Grammar (G) Spelling (S)*

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE, OF, HT, S** are used together to reflect the personal **Bias** of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Ch. 2, Life in the Colonies, P. 24, The Slave Trade and the Middle Passage, Para. 1, Sent. 4	European traders used cruel and inhumane methods to capture and transport millions of Africans across the Atlantic Ocean.	HT, S	<ul style="list-style-type: none"> <li>The Atlantic slave trade was not limited to European slave traders only.</li> <li><a href="http://www.sahistory.org.za/topic/atlantic-slave-trade">http://www.sahistory.org.za/topic/atlantic-slave-trade</a></li> <li><b>The Reviewer suggests the sentence be edited as follows:</b> "European and Arab slave traders used cruel and inhumane methods to capture and transport millions of Africans across the Atlantic Ocean."</li> </ul>
Ch. 10, Events That Shaped the Nation, P. 76, Marbury v. Madison, Para. 1, Sent. 5	A law passed in 1789 entitled him to take his complaint directly to the Supreme Court and ask that court to order Madison to give him his job.	OF	<ul style="list-style-type: none"> <li>The name of the law passed in 1789 is omitted.</li> <li><a href="https://www.history.com/topics/marbury-v-madison">https://www.history.com/topics/marbury-v-madison</a></li> <li><b>The Reviewer suggests that he sentence be edited as follows:</b> "The Judiciary Act of 1789 entitled him to take his complaint directly to the Supreme Court and ask that court to order Madison to give him his job."</li> </ul>
Ch. 10, Events That Shaped the Nation, P. 76, A Complicated but Important Issue, Para. 2, Sent. 3	So, the Supreme Court ruled that the 1789 law gave a power to the court that the Constitution did not allow.	OF	<ul style="list-style-type: none"> <li>The name of the law passed in 1789 is omitted.</li> <li><a href="https://www.history.com/topics/marbury-v-madison">https://www.history.com/topics/marbury-v-madison</a></li> <li><b>The Reviewer suggests that the sentence be edited as follows:</b> "So, the Supreme Court ruled that the Judiciary Act of 1789 gave a power to the court that the Constitution did not allow."</li> </ul>
Ch. 12, Growth of the South, P. 90, Industry	The North did not use slave labor.	FE	<ul style="list-style-type: none"> <li>Census data shows that slaves were in fact still present in the North through the 1800s.</li> </ul>

in the North, Para. 1, Sent. 3		<ul style="list-style-type: none"> <li>• <a href="http://www.civildiscourse-historyblog.com/blog/2017/1/3/when-did-slavery-really-end-in-the-north">http://www.civildiscourse-historyblog.com/blog/2017/1/3/when-did-slavery-really-end-in-the-north</a></li> <li>• <b>The Reviewer suggests that the sentence be edited as follows:</b> “The North did not rely on slave labor as much as the South.”</li> </ul>
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## General Evaluation of Social Studies Skills and other important issues

**An evaluation of the teaching & learning devices and/or materials provided to the student.**

Number	Questions	Yes	No
1	Is vocabulary appropriate & relevant to the subject matter? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented and defined?	<b>X</b>	
2	Are the captions under pictures factual?	<b>X</b>	
3	Are the charts and graphs relevant to the topic being presented?	<b>X</b>	
4	Are the maps accurate and relevant to the topic?	<b>X</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	<b>X</b>	
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	<b>X</b>	
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		<b>X</b>
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		<b>X</b> – Text contains a glossary that defines terms but not personalities. Text also contains an index that references personalities covered in the text.
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		<b>X</b>
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?	<b>X</b>	

11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	<b>X</b>	
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### Commendations:

This text provides a balanced treatment of the topics discussed, including topics that are often contentious (e.g., slavery, women’s suffrage, Ku Klux Klan, the Civil War, Reconstruction, etc.). The text also provides a balanced discussion of Tennessee state history.

### Concerns:

### Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	The text has <b>substantial</b> changes that need to be made prior to adoption	<b>X</b>	
4	This book is so flawed that it is <b>not recommended</b> for adoption.		

# Truth in Textbooks Review

Gibbs Smith The United States Through Time (2019)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal **Bias** of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Unit 1.Ch.1.P. 7. Picture Caption	The Indian Wars saw fighting that was often more violent than any battle of the Civil War.	OF	<ul style="list-style-type: none"> <li>Comparing the level of violence between battles and wars is a subjective judgment. Inasmuch as there is not source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Unit 1.Ch.1.P.7.Sent.4	When some tribes resisted, the US Army got involved.	OF,B	<ul style="list-style-type: none"> <li>Omitted from this statement is that the Indians were forced onto reservations and many died in the process.</li> <li>"In 1838 troops arrived to escort the Cherokee to Oklahoma, but it was the wrong time of year for such a trek. Of 14,000 who started, about 4,000 died of cold and exhaustion in what is known as the Trail of Tears."</li> <li><b>America, Land of Principles and Promises</b> by Philip W. Winkler pg 314, Heritage Academy, copyright 2015</li> </ul>
Unit 1.Ch.1.P.7.Buffalo Soldiers.Para.1.Sents.2-3	During the Civil War, the US Army created several groups of black soldiers to help with the fighting. Though black soldiers were often treated badly, the new soldiers proved themselves in battle.	OF,B	<ul style="list-style-type: none"> <li>Omitted from this statement is that the law did not initially allow blacks to serve and that much of the mistreatment was changed with the passage of the law.</li> <li>In Boston disappointed would-be volunteers met and passed a resolution requesting that the Government modify its laws to permit their enlistment. In June 1864 Congress granted <a href="#">equal pay</a> to the U.S. Colored Troops and made the action retroactive. Black soldiers received the same rations and supplies. In addition, they received comparable medical care.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="https://www.archives.gov/education/lessons/blacks-civil-war">https://www.archives.gov/education/lessons/blacks-civil-war</a></li> </ul>
Unit 1. Ch.1.P. 8, Sent. 13	This was called “proving up.” A homesteader could prove up the land by building a fence, digging a water well, or planting crops.	OF	<ul style="list-style-type: none"> <li>• There were three criteria required to homestead: building a small home, improving the land, and growing crops or raising stock.</li> <li>• <a href="https://www.nps.gov/articles/homesteaders.htm">https://www.nps.gov/articles/homesteaders.htm</a></li> </ul>
Unit 1.Ch.1.P.13.Para.2.Sent.2	The telephone was invented by Alexander Graham Bell.	OF	<ul style="list-style-type: none"> <li>• Omitted from this statement is that Bell was not the first inventor to come up with this idea.</li> <li>• “Of course, Alexander Graham Bell is the father of the telephone. After all it was his design that was first patented, however, he was not the first inventor to come up with the idea of a telephone.”</li> <li>• <a href="https://www.loc.gov/rr/scitech/mysteries/telephone.html">https://www.loc.gov/rr/scitech/mysteries/telephone.html</a></li> </ul>
Unit.1.Ch.3.P.23.Para.1.	In the 1890s, many people wanted to reform society. Reform means to change and improve. They wanted to help society progress. They called themselves Progressives and the movement they started was the Progressive Movement.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is that Progressivism moved the government toward socialism and away from protection of individual rights. As seen in</li> <li>• "progressives championed three principal causes. First, they promoted a new governing philosophy that placed less emphasis on rights, especially when invoked in defense of big business, and stressed collective responsibilities and duties," at this link</li> <li>• <a href="https://www.britannica.com/topic/progressivism">https://www.britannica.com/topic/progressivism</a></li> </ul>
Unit.1.Ch.3.P.24.Para.2. Sent.1.	Although they lived more than 100 years ago, Progressives won reforms that still affect American life today.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is any comment concerning the 16th amendment reforms that removed the original protection against oppressive direct taxes that was built into the Constitution.</li> <li>• "The safeguards built into the Constitution to protect us against oppressive direct taxes were eliminated in 1913 by the passage of the 16th amendment...Originally, the constitution placed a stipulation on direct taxes to be proportional to population...more like a flat tax." from</li> <li>• Pg. 213, <i>A Guide for Learning and Teaching the Declaration of Independence and the U.S. Constitution</i> by Joseph Andrews, copyright 2001 by Joseph Andrews The Center for Teaching the Constitution</li> </ul>
Unit.1.Ch.3.P.24.Para.2. Sent.1.	Although they lived more than 100 years ago, Progressives won reforms that still affect American life today.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is any comment concerning the impact of the reforms of the 17th amendment that removed the power of the states to protect their sovereignty and to help counter-balance the excesses of democracy which could result in the “tyranny of the majority.”</li> <li>• "Article I.1.1 “Senators were ... to be appointed by their state legislators to represent the state and see that its rights and interests were protected....this role was changed in 1913 when the Seventeenth Amendment was adopted" from</li> </ul>

			<ul style="list-style-type: none"> <li>Pg. 258, <i>The Making of America</i> by W. Cleon Skousen, copyright 2007 by The National Center for Constitutional Studies</li> </ul>
Unit.1.Ch.3.P. 25, Sent.2	In 1901, Vice President Roosevelt took over when an assassin killed President William McKinley.	OF, S	<ul style="list-style-type: none"> <li>Assassin Leon Czolgosz was a Socialist and an Anarchist. Students need to be introduced to the consequences of adopting ideologies that are an anathema to American ideology.</li> <li><a href="https://www.biography.com/people/leon-frank-czolgosz-235807">https://www.biography.com/people/leon-frank-czolgosz-235807</a></li> </ul>
Unit.1.Ch.3.P. 26, Sent.17	But child labor was not officially ended until 1938, when the federal Fair Labor Standards Act was passed.	HT	<ul style="list-style-type: none"> <li>Most economic historians agree that the U.S. Child Labor Laws were not the reason for the decline in child labor, but attribute it to rising incomes that allowed parents to keep their children out of the workforce.</li> <li><a href="https://eh.net/encyclopedia/child-labor-in-the-united-states/">https://eh.net/encyclopedia/child-labor-in-the-united-states/</a></li> </ul>
Unit.1.Ch.3.P. 27, Picture Caption	Pyramid of Capitalist System	OF,HT,B	<ul style="list-style-type: none"> <li>What is omitted here is the presentation of the free-market view.</li> <li>Presentation of only the communist view of capitalism (IWW) does not allow the student to learn the truth - that communism is an ideology that enslaves, creates poverty and is responsible for the deaths of hundreds of millions of people in the 20th century.</li> <li>It does not show the student how capitalism has proven again and again that it is the best system for liberty and lifting people out of poverty.</li> <li><a href="https://fee.org/articles/capitalism-is-good-for-the-poor/">https://fee.org/articles/capitalism-is-good-for-the-poor/</a> (6/9/2016)</li> <li><a href="https://www.forbes.com/sites/timworstall/2015/12/19/its-not-capitalism-that-causes-poverty-its-the-lack-of-it/#109b90985613">https://www.forbes.com/sites/timworstall/2015/12/19/its-not-capitalism-that-causes-poverty-its-the-lack-of-it/#109b90985613</a></li> </ul>
Unit.1.Ch.3.P. 28.Sent.4	Most were looking for better opportunities.	HT,OF	<ul style="list-style-type: none"> <li>While true that most were looking for better opportunities, it is important for the student to learn that despite the hardships encountered in America, the oppression and poverty that they left behind were significantly greater. For example, the Irish came to escape famine and Jews came to escape persecution.</li> <li>Note: in the chart: Immigrants Who Made a Difference in America, it is worth noting that 5/7 mentioned fled communist or fascist countries and were able to “make a difference” due to the freedom and the free market found in America. (I changed the order of your bullets because this point is excellent and should be above the Sources.)</li> <li><a href="https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/irish2.html">https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/immigration/irish2.html</a></li> <li><a href="http://www.loc.gov/exhibits/haventohome/haven-century.html">http://www.loc.gov/exhibits/haventohome/haven-century.html</a></li> </ul>
Unit.1.Ch.3.P.30.Para.2. Sent.1.	During and after Reconstruction, many states passed laws to keep black and white people separate in all areas of life.	OF,S	<ul style="list-style-type: none"> <li>Omitted is that these laws were passed by southern Democrats.</li> <li>“Beginning as early as 1865, southern Democrats passed Black Codes to prevent blacks from holding office, owning agricultural property, entering</li> </ul>

			<p>towns without permission, serving on juries, racially intermarrying, or voting.”</p> <ul style="list-style-type: none"> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pg. 105, WallBuilder Press, copyright 2004</li> </ul>
Unit.1.Ch.3.P.31, Sent.10	In the most frightening cases, blacks were lynched by white mobs. “Lynching is a harsh and public murder for reasons of racial hatred, usually of a black person by whites.)	HT,OF,B	<ul style="list-style-type: none"> <li>• Omitted is that these lynchings included whites and blacks. Lynching was not solely a racial crime, but an ideological crime as Republicans were targeted as well.</li> <li>• “Of all forms of violent intimidation, lynchings were by far the most effective. Between 1882 and 1964, 4,743 individuals were lynched – 3,446 blacks and 1,297 whites.”</li> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pg. 115, WallBuilder Press, copyright 2004</li> <li>• Omitted is the lynching of Leo Frank, a Yankee Jew transplanted to the Deep South from Brooklyn. In 1913, a 13-year-old girl named Mary Phagan, an employee of the National Pencil Company in Atlanta, Georgia, was murdered. Her body was found in the basement. Leo Frank, the factory’s superintendent, was soon charged with the crime. Frank was convicted. The governor of Georgia, who had doubts about the verdict, commuted Frank’s sentence from death to life imprisonment. A group of men broke Frank out of prison, drove him into the countryside, and lynched him.</li> <li>• <a href="http://www.tabletmag.com/jewish-life-and-religion/198287/the-lynching-of-leo-frank">http://www.tabletmag.com/jewish-life-and-religion/198287/the-lynching-of-leo-frank</a></li> </ul>
Unit.1.Ch.3.P. 34, Inset box.Sent.5	Starting in 2017, an annual women’s march has been held in January.	HT/B	<ul style="list-style-type: none"> <li>• It is important for students to know that the “women’s march” was primarily a protest march against a duly elected president. The march has been plagued with complaints about racism, anti-semitism and anti-life bias.</li> <li>• <a href="https://www.usnews.com/opinion/op-ed/articles/2017-01-19/the-womens-march-on-washington-errs-in-excluding-pro-life-feminists">https://www.usnews.com/opinion/op-ed/articles/2017-01-19/the-womens-march-on-washington-errs-in-excluding-pro-life-feminists</a></li> <li>• <a href="https://www.forbes.com/sites/nishacharya/2017/01/19/womens-march-is-social-entrepreneurship-at-its-best/#7ccf323d48f7">https://www.forbes.com/sites/nishacharya/2017/01/19/womens-march-is-social-entrepreneurship-at-its-best/#7ccf323d48f7</a></li> </ul>
Unit.2.Ch.4.P.40.Para.2. Sent.1	That spark came in the summer of 1914 when Russia declared war on Austria-Hungary.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is the shooting of Archduke Franz Ferdinand.</li> <li>• “The event that was widely acknowledged to have sparked the outbreak of <a href="#">World War I</a> occurred on June 28, 1914, when Archduke Franz Ferdinand, heir to the Austro-Hungarian Empire, was shot to death with his wife by the Bosnian Serb nationalist Gavrilo Princip in Sarajevo.”</li> <li>• <a href="https://www.history.com/this-day-in-history/first-world-war-erupts-in-europe">https://www.history.com/this-day-in-history/first-world-war-erupts-in-europe</a></li> </ul>

Unit.2.Ch.4.P.44.American Troops Arrive in Europe..Sent.2	They were nicknamed “doughboys” for the dusty appearance of soldiers who marched through Mexico in the Mexican War of the 1840s.	FE	<ul style="list-style-type: none"> <li>• There is no consensus on how the name “doughboys” originated. There are at least 4 predominant theories.</li> <li>• It seems like the space used in this statement could be used more productively and the Reviewer recommend that this be removed in its entirety.</li> <li>• <a href="http://www.worldwar1.com/dbc/origindb.htm">http://www.worldwar1.com/dbc/origindb.htm</a></li> </ul>
Unit.2.Ch.4.P.45.The Impact of War.Sent.2	At least 110,000 American soldiers were killed.	FE, OF	<ul style="list-style-type: none"> <li>• While an estimated 116,000 American soldiers lost their lives during WWI, it is important to note that about 53,000 were to combat and 63,000 due to disease (mostly influenza).</li> <li>• <a href="https://encyclopedia.1914-1918-online.net/article/war_losses_usa">https://encyclopedia.1914-1918-online.net/article/war_losses_usa</a></li> </ul>
Unit.2.Ch.5.P.49.Para.4.Sent.4	This allowed people to pay for a product a little bit at a time.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is that this type of arrangement requires interest payments to the lending institution.</li> <li>• Students should know that interest is what you pay for using someone else’s money. You repay money to whoever gave you the credit card or loan.</li> <li>• <a href="https://www.consumer.gov/articles/1010-using-credit">https://www.consumer.gov/articles/1010-using-credit</a></li> </ul>
Unit.2.Ch.5.P.51.Sent.4	They wanted to leave behind the discrimination and bad memories of life in the South.	HT	<ul style="list-style-type: none"> <li>• While reasons for the Great Migration include discrimination and Jim Crow laws, it is important to note that a significant reason also included the hope for economic prosperity due to the jobs available in northern factories.</li> <li>• <a href="http://www.blackpast.org/aah/great-migration-1915-1960">http://www.blackpast.org/aah/great-migration-1915-1960</a></li> </ul>
Unit.2.Ch.5.P.54.Para.1.Sent.3	But problems in the way the economy was set up led the United States to a deep economic depression.	FE, HT, B	<ul style="list-style-type: none"> <li>• The problems that led to the deep economic depression were not because of the way the “economy was set up.” The United States has a free-market economy, not a centrally planned economy. Natural fluctuations in economic cycles were exacerbated by government interference, thereby causing what became known as the Great Depression.</li> <li>• “American capitalism did not break in 1929. The crash did not cause the Depression. It was a necessary correction of a too-high stock market, but not a necessary disaster.”</li> <li>• <i>The Forgotten Man</i> by Amity Shlaes, page 5, Harper Collins, 2007</li> </ul>
Unit.2.Ch.6.P.58.Linking the Past to the Present.Para.1.Sent.2.	Banks had given people large loans to buy houses.	OF,S	<ul style="list-style-type: none"> <li>• Omitted from this is that legislation and pressures from outside groups relaxed the requirements and encouraged looser borrowing.</li> <li>• “There was increased pressure for minority homeownership. Legislation and subsequent changes to the Community Reinvestment Act of 1977 encouraged <a href="#">commercial banks</a> to lend to low-income households. Other programs, such as NeighborWorks America, established by President</li> </ul>

			<p>G.W. Bush, set goals of increasing minority home ownership by at least 5.5 million by 2010.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.investментu.com/article/detail/27497/housing-market-crisis#.WvNkEExFxjo">https://www.investментu.com/article/detail/27497/housing-market-crisis#.WvNkEExFxjo</a></li> </ul>
Unit.2.Ch.6.P.59.Para.1. Sent.2	Too much plowing, farming, and grazing over the years had worn away the earth.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is the fact that the farmers created much of the issue with the dust bowl by clearing the natural grasses in this area.</li> <li>• <a href="https://science.howstuffworks.com/environmental/green-science/dust-bowl-cause.htm">https://science.howstuffworks.com/environmental/green-science/dust-bowl-cause.htm</a></li> <li>• <b>The Reviewer suggests</b> the following rewrite of the sentence to include this missing information. “Too much plowing, including of the natural grasses in the area, farming, and grazing over the years had worn away the earth.”</li> </ul>
Unit.2.Ch.6.P.62.Sent.3	Business leaders tended to their own problems.	HT,S	<ul style="list-style-type: none"> <li>• Tending to their businesses is the job of business leaders. Solving business “problems” leads to increased employment, increased availability of goods and increased income to purchase goods.</li> <li>• Economists agree that government interference in business domains depended and extended the Great Depression. Businessmen were made scapegoats of the administration.</li> <li>• Students need to learn this if they will understand what happened in the past and not repeat it in the future.</li> <li>• <i>The Forgotten Man</i> by Amity Shlaes, page 13, Harper Collins, 2007</li> </ul>
Unit.2.Ch.6.P.64.Sent.6	If a bank failed for any reason, the FDIC promised to pay back all the money the bank lost - up to \$100,000 per depositor.	FE	<ul style="list-style-type: none"> <li>• In 1934 when the FDIC was established, the deposit insurance amount was \$5,000. It was raised to \$100,000 in 1980 and then raised again to \$250,000 in 2008. This information could be easily incorporated and would not use up much space while providing necessary facts.</li> <li>• <a href="https://www.britannica.com/topic/Federal-Deposit-Insurance-Corporation">https://www.britannica.com/topic/Federal-Deposit-Insurance-Corporation</a></li> </ul>
Unit.2.Ch.7.P.68.Para.1. Sent.5-6.	It (Social Security) provided money to retired workers. It also gave money to workers who lost their jobs.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is the fact that the government has no money. Employees and employers pay into this system to provide this money.</li> <li>• “If you work as an employee in the United States, you must pay social security and Medicare taxes in most cases. Your payments of these taxes contribute to your coverage under the U.S. social security system. Your employer deducts these taxes from each wage payment. Your employer must deduct these taxes even if you do not expect to qualify for social security or Medicare benefits.”</li> <li>• <a href="https://www.irs.gov/individuals/international-taxpayers/social-security-tax-medicare-tax-and-self-employment">https://www.irs.gov/individuals/international-taxpayers/social-security-tax-medicare-tax-and-self-employment</a></li> </ul>

Unit.2.Ch.5.P.68.Eleanor Roosevelt Bio.	There, she helped create the Universal Declaration of Human Rights. This document promised to protect basic rights of people around the world.	OF,S,B	<ul style="list-style-type: none"> <li>• What is omitted here is giving the students an understanding of idealism vs. reality, i.e. the statement of intent and the outcomes. The Universal Declaration of Human Rights is an example of a “feel-good” document without teeth and without a foundational philosophy in the principles of natural law, as opposed to “economic and social rights.” It resulted in the international community and civil society as seeing human rights as a matter of legislation, rather than being based on “transcendent principles.”</li> <li>• It is important that students recognize the difference between “promises” and outcomes. The Declaration did not protect the Tutsis in Rwanda, 1984, has not ended human trafficking nor has it protected the rights of Christians, women and gays in the Middle East.</li> <li>• <a href="https://www.heritage.org/event/the-debasement-human-rights-how-politics-sabotage-the-ideal-freedom">https://www.heritage.org/event/the-debasement-human-rights-how-politics-sabotage-the-ideal-freedom</a></li> </ul>
Unit.3.Ch.7.P.76.The Rise of Fascism.S.3	Fascism (FASH ism) argued that all power should be given to a handful of leaders or one dictator.	HT, S	<ul style="list-style-type: none"> <li>• This definition is too simplistic. Fascism is more accurately described as “...extreme militaristic <a href="#">nationalism</a>, <a href="#">contempt</a> for electoral <a href="#">democracy</a> and political and cultural <a href="#">liberalism</a>, a belief in natural social <a href="#">hierarchy</a> and the rule of elites, and the desire to create a Volksgemeinschaft (German: “people’s community”), in which individual interests would be subordinated to the good of the nation.</li> <li>• <a href="https://www.britannica.com/topic/fascism">https://www.britannica.com/topic/fascism</a></li> <li>• <i>The Reviewer suggests</i> the following rewrite: Fascism sought to replace individualism with militaristic nationalism and the rule of elites.</li> </ul>
FE/Unit.3.Ch.8.P.77.The Axis Powers.Sent.4	They did not imagine that Hitler’s goal was to conquer and control all of Europe.	FE/OF	<ul style="list-style-type: none"> <li>• Winston Churchill did recognize Hitler’s goal and worked hard to alert his nation’s leaders.</li> <li>• Hitler annexed Austria in 1938.</li> <li>• The Munich Agreement in 1939 allowed Hitler to invade Czechoslovakia.</li> <li>• The British government chose an ideology of appeasement - it was not a lack of knowledge or imagination. It is important that students learn the background and motivations for important events and movements in history.</li> <li>• <a href="https://www.britannica.com/event/Munich-Agreement">https://www.britannica.com/event/Munich-Agreement</a></li> </ul>
Unit.3.Ch.8.P.80.Para.4. Sent.2.	With guns pointed at them, millions of Jews were forced to leave everything behind and board trains.	OF,S	<ul style="list-style-type: none"> <li>• Omitted from this is that the Jews had been disarmed in advance of Kristallnacht so that they could not resist or defend themselves.</li> <li>• <a href="https://www.nationalreview.com/2013/12/how-nazis-used-gun-control-stephen-p-halbrook/">https://www.nationalreview.com/2013/12/how-nazis-used-gun-control-stephen-p-halbrook/</a></li> </ul>
Unit.3.Ch.8.P.80.Para.5. Sent.1.	At the camps, some people were chosen to work, but many were killed shortly after they arrived.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is that these were labor camps with deplorable conditions that resulted in death for many that were not gassed.</li> </ul>

			<ul style="list-style-type: none"> <li>• “A large population of Jewish and non-Jewish inmates worked in the labor camp there; though only Jews were gassed, thousands of others died of starvation or disease.”</li> <li>• <a href="https://www.history.com/topics/world-war-ii/the-holocaust">https://www.history.com/topics/world-war-ii/the-holocaust</a></li> </ul>
Unit.3.Ch.8.P.82.Para.1. Sent.3.	The attack came as a complete surprise.	FE	<ul style="list-style-type: none"> <li>• The fact is that FDR had a warning of the attack.</li> <li>• “Now, on the 70th anniversary of Japan's devastating bombardment of the US Pacific Fleet at Pearl Harbour, Hawaii, evidence has emerged showing that President Franklin D. Roosevelt was warned three days before the attack that the Japanese empire was eyeing up Hawaii with a view to "open conflict.””</li> <li>• <a href="https://www.telegraph.co.uk/news/worldnews/northamerica/usa/8932197/Pearl-Harbour-memo-shows-US-warned-of-Japanese-attack.html">https://www.telegraph.co.uk/news/worldnews/northamerica/usa/8932197/Pearl-Harbour-memo-shows-US-warned-of-Japanese-attack.html</a></li> </ul>
Unit 3, page 82, The Attack on Pearl Harbor, line 5	More than 2,500 Americans were killed, and most of the ships in the Pacific fleet were destroyed.	FE	<ul style="list-style-type: none"> <li>• Official estimates report 2,403 U.S. personnel, including 68 civilians.</li> <li>• There were 99 US warships moored at Pearl Harbor with another 40+ ships at various locations throughout the Pacific and in the US mainland. In the attack, 69 ships were untouched and some suffered minor damage. Only 3 ships were a total loss. Many damaged ships were returned to service later in the war.</li> <li>• <a href="https://www.census.gov/history/pdf/pearl-harbor-fact-sheet-1.pdf">https://www.census.gov/history/pdf/pearl-harbor-fact-sheet-1.pdf</a></li> </ul>
Unit 3.P.85.Winning the Atomic Race. Sent.4	Truman’s advisors warned him that the war with Japan might continue for several more years and cost thousands more lives.	FE	<ul style="list-style-type: none"> <li>• Casualty estimates were significantly higher than “thousands.”</li> <li>• McArthur used an estimate of more than 100,000 Americans dead within the first 90 days.</li> <li>• William Shockley gave the Secretary of War an estimate of between 400,000 and 800,000 American deaths and 5-10 million Japanese deaths.</li> <li>• <a href="https://macarthurmemorial.org/DocumentCenter/View/438/World-War-II-Education-Resources">https://macarthurmemorial.org/DocumentCenter/View/438/World-War-II-Education-Resources</a> (see primary document #6)</li> <li>• <i>Enola Gay and the Court of History</i> by Robert Nelson, Page 11, Peter Lang Publishing</li> </ul>
Unit.3.Ch.9.P.89.Para.1. Sent.4-5.	Propaganda is information designed to convince people of a certain idea. Sometimes propaganda can also be misleading.	OF/HT, S	<ul style="list-style-type: none"> <li>• Omitted from this statement and the discussion in this section is that propaganda was used by Nazi Germany and others to promote the lies and disinformation needed to control the citizens.</li> <li>• “Once they succeeded in ending democracy and turning Germany into a one-party dictatorship, the Nazis orchestrated a massive propaganda campaign to win the loyalty and cooperation of Germans. Viewpoints in any way threatening to Nazi beliefs or to the regime were censored or eliminated from all media.”</li> <li>• <a href="https://www.ushmm.org/outreach/en/article.php?ModuleId=10007677">https://www.ushmm.org/outreach/en/article.php?ModuleId=10007677</a></li> </ul>

Unit.4.Ch.12.P.111.Para. 1.Sent.2-3.	Jim Crow laws, segregation, and unfair business practices all continued. Black Americans were still forced into second-class status 80 years after slavery.	HT,B	<ul style="list-style-type: none"> <li>• It is only half true to attribute these issues to the American population as a whole...:</li> <li>• “Given the explicit federal voting protections that had been established by the 14th and 15th Amendments and the numerous federal civil rights laws, it was no easy task for Democrats to circumvent those protections...southern Democratic legislatures implemented almost a dozen separate devices to deprive blacks of political representation and to keep them from voting....the poll tax,...literacy tests...”Grandfather” clauses,...suppressive election procedures,.. Black Codes ((later called Jim Crow laws).”</li> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pgs. 103-105, WallBuilder Press, copyright 2004</li> </ul>
Unit.4.Ch.12.P.112.Para. 3.Sent.2.	The justices ruled that public schools across the nation had to admit all students, regardless of race.	OF,S	<ul style="list-style-type: none"> <li>• Omitted from this statement is that civils rights had already been given to the blacks in America.</li> <li>• “...Brown v. Board of Education...reinstat[ed] what Republicans had done nearly seventy-five years earlier in the 1875 civil rights bill.”</li> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pgs. 88-89, WallBuilder Press, copyright 2004</li> </ul>
Unit.4.Ch.12.P.119.Para. 2.Sent.2.	Johnson achieved several major victories for the Civil Rights Movement.	HT,B	<ul style="list-style-type: none"> <li>• It is only half true to attribute these victories to Johnson.</li> <li>• “...Johnson faced stiff opposition from his own party...it was the Republicans in Congress who made possible the passage of both acts,...the heart of the both bills came from the work of Republican President Dwight D. Eisenhower.”</li> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pgs. 129-130, WallBuilder Press, copyright 2004</li> </ul>
Unit.4.Ch.12.P.120.Para. 1.Sent.1.	Almost exactly one year after President Kennedy gave a speech in support of civil rights, Congress finally passed a strong civil rights law.	HT,B	<ul style="list-style-type: none"> <li>• It is only half true to attribute these victories to President Kennedy and Congress.</li> <li>• “...it was the Republicans in Congress who made possible the passage of both acts,...the heart of the both bills came from the work of Republican President Dwight D. Eisenhower.”</li> <li>• <i>Setting the Record Straight: American History in Black &amp; White</i> by David Barton pgs. 129-130, WallBuilder Press, copyright 2004.</li> </ul>

## Evaluation of Social Studies Skills and other important issues

**An evaluation of the teaching & learning devices and/or materials provided to the student.**

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?	x	
2	Are the captions under pictures factual?	x	
3	Are the charts and graphs relevant to the topic being presented?	x	
4	Are the maps accurate and relevant to the topic?	x	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		Many of the questions consist of comparing terms and ideas as opposed to fact-based or leading questions.
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		x
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		x
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		Yes, there is a glossary and a limited number of biographies
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	x	
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		x
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	x	

## Commendations:

The textbook is appealing visually and makes ample use of photographs and charts to illustrate concepts.

The Content Connections tasks where students are to look at similarities between words is a good way for students to demonstrate understanding of the material, without leading questions.

## Concerns:

Interactive Content buttons take the student out of the textbook and to websites (PBS, amhistory.si.edu) that many offer changing, inaccurate or inappropriate content. Sending students to websites where the publisher does not control or edit the content is both dangerous and lazy. For example, a link on page 24 takes the student to a page that lauds the Progressive accomplishment of “radical trade unionism,” introducing the student to the International Workers of the World, without telling them it was a communist organization whose purpose was to overthrow the capitalist system and America itself. It identifies the founding of the American Socialist Party and celebrates Margaret Sanger without discussing her racism and commitment to eugenics. Another link takes the students to the website of the Industrial Workers of the World, a radical labor organization that proudly points to Russian revolutionaries for its founding and whose leading members include socialists and communists such as Eugene Debs, Mother Jones and William Z Foster. On page 55 the student is taken to a link that says the stock market continued to drop after the 1929 crash because there were not ENOUGH government programs, when in fact, economists agree that government programs caused the Great Depression to go on for a decade in the US. The audio link on page 59 doesn’t work, nor does the link to a website on pages 61, 65 and 115. Some of the links to videos cause the student to sit through advertising.

Nearly every political cartoon is pro-socialist and anti-capitalist (pg. 12, pg. 27, pg. 36)

In the Woodrow Wilson biography (page 46), there was no mention of his racism and move to segregate the Federal workforce, which had been integrated since Reconstruction. While it is not possible to mention everything in a brief biography, if it was important to mention segregation in the armed forces and general society, it is certainly important to note it in the biography of the leader of the country. <https://www.govexec.com/federal-news/fedblog/2015/11/when-woodrow-wilson-segregated-federal-workforce/123913/>

Throughout the New Deal section, there was repeated reference to the good intentions of the programs without talking about their actual outcome. Economists generally agree that government interference in the economy effectively extended the depression to 10 years.

While the Civil Rights Movement is an important part of American history, this text devoted 10 pages to it, to the exclusion of many important events of the 1950’s and 60’s. Below see just a few examples of other important facts/contributions/events, which, if included, would provide the student with a better rounded view of American history:

- American scientist Norman Borlaug whose investigations into agriculture is credited with having "saved more lives than any other person who has ever lived."
- Americans fought wars in Korea and Vietnam to stem the growth of communism
- The polio vaccine
- The discovery of DNA

## Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	The text has <b>substantial</b> changes that need to be made prior to adoption	<b>X</b>	
4	This book is so flawed that it is <b>not recommended</b> for adoption.		

# Truth in Textbooks Review

## Gibbs Smith/The United States & Tennessee Through Time (2018)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal Bias of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Unit 1, Ch. 1 P. 4	As the ice began to melt, a strip of dry land appeared in the Pacific Ocean between Asia and North America.  Hunters in small groups followed herds of animals across the land bridge.	HT	<ul style="list-style-type: none"> <li>Part of this is a theory presented as fact. The first assertion is acceptable. However, the second is subjective theory and not sustainable.</li> <li><b>The Reviewer suggests</b> that the second sentence be removed.</li> </ul>
P.14	Most of the mounds were used to bury the dead.	OF	<ul style="list-style-type: none"> <li>Inasmuch as there is not source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
P.17 Lines 5,6,7	Meetings were not over until everyone agreed, so sometimes they lasted for weeks.	OF	<ul style="list-style-type: none"> <li>Inasmuch as this was before recorded history, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.2 P. 25 Line 17	The Cherokees believed in harmony.	HT	<ul style="list-style-type: none"> <li>There are sources that refute this assertion, including the textbook itself.</li> <li>"Thomas F. Hogan, a senior US district court judge in D.C. ruled that descendants of the former slaves of the Cherokee – yes, the Cherokee had black slaves, an unusual bit of American history most people don't know—were entitled to citizenship in the Cherokee Nation under a treaty signed in 1866."</li> <li>The Washington Post 9/15/17</li> <li>Pages 26 through 29 of this book refer to tribal "warriors, attacks, enemies, conflicts." "In time the Cherokees forced them to leave..."</li> </ul>

P. 27 Side bar	<p>What type of figure is being represented here? Could it have been someone specific?</p> <p>[Next] For what purpose would a clay figure like this one have been used?</p>	HT	<ul style="list-style-type: none"> <li>• There is no material preceding this in the text to prepare the students to answer one of the questions. [<i>could it have been someone specific?</i>]</li> <li>• <b>The Reviewer suggests</b> that only this question be removed. The others are good for a critical thinking exercise.</li> </ul>
P.30 Para.1 Line 1-3	<p>One thing American Indians did not trade was land. They did not believe land could be owned in the same way Americans do today. The land was for everyone in the tribe to use and share.</p>	FE	<ul style="list-style-type: none"> <li>• P. 36 of this book: "...the Cherokees agreed to rent the land to the settlers for 10 years." On P.37 the Cherokees sell more than 20 acres to Richard Henderson.</li> <li>• <b>The Reviewer suggests</b> that this statement be removed or completely revised.</li> </ul>
P.30 Para 2 Line 1-2	<p>The people had a deep respect for the earth and all living things. The sky, the water, the soil, and even the trees has spiritual meaning for them.</p>	FE/S	<ul style="list-style-type: none"> <li>• This is not factual and is part of biased Indian mythology.</li> <li>• "The idea of the Native American living in perfect harmony with nature is one of the most cherished contemporary myths." Anthropologist Shepard Krech, "The Ecological Indian".</li> <li>• According to Krech they had all of the intelligence, self-interest, flexibility, and ability to make mistakes of human beings anywhere. ...Romanticizing Native Americans is a common tendency.</li> <li>• <b>The Reviewer suggests</b> that these lines be removed.</li> </ul>
P. 31 Ex.2 , #2 -3	<p>2. Draw a Venn diagram like the example here. Use it to compare the key characteristics of the US government with the key characteristics of the Cherokee government.</p> <p>3. Under which government would you prefer to live? Write a paragraph detailing which government you would prefer and why.</p>	OF, S	<ul style="list-style-type: none"> <li>• There is no material provided to enable the student to understand the characteristics of either governments well enough to make such a comparison asked for in question #3. In addition, the different conditions and circumstances of each make comparison almost impossible in this question.</li> <li>• <b>The Reviewer suggests</b> removing Question #3 and leaving #2.</li> </ul>
P.35 Side bar box 2	<p>Why would Boone need to hide the black man that he took with him on his travels?</p>	OF/IT	<ul style="list-style-type: none"> <li>• Another question for which no information has been provided, which would lead the student to have to speculate based on hearsay or popular opinion.</li> <li>• <b>The Reviewer suggests</b> that the question be reworded as follows: Based on what you know about the life of Blacks at this time, why would Boone need to hide the black man that he took with him on his travels?</li> <li>• Boone is misspelled.</li> </ul>

P.35 Para.2 Line 16	In what ways specifically does the author seemed biased toward Boone? Give two examples.	S/B	<ul style="list-style-type: none"> <li>The account of Boone’s exploits is far from complete. Why would a student judge it as biased? Why is it suggested?</li> <li><b>The Reviewer suggests</b> that this question be removed.</li> </ul>
p.35 Para.2 Line 16	“...discovered Boon’s Lick...”	Misspelling	<ul style="list-style-type: none"> <li>Boone is misspelled.</li> </ul>
p.36 P.1, L.10  p.44 sidebar question	<p>“They built cabins on land that belonged to the Indians.”</p> <p>How many oars..? How might each be used..?”</p>	<p>Contradictory</p> <p>OF</p>	<ul style="list-style-type: none"> <li>Page 30 stated that Indians didn’t own land. This could be better stated.</li> <li>Inasmuch as only one oar is apparent in the picture, the question is unanswerable. Furthermore, students have not been provided with material to allow them to hypothesize on the use of the oars.</li> </ul>
p.48, P.2-3	<p>“...and seemed to be there to stay. The Indians began to attack the settlements almost immediately. This became known as the Battle of the Bluffs.</p> <p>After the Cherokees were defeated at the Battle of the Bluffs...”</p>	FE, OF	<ul style="list-style-type: none"> <li>There is an information gap between paragraph 2 and 3. There is so much more to this story that is essential to understanding the entire story of the Cherokee Wars: How Dragging Canoe’s Cherokees became known as Chickamaugas, what preceded (attacks on the Donelson party) and what actually happened at Fort Nashborough. These facts are not just important, but they are an interesting part of the story that engages the student’s attention and imagination.</li> <li><a href="http://www.nativehistoryassociation.org/dragging_canoe.php">http://www.nativehistoryassociation.org/dragging_canoe.php</a></li> </ul>
p. 48 side bar	“The Cherokees had signed many treaties with white settlers, but the settlers continued to move onto Cherokee land. The Indians grew angry that the settlers did not honor the treaties so they attacked the settlements.”		<ul style="list-style-type: none"> <li>Sidebar: The territory involved in the Battle of the Bluffs had been ceded by Cherokee chiefs. Settlers involved had not broken this treaty.</li> <li>This demonstrates the importance of private property rights; your leaders (in this case the chieftains) cannot sell you out.</li> <li>John P. Brown. <i>Old Frontiers: The Story of the Cherokee Indians from Earliest Times to the Date of Their Removal to the West, 1838.</i> Southern Publishers, Incorporated. 1938</li> </ul>
p.49, P.3, L.3	Isaac Selby	IT	<ul style="list-style-type: none"> <li>Shelby misspelled.</li> </ul>
p. 50, P.1, L. 3	By the time they were done, the Overmountain Men had found nearly 1,000 volunteers.	FE	<ul style="list-style-type: none"> <li>According to the account below, “by the time they were done” there were closer to 2,000 volunteers. They were not all considered part of the “Overmountain Men”, who were chiefly from East TN and Southern VA. Those distinctions are unclear.</li> <li>Parts of the story told here are not in the account below and vice-versa: The account in this book could be improved.</li> <li><a href="https://www.historyisfun.org/blog/all-about-the-revolution/the-battle-of-kings-mountain-and-the-overmountain-men/">https://www.historyisfun.org/blog/all-about-the-revolution/the-battle-of-kings-mountain-and-the-overmountain-men/</a></li> </ul>

p. 52, P.1, L.5-6, portrait	"...he was elected Governor of the state of Franklin.	OF	<ul style="list-style-type: none"> <li>There had been no background on the "state of Franklin". It is covered 3 pages later.</li> </ul>
p.52, P.3, L. 1-2	"Sevier's troops crossed the mountains and attacked several Cherokee towns.	IT	<ul style="list-style-type: none"> <li>Perhaps "towns" is not incorrect but there is no context to understand when Cherokee camps and villages became towns. It leaves the reader wondering if they now lived in European style buildings instead of teepees and lodges.</li> <li><b>The Reviewer suggests</b> changing the word towns to villages.</li> </ul>
p.53, 2 <sup>nd</sup> exercise	"1. Write a paragraph summarizing what was happening in the drawing. 2. Imagine you were part of the group of people in the drawing. 3. Create a graphic.... what you feel, what you see, what you hear, and what you want."	OT/HT	<ul style="list-style-type: none"> <li>The drawing depicts only 3 people on 2 boats in what appears as a very tranquil scene, leading one to wonder if the author or editors chose the wrong drawing. (See p.44 above)</li> </ul>
P.53, L.2	"...near the present-day town of Elizabethton..."	OF	<ul style="list-style-type: none"> <li>Leaves one unformed as to where Elizabethton is located. It was not identified as formerly Sycamore Shoals.</li> </ul>
p.55	References to many events, changes, etc.	OF	<ul style="list-style-type: none"> <li>No dates given until the end of the episode; then only a year: 1789</li> </ul>
p.58, P. 1, L.3+	The [5 Indian tribes] were angry too. They had all signed treaties that were supposed to protect the lands but the settlers ignored the treaties and moved into the Indian lands anyway.	OF	<ul style="list-style-type: none"> <li>There were violations on both sides. This account leads the reader to think that only the settlers were guilty and only the Indians were victims.</li> </ul>
p.59, P.1, L.3	"Once again they took land that belonged to the Indians."	B	<ul style="list-style-type: none"> <li>The repetition of this theme, without the account of Indian atrocities obscure the fact that there were violations on both sides.</li> </ul>
p.60. Exercise, box 1	"What do you notice about the author's questions for the reader?"	OF	<ul style="list-style-type: none"> <li>There are no questions on the page. If the reference is to page 54, it should be noted here.</li> </ul>
p. 69 Exercise, box 3	"How would you feel....?"	S	<ul style="list-style-type: none"> <li>The producers of this text repeatedly invoke feelings over understandings. That is inappropriate in education at any point but especially at such a formative age.</li> <li><b>The Reviewer suggests</b> the following short rewording: "How do think you would feel and why?"</li> </ul>

p.71  Image, caption	Entire narrative  “What story does this image tell?”	B, O	<ul style="list-style-type: none"> <li>• The treatment of Andrew Jackson is inadequate and slanted. He was a colorful, controversial character, but also admirable in so many ways. Those stories are not included in this account.</li> <li>• The different versions of the duel are alluded to but the image they chose is the worst of all accounts.</li> <li>• <b>The Reviewer suggests</b> the following additions: “More nearly than any of his predecessors, Andrew Jackson was elected by popular vote; as President he sought to act as the direct representative of the common man. In his first Message to Congress, Jackson recommended eliminating the Electoral College. He also tried to democratize Federal officeholding. He decried officeholders who seemed to enjoy life tenure and believed Government duties could be “so plain and simple” that offices should rotate among deserving applicants.”</li> <li>• <a href="https://www.whitehouse.gov/about-the-white-house/presidents/andrew-jackson/">https://www.whitehouse.gov/about-the-white-house/presidents/andrew-jackson/</a></li> </ul>
p.75, P.1, L.2-3	“Most were enslaved Africans. This means they were forced to work for someone else without pay and often in hard conditions.”	OF	<ul style="list-style-type: none"> <li>• Missing is any context of how Africans happened to be on the frontiers of a young America and how it was that some were free while others were enslaved.</li> </ul>
p.76 Photo, caption	William Cobb’s home at Rocky Mount	OF	<ul style="list-style-type: none"> <li>• Missing is who was William Cobb.</li> <li>• <a href="http://www.brazoriaroots.com/p3998.htm">http://www.brazoriaroots.com/p3998.htm</a></li> </ul>
p.87, P.1	“Tecumseh told Americans... He also said the earthquakes would destroy the white people. The settlers who lived in the region did not know what an earthquake was.”	FE	<ul style="list-style-type: none"> <li>• Tecumseh, in his quest to persuade the southern tribes to confederate and repel the ever-encroaching whites, ...visited the grand council of the Creek Nation ... at Tuckhabatchee.</li> <li>• The Upper Creeks refused to confederate. Angry, Tecumseh issued the prophesied curse upon the Creeks and their village, not the Americans or the whites.</li> <li>• David W Fletcher. <i>Apocalyptic Rhetoric in the Old Southwest</i>. Chapter 2 “Tecumseh’s Prediction of the New Madrid Earthquakes”</li> </ul>
p.88, P.1, L. 3-5	“..War Hawks. They convinced many others that going to war with the British was necessary. It was called the War of 1812.”	OF	<ul style="list-style-type: none"> <li>• No explanation why war was considered necessary i.e. the maritime issues: Closely entwined with the questions about the rights of neutrals to trade with European belligerents, the British practice of impressing American merchant sailors stands as one of the central grievances leading up to the War of 1812. By 1811, the British Royal Navy had impressed at least 6,000 mariners who claimed to be citizens of the United States. In addition to impressments, Americans</li> </ul>

			<p>were dismayed by British agitation of the native population on the western frontier. Congress declared war on June 18, 1812.</p> <ul style="list-style-type: none"> <li>• <a href="https://ussconstitutionmuseum.org/history/essays/short-history-war-of-1812/">https://ussconstitutionmuseum.org/history/essays/short-history-war-of-1812/</a></li> <li>• <b>The Reviewer suggests</b> adding some of the above information.</li> </ul>
p.90	The Creek War	OF	<ul style="list-style-type: none"> <li>• These accounts fail to inform of the alliance of the Indians with the British, with whom the Americans were at war.</li> <li>• <a href="http://fortmims.org/history/history04.html">http://fortmims.org/history/history04.html</a> (Introduction)</li> </ul>
p.91, P.2	At the same time, Cherokees swam across the river and attacked the Creeks from behind. Sam Houston, a young soldier from East Tennessee, led some of Jackson’s men over the wall.	OF	<ul style="list-style-type: none"> <li>• “Major Lemuel P. Montgomery was the first to reach the breastwork. Leaping on the wall, he called to his men to follow but no sooner had he spoken than a bullet struck him in the head and he fell lifeless to the ground. Ensign Sam Houston mounted the wall and renewed Montgomery’s cry....”</li> <li>• Robert Remini. <i>The Life of Andrew Jackson</i>. Harper Perennial, 2001</li> <li>• <b>The Reviewer suggest</b> incorporating some of the material in the quote.</li> </ul>
p.92, P.3	“News of the Battle of New Orleans....”	OF	<ul style="list-style-type: none"> <li>• Introducing such a compelling and pivotal piece of history after the fact and with no details is shortsighted. This story deserves to be told:</li> <li>• Robert Remini. <i>The Life of Andrew Jackson</i>. Harper Perennial, 2001</li> <li>• Page 109: Jackson’s role in the War of 1812 was also crucial to the future course of American expansion. Not only did he spare the nation an almost certain amputation of territory..., but he prepared the way for immediate future growth of the American nation.</li> <li>• “James Monroe sent him the congratulations of the President: History records no example of so glorious a victory gained with so little bloodshed on the part of the victorious.”</li> <li>• <b>The Reviewer suggests</b> incorporating some of this material.</li> </ul>
p.94	“...Jackson was also a land speculator. He... wanted to own much of the fertile land .... Jackson knew people would pay a lot of money....”	FE, B	<ul style="list-style-type: none"> <li>• Jackson had shortcomings but greed and dishonesty were not among them.</li> <li>• “Jackson himself speculated in the schemes, although his motive had less to do with economic gain than promoting the country’s defense through white immigration into the area.”</li> <li>• Robert Remini. <i>The Life of Andrew Jackson</i>. Harper Perennial, 2001, page 113</li> </ul>
p. 97	“...some even own slaves. Some Cherokee stopped practicing their ancient religion and became Christians “.	OF, S	<ul style="list-style-type: none"> <li>• These back to back statements lead readers to think of slave-owning was only a white European practice. It was not.</li> <li>• “In 1741, an 800-foot-long coffle of recently enslaved Sioux Indians, procured by a group of Cree, Assiniboine, and Monsoni warriors,</li> </ul>

			<p>arrived in Montreal, ready for sale to French colonists hungry for domestic and agricultural labor.”</p> <ul style="list-style-type: none"> <li>• <a href="http://www.slate.com">http://www.slate.com</a></li> <li>• While it is widely known that the Cherokee Nation held slaves, and formally allied with the Confederacy during the Civil War, few people know that there was a sort of mini-civil war raging within the Cherokee Nation. The anti-slavery faction were called "Pins." Most Cherokee men joined the Confederate side, but a fairly large contingent sided with the Union.”</li> <li>• <a href="https://www.quora.com/Did-the-Native-Americans-own-slaves">https://www.quora.com/Did-the-Native-Americans-own-slaves</a></li> </ul>
p.98, P.1, L. 4-7	Gold had been discovered on Cherokee land which made it more valuable. Jackson wanted the Government to take the land so it could be sold to white settlers.	S	<ul style="list-style-type: none"> <li>• The text constantly repeats this untruth. While all this is true, Jackson was not concerned with gold or profit. His concern was for the security of the young country. A flood of white settlers would displace justifiably angry natives and make the south secure from enemies domestic and foreign.</li> <li>• Robert Remini. <i>The Life of Andrew Jackson</i>. Harper Perennial, 2001, page 114</li> <li>• <b>The Reviewer suggests</b> that all such errors be corrected.</li> </ul>
p.110	Introduction of the subject of slavery.	OF	<ul style="list-style-type: none"> <li>• Context of the history of slavery needs to be introduced here.</li> <li>• While Americans took part, the first slaves were brought to North America by Spanish, Portuguese, and Dutch.</li> <li>• Muslims were responsible for 80% of all slave trade.</li> <li>• America followed Britain in abolishing slavery</li> <li>• Tennessee abolished slavery before the end of the war.</li> <li>• <a href="https://www.nps.gov/anjo/learn/historyculture/johnson-and-tn-emancipation.htm">https://www.nps.gov/anjo/learn/historyculture/johnson-and-tn-emancipation.htm</a></li> </ul>
p.112, P.1, L.1	In February, 1861, seven southern states voted to leave the United States in a process called secession....”	FE	<ul style="list-style-type: none"> <li>• South Carolina seceded in December of 1860 over the failure of non-slave states to return runaway slaves as required under the law of the time. Secession is constitutional. At that time, so was slavery. Six states followed in Feb. 1861.</li> <li>• <a href="http://www.civil-war.net/pages/southcarolina_declaration.asp">http://www.civil-war.net/pages/southcarolina_declaration.asp</a></li> </ul>
p.115, P. 2-3	“Andrew Johnson, a U.S. Senator, was opposed to state secessions....”	OF	<ul style="list-style-type: none"> <li>• Totally inadequate coverage of Johnson. “...he was also a man called a "Moses" for the freedom of slaves in Tennessee.”</li> <li>• <a href="https://www.nps.gov/anjo/learn/historyculture/johnson-and-tn-emancipation.htm">https://www.nps.gov/anjo/learn/historyculture/johnson-and-tn-emancipation.htm</a></li> <li>• No reasons provided for question #1, therefore provokes speculation on the part of the reader. Inappropriate for 5<sup>th</sup> graders.</li> </ul>
“What do you think?”			

	“Why would a slaveholder like Hearst fight for the Union? What harm might this bring to the Union?”		
p.117, Exercise, L. 2	You Decide: Imagine that you must decide whether to side with the Union and OR side with the Confederacy.  (List reasons)	B	<ul style="list-style-type: none"> <li>• Asking children to decide which side they choose after the indoctrination they’ve been given in this account is transparently partisan. Asks for a page number: there’s no argument on any page in the slightest defense of the secession or the confederacy. Any perceived justification is untold.</li> <li>• “It is totally unfair to look at it from 150 years later and pass judgement on what those people did... It’s what causes an awful lot of misunderstanding trying to apply a different set of standards to a different nation, actually.” Shelby Foote, 2001</li> </ul>
p.119-123  p.124          Text box: P.2, L.1	Civil War battles in Tennessee  “.General Nathan Bedford Forrest was leading his cavalry division around West Tennessee.. Forrest decided to attack Ft. Pillow...  “..historians have come to agree that a massacre	OF	<ul style="list-style-type: none"> <li>• 10 battles covered; all strategic Union victories.</li> <li>• NBF was a brilliant General, winning almost every battle he led, most in Tennessee. The only one addressed is speculatively covered.</li> <li>• Not all historians agree that a massacre occurred. Under overwhelming odds, Maj. Bradford refused to surrender when given an opportunity.</li> <li>• <a href="https://www.civilwaracademy.com/civil-war-battles-in-tennessee">https://www.civilwaracademy.com/civil-war-battles-in-tennessee</a></li> </ul>
p.125	A portrait of NBF: “He became the first Grand Wizard ...of the Ku Klux Klan, but left the group when he saw it could not be led like a military unit.”	OF	<ul style="list-style-type: none"> <li>• To understand why the original KKK emerged and why Forrest and the South supported it, one must understand the Reconstruction era; the crimes, outrages, and unconstitutional activities of the Liberal North and its Radical South-hating politicians. The "Reconstruction KKK" (which is in no way connected to the modern KKK founded in 1915) was a conservative organization, was intended to be temporary (which is why it lasted only three years), had thousands of black supporters, assistants, and members, and was formed to protect Southerners of all races from the North's injurious and vindictive Reconstruction measures. Not only was there an all-black Ku Klux Klan in Nashville, but many of the white Yankees who came South as part of the North's Reconstruction program were members as well. He ordered the dissolution of the KKK once it displayed racial hatred, and</li> </ul>

			<p>in his last 2 years of life, called for social and political advancement for blacks.</p> <ul style="list-style-type: none"> <li>• Jack Hurst. <i>Nathan Bedford Forrest: A Biography</i>. Vintage; Reprint edition (March 15, 1994)</li> <li>• Lochlainn Seabrook. <i>Nathan Bedford Forrest and the Ku Klux Klan: Yankee Myth, Confederate Fact</i>. Sea Raven Press; 1st edition (December 19, 2015)</li> </ul>
p.135, P.1, L.3	“The mob set fire to 91 houses and many other buildings.”	FE	<ul style="list-style-type: none"> <li>• True and terrible but numbers are inflated: Three Negro churches were burned, also eight (8) school houses, five (5) of which belonged to the United States Government, and about fifty (50) private dwellings, owned, occupied or inhabited by freedmen as homes in which they had all their personal property, scanty though it be, yet valuable to them and in many instances containing the hard earnings of months of labor.</li> <li>• Records of the Assistant Commissioner for the State of Tennessee Bureau of Refugees, Freedmen, and Abandoned Lands, 1865-1869 National Archives Microfilm Publication M999, roll 34 “Reports of Outrages, Riots and Murders, Jan. 15, 1866 – Aug. 12, 1868”</li> </ul>
.135, P.2, L. 4	<p>“Under his leadership [NBF] the Klan started holding parades and whipping or sometimes even killing black voters....”</p> <p>“Meanwhile, Klan leader, Nathan Bedford Forrest tried to increase his control over the clansman.”</p>	FE	<ul style="list-style-type: none"> <li>• NBF had dissolved the original KKK and his relationship with any remnants by this time. He tried to increase his control to stop the violence.</li> <li>• Lochlainn Seabrook. <i>Nathan Bedford Forrest and the Ku Klux Klan: Yankee Myth, Confederate Fact</i>. Sea Raven Press; 1st edition (December 19, 2015)</li> </ul>
p.139-141	Addresses the backlash of former Confederates once they regained control of state government.	OF	<ul style="list-style-type: none"> <li>• The text fails to suggest students consider the psychological leap required of southern whites to except the sudden, cruel and radical changes imposed by the reconstructionists; outsiders. The unfortunate history supports the better judgement of President Andrew Johnson. Had he prevailed with his slower, more incremental policies, much of the civil disorder might have been avoided.</li> </ul>
p.141	Photo-question: “Why do you think the artist depicted the black man in expensive clothing?”	B	<ul style="list-style-type: none"> <li>• Leading and too sophisticated for a 5<sup>th</sup> grader. The publishers want the reader to conclude that the action was predicated on a racial basis only: not because the man was a bum or unable to pay.</li> </ul>
Unit 4, p. 146-7	Mexicans & Puerto Rican’s pictured on opening page.	FE	<ul style="list-style-type: none"> <li>• None of the historic events listed below this photo relate to the photo. This departs from being about TN and focuses on social justice as perceived by the left.</li> </ul>

p.148, P.2. last line	“Just as Tennessee was celebrating its Centennial, the Progressive Era was beginning.	OF,HT	<ul style="list-style-type: none"> <li>The text needs to include here an explanation of ‘the Progressive Era’: During the period known as the Progressive Era (1890s to about 1920) the U.S. government became increasingly activist in both domestic and foreign policy. Progressive (reform-minded) political leaders sought to extend their vision of a just and rational order to all areas of society and some, indeed, to all reaches of the globe. <a href="http://www.scholastic.com/browse/subarticle.jsp?id=1672">http://www.scholastic.com/browse/subarticle.jsp?id=1672</a></li> </ul>
p.157, P.3, L.2	“The term “negro” is an old & now disrespectful name for African-Americans.”	FE, S	<ul style="list-style-type: none"> <li>Definition of Negro- a member of a dark-skinned group of peoples originally native to Africa south of the Sahara.</li> <li><a href="https://en.oxforddictionaries.com/definition/negro">https://en.oxforddictionaries.com/definition/negro</a></li> <li>It is not disrespectful. It is historically time-based.</li> <li>African-American is an inadequate substitute as a race designator. Negro, translating to ‘black’ in Latin, indicates color, while African (or American) indicates only residency or origination. Not all black people came from Africa and not all Africans are black.</li> </ul>
p.160, P.1 L.2:	“African-Americans across the nation volunteered ..., hoping that their patriotism might improve their treatment and earn them some respect.”	S	<ul style="list-style-type: none"> <li>This blanket statement is presuming, assigning selfish motives to all negro volunteers while stealthily reminding impressionable young readers that negroes continued to be mistreated.</li> </ul>
p.163, Photo question	“What do you notice about the signs the women are holding?”	S	<ul style="list-style-type: none"> <li>This question is designed to lead the students to the following conclusion: to blame Republicans for women’s disenfranchisement.</li> </ul>
p.176-7	“The Government Takes Action” FDR’s New Deal.	B, OF	<ul style="list-style-type: none"> <li>FDR’s New Deal spending programs did not increase the number of jobs in the economy, because the money spent on New Deal projects came from taxpayers who consequently had less money to spend on food, coats, cars, books and other things that would have stimulated the economy. It’s a classic case of the seen versus the unseen — we can see the jobs created by New Deal spending, but we cannot see jobs destroyed by New Deal taxing.</li> <li>ND programs channeled money AWAY from the South, the poorest region in the United States. The largest share of New Deal spending and loan programs went to political “swing” states in the West and East - where incomes were at least 60% higher than in the South. As an incumbent, FDR didn’t see any point giving much money to the South where voters were already overwhelmingly on his side.</li> <li><a href="https://www.cato.org/publications/commentary/how-fdrs-new-deal-harmed-millions-poor-people">https://www.cato.org/publications/commentary/how-fdrs-new-deal-harmed-millions-poor-people</a></li> </ul>

p.176, P.3. L.2	Helping Farmers: “The Government paid farmers across the country to plant fewer crops.	OF	<ul style="list-style-type: none"> <li>The Agricultural Adjustment Act (1933) cut back farm production and devastated black tenant farmers who needed work. It also forced Americans to pay more for food. Moreover, FDR banned discounting by signing the Anti-Chain Store Act (1936) and the Retail Price Maintenance Act (1937). <a href="https://www.cato.org/publications/commentary/how-fdrs-new-deal-harmed-millions-poor-people">https://www.cato.org/publications/commentary/how-fdrs-new-deal-harmed-millions-poor-people</a></li> </ul>
p.198	Elvis: “...older generations hated him because of his calls for change.”	O	<ul style="list-style-type: none"> <li>What calls for change? No context, unless referring to his musical presentation style, but that is not clear.</li> </ul>
p.211, P.6, L.3	“Middle Tennessee is also home to many of the Universities in the state, including Vanderbilt, and Tennessee State University.”	O	<ul style="list-style-type: none"> <li>There are 30 colleges and universities in Middle Tennessee, Middle Tennessee State University in Murfreesboro being the largest in terms of enrollment and 2<sup>nd</sup> only to UT Knoxville in the state.</li> </ul>
p.219, P. 5, L.2	“You have a right to belong to the religion of your choice.”	HT	<ul style="list-style-type: none"> <li>You have a right to openly <i>practice</i> the religion of your choice.</li> </ul>
p.221 Portrait, last line	“His (Al Gore’s) documentary about the environment was released in 2006 and won an Academy Award”	HT, B	<ul style="list-style-type: none"> <li>His documentary was highly controversial. The Science and Public Policy Institute issued a list of 35 errors in the movie. Many predictions didn’t happen.</li> <li><a href="http://scienceandpublicpolicy.org/science-papers/monckton/errors-in-al-gores-an-inconvenient-truth">http://scienceandpublicpolicy.org/science-papers/monckton/errors-in-al-gores-an-inconvenient-truth</a></li> </ul>
p.223 last line	“So when we talk about education we are talking about the very success and future of Tennessee ...Tennessee can and will lead the nation in education.”	OF	<ul style="list-style-type: none"> <li>Haslam championed Common Core even after it had been discredited and abandoned by many scholars. His Commissioner of Education choices have been a disaster. Standardized testing has been a disaster. Claims of progress are questionable when test scores cannot even be reliable.</li> <li><a href="https://www.chalkbeat.org/posts/tn/2018/04/18/on-the-hot-seat-mcqueen-to-explain-latest-testing-blunders-to-angry-tennessee-lawmakers/">https://www.chalkbeat.org/posts/tn/2018/04/18/on-the-hot-seat-mcqueen-to-explain-latest-testing-blunders-to-angry-tennessee-lawmakers/</a></li> </ul>
p.224-5	About the 3 branches of government	OF	<ul style="list-style-type: none"> <li>The Reviewer would like to see an explanation of the enumeration of powers and how anything not enumerated is the purview of the individual states.</li> <li>“The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.” <i>The 10<sup>th</sup> amendment to the Constitution of the United States.</i></li> </ul>

p.229, P. 4	About the Governor signing a bill into law.	OF	<ul style="list-style-type: none"> <li>If the Governor does not sign the bill, but does not veto it, it becomes law after 10 business days.</li> <li><a href="http://www.capitol.tn.gov/about/billtolaw.html">http://www.capitol.tn.gov/about/billtolaw.html</a></li> </ul>
p.230, P. 2, L.7	"We have a right to a good education"	HT	<ul style="list-style-type: none"> <li>We have a right to get educated but a government provided education is a gift and a privilege, not a right. We (the public) pay property taxes to provide public education.</li> </ul>

## Evaluation of Social Studies Skills and other important issues

An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students?  For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?	Appropriate for the age group.	
2	Are the captions under pictures factual?		Not always. Often leading, and with provocative questions.
3	Are the charts and graphs relevant to the topic being presented?	yes	
4	Are the maps accurate and relevant to the topic?	Yes, they are good.	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		This is an area of concern. Very often there is little or no material to inform the student. The questions are indeed thought provoking; often too much so for 5 <sup>th</sup> graders and leading them to extrapolate to formulate opinions desired by the producers of the material.
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		Very little

7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		Very little
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?	Yes, but not comprehensive.	
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	It has timelines at the beginning of each unit.	It need more dates sprinkled into the narrative. I found myself having to countlessly back-track to determine where we were in the time sequence of events.
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?	Yes	
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	N/A	This text mentions Christianity minimally.

## Commendations:

The pictures, maps, portraits, and graphics are very nice, but they occupy such a large percentage of the space; I wonder if some of the background stories might be more informative, using part of that space.

## Concerns:

Early history is presented in a way that overstates dark episodes and glosses over the happier events and characters. We are blessed with historic giants such as Andrew Jackson, Sam Houston, Nathan Bedford Forrest, who provide rich and powerful stories, but those stories are very sketchy, if told at all. Context is not provided as to the conditions of the times and the history preceding the events covered, making it impossible for youngsters to fairly judge the decisions and actions taken. Yet they are asked to do so.

## Evaluations based on template

Choices	Explanations	Yes	No
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1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made prior to adoption.	<b>X</b>	
4	This book is so flawed that it is <b>not recommended</b> for adoption.		

## . Truth in Textbooks Review

McGraw Hill Geography: Human and Physical World, TN Student Edition (2019)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal **Bias** of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Ch. 1, WGM, P.2, Para.1, et seq	<i>Apportionment</i> is the process used to decide how many representatives each state will have to represent it in the U.S. Congress	IT	<ul style="list-style-type: none"> <li>• “R” in representative should be capitalized everywhere in this paragraph and in 2. Human Systems.</li> <li>• Apportionment is only for numbers of Representatives to U.S. House of Representatives.</li> <li>• Lower case “r” constitutes a generic reference to the concept of representation and could be interpreted as number of representatives throughout government.</li> <li>• <a href="https://www.census.gov/schools/resources/maps/apportionment.html">https://www.census.gov/schools/resources/maps/apportionment.html</a></li> </ul>

Ch. 1, Lesson Res., pres. 7.	Scientists study Russell Ice Glacier in Greenland and the causes of its rapid melting.	HT, B	<ul style="list-style-type: none"> <li>• Selection of the Russell Glacier is biased toward the global warming narrative. In fact, it may not have been warming for the last 20 years.</li> <li>• Russell Glacier is the fastest melting glacier, but is also the fastest refreezing glacier.</li> <li>• Glacial melt/refreeze is much more complicated than simple air temperature.</li> <li>• <a href="https://www.researchgate.net/figure/Ice-speed-up-relative-to-winter-mean-along-the-Russell-Glacier-transect-since-the-start_fig5_263479287">https://www.researchgate.net/figure/Ice-speed-up-relative-to-winter-mean-along-the-Russell-Glacier-transect-since-the-start_fig5_263479287</a></li> <li>• <a href="http://www.remss.com/blog/recent-slowing-rise-global-temperatures/">http://www.remss.com/blog/recent-slowing-rise-global-temperatures/</a></li> </ul>
Ch. 2 – The Physical world, Les. 2 – Forces of Change, Earth’s Structure, P. 2, Para. 1, L. 1	For hundreds of millions of years, the surface of the Earth has been in motion.	OF	<ul style="list-style-type: none"> <li>• The number of years (hundreds of millions) is according to the THEORY of evolution. Reviewer suggests that this wording be included.</li> <li>• “The motion of the earth’s crust is accepted by uniformitarian and creationist scientists alike. The difference lies in the time frame over which the movement has happened.”</li> <li>• Roger Patterson, <i>Evolution Exposed: Earth Science</i>, Answers in Genesis (2009). Chapter 9, Plate Tectonics</li> <li>• <a href="https://answersingenesis.org/geology/plate-tectonics/plate-tectonics/">https://answersingenesis.org/geology/plate-tectonics/plate-tectonics/</a></li> </ul>
Ch. 2 – The Physical World, Les. 2 – Forces of Change, Earth’s Structure, P. 2 Para. 2, L. 1,2	If you had seen the Earth from space 500 million years ago, the planet probably would not have looked at all like it does today.	OF	<ul style="list-style-type: none"> <li>• The number of years (500 million) is according to the THEORY of evolution. This reviewer suggests that this wording be included.</li> <li>• “...many observations are incompatible with the idea of slow-and-gradual plate tectonics. Drilling into the magnetized rock of the mid-ocean ridges shows that a matching “zebra-striped” pattern of the surface rocks does not exist at depth. Instead, magnetic polarity changes rapidly and erratically down the drill-holes. This is contrary to what would be expected with slow-and-gradual formation of the new oceanic crust accompanied by slow spreading rates. But it is just what is expected with extremely rapid formation of new oceanic crust and rapid magnetic reversals during the Flood.”</li> <li>• “A Catastrophic Breakup: A Scientific Look at Catastrophic Plate Tectonics” by Dr. Andrew A. Snelling, Answers Magazine, March 20, 2007</li> <li>• <a href="https://answersingenesis.org/geology/plate-tectonics/a-catastrophic-breakup/">https://answersingenesis.org/geology/plate-tectonics/a-catastrophic-breakup/</a></li> </ul>
Ch. 2 – The Physical World, Les. 2 – Forces of Change, Earth’s	The maps on the next page show that over millions of years, this supercontinent has broken apart into smaller continents.	OF	<ul style="list-style-type: none"> <li>• The number of years (millions) is according to the THEORY of evolution. This reviewer suggests that this wording be included.</li> <li>• “The idea that sea-floor plates form slowly and continuously at a rate of a few centimeters each year as the ocean crust is being rift apart, is not supported by geologic data. The concept of destruction of sea-</li> </ul>

Structure, P. 2, Para. 2, Ls. 5,6			<p>floor plates over millions of years by slow underthrusting below ocean trenches is also doubtful. Furthermore, the cause for the alleged gradual and uninterrupted motion of plates is an unsolved mystery. Despite these failures in the modern theory of "plate tectonics," the notion that the earth's surface has been deformed at the margins of moving plate-like slabs appears to be a valid one. The facts indicate that the separation of the continents, rifting of the ocean floor, and underthrusting of ocean trenches, were accomplished by rapid processes, not occurring today, initiated by a catastrophic mechanism."</p> <ul style="list-style-type: none"> <li>• "Continental Drift, Plate Tectonics, and the Bible" by Stuart E. Nevins, Acts &amp; Facts Magazine, The Institute for Creation Research, February 1, 1976</li> <li>• <a href="http://www.icr.org/article/continental-drift-plate-tectonics-bible/">http://www.icr.org/article/continental-drift-plate-tectonics-bible/</a></li> </ul>
Ch. 2 – The Physical World, Les. 2 – Forces of Change, Earth’s Structure, P. 2, Para. 4, Ls. 1,2	Many scientists estimate that plate tectonics has been shaping the Earth’s surface for 2.5 to 4 billion years.	OF	<ul style="list-style-type: none"> <li>• The number of years (2.5 to 4 billion) is according to the THEORY of evolution. This reviewer suggests that this wording be included.</li> <li>• “Many processes observed today point to a young earth of only a few thousand years. The rate at which the earth’s magnetic field is decaying suggests the earth must be less than 10,000 years old. And, at the current rate of accumulation, the amount of mud on the sea floor should be many kilometers thick if the earth were billions of years old. However, the average depth of all the mud in the whole ocean is less than 400 meters, giving a maximum age for the earth of not more than 12 million years. All this and more indicates an earth much younger than 4.6 billion years.</li> <li>• John D. Morris, The Young Earth (Creation Life Publishers, 1994), pp. 70–71, 83–90.</li> <li>• <a href="https://assets.answersingenesis.org/doc/prod/etc/sample/13-1-026_our-planet-earth-teacher.pdf">https://assets.answersingenesis.org/doc/prod/etc/sample/13-1-026_our-planet-earth-teacher.pdf</a></li> </ul>
Ch. 2 – The Physical World, Les. 2 – Forces of Change, Earth’s Structure, P. 4, Para. 2, Ls. 6,7,8	The Andes, a mountain system in South America, was formed over millions of years as a result of subduction as the Nazca Plate slides beneath the South American Plate.	OF	<ul style="list-style-type: none"> <li>• The number of years (millions) is according to the THEORY of evolution. This reviewer suggests that this wording be included.</li> <li>• “An ongoing enigma for the standard geological community is why all the high mountain ranges of the world—including the Himalayas, the Alps, the Andes, and the Rockies—experienced most of the uplift to their present elevations in what amounts to a blink of the eye, relative to the standard geological time scale. In terms of this time scale, these mountain ranges have all undergone several kilometers of vertical uplift since the beginning of the Pliocene about five million years ago. This presents a profound difficulty for uniformitarian thinking because the driving forces responsible for mountain building are assumed to</li> </ul>

			<p>have been operating steadily at roughly the same slow rates as observed in today's world for at least the past several hundred million years.”</p> <ul style="list-style-type: none"> <li>• “Recent Rapid Uplift of Today's Mountains” by John Baumgardner. Acts &amp; Facts Magazine. Institute for Creation Research. March 1, 2005</li> <li>• <a href="http://www.icr.org/article/98">http://www.icr.org/article/98</a></li> </ul>
Ch. 2 – The Physical World, Les. 2 – Forces of Change, Earth’s Structure, P. 4, Para. 3, Ls. 7,8,9	Most scientists believe that much of western North America expanded outward into the Pacific Ocean over 200 million years as a result of accretion.	OF	<ul style="list-style-type: none"> <li>• The number of years (over 200 million) is according to the THEORY of evolution. This reviewer suggests that this wording be included.</li> <li>• “The case seems compelling that the Flood was accompanied by major tectonic activity. The fact that the ocean floor is young, even by uniformitarian standards, suggests an extremely rapid replacement during the events of the Flood. Computer models support this claim and provide a model to explain the rapid spreading of the continents accompanied by rapid subduction. This subduction would produce mountains along these boundaries in rapid fashion. How this rapid formation could occur in the uniformitarian model poses a serious problem. The planation surfaces that precede the mountain-building phase are another problem in the uniformitarian model. These flat surfaces can be explained by sheet erosion due to the waters of the Flood flowing rapidly off of the continents and into the ocean basins as the continental crust bobbed up on the mantle. All of these processes are best explained by a recent, global Flood.”</li> <li>• Roger Patterson, <i>Evolution Exposed: Earth Science</i>, Answers in Genesis (2009). Chapter 6, Geologic Column. Reference Article 6.9 Summary</li> <li>• <a href="https://answersingenesis.org/geology/geologic-time-scale/geologic-column/">https://answersingenesis.org/geology/geologic-time-scale/geologic-column/</a></li> </ul>
Ch. 3, WGM, Sent. 1	Climate scientists have amassed data on weather patterns and climate since the 1980s.	FE, B	<ul style="list-style-type: none"> <li>• Climate scientists have been amassing data long before the 1980’s. It likely started 200 years ago, if not more.</li> <li>• This sentence is the first of many in this book that create a misleading narrative of our climate. I will try to address only the most egregious.</li> <li>• <b>This Reviewer suggest rewording:</b> <i>Climate scientists have amassed data on weather patterns and climate for at least the last 200 years.</i></li> <li>• <a href="https://www.ecowatch.com/katharine-hayhoe-climate-change-2103671842.html">https://www.ecowatch.com/katharine-hayhoe-climate-change-2103671842.html</a></li> </ul>
Ch. 3, WGM, Para. 1, Sent. 3	Predictions show that warming of the planet, or global warming, will accelerate through the end of the twenty-first century.	S, B	<ul style="list-style-type: none"> <li>• Writing predictions into a text shows bias. Especially in light of the absence of warming over the last 20 years, predictions are unreliable and uncalled for.</li> <li>• <b>This Reviewer suggests</b> that this sentence be deleted.</li> </ul>

Ch. 3, WGM, Pg. 1, Para. 2, Sent. 1	Climate change is a significant change in temperature, precipitation, and wind patterns that lasts for at least several decades.	HT, B	<ul style="list-style-type: none"> <li>• Easterbrook, Panel 1-B: <a href="http://climateconference.heartland.org/">http://climateconference.heartland.org/</a></li> <li>• The climate has been changing from the beginning of our planet. The patterns of change have varied and, often, there are sub-patterns within patterns. Some patterns last decades, some centuries, some millennia.</li> <li>• <b>The Reviewer suggests</b> adding these sentences: Climate changes naturally, due to solar activity, oceanic activities of several kinds, electromagnetic forces, and galactic activity such as gamma rays.</li> <li>• <a href="https://journals.ametsoc.org/doi/10.1175/JCLI-D-17-0667.1">https://journals.ametsoc.org/doi/10.1175/JCLI-D-17-0667.1</a></li> <li>• <a href="https://www.mpg.de/8925360/climate-change-global-warming-slowdown">https://www.mpg.de/8925360/climate-change-global-warming-slowdown</a></li> </ul>
Chap. 3, WGM, Pg. 2, Para. 1, Sent. 1	Although average global surface temperature does fluctuate due to natural causes, most climate scientists agree that human activity is a major contributing factor to recent warming of the planet.	HT, B	<ul style="list-style-type: none"> <li>• Scientists are far from agreement on the impact of human activity. In fact, proponents of “settled science” have doctored their agreement survey.</li> <li>• <b>The Reviewer suggests the following rewording: “Although average global surface temperature does fluctuate due to natural causes, scientists disagree on the extent of human activity as a contributing factor.”</b></li> <li>• <a href="https://www.mpg.de/8925360/climate-change-global-warming-slowdown">https://www.mpg.de/8925360/climate-change-global-warming-slowdown</a></li> <li>• <a href="https://www.forbes.com/sites/jamestaylor/2013/02/13/peer-reviewed-survey-finds-majority-of-scientists-skeptical-of-global-warming-crisis/#29fbf1944c7c">https://www.forbes.com/sites/jamestaylor/2013/02/13/peer-reviewed-survey-finds-majority-of-scientists-skeptical-of-global-warming-crisis/#29fbf1944c7c</a></li> <li>• <a href="http://journals.sagepub.com/doi/full/10.1177/0170840612463317">http://journals.sagepub.com/doi/full/10.1177/0170840612463317</a></li> <li>• <a href="https://www.forbes.com/sites/jamestaylor/2013/05/30/global-warming-alarmists-caught-doctoring-97-percent-consensus-claims/#464ca8b3485d">https://www.forbes.com/sites/jamestaylor/2013/05/30/global-warming-alarmists-caught-doctoring-97-percent-consensus-claims/#464ca8b3485d</a></li> </ul>
Ch. 3 – Why Geography Matters – The World, P. 2, Para. 1, Ls. 2,3	... most climate scientists agree that human activity is a major contributing factor to recent warming of the planet.	OF, S	<ul style="list-style-type: none"> <li>• Most climate scientists do not agree on climate change and its causation.</li> <li>• “In the case of 97% of climate scientists agreeing that human beings are the main cause of warming, the researchers have engaged in egregious misconduct.”</li> <li>• Forbes, Jan. 6, 2015, 97% Of Climate Scientists Agree' Is 100% Wrong by Alex Epstein, <a href="https://www.forbes.com/sites/alexepstein/2015/01/06/97-of-climate-scientists-agree-is-100-wrong/#44ac61463f9f">https://www.forbes.com/sites/alexepstein/2015/01/06/97-of-climate-scientists-agree-is-100-wrong/#44ac61463f9f</a></li> <li>• “Only 36 percent of geoscientists and engineers believe that humans are creating a global warming crisis, according to a survey reported in the peer-reviewed <i>Organization Studies</i>. By contrast, a strong majority of the 1,077 respondents believe that nature is the primary cause of</li> </ul>

			<p>recent global warming and/or that future global warming will not be a very serious problem.” Feb. 13, 2013</p> <ul style="list-style-type: none"> <li>Forbes, Peer-Reviewed Survey Finds Majority Of Scientists Skeptical Of Global Warming Crisis, James Taylor, Feb. 13, 2013. <a href="https://www.forbes.com/sites/jamestaylor/2013/02/13/peer-reviewed-survey-finds-majority-of-scientists-skeptical-of-global-warming-crisis/#6dc364414c7c">https://www.forbes.com/sites/jamestaylor/2013/02/13/peer-reviewed-survey-finds-majority-of-scientists-skeptical-of-global-warming-crisis/#6dc364414c7c</a></li> </ul>
Chap. 3, WGM, Pg. 2, Para. 1, Sent. 5	The human-produced greenhouse gases amplify the effect and increase the warming of Earth.	HT, B	<ul style="list-style-type: none"> <li>CO2, the gas most often blamed for global warming, has been increasing at half the rate predicted with an effect that is undetectable at the percentage it represents.</li> <li>CO2 is present at approximately 400 parts per million in the atmosphere or .0004. A one percent increase in CO2 would result in only 4/10,000ths parts per million. By contrast, nitrogen is 78% of the atmosphere.</li> <li><b>The Reviewer suggests substituting the following sentence:</b> “The human-produced greenhouse gases represent a very small effect on any warming of the earth.”</li> <li><a href="https://www.scientificamerican.com/article/carbon-dioxide-and-climate/">https://www.scientificamerican.com/article/carbon-dioxide-and-climate/</a></li> <li><a href="ftp://ftp.cmdl.noaa.gov/ccg/co2/trends/co2_mm_mlo.txt">ftp://ftp.cmdl.noaa.gov/ccg/co2/trends/co2_mm_mlo.txt</a></li> </ul>
Chap. 3, WGM, Pg. 3, Para. 1	As Earth’s surface temperature warms and its climate becomes less stable, people will be affected in several ways. Melting glaciers will cause sea levels to rise, likely rendering some coastal regions and islands uninhabitable. Increased droughts, heat waves, and wildfires will affect some regions, while other areas will be impacted by severe flooding. Storms and other extreme weather events may increase in their frequency and intensity as well. As a result, people may face increased health and safety risks along with threats to their homes, cities, and critical infrastructure systems.	FE, B	<ul style="list-style-type: none"> <li>This is all speculative.</li> <li><b>This Reviewer suggests that this paragraph be eliminated.</b></li> <li>Easterbrook, Panel 1-B: <a href="http://climateconference.heartland.org/">http://climateconference.heartland.org/</a></li> <li><a href="https://www.forbes.com/sites/peterferrara/2012/05/31/sorry-global-warming-alarmists-the-earth-is-cooling/#2cc6bd4e3de0">https://www.forbes.com/sites/peterferrara/2012/05/31/sorry-global-warming-alarmists-the-earth-is-cooling/#2cc6bd4e3de0</a></li> </ul>
Ch. 3, L. 2, Pg. 6, Para. 1, Sent. 1 and et. Seq.	One example of the way climate is affected by recurring events that alter weather patterns is the El Niño (ehl NEE•nyoh) phenomenon.	HT, OF, B	<ul style="list-style-type: none"> <li>No mention is made of El Nino’s opposite phenomenon, La Nina, and its opposite effect, or of the other major ocean factors – the Pacific and Atlantic Decadal Oscillations.</li> <li>In fact, the IPCC (Intergovernmental Panel on Climate Change) model purports to incorporate only the data from CO2, ignoring any oceanic influences.</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests that this section be expanded to include these and other effects on climate, especially solar activity, electromagnetic forces, and galactic rays.</b></li> <li>• <a href="https://journals.ametsoc.org/doi/10.1175/JCLI-D-17-0667.1">https://journals.ametsoc.org/doi/10.1175/JCLI-D-17-0667.1</a></li> <li>• <a href="https://wattsupwiththat.com/2018/03/18/approaching-grand-solar-minimum-could-cause-global-cooling/">https://wattsupwiththat.com/2018/03/18/approaching-grand-solar-minimum-could-cause-global-cooling/</a></li> </ul>
Ch. 3, L. 3, Pg. 6, Para. 1, Sent. last	While scientists continue to disagree about the causes of climate change, we do know that the Earth undergoes natural and predictable cycles of cooling and warming caused by factors such as solar flares and volcanic activity.	HT, S, B	<ul style="list-style-type: none"> <li>• After pages of promoting the global warming argument, this one sentence seems to show something of a contrary view. It hides and minimizes the opposing view.</li> <li>• <b>The Reviewer suggests that the editor address which stand the publisher intends to take.</b></li> <li>• See above.</li> </ul>
Ch. 4, L. 3, Pg. 4, Para. 3, Sent. 1	Many democratic countries, such as the United States and France, are republics	HT, FE	<ul style="list-style-type: none"> <li>• The U.S. is a Constitutional Republic – that is our form of government. We may adhere to democratic principles in voting, but as the point is made in the previous paragraph, no country is a democracy.</li> <li>• <b>The Reviewer suggests the following rewrite: “Many countries adhere to democratic principles in voting and rights, including the United States that is a constitutional republic.”</b></li> <li>• <a href="https://www.worldatlas.com/articles/what-type-of-government-does-the-united-states-have.html">https://www.worldatlas.com/articles/what-type-of-government-does-the-united-states-have.html</a></li> </ul>
Ch. 4, L. 3, Pg. 7, Para. 2, Sent. 1	Nationalism often contributes to political conflicts	HT, S	<ul style="list-style-type: none"> <li>• It is the human condition and spirit that causes political conflicts. There have been political conflicts before there were nations.</li> <li>• Political conflicts have been rife throughout history among tribes, clans, neighborhoods, groups of nations, and the UN.</li> <li>• <b>The Reviewer suggests deleting this sentence.</b></li> </ul>
Ch. 4, L. 3, Pg. 8, Para. 1, Sent. 4	Not usually government supported, each act of terrorism is devised to have an impact on many large audiences.	FE, OF, S, B	<ul style="list-style-type: none"> <li>• While terrorism hasn’t been religious-oriented in every instance, the cases of terrorism cited have all been instigated by Muslims in promotion of the Islamic faith.</li> <li>• This page should be rewritten to reflect the use of terrorism in furtherance of the Islamic faith and culture in the last 100 years, at least.</li> <li>• Wintle, Justin, “The Rough Guide History of Islam,” Penguin Group, London, 2003, pgs. 355 to end,</li> </ul>
Ch. 4, Les. 3 – Political Geography – P. 8, Para. 1 & 2	ESSENTIAL QUESTION • How do the characteristics and distribution of human populations affect human and physical systems?  Terrorism is also a type of political conflict. Terrorism inspires fear and is any violent and	OF/HT/B	<ul style="list-style-type: none"> <li>• The terrorists and the terrorist attacks referred to here are Islamist. The term Islamist must be added.</li> <li>• UnderstandingTheThreat.com, John Guandolo, Research and Resources, The True Nature of the Threat (no date available)</li> <li>• <a href="https://counterjihadreport.com/2016/03/28/islamist-terror-growing-in-lethality-and-geography-ipt-analysis-finds/">https://counterjihadreport.com/2016/03/28/islamist-terror-growing-in-lethality-and-geography-ipt-analysis-finds/</a></li> </ul>

	<p>destructive act committed to intimidate a people or a government. Terrorist attacks are usually carried out in such a way as to maximize the severity and length of the psychological impact. Not usually government supported, each act of terrorism is devised to have an impact on many large audiences. Terrorists also attack national symbols to show power and to attempt to shake the foundation of the country or society they are opposed to. For example, there was a series of terrorist attacks on September 11, 2001, at the World Trade Center in New York City, the Pentagon near Washington, D.C., and in the sky over western Pennsylvania. In 2012 there was an attack on the U.S. embassy in Libya. Terrorist acts frequently have a political purpose. They desire change so badly that failure to achieve change is seen as a worse outcome than the deaths of civilians.</p> <p>Terrorism can be influenced by geographic factors, as in the Israeli-Palestinian conflict in which many innocent lives were lost. In 1947 Palestine was divided to establish the nation of Israel, resulting in two separate homelands for the Palestinian and Jewish peoples. This division of the land has polarized Israelis and Palestinians for over 60 years, resulting in ongoing violent conflicts in the region.</p>		<ul style="list-style-type: none"> <li>• The United Nations Partition Plan for Palestine did not include the word Palestinian. This word was adopted after the 1967 War. The UN Partition Plan called for independent Jewish and Arab states.</li> <li>• <a href="http://www.mideastweb.org/181.htm">http://www.mideastweb.org/181.htm</a></li> <li>• The Arab-Israeli Conflict – not the Israeli-Palestinian Conflict which does NOT exist, is not about the division of land. It is about the destruction of the Jewish Homeland and the elimination of the Jews. This was the intent of the Arab League during the 1948 War of Independence and it is still part of the Hamas Charter, found in Article 6.</li> <li>• <a href="http://www.jewishvirtuallibrary.org/arab-league-declarationon-the-invasion-of-palestine-may-1948">http://www.jewishvirtuallibrary.org/arab-league-declarationon-the-invasion-of-palestine-may-1948</a></li> <li>• <a href="http://www.acpr.org.il/resources/hamascharter.html">http://www.acpr.org.il/resources/hamascharter.html</a></li> </ul>
<p>Ch. 4, Les. 4, Economic Geography, P. 2, Para. 2, ALL</p>	<p>One major problem with this type of economy [capitalism] is that it does not always provide the basic needs to everyone in the society. The weak, sick, disabled, and old sometimes have trouble providing for themselves and often slip into poverty.</p>	<p>B</p>	<ul style="list-style-type: none"> <li>• “Capitalism produces more economic growth: Capitalism produces considerably more economic growth than socialism and as John Kennedy said, <i>"A rising tide lifts all boats."</i> A fast growing economy produces more jobs, more wealth and helps everyone. Many people assume that capitalism isn't working if there are still poor people, but that misses the point. In many parts of the world, poverty means living in a hut with a dirt floor while in America, most poor Americans have TVs, refrigerators and cell phones. The rich may take home a larger share of the pie in capitalism, but the poor also benefit tremendously from living in a growing, thriving economy. “</li> <li>• 7 Reasons Socialism Will Make You Poorer Than Capitalism, John Hawkins, Townhall, Dec 04, 2012, Para. 5.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="https://townhall.com/columnists/johnhawkins/2012/12/04/7-reasons-socialism-will-make-you-poorer-than-capitalism-n1358940">https://townhall.com/columnists/johnhawkins/2012/12/04/7-reasons-socialism-will-make-you-poorer-than-capitalism-n1358940</a></li> </ul>
Ch. 4, L. 4, Pg. 4, Para., 3, Sent. 1	By 2000, Russia and the other countries that were once part of the Soviet Union were developing market economies.	HT, B	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests this substitution:</b> “By 2000, the Soviet Union’s economy had failed and the country had fallen apart, providing the opportunity for its former member republics to develop market economies independently.”</li> </ul>
Ch. 4, L. 4, Pg. 4, Para., 4, Sent. 2	Socialism ...has three main goals: (1) an equitable distribution of wealth and economic opportunity; (2) society’s control, through its government, of decisions about public goods; and (3) public ownership of services and factories that are essential.	HT, B	<ul style="list-style-type: none"> <li>• The word “equitable” is a judgment on the part of the author and should be deleted.</li> <li>• (2) society’s control through its government of decisions about public goods.</li> <li>• <b>The Reviewer suggests substituting this: “the government controls society through decisions about public goods and most other life activities.”</b></li> </ul>
Ch. 6, L.1. Lesson Res, Video	Entire video	OF	<ul style="list-style-type: none"> <li>• Entire video is nothing but a tourism promotion. It contains no factual treatment of any aspect of Canadian geography.</li> <li>• <b>The Reviewer suggest removing this video.</b></li> </ul>
Ch. 7, L. 3, Pg. 6, Para. 1	(absence of subject - corn)	OF	<ul style="list-style-type: none"> <li>• An entire chapter on Mexico and only one incidental mention of corn. In Mexico, and for that matter in all of Latin America, corn is a staple foodstuff, a critical trade commodity and a cornerstone of the culture. It goes back to pre-Columbian times when it was first hybridized.</li> <li>• <b>The Reviewer suggests adding</b> a thorough treatment of corn (and other agricultural products).</li> <li>• Mann, Charles C., 1491, New Revelations of the Americas Before Columbus, 2<sup>nd</sup> Ed., New York, Vintage Books, 2011, Chap. 6.</li> </ul>
Ch. 8, L. 2, Pg. 4, Para. 1, Sent. 5	Fidel Castro ruled until 2008 when he handed power to his brother Raúl, who initiated some economic reforms.	OF,HT, B	<ul style="list-style-type: none"> <li>• No mention made of the repression, poverty and suffering the Cuban people endured under the Castro’s communist system.</li> <li>• <b>The Reviewer suggests adding a</b> phrase to the cited sentence, as follows: “..., but the repression, poverty and suffering brought on by Cuba’s communist system continued.”</li> <li>• <a href="https://www.brookings.edu/blog/order-from-chaos/2017/12/04/what-will-be-raul-castros-legacy/">https://www.brookings.edu/blog/order-from-chaos/2017/12/04/what-will-be-raul-castros-legacy/</a></li> </ul>
Ch. 9, L. 1, Pg. 5, Para. 1, Sent. 1	The El Niño phenomenon also affects climate in South America	OF	<ul style="list-style-type: none"> <li>• No mention of La Nina or Pacific Decadal Oscillation and their impact on SA climate. See Ch. 3, L. 2, above.</li> </ul>
Ch. 9, Assessment, Ques. 24	Cover relevant events and figures, from the country’s colonization, to any rebellions it faced, to its declaration of independence, to its changes in the government systems in the twentieth and twenty-first centuries.	HT, B	<ul style="list-style-type: none"> <li>• Why start with the point of colonization? Why not start with pre-Columbian period to show conditions under which the indigenous peoples lived?</li> <li>• Mann, Charles C., 1491, New Revelations of the Americas Before Columbus, 2<sup>nd</sup> Ed., New York, Vintage Books, 2011, Chap. 9</li> </ul>

Ch. 10, L. 2, Pg. 4, Para. 2, Sent. 3	These migrants are seeking political asylum to escape conflicts in their home countries.	HT, B	<ul style="list-style-type: none"> <li>Asylum is not the only reason these migrants come from war-torn regions of Africa, as well as the Middle East. Some of those who are Muslim come to overwhelm the nations who allow them to enter.</li> <li>The Reviewer suggests adding: “These African and Middle East migrants are seeking political asylum to escape conflicts in their home countries and, in some cases, to overwhelm the nations who allow them to enter.”</li> <li><a href="https://academic.oup.com/jrs/article-abstract/23/3/294/1555528">https://academic.oup.com/jrs/article-abstract/23/3/294/1555528</a></li> </ul>
Ch. 11, L. 2, Pg. 2, Para. 1, Sent. 4	The goal of the Crusades was to regain the Holy Land, the birthplace of Christianity, from Muslim rule	HT, B	<ul style="list-style-type: none"> <li>This sentence makes it sound as though the Muslims had always been ruling.</li> <li>Muslims conquered the Holy Land by military force and occupation, starting in 633, after its initial occupation by Zoroastrian Persians in 622.</li> <li><b>The Reviewer suggests adding:</b> “...Christianity, after Muslims had conquered it by military force and occupation 400 years before.”</li> <li>Wintle, Justin, “The Rough Guide History of Islam,” Penguin Group, London, 2003, pgs. 46, 47.</li> </ul>
Ch. 11, L. 2, Pg. 6, Para. 1	In 2015, more than a million refugees, mostly from North Africa and Southwest Asia, crossed into Europe. Many were fleeing the violence of the Syrian civil war. Others were escaping economic hardship and human rights abuses. In Northwestern Europe, Germany experienced the largest influx of refugees.	HT, B	<ul style="list-style-type: none"> <li>No mention of Muslims and their terror, Sharia Law and self-ghettoization.</li> <li><a href="https://academic.oup.com/jrs/article-abstract/23/3/294/1555528">https://academic.oup.com/jrs/article-abstract/23/3/294/1555528</a></li> </ul>
Ch. 11, L. 3, Pg. 4, Para. 4, Sent. 2	The Kyoto Protocol sets emissions targets for participating countries and establishes a system of cap-and-trade.	HT, OF	<ul style="list-style-type: none"> <li>Cap-and-trade is a form of tax whereby a business or country that exceeds its targets pays an entity that is below standard for its excess and continues to do business as before. Thus, an entity can escape reduction of its emissions by paying for it.</li> <li><b>The Reviewer suggests adding:</b> “...cap-and-trade – whereby pollution can be continued by paying an entity that is under their standard.”</li> <li><a href="https://e360.yale.edu/features/putting_a_price_on_carbon_an_emissions_cap_or_a_tax">https://e360.yale.edu/features/putting_a_price_on_carbon_an_emissions_cap_or_a_tax</a></li> </ul>
Ch. 14, L. 2, Pg. 3, Para. 1, Sent. last	What emerged was the Communist-controlled Union of Soviet Socialist Republics (USSR), or the Soviet Union.	HT, OF	<ul style="list-style-type: none"> <li>The USSR didn’t “emerge.” It was brutally and ruthlessly created and enforced through military and totalitarian means.</li> <li><b>The Reviewer suggests adding this sentence:</b> “It is estimated that, to enforce the Communist system, its leader, Josef Stalin, ordered the execution of at least 1.5 million people, while another 5 to 20 million people died of starvation and other state-imposed means.”</li> <li><a href="https://historyofrussia.org/stalin-killed-how-many-people/">https://historyofrussia.org/stalin-killed-how-many-people/</a></li> </ul>

Unit 5, Ch. 15: North Africa, Les. 2, P. 2, Para. 1, Ls. 1,2	In the A.D. 600s, invasions of Arab armies moved westward from the Arabian Peninsula.	OF	<ul style="list-style-type: none"> <li>• These armies should be identified as <b>Muslim Arab armies</b>.</li> </ul>
Unit 5, Ch. 15: North Africa, Les. 2, P. 3, L.. 3	As Arab rule spread across North Africa, so did the Muslim religion.	HT	<ul style="list-style-type: none"> <li>• The religion did not just spread. It was introduced and imposed by Jihad or Holy War.</li> <li>• Mohammed taught that Jihad was the second most important activity of a Muslim. Sahih Bukhari1:2:25</li> <li>• <b>The Reviewer suggests the following simple rewrite: “As Arab rule spread by Jihad across North Africa, so did the Muslim religion.”</b></li> </ul>
Unit 5, Ch. 15: North Africa, Les. 2, P. 4, Para. 1, Ls, 9,10.	United by language, Arabs first migrated from the Arabian Peninsula to North Africa in the A.D. 600s.	HT	<ul style="list-style-type: none"> <li>• It was not a migration; it was an invasion.</li> <li>• <b>The Reviewer suggests the following simple rewrite: “United by language and the Koranic imperative to spread Islam, Arab armies first invaded from the Arabian Peninsula to North Africa in the A.D. 600s.”</b></li> </ul>
Unit 5, Chapter16; The Eastern Mediterranean, Les. 2, P. 2, Para. 1, Ls. 5,6,7	They [i.e. Christians] teach that through his death and resurrection Jesus paid for people's sins, and that anyone who believes in him will have their sins forgiven.	HT/OF	<ul style="list-style-type: none"> <li>• It is not enough to just believe. Christians must also follow the teachings of Jesus and the apostles.</li> <li>• You believe that there is one God. You do well. Even the demons believe—and tremble. James 2:19 KJV</li> <li>• More than that, blessed are those who hear the word of God and keep it! Luke 11:28 KJV</li> </ul>
Unit 5, Ch. 16: The Eastern Mediterranean, Les. 2, P. 7: The Arts, Para. 1, Ls. 6,7	Muslim scholars wrote about Islamic achievements and translated Greek writings into Arabic. These works later added to European knowledge about the ancient world.	FE/OF/S	<ul style="list-style-type: none"> <li>• The prevalent elevation of Islamic scholarship omits the fact that much of the translation was done by the inhabitants of the conquered nations.</li> <li>• Two forgotten points in “Islam’s” preservation and transmission of Hellenic classics were the translation from Greek into Syriac, the literary/religious language of Middle Eastern Christians, into Arabic.</li> <li>• As for the Islamic Golden Age, like many such conquering nations have done, they absorbed the knowledge of those they conquered, including Greek science and philosophy. Then they built upon these foundations, making their own unique contributions.</li> <li>• <a href="https://gatesofvienna.net/2014/07/there-was-no-islamic-golden-age/">https://gatesofvienna.net/2014/07/there-was-no-islamic-golden-age/</a></li> <li>• The scholar Fernandez-Morera points out how deeply implausible the notion is that an Arab-led army mainly of Berber nomads somehow raised the cultural level of an urban civilization drawing on Roman and Classical heritage. Especially given that much of the cultural sophistication the Arab elite had acquired had come from their Iranian and Christian-Greek subjects. (Chapter 2, Destructive Conquest, paragraph 4).</li> </ul>

			<ul style="list-style-type: none"> <li>• <i>The Myth of the Andalusian Paradise</i>. Book Review at Thinking Out Loud. 5/29/16, <a href="http://lorenzo-thinkingoutloud.blogspot.com/2016/05/the-myth-of-andalusian-paradise.html">http://lorenzo-thinkingoutloud.blogspot.com/2016/05/the-myth-of-andalusian-paradise.html</a></li> </ul>
Unit 5, Ch. 17: The Northeast, Les. 2 P. 1, video 0:30-0:44	In 1453.....the Turkish Sultan.....conquered Constantinople. The Turks renamed the city Istanbul.	FE/OF	<ul style="list-style-type: none"> <li>• When the Republic of Turkey was founded in 1923, the capital was moved to Ankara, and Constantinople was officially renamed Istanbul in 1930.</li> <li>• <a href="https://english.mojahedin.org/eventsen/203/The-naming-of-Constantinople-(Istanbul)">https://english.mojahedin.org/eventsen/203/The-naming-of-Constantinople-(Istanbul)</a></li> </ul>
Unit 6, Ch. 22: West Africa, Les. 3, P. 1, video 1:29-2:14, 4:50-5:27	The foreign language spoken at the referenced video minutes is not understandable.	OF	<ul style="list-style-type: none"> <li>• There is no translation for questions answered in these interviews. The student is left with unanswered questions.</li> <li>• The Reviewer suggests that answers in English be included in the subtitles, or spoken over the foreign language as in other videos in this book.</li> </ul>
Unit 7, Ch. 25: India, Lesson, Les.2, P 1, Para. 3, Ls. 4,5	During this period of Muslim rule, many Indians converted to Islam.	FE/OF/HT/B	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite. “Most Hindu Indians did not just “convert” to Islam. They were forced to convert or were slaughtered if they refused. The massacres perpetrated by Muslims in India are almost unparalleled in the history of Islamic jihad.”</b></li> <li>• Durant, Will, 1935, “The Story of Civilization: Our Oriental Heritage” (page 459)</li> <li>• Source: <a href="https://www.sikhnet.com/news/islamic-india-biggest-holocaust-world-history">https://www.sikhnet.com/news/islamic-india-biggest-holocaust-world-history</a></li> <li>• Francois Gautier, Francois, ‘Rewriting Indian History’ (1996)</li> <li>• <a href="https://www.sikhnet.com/news/islamic-india-biggest-holocaust-world-history">https://www.sikhnet.com/news/islamic-india-biggest-holocaust-world-history</a></li> </ul>
Unit 7, Ch. 26: Pakistan and Bangedesh, Les. 2, P. 1, video 3:25-3:3:40	We never had any extremism in Pakistan till we joined the American war on Terror, and Pakistan itself has become a center of terrorism by joining the phony war of George Bush.	FE/B	<ul style="list-style-type: none"> <li>• Extremism in Pakistan is a fallout of the Russian invasion of Afghanistan (1989), fueled by Shia-Sunni proxy war, aggravated by Pakistan’s assistance to Mujahedeen, finally, accelerated after 9/11.</li> <li>• <a href="http://muhammadalamgir.wordpress.com/2011/09/16/extremism-in-Pakistan/">muhammadalamgir.wordpress.com/2011/09/16/extremism-in-Pakistan/</a></li> <li>• The period of Zia’s military regime proved to be a vital phase for spreading, infusing and injecting religious extremism, radicalization, fundamentalism, sectarianism and intolerance into the Pakistani society.</li> <li>• <a href="https://nation.com.pk/27-Dec-2016/religious-extremeism-and-terrorism-in-pakistan">https://nation.com.pk/27-Dec-2016/religious-extremeism-and-terrorism-in-pakistan</a>, Paragraph 4</li> </ul>
Unit 7, Ch.26: Pakistan and Bangedesh, Les.	Muslim invaders and traders brought Islam to southeast Pakistan in the A.D. 700s.	HT, FE	<ul style="list-style-type: none"> <li>• The description “Muslim invaders and traders brought Islam to southeast Pakistan...” does not convey the brutality of the invasions.</li> </ul>

2, P. 1, Para. 4, Ls.1,2			<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite: “Muslim invaders used Jihad to bring in and impose Islam on southeast Pakistan. Muslim traders brought Islam into the communities when they entered and settled there.”</b></li> <li>• <a href="https://www.americanthinker.com/articles/2014/.../the_muslim_conquest_of_india.htm">https://www.americanthinker.com/articles/2014/.../the_muslim_conquest_of_india.htm</a></li> </ul>
Unit 8, Ch.30: North Korea and South Korea, Why Geography Matters, P. 1, Lesson Resources			<ul style="list-style-type: none"> <li>• Page Not Found appears when clicking on resource picture</li> </ul>
Unit 9, Ch. 31: South East Asia, Why Geography Matters, P. 1Lesson Resources.			<ul style="list-style-type: none"> <li>• Page Not Found appears when clicking on resource picture.</li> </ul>

## Evaluation of Social Studies Skills and other important issues

### An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?		World religions omitted entirely.
2	Are the captions under pictures factual?	X	
3	Are the charts and graphs relevant to the topic being presented?	More or less	
4	Are the maps accurate and relevant to the topic?	More or less	Some countries not labelled.
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	Some questions are biased or slanted.	
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		I wouldn't call any of the sources "primary." For academic purposes, "primary sources" are original creations of the source – letters, journals, etc. These are not.
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?	More or less	
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		Not that I could find.
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		Timelines are too narrowly drawn by beginning dates.
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		Not that I could find.
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?		

## Commendations:

**Concerns:** Biased presentations and words are woven throughout the book. I could have cited problems on every page, except those on physical geography. It would be difficult to root it all out without a complete rewrite. No world religions are presented. Bad actions by favored philosophies and leaders are soft pedaled. Therefore, it is not recommended for adoption..

### Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made		
4	This book is so flawed that it is <b>not recommended</b> for adoption.	<b>X</b>	

## Truth in Textbooks Review

McGraw–Hill Education-United States Government & Civics, TN Edition (2018)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**),

Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal **Bias**

of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Unit. 1, Ch.1, Les. 1, Launch Presentation, Res. 1, Slide 1, Last Sent.	The best place to begin our study of American government is by examining the purposes of government and the principles that distinguish democracy from other forms of government.	FE	<ul style="list-style-type: none"> <li>American government is not a democracy. It is a Constitutional Republic.</li> <li>"By definition, a republic is a representative form of government that is ruled according to a charter, or constitution, and a democracy is a government that is ruled according to the will of the majority." This is the first sentence on the current web page of this link.</li> <li><a href="http://www.wisegeek.com/what-is-the-difference-between-a-republic-and-a-democracy.htm#didyouknowout">http://www.wisegeek.com/what-is-the-difference-between-a-republic-and-a-democracy.htm#didyouknowout</a></li> </ul>
Unit. 1, Ch.1, Les. 1, Purposes and Origins of Government, Functions of Government, Res. 11, Slide 2, Last 2 Sents.	These systems of laws [government rules] create social, economic, and personal benefits for the people the government governs. All governments serve these purposes, whether those leaders are chosen by the people or take control for themselves.	FE, OF, S	<ul style="list-style-type: none"> <li>It is erroneous to say that all governments create benefits for the people. It is well known from multiple sources that the Soviet Union under Lenin and Stalin and China under Mao killed or starved millions.</li> <li>Furthermore, it is erroneous to omit the fact that government regulations intended to create all-encompassing benefits lead to loss of individual freedom.</li> <li><a href="https://www.washingtontimes.com/news/2016/dec/13/fewer-regulations-mean-more-freedom-for-americans/">https://www.washingtontimes.com/news/2016/dec/13/fewer-regulations-mean-more-freedom-for-americans/</a></li> <li><b>The Reviewer suggests the following rewrite:</b> "Some of these systems of laws are intended to create benefits for the people. However, unless governments are closely monitored, their regulations to provide benefits lead to loss of personal liberty."</li> </ul>
Unit.1,Ch.1, Les. 1,Purposes and Origins of Government, Functions of Government, Res. 11, Slide 6, Para. 4, Sent. 1	Even in a wealthy country such as the United States, many people lack enough food, necessary clothing, and adequate housing.	FE/S	<ul style="list-style-type: none"> <li>This statement referencing "many people" is an error refuted by the Census Bureau.</li> <li>"According to the U.S. Census Bureau, the typical poor American has access to basic needs and wants including a car, air conditioning, cable television and other amenities.</li> <li><a href="https://borgenproject.org/poverty-in-america/">https://borgenproject.org/poverty-in-america/</a>, April 2017, Poverty in America, Para.2</li> </ul>
Unit.1,Ch.1, Les. 1,Purposes and Origins of Government, Nation, State and Country, Res. 13, Slide 2, Para. 1, Sent. 3	For example, according to Christian, Jewish, and Muslim religious beliefs, Abraham was a patriarch who became known as the "father to many nations".	HT	<ul style="list-style-type: none"> <li>The Abraham of Islam is far different from the Abraham of Christians and Jews, with Muslims believing in the lineage of Ishmael and Christians and Jews in that of Isaac. Muslims do not worship the same god as Christians and Jews, as shown in Surah 109_“I will not worship that which you are worshipping. Nor will you worship whom I worship.” <a href="https://quran.com/109/2?translations=20">https://quran.com/109/2?translations=20</a></li> <li>This is confirmed in Tasfir Ibn Kathir, who writes, “There is no (true) object of worship except Allah and there is no path to Him (i.e., way of</li> </ul>

			<p>worshipping Him) other than that which the Messenger [Muhammad] came with.”</p> <ul style="list-style-type: none"> <li>This quote comes from the works of Tasfir Ibn Kathir, Volume 10, page 615.</li> </ul>
Unit.1,Ch 1, Les. 2, Introducing Government in Colonial America, Res. 11, item. i	the right to a job Today Before 1776 Both	FE, B	<ul style="list-style-type: none"> <li>Nowhere in the Constitution or the Bill of Rights are Americans guaranteed a right to a job.</li> <li>By asking students to give an opinion on whether Americans have the right now or before 1776 or both the author is leading them to think they have a right to be employed.</li> <li><b>Reviewer's suggests:</b> Omit that question.</li> </ul>
Unit 1, Ch. 1, Les. 5 “Constitutional Convention: Agreements and Compromises”; Res 12, Slide 7, Answer #4	A president shall be selected by delegates to the Electoral College, who are elected by the voters.	OF	<ul style="list-style-type: none"> <li>The answer should include the number of delegates per state, as noted in Article 2, Section 1 of the Constitution.</li> <li><a href="https://usconstitution.net/xconst_A2Sec1.html">https://usconstitution.net/xconst_A2Sec1.html</a></li> <li><b>The Reviewer suggests the following rewrite:</b> “A president shall be selected by delegates to the Electoral College, whose total number is defined in Article 2 of the Constitution and who are elected by the voters.”</li> </ul>
Unit 1, Ch. 1, Les. 5, Creating the Constitution, Res. 14, Ratifying the Constitution, Slide 5, the box, A Democratic Republic. Next to last Sent.	In the United States, we have a representative democracy that does not have a monarch in charge, which makes us a republic.	FE	<ul style="list-style-type: none"> <li>The United States is not a plain republic. It is a Constitutional Republic. Not having a monarch in a representative democracy has nothing to do with the definition. Our written Constitution in which courts protect the minority from the overreach of the majority is a defining element of our existence as a republic.</li> <li><a href="https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/05/13/is-the-united-states-of-america-a-republic-or-a-democracy/?utm_term=.cfa2ddb51c4">https://www.washingtonpost.com/news/volokh-conspiracy/wp/2015/05/13/is-the-united-states-of-america-a-republic-or-a-democracy/?utm_term=.cfa2ddb51c4</a></li> <li><b>The Reviewer suggests the following rewrite:</b> In the United States, we have a Constitutional Republic with a written Constitution, in which representatives are elected by the citizens.”</li> </ul>
Unit 1, Ch. 1, Les. 5, Ratifying the Constitution, Res. 14, , Slide 7, Sents. 1, 2	Once the new government was established, George Washington was elected president and John Adams vice president. Voters also elected senators and representatives.	FE	<ul style="list-style-type: none"> <li>Voters did not elect Washington and Adams. Per the Constitution Article II, Section 1, the President was chosen by electors from each state who were chosen by their respective legislatures.</li> </ul>
Unit 1, Ch. 2, Les. 1, Res.11, slide 4, Sent. 1	The principal of limited government is fundamental to democracy	FE	<ul style="list-style-type: none"> <li>The term "democracy" does not imply a limited government: "Democracy refers to the system of masses, i.e. a political system dominated by citizens of the country.</li> <li><a href="https://keydifferences.com/difference-between-democracy-and-republic.html">https://keydifferences.com/difference-between-democracy-and-republic.html</a></li> <li>The Founders emphasized that they were setting up a Republican form of government and not a democracy; "By a republic, Madison meant a system</li> </ul>

			<p>in which representatives are chosen by the citizens to exercise the powers of government."</p> <ul style="list-style-type: none"> <li>• <a href="https://legal-dictionary.thefreedictionary.com/Republic+(government)">https://legal-dictionary.thefreedictionary.com/Republic+(government)</a></li> <li>• <b>Reviewer suggested rewrite:</b> "The principal of limited government is fundamental to a republic."</li> </ul>
Unit 1, Ch. 2, Les.. 2, Res. 17 Legislative Branch, Slide 4, 3 <sup>rd</sup> review question and answer	Evaluate this statement: Congress is prohibited from carrying out any action not specifically allowed in the Constitution. Answer: False	FE	<ul style="list-style-type: none"> <li>• The statement as written may lead the student to think that Congress can do whatever it wants because of the elastic clause. This is not so.</li> <li>• "The plain import of the clause is, that congress shall have all the incidental and instrumental powers, necessary and proper to carry into execution all the express powers. It neither enlarges any power specifically granted; nor is it a grant of any new power to congress."</li> <li>• <a href="http://www.constitution.org/js/js_324.htm">http://www.constitution.org/js/js_324.htm</a></li> <li>• At minimum, the <b>Reviewer suggests</b> that this statement be presented as a topic of discussion or debate rather than a simple True or False</li> </ul>
Unit 1, Ch.2, Les.2, Res. 19 Judicial Branch, Slide 4, Answer to question 1	Question 1: How is the judiciary structured and what are its powers?  Answer It consists of a Supreme Court and state courts and can determine what federal laws mean and overturn them if they are unconstitutional.	OF	<ul style="list-style-type: none"> <li>• Omitted is that the state courts refer to lower federal courts located throughout the states and are different from courts set up by each state.</li> <li>• <a href="https://litigation.findlaw.com/legal-system/federal-vs-state-courts-key-differences.html">https://litigation.findlaw.com/legal-system/federal-vs-state-courts-key-differences.html</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> "It consists of a Supreme Court and lower federal courts distributed throughout the states and can determine what federal laws mean and overturn them if they are unconstitutional."</li> </ul>
Unit 1, Ch. 3, Les. 1, Why Federalism? Res. 10, Slide 2, quote from the Constitution	"Congress shall have power...to make all laws necessary and proper for carrying into Execution the Foregoing Powers, and all other Powers vested...in the Government of the United States."	OF	<ul style="list-style-type: none"> <li>• This clause should be quoted completely to include "Powers vested by this Constitution" in order for students to see that Congress does not have unlimited powers to stretch beyond those outlined in the Constitution.</li> </ul>
Unit 1, Ch. 3, Les. 1, Dividing and sharing Power, Res. 11, Federalism in the Constitution, slide 8 "Teaching Notes", Last Para., Sent. 1	Remind students that limited government is one of the principles of democracy of which the Constitution is based.	FE	<ul style="list-style-type: none"> <li>• The textbook should use the terminology of the Constitutional delegates as they were writing a Constitution for a Republic.</li> <li>• <a href="https://legal-dictionary.thefreedictionary.com/Republic+(government)">https://legal-dictionary.thefreedictionary.com/Republic+(government)</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> Remind students that limited government is one of the principles of a republic of which the Constitution is based.</li> </ul>
Unit 1, Ch. 3, Les. 2 Relations between Federal and State	Send troops to assist with a flood. Answer: National Government Guarantees	FE	<ul style="list-style-type: none"> <li>• This is not true. The Governor must request assistance before the Federal Government can step in.</li> <li>• "First response to a disaster is the job of local government's emergency services with help from nearby municipalities, the state and volunteer</li> </ul>

Governments, Res. 13 Guarantees to and obligations of the States, Slide 3, 5th action item plus the answer			<p>agencies. In a catastrophic disaster, and if the governor requests, federal resources can be mobilized through FEMA...”</p> <ul style="list-style-type: none"> <li>• <a href="https://www.hrsa.gov/sites/default/files/emergency/buckets/fedasst.pdf.pdf">https://www.hrsa.gov/sites/default/files/emergency/buckets/fedasst.pdf.pdf</a></li> </ul>
Unit 1, Ch. 3, Les. 2, Guarantees to and obligations of the States, Res. 13, Slide 5	The national government also intervenes in states after the aftermath of natural disasters such as earthquakes, floods, hurricanes and tornados.	HT	<ul style="list-style-type: none"> <li>• The national government must first be asked by the state governor.</li> <li>• <a href="https://www.hrsa.gov/sites/default/files/emergency/buckets/fedasst.pdf.pdf">https://www.hrsa.gov/sites/default/files/emergency/buckets/fedasst.pdf.pdf</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> “After a state’s governor requests assistance, the national government can intervene in states after the aftermath of natural disasters such as earthquakes, floods, hurricanes and tornados.”</li> </ul>
Unit 1, Ch. 3, Les. 4, Federalism and Public Policy, Res. 12, slide 1, last para, 2 <sup>nd</sup> to Last Sent. on P.	Explain that the Founders realized that the world would grow and change in ways they could not imagine.	FE	<ul style="list-style-type: none"> <li>• The Founders were concerned about the concentration of power in one governmental entity as noted here: “The issue of power – and especially the great potential for a power struggle between the federal and the state governments – was extremely important to the America’s founders. They deeply distrusted government power, and their goal was to prevent the growth of the type of government that the British has exercised over the colonies”.</li> <li>• <a href="http://tenthamendmentcenter.com/about/about-the-tenth-amendment/">http://tenthamendmentcenter.com/about/about-the-tenth-amendment/</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> Explain that the Founders did not want a strong central government and wanted to preserve federalism in which most of the power remained with the states.</li> </ul>
Unit 1, Ch. 3, Les. 4, Federalism and Public Policy, Res. 12, slide 1, last para, Last Sent. on P.	The vague wording of the Tenth Amendment shows the Constitution is a living document and as such the way it is interpreted will grow and change with the country.	FE	<ul style="list-style-type: none"> <li>• The sentence is a false statement. The wording of the Tenth Amendment is specific in defining the delegation of powers of the federal and the states: “It’s quite clear that the Tenth Amendment was written to emphasize the <i>limited nature</i> of the powers delegated to the federal government. In delegating just specific powers to the federal government, the states and the people, with some small exceptions, were free to continue exercising their sovereign powers.”</li> <li>• <a href="http://tenthamendmentcenter.com/about/about-the-tenth-amendment/">http://tenthamendmentcenter.com/about/about-the-tenth-amendment/</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> “The wording of the Tenth Amendment is specifically written to show that any powers not included in the Constitution belong to the states unless the power is expressly forbidden in the Constitution.”</li> </ul>
Unit 2, Ch. 4, Les. 1, Organization of Congress, Slide 2, Res. 18, under Teaching Notes and	Senators serve six-year terms of office and represent their entire states, while representatives have two-year terms and are elected from districts.	OF	<ul style="list-style-type: none"> <li>• Considering the book, at times, covers historical information about how and why the Framers of the Constitution decided on the structure of our government at the Constitutional Convention in 1787, there should be an explanation here in this Chapter of how U. S. Senators were originally</li> </ul>

<p>Determining Central Ideas, Para. 1</p>			<p>intended to be chosen by state legislatures and the reasoning behind that decision.</p> <ul style="list-style-type: none"> <li>• Students should understand that the Senate was originally intended to represent the states, and the House was intended to represent the people, which was in-keeping with the foundational principle of Federalism. However, with the addition of the seventeenth amendment, both houses were elected by the people. Students should be able to decide the effects of the states losing this power.</li> <li>• <a href="https://constitutioncenter.org/interactive-constitution/amendments/amendment-xvii">https://constitutioncenter.org/interactive-constitution/amendments/amendment-xvii</a></li> <li>• <a href="http://tennesseestar.com/2017/09/11/constitution-series-the-seventeenth-amendment/">http://tennesseestar.com/2017/09/11/constitution-series-the-seventeenth-amendment/</a></li> <li>• <b>Reviewer’s Suggestion:</b> Have students research the effects of the 17<sup>th</sup> amendment on states and on Federalism. Have a debate with students arguing for or against the 17<sup>th</sup> amendment.</li> </ul>
<p>Unit 2, Ch. 4, Les. 1, Membership of the House, Slide 7, Res. 19, Redistricting Cases, Para. 2, Sents. 9 and 10.</p>	<p>After the 1990 census, several states drew new district lines to increase the voting power of ethnic or racial minorities. This approach increased minority representation, but it also tended to concentrate the Democratic vote, leaving neighboring districts more Republican.</p>	<p>FE, S</p>	<ul style="list-style-type: none"> <li>• These sentences lead students to equate the “minority” vote with “Democratic” vote. They also lead students to believe that “ethnic or racial minorities” are not dispersed throughout the population, that they are somehow segregated into their own districts. They also imply that “non-minorities” identify predominantly as Republican. It is incorrect to characterize minorities/non-minorities in this way.</li> <li>• <a href="https://www.redstate.com/kiradavis/2017/07/28/don%E2%80%99t-shame-gop-minorities-shame-gop-not-diverse-enough/">https://www.redstate.com/kiradavis/2017/07/28/don%E2%80%99t-shame-gop-minorities-shame-gop-not-diverse-enough/</a></li> <li>• <a href="http://nymag.com/daily/intelligencer/2016/11/why-black-voters-in-milwaukee-werent-enthused-by-clinton.html">http://nymag.com/daily/intelligencer/2016/11/why-black-voters-in-milwaukee-werent-enthused-by-clinton.html</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> After the 1990 census, several states drew new district lines to increase the voting power of ethnic or racial minorities. This approach increased minority representation.</li> </ul>
<p>Unit 2, Ch. 4, Les. 1, Membership of the House, Slide 2, Res. 19, Teaching Notes, Reading Skills, Citing Text Evidence</p>	<p>Have students discuss the terms of office discussed in these paragraphs and their implications.</p>	<p>OF</p>	<ul style="list-style-type: none"> <li>• Omitted here is the framers’ opinion of term limits. “They believed that the very essence of fair and responsible legislation relied upon the premise that those making the laws would soon return to their normal lives to live under the law they created.” Thomas Jefferson: “My reason for a term of years, rather than for life, was that they might have an idea that they were at a certain period to return into the mass of the people and become the governed instead of the governors . . . .”</li> <li>• <a href="http://informationpress.net/2014/06/267-founding-fathers/">http://informationpress.net/2014/06/267-founding-fathers/</a></li> <li>• <a href="https://www.cnsnews.com/commentary/jarrett-stepman/what-did-founders-have-say-about-term-limits">https://www.cnsnews.com/commentary/jarrett-stepman/what-did-founders-have-say-about-term-limits</a></li> <li>• <a href="http://eyler.freesevers.com/JeffPers/jefpco33.htm">http://eyler.freesevers.com/JeffPers/jefpco33.htm</a></li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Reviewer’s suggested addition:</b> Have the students research the founders’ opinion on term limits. Then, have students choose sides, for or against, limiting present-day politicians to a certain number of terms they can serve. Have each side present 3 reasons supporting their opinion.</li> </ul>
Unit 2, Ch. 4, Les. 2, Rules in the House, Slide 1, Res. 11, Reading Skill Activity, Sent. 1	Political divisions are unavoidable in a democracy; political debates have always stirred strong passions.	FE	<ul style="list-style-type: none"> <li>• The U. S. is a Republic. In a republican form of government, there is rule of law.</li> <li>• <a href="https://keydifferences.com/difference-between-democracy-and-republic.html">https://keydifferences.com/difference-between-democracy-and-republic.html</a></li> <li>• <a href="http://www.whatwouldthefoundersthink.com/a-republic-if-you-can-keep-it">http://www.whatwouldthefoundersthink.com/a-republic-if-you-can-keep-it</a></li> <li>• <a href="http://tennesseestar.com/2017/04/03/the-constitution-a-republic-if-you-can-keep-it/">http://tennesseestar.com/2017/04/03/the-constitution-a-republic-if-you-can-keep-it/</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> Political divisions are unavoidable in a republic; political debates have always stirred strong passions.</li> </ul>
Unit 2, Ch. 4, Les. 2, Rules in the House, Slide 4, Res. 11, Importance of Party Affiliation, Para. 2, Sents. 2-4	For example, in 1994 Republicans won a significant number of congressional seats that had been held by Democrats for years. The Republicans’ new rules concentrated more power in the Speaker’s office, provided for fewer committees and fewer staff members, and limited the terms of committee chairs. Absentee voting in committees was also ended.	FE,OF, S, B	<ul style="list-style-type: none"> <li>• Omitted here is an explanation of Newt Gingrich’s and the 1994 Congress’ Contract with America. The intent was to reduce the size of government and return power to the people, not to increase the power of the Speaker’s office. This appears to be the author’s interpretation and not fact. The sentences lead students to conclude that Republicans want to increase government power when the opposite is true according to the Republican Platform.</li> <li>• <a href="https://www.u-s-history.com/pages/h2052.html">https://www.u-s-history.com/pages/h2052.html</a></li> <li>• <a href="https://www.heritage.org/political-process/report/the-contract-america-implementing-new-ideas-the-us">https://www.heritage.org/political-process/report/the-contract-america-implementing-new-ideas-the-us</a></li> <li>• <a href="https://www.gop.com/platform/">https://www.gop.com/platform/</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> The Republicans’ new rules consisted of 3 core principles: “Accountability: The federal government is too big and spends too much. Congress and unelected bureaucrats have become so entrenched to be unresponsive to the American people. The GOP Contract restores accountability. Responsibility: Bigger government and more federal programs usurp personal responsibility from families and individuals. The GOP Contract restores a proper balance between government and personal responsibility. Opportunity: The American Dream is out of the reach of too many families because of burdensome government regulations and harsh tax laws. The GOP Contract restores the American dream.”</li> </ul>
Unit 2, Ch. 5, Les. 1, Legislative Powers, Government in your Community,	The National Priorities Project is a national nonprofit, nonpartisan research organization that works to make federal budget information transparent and accessible. Visit the group’s website at	OF, HT, S, B	<ul style="list-style-type: none"> <li>• The HT is that the NPP may be nonprofit, but it is not nonpartisan. The omitted information here is that the National Priorities Project is a partisan group which “supports government-mandated redistribution of wealth through higher taxes and greater expenditures on social welfare programs.” It is vehemently opposed to military funding and “exhorts the government</li> </ul>

Federal Funding for State and Local Government, Slide 3, Res. 16, Para. 1, Sents. 2 - 4	nationalpriorities.org. Search for federal spending in your state. Use the information you find to answer these questions:		<p>to redirect a significant portion of its military funding toward public education, universal health insurance, environmentalist projects, and welfare programs.” The NPP is on a list of George Soros-supported organizations. George Soros is anti-American and is certainly not nonpartisan. He funds leftist organizations. NPP is on a list of organizations considered to be leftist organizations.</p> <ul style="list-style-type: none"> <li>• <a href="http://www.discoverthenetworks.org/viewSubCategory.asp?id=1237">http://www.discoverthenetworks.org/viewSubCategory.asp?id=1237</a></li> <li>• <a href="http://www.citizensource.com/Opinion&amp;Policy/ThinkTanks.htm">http://www.citizensource.com/Opinion&amp;Policy/ThinkTanks.htm</a></li> <li>• Students are required to go to the site itself in order to answer questions, exposing them to the biased information there. Students are told that NPP is nonpartisan, so will think that the information there is mainstream and innocuous.</li> <li>• <b>Reviewer’s suggested sites</b> to use to answer the questions: <a href="http://www.governing.com/topics/finance/gov-state-budgets-federal-funding-2015-2018-trump.html">http://www.governing.com/topics/finance/gov-state-budgets-federal-funding-2015-2018-trump.html</a></li> <li>• <a href="https://ballotpedia.org/Tennessee_state_budget_and_finances">https://ballotpedia.org/Tennessee_state_budget_and_finances</a></li> </ul>
Unit 2, Ch. 5, Les. 1, Legislative Powers, Slide 4, Res. 16, Teaching Notes, History-Social Science Skills, Para. 1, Sent. 1	Ask students interested in environment issues to consider how Congress could use its taxing power to help the environment.	OF, S	<ul style="list-style-type: none"> <li>• To provide balance here, the book should give an alternative consideration.</li> <li>• <b>Reviewer’s Suggested questions:</b> Ask students how it affects their lives when Congress regulates or taxes certain businesses; Ask students to research who pays income taxes and who doesn’t; Is it fair for only a certain percentage of Americans to pay taxes?</li> <li>• <a href="https://www.marketwatch.com/story/45-of-americans-pay-no-federal-income-tax-2016-02-24">https://www.marketwatch.com/story/45-of-americans-pay-no-federal-income-tax-2016-02-24</a></li> <li>• <a href="https://www.wsj.com/articles/top-20-of-americans-will-pay-87-of-income-tax-1523007001">https://www.wsj.com/articles/top-20-of-americans-will-pay-87-of-income-tax-1523007001</a></li> </ul>
Unit 2, Ch. 5, Les. 1, Legislative Powers, Slide 5, Res. 16, Para. 2, Sent. 2	This debt, almost \$1 trillion in 1980, was more than \$19 trillion in 2017.	FE, OF	<ul style="list-style-type: none"> <li>• The omission here is that the National Debt nearly doubled under President Obama.</li> <li>• “The national debt nearly doubled under former President Barack Obama, to \$19.84 trillion.”</li> <li>• <a href="https://www.washingtonexaminer.com/janet-yellens-last-warning-the-national-debt-should-keep-people-awake-at-night">https://www.washingtonexaminer.com/janet-yellens-last-warning-the-national-debt-should-keep-people-awake-at-night</a></li> <li>• <b>Reviewer’s suggested question to students:</b> What will the impact be on your future with this insurmountable debt?</li> </ul>
Unit 2, Ch. 5, Les. 2, The Power to Investigate, Slide 2, Res. 10, Teaching Notes, Para. 2, Sent. 5 (last)	The Senate Finance Committee, controlled by Democrats, launched an investigation as well.	OF, FE, S	<ul style="list-style-type: none"> <li>• The omission here is the seriousness and unconstitutionality that transpired at the IRS. It is disingenuous to imply that democrats who were actually involved in the scandal itself were investigating the government agency’s abuse of its power</li> <li>• “The same Democratic chairman of the Senate Finance Committee who this week is calling for hearings into IRS activities, specifically called on the IRS to engage in that very conduct back in 2010. And he wasn’t the only</li> </ul>

			<p>one. Just last year, a group of seven Senate Democrats <u>sent another letter</u> to the IRS urging them to similarly investigate these outside political organizations. As the <u>New York Times</u> also reported just one week before they sent this letter. When these Senate Finance Committee hearings come to pass it would be a remarkable act of bravery and candor for one of these IRS bureaucrats to appropriately ask Max Baucus and others why they're not sitting at the witness tables next to them, instead of continuing in their charade of faux outrage.”</p> <ul style="list-style-type: none"> <li>• <a href="https://www.usnews.com/opinion/blogs/brian-walsh/2013/05/14/senate-democrats-pushed-for-irs-tea-party-snooping-before-criticizing-it">https://www.usnews.com/opinion/blogs/brian-walsh/2013/05/14/senate-democrats-pushed-for-irs-tea-party-snooping-before-criticizing-it</a></li> <li>• <a href="http://thehill.com/opinion/white-house/354680-a-lesson-on-abuse-of-power-by-obama-and-his-senate-allies">http://thehill.com/opinion/white-house/354680-a-lesson-on-abuse-of-power-by-obama-and-his-senate-allies</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> Leave out Sent. 5</li> </ul>
Unit 2, Ch. 5, Les. 2, The Power to Investigate, Slide 2, Res. 10, Teaching Notes, Para. 2, Sent. 2	In 2013 a top official at the Internal Revenue Service (IRS) revealed that employees at her own agency had more closely scrutinized conservative groups that applied for special nonexempt status than they had scrutinized other groups.	IT	<ul style="list-style-type: none"> <li>• “more closely scrutinized” is incorrect wording. A better choice of words would be “targeted” conservative groups.</li> <li>• “Their tax-exempt applications were held up for years (over seven years in some cases), and they began receiving obtrusive and unconstitutional requests for donor and member information. That began a now more than five-and-a-half-year fight with the burgeoning bureaucracy at the IRS. Then on <u>May 10, 2013</u>, Lois Lerner, the then head of the IRS Tax Exempt Organizations Division, publicly implicated the IRS in one of the worst political targeting scandals of the century.”</li> <li>• <a href="http://www.foxnews.com/opinion/2017/10/26/jay-sekulow-victory-irs-admits-tea-party-other-conservative-groups-were-targets-during-obama-era.html">http://www.foxnews.com/opinion/2017/10/26/jay-sekulow-victory-irs-admits-tea-party-other-conservative-groups-were-targets-during-obama-era.html</a></li> <li>• <a href="https://www.americanthinker.com/articles/2018/02/mueller_worked_with_lerner_to_target_tea_party.html">https://www.americanthinker.com/articles/2018/02/mueller_worked_with_lerner_to_target_tea_party.html</a></li> <li>• <b>Reviewer’s suggested additions to follow this sentence:</b> The groups “were being harassed by the Obama IRS. Their tax-exempt applications were held up for years (over seven years in some cases), and they began receiving obtrusive and unconstitutional requests for donor and member information,” said Jay Sekulow, Chief Counsel of the American Center for Law and Justice.</li> </ul>
Unit 2, Ch. 5, Les. 2, The Power to Investigate, Slide 3, Res. 10, Para. 2, Sents. 4, 5	The subcommittee was “not just overturning some rocks,” said its chairman, Michigan Senator Carl Levin. “Success is when we lead to reforms or lead to justice and accountability.”	OF	<ul style="list-style-type: none"> <li>• The omission here is that ironically Sen. Levin was embroiled in the previous slide’s IRS scandal.</li> <li>• “A series of letters between Senator Levin (D-MI), chairman of the Subcommittee on Investigations, and top IRS officials throughout 2012 discuss how to target conservative groups the senator claimed were “engaged in political activities.” In response to a Levin March 30 letter citing the “<u>urgency of the issue</u>,” then-Deputy Commissioner Steven Miller</li> </ul>

			<p>assured the senator that IRS regulations were flexible enough to allow IRS agents to “<u>prepare individualized questions and requests</u>” for select 501(c)(4) organizations.”</p> <ul style="list-style-type: none"> <li>• <a href="https://www.judicialwatch.org/press-room/press-releases/judicial-watch-new-documents-show-irs-hq-control-tea-party-targeting/">https://www.judicialwatch.org/press-room/press-releases/judicial-watch-new-documents-show-irs-hq-control-tea-party-targeting/</a></li> <li>• <a href="http://freebeacon.com/politics/under-pressure-2/">http://freebeacon.com/politics/under-pressure-2/</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> Add this to the 2 sentences: Ironically, Senator Carl Levin (D., MI), himself, was involved in the targeting of conservative groups through his communications with the IRS pressing them to “investigate” the groups.</li> </ul>
Unit 2, Ch. 5, Les. 2, The Power to Investigate, Slide 3, Res. 10, Teaching Notes, Para. 2, Sent. 2	The publicity that this investigation generated helped Congress pass the Dodd-Frank bill to reform banking practices.	OF	<ul style="list-style-type: none"> <li>• The omission here is the devastating results of Dodd-Frank.</li> <li>• “Small business institutions simply cannot afford to comply with these rules. Community banks and credit unions are increasingly forced to close as a result of ever worsening regulations and compliance costs.”</li> <li>• <a href="https://www.atr.org/5-years-later-dodd-frank-continues-cripple-small-business-kill-american-jobs?amp">https://www.atr.org/5-years-later-dodd-frank-continues-cripple-small-business-kill-american-jobs?amp</a></li> <li>• <a href="https://www.atr.org/dodd-frank-crushing-small-businesses-and-startups-america">https://www.atr.org/dodd-frank-crushing-small-businesses-and-startups-america</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> Add this to the end of the paragraph: (Because of large and complex regulations required through the Dodd-Frank law, growth of American small businesses and startups has hit an all-time low.)</li> </ul>
Unit 2, Ch. 5, Literature, Final Report of the Senate Select Committee On Presidential Campaign Activities, Slide 1, Under Teaching Notes, under Background Knowledge, The Watergate Hotel, Sent. 5	Its architectural style is more appreciated today, but the Watergate Hotel is still best known as the site of America’s most famous political scandal.	OF, S	<ul style="list-style-type: none"> <li>• The book uses the words “most famous political scandal” which is the opinion of the author. The omission is a listing of political scandals. Bill Clinton’s famous womanizing and rapes; Most recently, the Benghazi Scandal (Americans were killed); the Uranium One scandal; the Fast and Furious scandal (Americans were killed); Secretary Clinton’s use of a private server for government activities, missing emails, destruction of evidence and probable violations of the Espionage Act; the unmasking of innocent Americans; the Awan brothers scandal; the actual infiltration of government agents inside of a presidential candidate’s campaign just 2 years ago; surveillance of American citizens and a presidential candidate by weaponized government agencies, to name a scant few.</li> <li>• <a href="https://www.americanthinker.com/articles/2013/06/hillary_clintons_legacy_of_scandal.html">https://www.americanthinker.com/articles/2013/06/hillary_clintons_legacy_of_scandal.html</a></li> <li>• <a href="http://www.investmentwatchblog.com/the-complete-list-of-barack-obamas-scandals-misdeeds-crimes-and-blunders/">http://www.investmentwatchblog.com/the-complete-list-of-barack-obamas-scandals-misdeeds-crimes-and-blunders/</a></li> <li>• <a href="https://www.conservativereview.com/news/obama-lied-to-congress-skirted-sanctions-to-try-to-funnel-cash-to-iran/">https://www.conservativereview.com/news/obama-lied-to-congress-skirted-sanctions-to-try-to-funnel-cash-to-iran/</a></li> </ul>

			<ul style="list-style-type: none"> <li>• <b>Reviewer’s suggested rewrite:</b> The Watergate Hotel is still best known as the site of one of America’s political scandals. There have been many throughout our history including present-day scandals, many of which include the Clintons, and those that occurred during the Obama Administration, for example Fast and Furious, Uranium One or the Benghazi Scandal.</li> </ul>
Unit 2, Ch. 5, Les. 3, Sources of Tension, Slide 5, Res. 11, Sources of Conflict Between the President and Congress Activity, Scenario 3, Sent. 2	Senate Democrats concerned about Kuhl’s positions on reproductive rights and federal enforcement of civil rights filibustered Kuhl’s nomination.	OF, S	<ul style="list-style-type: none"> <li>• The omission here is the truth about Carolyn Kuhl. She was in favor of reversing the IRS decision to deny tax-exempt status to a university. “Her basis for this opinion was that Congress, not an administrative agency, should decide that racially discriminatory schools should not receive tax exemption.” It is incorrect to brand Judge Kuhl as not an enforcer of civil rights. The book omits an explanation of her “positions.”</li> <li>• <a href="http://www.inquiriesjournal.com/articles/255/cases-and-controversies-george-w-bushs-appeals-court-nominations">http://www.inquiriesjournal.com/articles/255/cases-and-controversies-george-w-bushs-appeals-court-nominations</a></li> <li>• It is also incorrect to imply here that Judge Kuhl was not in favor of “reproductive rights.” She assisted in drafting the government’s brief in a case, but did not urge the Supreme Court to overturn Roe v. Wade. “Most troubling about this attack on Kuhl is the disparity of treatment it represents. Charles Fried, whose name appears first on the brief, has acknowledged that he wrote the “overrule-Roe part of the brief” himself.” Ironically, Fried was approved by the Senate as solicitor general later that year, whereas Kuhl was treated to a double standard.</li> <li>• <a href="http://judicialactiongroup.org/content/jag-letter-halligan">http://judicialactiongroup.org/content/jag-letter-halligan</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> Provide an additional scenario: President Obama’s nomination of Caitlin Halligan to the D.C. Circuit Court in 2011 was met with objection by Senate Republicans. Instead of following the rule of law, Halligan advocated for judges to legislate from the bench in cases regarding gun ownership, enemy combatants, traditional marriage, and more.</li> </ul>
Unit 2, Ch. 6, Les. 1, Types of Bills and Resolutions, Slide 6, Res. 13, Teaching Notes, Background Knowledge, Para. 1, Sent. 2	In 1964, Senate opponents of the Civil Rights Act tried to kill it by adding a rider to prohibit gender discrimination in the workplace. To their surprise, both bill and rider passed, giving the nation a law against racial and gender discrimination at the same time.	OF	<ul style="list-style-type: none"> <li>• Omitted are the details of which Congressman added the rider to the bill. The Congressman was Virginia Democrat Howard W. Smith who added the rider as an attempt to cause it not to pass.</li> <li>• Democrats launched a 75-day filibuster to kill the Civil Rights Act.</li> <li>• <a href="https://nationalcenter.org/ncppr/1999/05/01/blacks-gored-by-a-lie-al-gore-sr-the-gop-and-the-civil-rights-act-of-1964-by-r-d-davis/">https://nationalcenter.org/ncppr/1999/05/01/blacks-gored-by-a-lie-al-gore-sr-the-gop-and-the-civil-rights-act-of-1964-by-r-d-davis/</a></li> <li>• <a href="https://www.encyclopediavirginia.org/search?type=article&amp;keywords=Howard+smith">https://www.encyclopediavirginia.org/search?type=article&amp;keywords=Howard+smith</a></li> <li>• <b>Reviewer’s suggested rewrite:</b> In 1964, Senate Democrat opponents of the Civil Rights Act tried to kill it by launching a 75-day filibuster and Howard W. Smith (D., VA) added a rider to prohibit gender discrimination</li> </ul>

			in the workplace. To their surprise, both bill and rider passed, giving the nation a law against racial and gender discrimination at the same time.
Unit 2, Ch. 6, Les. 1, Types of Bills and Resolutions, Slide 8, Res. 13, Para. 1, Sent. 4	<i>Roll Call</i> is a Newspaper widely read by members of Congress and their staff.	OF, S	<ul style="list-style-type: none"> <li>The omission here is that students will encounter a “slight left bias” if they read the editorials in <i>Roll Call</i>, according to Media Bias/Fact Check.</li> <li>“For a site that is so balanced in other areas, the editorials do reveal a slight left bias.”</li> <li><a href="https://mediabiasfactcheck.com/roll-call/">https://mediabiasfactcheck.com/roll-call/</a></li> <li><b>Reviewer’s suggested rewrite:</b> Roll Call is a somewhat-balanced Newspaper widely read by members of Congress and their staff.</li> </ul>
Unit 2, Ch. 6, Les. 2, Making Decisions About Taxes, Slide 4, Res. 10, Comparing GDP graph, Global Economies, Sents. 1-2, and Answers	Countries in which people pay more in taxes also tend to have stronger support systems. What American economic belief works against such a system? Answers: the belief in the free enterprise system	FE, OF, S, B	<ul style="list-style-type: none"> <li>It is factually incorrect to tell students that higher taxes lead to anything but larger government and with larger government freedom diminishes. The omission is providing statistics of joblessness due to slow growth and stifling regulations, or standard-of-living in these European countries as compared to the economic statistics in America.</li> <li>The book is directly implying to students that “stronger support systems” (the reviewer is assuming this means welfare systems) are good and American free enterprise is bad which appears to be the opinion of the author.</li> <li><b>Reviewer’s suggested rewrite:</b> Countries in which people pay more in taxes also tend to have stronger welfare systems. They also tend to have less freedom, higher unemployment, and lower standards of living. What is the predominant economic system in America? The Free Enterprise System. Study the graphs. How do these countries differ from the U. S. in unemployment rates and standard-of-living?</li> <li>Add these graphs to the book’s GDP graph:</li> <li><a href="http://libertystreeteconomics.newyorkfed.org/2014/02/comparing-us-and-euro-area-unemployment-rates.html">http://libertystreeteconomics.newyorkfed.org/2014/02/comparing-us-and-euro-area-unemployment-rates.html</a></li> <li><a href="https://www.economist.com/node/17079148">https://www.economist.com/node/17079148</a></li> </ul>
Unit 2, Ch. 6, Les. 3, The Influence of Voters, Slide 2, Res. 15, What Voters Expect, Para. 2, Sent. 2	Especially on issues that affect constituents’ daily lives, such as civil rights and social welfare, lawmakers usually go along with voter preferences.	OF, S	<ul style="list-style-type: none"> <li>Omitted here are other issues that affect constituents’ daily lives. The omission leads students to think that government’s main job is to take care of most Americans because they are unable to take care of themselves.</li> <li><a href="http://www.pewresearch.org/fact-tank/2018/01/29/state-of-the-union-2018-americans-views-on-key-issues-facing-the-nation/">http://www.pewresearch.org/fact-tank/2018/01/29/state-of-the-union-2018-americans-views-on-key-issues-facing-the-nation/</a></li> <li><b>Reviewer’s suggested rewrite:</b> Especially on issues that affect constituents’ daily lives, such as lower taxes, fewer regulations that allow them to have good jobs, out-of-control spending, civil rights, and social welfare, lawmakers usually go along with voter preferences.</li> </ul>
Ch. 8, Les. 1, “Growth of Presidential	When public opinion shifted during the Obama presidency, however, Congress passed a new health care law.	FE/S	<ul style="list-style-type: none"> <li>It is incorrect to imply that public opinion shifted in favor of government-controlled health care.</li> </ul>

Power”, “Public Opinion,” Slide 7, Res. 14, under Vocabulary Activity, Sent. Last.			<ul style="list-style-type: none"> <li>• There is proof that public opinion did not change during the Obama presidency in favor of government-controlled health care: Gallup, RealClearPoitics, Pew Research Center, and at Kaiser Family Foundation Health Tracking Poll, for example.</li> <li>• <a href="http://www.UShealthpolicygateway.com">www.UShealthpolicygateway.com</a></li> </ul>
Ch. 8, Les. 1, Presidential Roles, Slide 1, Res. 15, Para. 1	Today, the president has seven main roles. The president is the head of state, chief executive, commander in chief, chief diplomat, legislative leader, economic planner, and party leader.	OF	<ul style="list-style-type: none"> <li>• Students should understand that first and foremost, the duty to Preserve, Protect, and Defend the Constitution, is the President’s primary obligation. This has been omitted and can be found in Article II, Section 1, Clause 8 of the U. S. Constitution.</li> <li>• <a href="https://www.heritage.org/constitution/#!/articles/2/essays/85/oath-of-office">https://www.heritage.org/constitution/#!/articles/2/essays/85/oath-of-office</a></li> </ul>
Ch. 9, Les. 1, Qualifications for the Presidency, Slide 3 of 10, Res. 9, “Informal Requirements,” Para.1, Sent. 4	One notable exception was Donald Trump, who was the first person to be elected president without having any experience serving in government.	FE, OF/B	<ul style="list-style-type: none"> <li>• There were 5 prior U. S. Presidents (other than Donald Trump) who had no prior political experience before assuming the role as President: Zachary Taylor, Ulysses Grant, Herbert Hoover, and Dwight Eisenhower.</li> <li>• <a href="https://www.worldatlas.com/articles/u-s-presidents-with-the-least-prior-political-experience.html">https://www.worldatlas.com/articles/u-s-presidents-with-the-least-prior-political-experience.html</a></li> <li>• The omitted information is the actual intention of the founders that “The Government of the United States, then, is essentially a people’s government. It was to be run by people who were from their number and closely associated with their interests.” Quote from “The Jeffersonian Perspective,” by Eyler Robert Coates, Sr. Therefore, it was considered preferable for ordinary citizens be elected to office and not necessarily those with much political experience.</li> <li>• <a href="http://eyler.freesevers.com/JeffPers/jefpco33.htm">http://eyler.freesevers.com/JeffPers/jefpco33.htm</a></li> </ul>
Ch. 9, Les. 2, Terms, Salary, and Benefits, Slide 3, Res. 14, Teaching Notes	In the discussion about the president’s salary, the teacher may want to point out to students that President Trump donates his salary every quarter to a charitable cause.	OF	<ul style="list-style-type: none"> <li>• Omitted is that President Trump has donated his salary to government agencies to be used for worthy causes.</li> <li>• “Since taking office, Trump has donated each of his salaries to federal agencies. His previous donations have gone to <a href="#">the National Park Service</a> for battlefield infrastructure, <a href="#">the Department of Education</a> to fund a summer camp and the <a href="#">Department of Health and Human Services</a> to battle the opioid crisis.”</li> <li>• <a href="https://www.usatoday.com/story/news/politics/onpolitics/2018/02/13/president-trump-donates-fourth-quarter-salary-infrastructure-projects/334379002/">https://www.usatoday.com/story/news/politics/onpolitics/2018/02/13/president-trump-donates-fourth-quarter-salary-infrastructure-projects/334379002/</a></li> <li>• <a href="http://www.whitehouse.gov">www.whitehouse.gov</a></li> </ul>
Ch. 9, Les. 4, (Road to the White House), Slide 2, Res. 14, Get Out the Vote, Para. 2	Conduct research about Kids Voting USA and Rock the Vote. Compare their social media outreach and online initiatives for youth. Note information each provides about presidential candidates. Prepare a brief post for your	OF/B	<ul style="list-style-type: none"> <li>• Omitted is that Rock the Vote is a partisan, left-leaning site.</li> <li>• Rock the Vote encourages students to participate in Democrat causes.</li> <li>• Rock the Vote’s site includes an interactive map of the United States which leads students to believe that states requiring IDs to vote or states that don’t allow same-day voter registration, etc., prevent people from voting.</li> <li>• <a href="https://www.nationalreview.com/2014/rock-democratic-vote-christine-sisto/">https://www.nationalreview.com/2014/rock-democratic-vote-christine-sisto/</a></li> </ul>

Ch. 9, Les. 4 (Road to the White House), Slide 2, Res. 14, Para. 3 “Exploring The Essential Question,” “Evaluating”	own (real or imaginary) social media account to endorse the group you think is most effective at encouraging and preparing young people to vote. Be sure to include a link to the group and a brief explanation about why your friends or followers should check it out.		<ul style="list-style-type: none"> <li>• This is blatant indoctrination.</li> </ul>
Ch. 9, Les. 4, Slide 8 of 12, Res. 14, Para. 1. “Participating in Your Government,” “Investigating”	Find out if your state has a primary or a caucus to help select the president. Then find out when the next one is scheduled. The websites of the following organizations will help you find that information: The League of Women Voters’ Vote 411 project. The Democrat National Committee The Republican National Committee	OF, S	<ul style="list-style-type: none"> <li>• The book provides 3 websites which help students discover information about their state’s primary or caucus. They give 2 Democrat-affiliated sites and only 1 Republican site.</li> <li>• To provide balance, the book should offer another source, for example, <a href="http://www.conservativereview.com">www.conservativereview.com</a></li> </ul>
Ch. 9, Les. 4, Slide 3, Res. 14, Para. 1 “The Role of the Electoral College”	The Constitution sets the basic rules for electing a president, including the role of the Electoral College. As they were drafting Article II of the Constitution, the Framers argued about whether or not the president should be elected directly by the people. Many of them did not trust an average person’s judgment about such an important matter. They also thought it would be difficult for an average person living in one corner of the country could learn enough about a candidate from another part of the country. On the other hand, many Framers were concerned about giving someone else the responsibility to choose, namely the Congress. That would give Congress too much control over another branch of government. They compromised by creating a system of electors for each state.	OF	<ul style="list-style-type: none"> <li>• The omission here is that the paragraph does not mention that the primary reason for the creation of the Electoral College in Presidential elections was to protect the small states and localities allowing them a voice. It should be included here in the beginning of the discussion about the Electoral College.</li> <li>• <a href="http://www.historycentral.com/elections/Electoralcollegewhy.html">http://www.historycentral.com/elections/Electoralcollegewhy.html</a></li> </ul>
Ch. 9, Les. 4, Road to the White House,	1. The Framers did not trust an average person’s judgment enough to elect a	OF	<ul style="list-style-type: none"> <li>• Again, the primary reason the Framers created the Electoral College, which was to protect Federalism, is not included in the answer.</li> </ul>

Slide 10, Res. 14, under “Teaching Notes,” under “Answers,” 1.	president, but they also did not want to give Congress the responsibility. They compromised by creating the Electoral College.		<ul style="list-style-type: none"> <li>• Reviewer’s Observation: (Ch. 9, Les. 4, Slide 1, Res. 15, however, does mention this under “Electoral College Issues” and the Debate at the end of Ch. 9 is very good!)</li> <li>• <a href="https://www.deseretnews.com/article/865663228/Why-did-the-Founding-Fathers-choose-the-electoral-college-for-electing-presidents.html">https://www.deseretnews.com/article/865663228/Why-did-the-Founding-Fathers-choose-the-electoral-college-for-electing-presidents.html</a></li> </ul>
Ch. 10, Les. 2, Cabinet Departments, Slide 15, Res. 11, Sent. 2 under “Transportation”	Its oversees the nation’s mass transit systems, . . .	IT	<ul style="list-style-type: none"> <li>• The word “Its” should be “It”</li> </ul>
Ch. 11, Les. 3, Slide 13 “State and Local Executive Branches at Work,” “Land Use, Infrastructure, and Environment” “Teaching Notes,” Para. Last Sent. 1	With huge concentrations of people, large cities across the nation could be drastically affected by air pollution and climate change.	FE/S	<ul style="list-style-type: none"> <li>• Here, the author is implying to students that concentrations of people and power usage within large cities results in climate change. There is much information that refutes this claim.</li> <li>• <a href="https://www.fraserinstitute.org/article/putting-con-consensus-not-only-there-no-97-cent-consensus-among-climate-scientists-many">https://www.fraserinstitute.org/article/putting-con-consensus-not-only-there-no-97-cent-consensus-among-climate-scientists-many</a></li> <li>• <a href="https://www.heartland.org/news-opinion/news/global-warming-fake-news-from-the-start">https://www.heartland.org/news-opinion/news/global-warming-fake-news-from-the-start</a></li> <li>• <a href="http://www.climatedepot.com/2016/10/28/russian-scientist-the-new-little-ice-age-has-started/">http://www.climatedepot.com/2016/10/28/russian-scientist-the-new-little-ice-age-has-started/</a></li> </ul>
Unit 4, Ch. 12, Federal and State Court Systems, Les. 1, The Judicial System in Our Democracy, Res 10, Slide 1, Para 1, Sent. 2	In democratic societies, law resolves conflict between and among individuals and groups and protects individuals against government.	FE	<ul style="list-style-type: none"> <li>• Law also subjects citizens to government power and takes away their rights. When they sue in court for redress of rights, they can lose their liberty or property.</li> <li>• An example is the Kelo decision. "Today, the U.S. Supreme Court delivered a blow to home and small business owners throughout the country by allowing the government to use eminent domain to take homes so that businesses can make more money off that land and possibly pay more taxes as a result."</li> <li>• 2005 press release, <a href="http://ij.org/press-release/new-london-connecticut-release-6-23-2005/">http://ij.org/press-release/new-london-connecticut-release-6-23-2005/</a></li> <li>• <b>The Reviewer suggests the rewrite of last phrase:</b> "and provides an orderly way to settle disputes."</li> </ul>
Unit 4, Ch. 12, Les. 1, Judicial Independence, Res.12, Slide 3, Sent. 1	Federal judges and some state judges are appointed to life terms by government officials such as the president or a state governor.	OF	<ul style="list-style-type: none"> <li>• Omitted is that after appointment the federal judges must be confirmed by the Senate for federal Article III judges and are appointed by Congress for Article I judges. State judges can be appointed by the governor or the legislature or can win an election.</li> <li>• These different appointment processes are described in the current article by FindLaw at <a href="https://litigation.findlaw.com/legal-system/how-are-judges-selected.html">https://litigation.findlaw.com/legal-system/how-are-judges-selected.html</a></li> </ul>

Unit 4, Ch. 12, Les 2, Juries, Res. 15, Slide 1, Para.2, Sent. 1	Juries also give people a voice in government, which makes trials more democratic.	FE	<ul style="list-style-type: none"> <li>• Trials are meant to convict the guilty and protect the innocent, not be democratic. Our republic safeguards trials.</li> <li>• “A <u>republican</u> form of government is a type of government in which the citizens of a country have an active role in the affairs of the government...” <a href="http://www.wisegeek.org/what-is-a-republican-form-of-government.htm">http://www.wisegeek.org/what-is-a-republican-form-of-government.htm</a></li> <li>• <b>The Reviewer suggests the following rewrite:</b> “Juries also give people a voice in government, which makes trials a vital part of our republic.”</li> </ul>
Unit 4, Ch. 12, Les. 2, Juries, Res. 15, Slide 1, last Para. in “Teaching Notes Background Information”, Sent. 1	Juries are becoming more involved in the adversarial process.	OF	<ul style="list-style-type: none"> <li>• Omitted from this paragraph is the fact that juries have the power of nullification which has always provided the jurors an adversarial role:</li> <li>• “A sanctioned doctrine of trial proceedings wherein members of a jury disregard either the evidence presented or the instructions of the judge in order to reach a verdict based upon their own consciences.”</li> <li>• <a href="https://legal-dictionary.thefreedictionary.com/jury+nullification">https://legal-dictionary.thefreedictionary.com/jury+nullification</a></li> </ul>
Unit 4, Ch. 12, Les. 4, Appeals, Types of Cases That Are Appealed, Res. 11, Slide 3,	The fair administration of justice is called <u>procedural due process</u> .	FE	<ul style="list-style-type: none"> <li>• The fair administration of justice includes both procedural and substantive due process, with substantive being harder to invoke because it is not specified.</li> <li>• "The issue of due process typically comes in one of two forms: procedural due process, which deals with how a case is brought, and substantive due process, which deals with rights related to 'life, liberty, or property.'"</li> <li>• <a href="http://www.rotlaw.com/legal-library/what-is-substantive-due-process/">http://www.rotlaw.com/legal-library/what-is-substantive-due-process/</a></li> </ul>
Unit 4, Ch. 12, Les. 4, Precedent and Stare Decisis, Res. 13, Slide 1, Sent. 2,	Precedents are legal principles created by an appellate court decision that lower court judges must follow when deciding similar cases.	OF	<ul style="list-style-type: none"> <li>• Omitted is the fact shown by the very next sentence that any higher court may set a precedent for a lower court.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> "Precedents are legal principles created by appellate or Supreme Court decisions that lower court judges must follow when deciding similar cases."</li> </ul>
Unit 4, Ch. 14, Constitutional Freedoms, Les. 1, Freedom of Speech, Res. 12, Slide 1, Para.2, Sents.1,2	The First Amendment's protection of speech and expression is central to U.S. democracy. The essential, core political purpose of the First Amendment is self-governance; enabling people to obtain information from a diversity of sources, make decisions, and communicate these decisions to the government.	OF, HT, B	<ul style="list-style-type: none"> <li>• This paragraph omits the very first protections of the First Amendment, leading students to think political decisions are paramount. Furthermore, it is wrong to assume an atheistic viewpoint and omit that the major first concern of the Founding Fathers was to guarantee a religious freedom that was denied them in Europe.</li> <li>• <b>The Reviewer suggests</b> that the textbook should quote the First Amendment verbatim and discuss all the points in it.</li> </ul>
Unit 4, Ch. 14, Les. 1, Freedom of Speech, Res. 12, Slide 2, Para.2, Sent 1.	Originally, the First Amendment was intended to protect people from having their speech punished by the federal government.	FE, HT, B	<ul style="list-style-type: none"> <li>• Per Slide 1, Paragraph 2, Sentences 1 and 2, above in the same lesson, the total disregard of religious freedom leads students to think religion has no importance.</li> </ul>

Unit 4, Ch. 14, Les. 2, Freedoms of Press, Assembly and Petition, Res. 11, Slide 5, History- Social Science Skills, Bullet 2	Should WikiLeaks be treated like a newspaper publisher for First Amendment purposes. Why or Why not?	OF	<ul style="list-style-type: none"> <li>Students have not been given adequate information in the text to be able to have opinions about the treatment of Wikileaks, including the publication of CIA hacking tools.</li> <li>"ON TUESDAY MORNING, WikiLeaks published a data trove that appears to contain extensive documentation of secret Central Intelligence Agency spying operations and hacking tools." Quote from a 3/7/17 article by Wired.com at this link</li> <li><a href="https://www.wired.com/2017/03/wikileaks-cia-hacks-dump/">https://www.wired.com/2017/03/wikileaks-cia-hacks-dump/</a></li> </ul>
Unit 4, Ch. 14, Les. 2, Freedoms of Press, Res. 11, Slide 7, Drawing Conclusions, Answers	Should Internet posts receive the same protection as newspapers under the First Amendment? Why or why not? Possible answer: Yes.	HT, S	<ul style="list-style-type: none"> <li>Text gives only one possible answer: Yes. This leads student opinion. Possible answers should include both Yes and No.</li> <li>Newspapers are not protected when publication poses imminent harm to national security.</li> <li><a href="https://www.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Silver.pdf">https://www.law.upenn.edu/institutes/cerl/conferences/ethicsofsecrecy/papers/reading/Silver.pdf</a></li> </ul>
Unit 4, Ch.14, Les. 3, Religious Freedom, The Establishment Clause, Res. 11, Slide 1, Predictable Misunderstandings, Sent. 2	Use this lesson to demonstrate how the establishment clause and the free exercise clause often appear to be in conflict.	OF	<ul style="list-style-type: none"> <li>The two phrases are not in conflict if their meaning is properly explained, in that establishment means prescribing an official state religion and free exercise means not discriminating against people following their religion of choice.</li> <li>"This clause not only forbids the government from establishing an official religion, but also prohibits government actions that unduly favor one religion over another. It also prohibits the government from unduly preferring religion over non-religion, or non-religion over religion."</li> <li><a href="https://www.law.cornell.edu/wex/establishment_clause">https://www.law.cornell.edu/wex/establishment_clause</a></li> </ul>
Unit 4, Ch.14, Les. 4, The Context of the Fourteenth Amendment, Res. 15, Slide 4, Button 1 under the picture	The Fourteenth Amendment was a major milestone. For the first time, people of all races who were born in the U.S. were citizens and states could not deprive anyone of that citizenship.	FE, OF	<ul style="list-style-type: none"> <li>This is the current judicial interpretation of the Fourteenth Amendment, which some legal scholars think needs re-interpreting, because "subject to the jurisdiction thereof" is under debate.</li> <li><a href="https://cis.org/Birthright-Citizenship-United-States">https://cis.org/Birthright-Citizenship-United-States</a></li> </ul>
Unit 4, chap. 14, Les. 4, Lesson Review: The Fourteenth Amendment, Res. 19, Slide 2, Ans. 3	The Fourteenth Amendment prevents states from denying due process; The Fifth Amendment has applied only to the national government.	HT	<ul style="list-style-type: none"> <li>The main reason for writing the Fourteenth Amendment was to guarantee citizenship and due process of freed slaves as noted here: "Clearly the amendment was designed to extend protection to the newly freed slaves against mistreatment by the states." <a href="https://www.heritage.org/constitution/-/amendments/14/essays/170/due-process-clause">https://www.heritage.org/constitution/-/amendments/14/essays/170/due-process-clause</a></li> </ul>
Unit 4, Ch.14, Les.5, Discrimination Based on Race,	<b>civil rights movement</b> the struggle by African Americans in the mid-1950's to late 1960's to be free of racial discrimination and to achieve	HT, S	<ul style="list-style-type: none"> <li>Whites also joined the civil right movement. It is slanted to name only Blacks as members, leading students to think that whites were prejudiced and did not care.</li> </ul>

Res. 18, Slide 6, vocabulary civil rights movement in Sent.2	rights, freedoms and opportunities equal to those of whites.		<ul style="list-style-type: none"> <li>• "They [African Americans], along with many whites, mobilized and began an unprecedented fight for equality that spanned two decades.</li> <li>• <a href="https://www.history.com/topics/black-history/civil-rights-movement">https://www.history.com/topics/black-history/civil-rights-movement</a></li> </ul>
Unit 4, Ch.14, Les.5, Discrimination Based on National Origin, Res 19, Slide 2, Para 2, Sents.2,4	Leaders such as Cesar Chavez and Dolores Huerta formed he National Farmworkers Association, which became the United Farm Workers....Committed to the same philosophy of nonviolent protests as Martin Luther King, Jr., and Mohandas Ghandi, ....	FE	<ul style="list-style-type: none"> <li>• Chavez was not committed to the philosophy of nonviolent protest, as is shown by his attacks on farmers' vines and other property.</li> <li>• "Chavez ... looked the other way while his cousin Manual Chavez organized teams to burn down grape storage sheds, destroy irrigation pumps, and hack down mature vines. They smashed the refrigeration units on the train cars that kept grapes cool on their way to market." These are the first two sentences in para 11 after the heading Farm Workers in the American Renaissance website accessed in 2014.</li> <li>• <a href="https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/">https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/</a></li> </ul>
Unit 4, Ch.14, Les.5, Discrimination Based on Sex and Gender, Res. 20, Slide 5, Question 3	Why do you think the pay gap between men and women typically widens as women age and that the gap is generally even larger for women of color?	OF	<ul style="list-style-type: none"> <li>• Students have been given no information on which to base thoughts about aging women's pay gaps. Omitted from the textbook are reasons like the following:</li> <li>• "Women are concentrated in low-wage, service, part-time, non-union and small firm jobs, where pensions and employer-sponsored retirement plans are less likely to be offered." and "The nation's retirement system does not account for the caregiving roles that women take on that eventually cause them to receive smaller benefits. The average woman takes 12 years out of the workforce for family caregiving.</li> <li>• <a href="http://www.wiserwomen.org/index.php%3Fid=266%26page=pay-gap-retirement-gap">http://www.wiserwomen.org/index.php%3Fid=266%26page=pay-gap-retirement-gap</a></li> </ul>
Unit 5, Chap. 15, Les. 1, Suffrage for Women and Youth, Res. 16, Slide 6, Ans. At bottom of page.	Yes, You can drive an automobile when you are 16, so if 16-year-olds are capable of having this much responsibility, then they should be considered responsible enough to vote.	HT S	<ul style="list-style-type: none"> <li>• There is no suggested answer of "No" leading the student to conclude one side of the argument. However, "They may not be mature enough to vote. At 16 and 17, teens are just getting access to the car, but they are still not trusted to do things like gamble, consume tobacco, and drink alcohol."</li> <li>• <a href="https://www.newsmax.com/FastFeatures/lower-voting-age-pros-and-cons/2015/07/18/id/657834">https://www.newsmax.com/FastFeatures/lower-voting-age-pros-and-cons/2015/07/18/id/657834</a></li> </ul>
Unit 5, Ch. 15, Les. 2, Influences on Voters, Voters' Election Choices, Res. 14, Slide 6, Republicans, Last box	Opposes providing amnesty and a path to citizenship to people who entered the country illegally.	FE	<ul style="list-style-type: none"> <li>• It is incorrect to say Republicans don't want amnesty and a path to citizenship for all people who entered the country illegally. Many believe children brought here illegally deserve such a path.</li> <li>• "This week, three Republican senators introduced a bill that is emerging as the Republican-led solution to their DACA problem: a proposal that would create a 15-year path to citizenship for DACA recipients,..." Quote is from Sep 2017 Vox.com, which also has a picture of Republican Senators introducing the Succeed Act.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="https://www.vox.com/policy-and-politics/2017/9/29/16287984/conservative-proposal-daca">https://www.vox.com/policy-and-politics/2017/9/29/16287984/conservative-proposal-daca</a></li> </ul>
Unit 5, Ch. 15, Les. 2, Voters' Election Choices, res. 14, Slide 8	Create a table like the one to the right.	OF	<ul style="list-style-type: none"> <li>• There is no table.</li> </ul>
Unit 5, Ch. 15, Les. 2, Voter Participation, Res. 15, Slide 3, Last Para, Last Sent.	Several previously covered [by Voting Rights Act] states put voter ID laws into effect.	OF, S	<ul style="list-style-type: none"> <li>• Omitted is that many states make it easy for anyone to get free photo IDs, including the poor who get food stamps. The omission leads students to think that conservative politicians are unfair to the poor.</li> <li>• <a href="https://www.lawhelp.org/dc/resource/how-to-get-a-photo-id-birth-certificate-or-so">https://www.lawhelp.org/dc/resource/how-to-get-a-photo-id-birth-certificate-or-so</a></li> </ul>
Unit 5, Ch. 15, Les. 2, Voter Participation, Res. 15, Slide 4	Voter IDs discussion on this slide	OF HT S	<ul style="list-style-type: none"> <li>• In all of these four bullets there are no facts about actual voter fraud. This omission leads the student to the conclusion that voter IDs are in place simply to disenfranchise certain sections of society.</li> <li>• "It would be silly to assume cases that have been discovered are the only cases of fraud. Indeed according to a Pew Charitable Trust report from February 2012, one in eight voter registrations are "significantly inaccurate or no longer valid."</li> <li>• <a href="http://thefederalist.com/2016/10/13/voter-fraud-real-heres-proof/">http://thefederalist.com/2016/10/13/voter-fraud-real-heres-proof/</a></li> </ul>
Unit 5, Ch. 15, Les. 2, Influences on Voters, Res. 16, Slide 2, Question 4, Answer 4	What change in the way political parties functioned influenced voter turnout. Explain why. Political parties stopped helping people get jobs. This lowered voting participation because voters no longer felt as connected and committed to their political parties	OF, S	<ul style="list-style-type: none"> <li>• Omitted are the many other reasons besides patronage that researchers think cause low voter turnout, leading students to think that political parties are corrupt.</li> <li>• "In order to vote, people must take time out of their busy weekday schedules to go to the polls. They must also invest their time and energy to learning about the candidates and issues and making a decision. In return, many elections are noncompetitive with the winner seeming fairly certain in advance" and "Political science research has shown that most Americans are unknowledgeable about how the government works and the candidates and issues of the day."</li> <li>• <a href="http://onlinepoliticalsciencedegree.eku.edu/insidelook/what-causes-low-voter-turnout-united-states">http://onlinepoliticalsciencedegree.eku.edu/insidelook/what-causes-low-voter-turnout-united-states</a></li> </ul>
Unit 5, Ch. 15, Les. 4, Voter Qualifications, Res. 12, Slide 5, Para. 2	Many non-partisan groups are dedicated to helping people register to vote as part of their mission to improve the democratic process. Groups like the League of Women Voters, Rock the Vote, and Kids Voting USA will be happy to help you register.	FE	<ul style="list-style-type: none"> <li>• The League of Women Voters is highly partisan for liberal causes.</li> <li>• "It has long enjoyed an enviable reputation as a nonideological, nonpartisan, good-government group, but contrary to popular belief, it supports Democratic candidates for public office and left-wing policies. The liberal nonprofit favors the pro-choice side of the abortion debate, a clampdown on how much can be donated to political campaigns, and imposing stronger, economy-damaging environmental regulations."</li> <li>• <a href="https://capitalresearch.org/article/lwv/">https://capitalresearch.org/article/lwv/</a></li> </ul>

Unit 5, Ch. 15, Les. 4, Voting, Res. 13, Slide 3, Question and Answer a.	Question a. In your opinion, does mandatory voting increase voter turnout? Possible answer: Citizens are less apathetic about what happens in their country.	HT/ OF/ S	<ul style="list-style-type: none"> <li>Apathy is due not only because citizens are not voting: "Census Bureau surveys of non-voters also show.... that the vast majority of them choose not to vote because they don't like the candidates or the campaign issues or are simply not interested in the political process."</li> <li><a href="https://www.heritage.org/political-process/commentary/compulsory-voting-unconstitutional">https://www.heritage.org/political-process/commentary/compulsory-voting-unconstitutional</a></li> </ul>
Unit 5, Ch. 15, Les. 4, Voting, Res. 13, Slide 6, Para.2, Sent. 2	If you live in one of the 33 states or the District of Columbia that allow early voting, you can cast a ballot in person during a designated period, usually for about three weeks prior to Election Day. No excuse or justification is needed.	FE	<ul style="list-style-type: none"> <li>In Virginia you must fill out an absentee ballot application and swear under felony penalty to prove your written reason for not being able to vote on election day.</li> <li><a href="https://www.elections.virginia.gov/Files/Forms/VoterForms/VirginiaAbsenteeBallotApplication.pdf">https://www.elections.virginia.gov/Files/Forms/VoterForms/VirginiaAbsenteeBallotApplication.pdf</a></li> </ul>
Unit 5, Ch. 16, Les. 1, Shaping Public Opinion, Public Opinion and Democracy, Res. 13, Para 1, Sent. 1	The Framers of the Constitution sought to create a representative democracy that would meet two goals.	FE	<ul style="list-style-type: none"> <li>As stated here in Unit 1, chapter 1, Resource 1, American government is not a democracy. It is a Constitutional Republic.</li> <li>"By definition, a republic is a representative form of government that is ruled according to a charter, or constitution, and a democracy is a government that is ruled according to the will of the majority."</li> <li><a href="http://www.wisegeek.com/what-is-the-difference-between-a-republic-and-a-democracy.htm#didyouknowout">http://www.wisegeek.com/what-is-the-difference-between-a-republic-and-a-democracy.htm#didyouknowout</a></li> </ul>
Unit 5, Ch.16, Les. 2, Measuring Public Opinion, Nonscientific Methods, Res. 12, Slide 3, Sent. 2	Newspapers, magazines, and television and radio programs reflect the interests of the public.	HT, S	<ul style="list-style-type: none"> <li>This quote is partly true but omits that the media also attempts to indoctrinate the public with one-sided information. It leads students to believe that it is reporting news and not creating propaganda.</li> <li>"Modern propaganda uses all the media available to spread its message, including: press, radio, television, film, computers, fax machines, posters, meetings, door-to-door canvassing, handbills, buttons, billboards, speeches, flags, street names, monuments, coins, stamps, books, plays, comic strips, poetry, music, sporting events, cultural events, company reports, libraries, and awards and prizes."</li> <li><a href="https://web.stanford.edu/class/e297c/war_peace/media/hpropaganda.html">https://web.stanford.edu/class/e297c/war_peace/media/hpropaganda.html</a></li> </ul>
Unit 5, Ch. 16, Les. 3, Types of Interest Groups, Res. 13, Faith-Based Interest Groups, Slide 10, Sent. 2	Some of these groups are based in specific religious traditions, such as the American Jewish Committee or the Muslim American Society.	HT, S	<ul style="list-style-type: none"> <li>The Muslim American Society (MAS) is an American Muslim Brotherhood organization.</li> <li>The statement misleads students to believe that it is just a religious group.</li> <li>"MAS was founded as the overt arm of the Muslim Brotherhood in America." from footnote 13 on page 58 of the Sabri Benkhala trial No. 07-4778 in the United States Court of Appeals for the Fourth Circuit</li> <li><a href="https://www.investigativeproject.org/documents/case_docs/542.pdf">https://www.investigativeproject.org/documents/case_docs/542.pdf</a></li> </ul>
Unit 5, Ch. 16, Les. 3, Types of Interest Groups, Res. 13, Faith-Based	Some interest groups, however, have extremist goals and are monitored by groups like the Southern Poverty Law Center and the Anti-Defamation League.	FE, B	<ul style="list-style-type: none"> <li>The Southern Poverty Law Center (SPLC) is itself a liberal extremist group that accuses conservative groups it opposes of being extremist.</li> <li>"In essence it is a machine for turning leftist hysteria into cash that portrays itself as a non-partisan, fact-finding group and has long been treated as such</li> </ul>

Interest Groups, Slide 11, Last para, Sent. 2			<p>by media institutions such as the <i>Washington Post</i> and the <i>New York Times</i>. Yet it has also targeted Senator Rand Paul, surgeon-turned-HUD secretary Ben Carson,... and it tagged both the Family Research Council and Mark Krikorian's think tank, the Center for Immigration Studies, as hate groups, though the latter has been invited to testify before Congress more than 100 times."</p> <ul style="list-style-type: none"> <li>• <a href="https://www.nationalreview.com/2018/03/southern-poverty-law-center-bias-hate-group-labels-scam/">https://www.nationalreview.com/2018/03/southern-poverty-law-center-bias-hate-group-labels-scam/</a></li> </ul>
Unit 5, Ch. 17, Mass media in the Digital Age, Les. 1, The Mass Media, Res. 17, Slide 1 Para 4, Sent. 3	Commentary provides analysis of the news, while editorials convey a person's or group's opinion.	FE	<ul style="list-style-type: none"> <li>• Both definitions are incorrect, because editorials are written by employees of the media and commentaries by invited guest writers.</li> <li>• "An editorial is an official stand or opinion of the editorial board or/&amp; news media management written by one or more persons (usually a senior news staff like associate editor, editor-in-chief, managing editor, etc.) and published specifically on the Editorial Page."</li> <li>• "A commentary is a personal opinion piece written by a columnist or members of the public and is usually published on the Op-Ed Section...."</li> <li>• <a href="https://www.quora.com/What-is-difference-between-an-editorial-and-commentary">https://www.quora.com/What-is-difference-between-an-editorial-and-commentary</a></li> </ul>
Unit 5, Ch.17, Mass media in the Digital Age, Les. 1, The Mass Media, Res. 17, Slide 6, Sent. 3	Journalists, however, see their job as informing the public, not passing along politicians' messages.	HT, B	<ul style="list-style-type: none"> <li>• This statement leads students to think the news is honestly reported in a way that will affect their votes, when evidence shows it is heavily one-sided in favor of candidates like Hillary Clinton who favor more government regulation.</li> <li>• <a href="https://nypost.com/2017/10/21/the-other-half-of-america-that-the-liberal-media-doesnt-cover/">https://nypost.com/2017/10/21/the-other-half-of-america-that-the-liberal-media-doesnt-cover/</a></li> </ul>
Unit 5, Ch.17, Les. 2, Review, Slide 2, Answer 3	The demise of the fairness doctrine has led to a burst of syndicated radio talk shows in which commentators express strident political opinions.	FE, OF	<ul style="list-style-type: none"> <li>• The fairness doctrine applied to broadcast licenses, meaning radio and TV, not just radio.</li> <li>• <a href="http://www.dictionary.com/browse/fairness-doctrine">http://www.dictionary.com/browse/fairness-doctrine</a></li> </ul>
Unit 5, Chap. 17, Less 3, Debate, Last Sent.	How much access should the government have to our personal, online information?	OF	<ul style="list-style-type: none"> <li>• The text discusses instances of government intervention but omits discussing its legality as limited by the Fourth Amendment. . ("The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches....")</li> <li>• <b>The Reviewer suggests</b> that the textbook include information on the Fourth Amendment and that the students should include in their debate if Amendment IV plays a role-</li> </ul>

**Evaluation of Social Studies Skills and other important issues**  
**An evaluation of the teaching & learning devices and/or materials provided to the student.**

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?	<b>X</b>	
2	Are the captions under pictures factual?	<b>X</b>	
3	Are the charts and graphs relevant to the topic being presented?	<b>X</b>	
4	Are the maps accurate and relevant to the topic?	<b>X</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	<b>X</b>	
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	<b>X</b>	
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?	<b>X</b>	
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		<b>X</b>
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	<b>X</b>	<b>only a few hard to access</b>
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		<b>X</b>
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	<b>X on political</b>	<b>others not applicable</b>

## Commendations:

Unit 2, Ch. 4, Les. 2, Rules in the House, Slide 5, Res. 11, Participating in Your Government, Becoming Informed About Your Elected Officials, part 1, is an excellent project for students!

This text, **United States Government and Civics**, does a very good job of focusing students on the “Essential Question” in each Unit and Chapter and “Guiding Questions” in each Lesson. Students can easily focus on the main concepts they are required to know.

This text provides some excellent research assignment ideas for students.

It is very good that each Chapter has an “Essential Question” and each Lesson has “Guiding” questions. Students are consistently reminded of the most important concepts.

This is a very well organized textbook.

The text is good in presenting basically correct information in an understandable way, although it oversimplifies definitions and omits relevant facts needed for a complete understanding.

It is excellent in relating facts to current day situations and having students research newspaper articles and write about their relevance to the text. An excellent example, one of many, is having students read opinions of the dissenting and concurring justices in the Supreme Court refusal in the *Brown v. Entertainment Merchants Association* case to ban sale of violent videos to children, in Unit 4, Lessons 4.

It is extremely fair in the discussion of Public Interest Groups in Unit 5, Chapter 16, to include groups on both sides of the political spectrum that are violently opposed to each other.

Inclusion of Federalist #78 is good example of the Founder’s intent to set up a republican government.

## Concerns:

The book seems to over-emphasize social welfare. It gives more positive attention to Democrats or Democrat issues versus Republicans or any other political party. There are more positive references to Democrats and the “liberal” ideology than there are to Republicans and the “conservative” ideology. The book continues to emphasize that the U. S. is a democracy, not a republic.

Although this text has good content, its oversimplification of definitions and poor choice of some examples lead to half-truths and slant or bias. Its poor computer format and limited capabilities make it impossible to study in any reasonable way. See below for specifics.

### A. Computer presentation of lessons

1. There are no page numbers, so if students want to make a note about where review something later, he has to write many words to identify the place, e.g. unit, chapter, lesson, resource, slide.
2. Features don't work at all. An example is the graph in Slide 6 of Unit 4, Ch. 13 Les. 2, Deciding Cases, Res. 9. Slide 7 in the same lesson asks questions about a "chart" that is not visible and may or may not refer to the invisible graph in Slide 6.
3. In Unit 1, Chapter 1, Lesson 5, Resource 7 has individual sound bites presenting different opinions of the founding fathers. Students can see only 1 "father" at a time and there is no way for them to click back to review what ones on the previous page have believed. They have to reload the whole resource. For proper comparison of this new material students need to see whole pages where several men are on each page.

4. Information students need to answer questions is not readily, clickable available to students, only to teachers. See Unit 5, Lesson 2, Resource 14, Reading Activity, where students are told to look at a map and chart **prior to adoption**.they can't click to.

B. Clarifying Information Omitted. Here are a few examples from just one Lesson, but they are indicative of the entire text.

3. In Unit 1, Chapter 2, Lesson 3, Amendments, Resource 17, the Bill of Rights Amendments themselves are not printed verbatim. Students should be able to read the real Bill of Rights, not just words telling about them. They are short and would not take up much extra room.

4. In Unit 1, Chapter 2, Lesson 3, Amendments, Resource 17, slide 6, the very important 14th Amendment on due process is not quoted in full and the distinction between procedural and substantive due process is not explained. The 14th Amendment has such long-lasting importance it should be explained more fully.

5. Unit 1, Chapter 2, Lesson 3, Amendments, Resource 20, is a video about today's Equal Rights proposed Amendment, with no verbal introduction or transition from the history of amendments in general.

C. The few clickable Glossary words are no substitute for a real Glossary where students can query all words in one place. Furthermore, the definition that comes up from a click just repeats the definition in the text, so it's useless. An easily accessible and searchable glossary of words introduced throughout the textbook is needed. If the word is used again later in the text, it is not possible to go back and check the definition of the word.

D. Information is given inconsistently in the wrong lesson or in the wrong order.

1. An example of the wrong order is in Unit 4, Ch. 14, Constitutional Freedoms, Les. 1, Resource 12, Slide 4 quoting the First Amendment after 3 slides of ignoring religion.

2. Religious Freedom is discussed in the same Ch. 14, Resource 11, after free speech in Resource 12, when it should be discussed first.

3. Another example is the paragraph "Predictable Misunderstandings" in Unit 4, Ch. 12, Les. 4, Precedent and Stare Decisis, Res. 13, Slide 2. The paragraph is about taking the Fifth, and belongs in Resource 11 about procedural due process.

4. The textbook liberally uses the term "democratic" and democracy with very little use of the "republic", especially when talking about our type of government and the Constitution. This is notable in Unit 4 when talking about the freedoms protected in the Bill of Rights. By definition the freedom of speech or religion are not protected in a democracy. In a crosswords exercise, the word "democratic" is used but not "republic."

5. There are many cases in which the student is presented with one side of a subject. One example is the presentation of the fairness doctrine. Much of the discussion is on the pros of the fairness doctrine with very little on the cons. Another example is presenting how the 14th Amendment is interpreted today with no discussion on the original intent which was to protect the freedom and rights of freed slaves after the Civil War.

6. There are pictures included in the text with little to no discussion or interpretation of the subject matter. One example is the Love vs. Virginia case in which a picture is shown of a couple but no explanation under the picture or in the text.

## Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made prior to adoption		
2	This text has a <b>moderate</b> number of changes prior to adoption.		
3	The text has <b>substantial</b> changes that need to be made prior to adoption	<b>X</b>	
4	This book is so flawed that it is <b>not recommended</b> for adoption.		

## Truth in Textbooks Review

McGraw-Hill US History & Geography: Post-Reconstruction to the present, Grade 11, TN Edition (2019)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal **Bias** of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
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Ch.1, Les.1, Resource14, pg4, 2 <sup>nd</sup> Para. Last Line	There had been so much election fraud on both sides that no one could tell which candidate had won.	OF	<ul style="list-style-type: none"> <li>• There are no facts to back up this statement.</li> <li>• The Reviewer recommends deleting this sentence.</li> </ul>
Ch.1, Les.3, Resource 19, Terms and Conditions, Dawes General Allotment Act of 1887, Column 3, Para 2, L.2	...while others were cheated out of their property.	OF	<ul style="list-style-type: none"> <li>• There are no facts to back up this statement</li> <li>• The Reviewer recommends deleting this sentence.</li> </ul>
Ch.1, Les.3, Resource 19, Terms and Conditions, Dawes General Allotment Act of 1887, Column 3, Para 3, L.2	By 1832, two-thirds of the land originally delegated to the Native Americans was owned by settlers.	FE	<ul style="list-style-type: none"> <li>• This section is titled Treaties from 1851 – 1934</li> <li>• The year 1832 should not be in this text.</li> </ul>
Ch.1, Les.3, Resource 20, Biography, Para 3, Ls. 2-3	...some Nez-Perce killed several whites as revenge for acts of terrorism by settlers,	OF/S	<ul style="list-style-type: none"> <li>• There is no explanation as to what acts of terrorism were committed by the settlers.</li> </ul>
Ch.1, Les.3, Resource 20, Pg.9, Teaching Notes, Expanding	What can we infer happened to the boys when they tried to surrender? (They were surrounded and killed, like the others)	S	<ul style="list-style-type: none"> <li>• No basis for this question to be asked. No purpose for this negative input.</li> <li>• The Reviewer suggests that it be eliminated.</li> </ul>
Ch.1, Les. 3, Resource 20, Pg. 10		Editing issue	<ul style="list-style-type: none"> <li>• This page is a repeat of Resource 19 page 3</li> </ul>
Ch.1, Les.3, Resource 21, Pg. 4, Cartoon		Editing issue	<ul style="list-style-type: none"> <li>• This page is a repeat of Resource 20, page 11</li> </ul>
Ch. 2, Les.1, Resource 13, Predictable Misunderstanding, Sentence 2	Although several large trusts did indeed operate some vital industries, many businesses were independent and driven by competition.	OF	<ul style="list-style-type: none"> <li>• There are no supporting numbers to qualify the words “several”, “some” or “many”. Therefore, this is a totally subjective statement. .</li> <li>• The Reviewer suggests that the editor address the issue of qualifiers that will make this an objective evaluation.</li> </ul>
Chapter 1, lesson 3, resources 19-21.	All material on pp. 19-21 [See Bullet Point #1]	OF, S	<ul style="list-style-type: none"> <li>• The text is a continuous, unqualified and unverified recitation of events and treaties in which the Indians are attacked, exploited, and reneged upon.</li> <li>• The text’s selectivity omits the complexity of Indian history. The Indians were neither murderous savages nor primitive innocents brutally disturbed by cruel invaders of European extraction. Tens of thousands of Indians fully assimilated into white society and prospered.</li> <li>• “The more they [Indians], and the white settlers who displaced them, are studied in detail and without prejudice on</li> </ul>

			<p>either side, the smaller the differences between them.” Paul Johnson, <i>A History of the American People</i> (Harper Perennial, 1999), p. 518.</p> <ul style="list-style-type: none"> <li>• “But on the whole—and this is where both the older histories and the myths give a misleading impression—disputes between white pioneers, travelers, and farmers and Indian tribes were extremely rare.” Paul Johnson, <i>A History of the American People</i> (Harper Perennial, 1999), p. 520.</li> <li>• Inasmuch as pp. 19-21 present the Indians as the victims and the white settlers as the enemy, this Reviewer suggests incorporating material only from this quote: “But on the whole—and this is where both the older histories and the myths give a misleading impression—disputes between white pioneers, travelers, and farmers and Indian tribes were extremely rare.”</li> </ul>
Chapter 2, lesson 1, resource 15, page 3, lines 3-5.	“A young engineer from Connecticut, Theodore Judah, started promoting the idea of a transcontinental railroad. Judah lobbied for federal aid, and as a result, Congress passed the Pacific Railroad Act of 1962.”	FE	<ul style="list-style-type: none"> <li>• The Pacific Railroad Act of 1962 should be Pacific Railroad Act of 1862.</li> </ul>
Chapter 2, lesson 2, The Story Begins, lines 1-4.	“For many, Andrew Carnegie demonstrates the capitalist ideal. Born poor in Scotland and immigrating to the United States, he went on to become, at one point, the wealthiest man in America. He believed that extreme wealth concentrated in the hands of a few was the natural order of things.”	FE/S	<ul style="list-style-type: none"> <li>• The text does not identify who says that “extreme wealth concentrated in the hands of a few” is the capitalist ideal.</li> <li>• From the writings of Adam Smith to those of Milton Friedman the concentration of extreme wealth is not a capitalist ideal.</li> </ul>
Ch.2, Les.2, Resource 23, pg.7, para.1, line1	Many Americans feared monopolies because they believed a monopoly could charge whatever it wanted for their products.	OF	<ul style="list-style-type: none"> <li>• The publisher should explain here that Monopolies were illegal for this exact reason.</li> </ul>
Ch.2, Les.2, Resource 23, pg.12		Editing issue	<ul style="list-style-type: none"> <li>• this page is the same as page 7 in this Resource 23</li> </ul>
Ch.2, Les.2, Resource 25, pg.1, only paragraph	The First Amendment’s right to “peaceful assembly” did not extend to violent actions...	FE	<ul style="list-style-type: none"> <li>• The words <u>did not</u> extend to violent actions is a past tense word indicating that this might have changed.</li> <li>• Sentence should read: “does not” extend to violent actions.</li> </ul>
Ch.2, Les.2, Resource 26, pg.1, Answer at bottom of page.	Marxism appealed to many American workers.	OF	<ul style="list-style-type: none"> <li>• No mention of Capitalism.</li> <li>• No numbers to give the student any idea what the author indicates as “many”</li> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>

Ch.2, Les.2, Resource 26, pg.4, Question 6, Answer	Presentation should include facts about wages, working conditions, work hours...	OF/S	<ul style="list-style-type: none"> <li>• Only facts available to the student are all the negative aspects of labor.</li> <li>• Student is led in only one direction</li> </ul>
Ch.2, Les.3, Resource 10, pg.5, Picture caption #4	---but the immigrants were barred from becoming citizens.	OF	<ul style="list-style-type: none"> <li>• No explanation as to why these Chinese were barred from becoming U.S. citizens.</li> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Chapter 2, lesson 3, resource 13	Video commentary on the Gilded Age: It portrays only the extravagant displays of wealth of the robber barons who "spend limitless amounts" to cover their "untidy social origins." "Let's say your name is Vanderbilt and you own half the country." (2:48) You are competing with "your next-door neighbors who own the other half of the country." (3:28)	OF, S	<ul style="list-style-type: none"> <li>• The one-sided description needs to be balanced with other characteristics of the people and the age.</li> <li>• "Though popular historiography has stressed the 'Age of the Robber Barons' and deplored the gross materialism of the epoch, this hostile view is not borne out by the facts, which display a panorama of general progress in which all classes shared and in which all intellectual and cultural interests were abundantly displayed..." Paul Johnson, <i>A History of the American People</i> (Harper Perennial, 1999), p. 591</li> </ul>
Ch.2, Les.4, Resource20, pg.2, bullet #1 under picture	They had the money and extra time to enjoy such non-work activities.	S	<ul style="list-style-type: none"> <li>• This is snide, pejorative and subjective judgment about the wealthy.</li> <li>• No explanation as to their work ethics or how they accumulated their wealth.</li> <li>• This statement teaches bias and/or prejudice.</li> <li>• The Reviewer suggests the following rewrite: "Because of their work ethics, they were able to earn the money and have the extra time to enjoy such non-work activities."</li> </ul>
Ch.2, Les.4, Resource20, pg.5, #4 under picture	The average wage....was 20 cents per hour for a 10 hour work day.	FE	<ul style="list-style-type: none"> <li>• Ch 2, Lesson 2, (Resource 24, pg 2, 1<sup>st</sup> para.) states that the average wage was 22 cents with a 59 hour work week.</li> <li>• Picture is of a woman sewing.</li> </ul>
Ch.2, Les.4, Resource 22, pg.4, Para.1, Sentence 2	Some clergy, however, concluded that evolution might have been God's way of creating the world. One of the most famous ministers of the era, Henry Wade Beecher, called himself a "Christian evolutionist"	OF/S	<ul style="list-style-type: none"> <li>• "Some" clergy does not represent facts. Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> <li>• The editor needs an example of a Christian who believed in creationism.</li> </ul>
Ch.2, Les.4, Resource 23, pg.2, Background Information, Para.2	Lester Frank Ward...Government, he argued, could regulate the economy, cure poverty, and promote education more efficiently than competition in the marketplace could.	OF/S	<ul style="list-style-type: none"> <li>• Ward's opinion is just that...a one-sided opinion. The textbook fails to give the opinion of a capitalist and how capitalism has grown the American economy.</li> </ul>

Ch.2, Les.4, Resource 23, pg.2, Teaching Notes, Yellow Box	<b>Applying Values and Democratic Principals</b> Provide students with some articles that are examples of social Darwinism today.	S	<ul style="list-style-type: none"> <li>The lead sentence says, “Values and Democratic Principals” and the 1<sup>st</sup> sentence asks for examples of social Darwinism.</li> <li>There are no Democratic values discussed.</li> </ul>
Ch.2, Les.4, Resource 23, pg.3, Para.3, last sentence	Readers might conclude that government intervention the way to make things better.	OF/S	<ul style="list-style-type: none"> <li>One-sided text leads readers to one conclusion. Government and more government!</li> <li>No text to show the negative side of socialism or the positive side of capitalism.</li> </ul>
Ch.2, Les.4, Resource 23, pg.4, Para.1, line 3	Walter Rauschenbusch, a Baptist minister from New York, became the leading voice in the Social Gospel movement,	OF/s	<ul style="list-style-type: none"> <li>Over the years, more conservative critics have called Rauschenbusch’s theology little more than prettified Marxism, lacking Christianity’s conceptions of sin, atonement, and redemption.</li> <li><a href="https://paw.princeton.edu/article/rereading-social-gospel">https://paw.princeton.edu/article/rereading-social-gospel</a></li> </ul>
Ch.2, Les.4, Resource 23, pg.6 Question 1, Answer 1	It could regulate the economy, cure poverty, and promote education more efficiently than competition.	FE/OF	<ul style="list-style-type: none"> <li>Frank Ward’s book <i>Dynamic Sociology</i> has been proven wrong. More government is not more efficient than competition.</li> <li>Communism and Socialism are one in the same, and Communism has failed.</li> </ul>
Ch.3, Les.1, Resource 10, Para 1, Line 6	...new debates formed around the proper role of the U.S. as a global power	OF/S	<ul style="list-style-type: none"> <li>No facts as to who is staging these debates and how they decide the “proper role” of the U.S.</li> <li>Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> <li>As a Constitutional-Republic, America looks toward the Constitution and the people to form a “proper role” for America.</li> <li>The Reviewer recommends deleting this sentence.</li> </ul>
Ch.3, Les.1, Resource 10, Predictable Misunderstandings, Line 2	Call students attention to the similarities of the words (imperialism and empire) in meaning and how they are relevant to this lesson.	OF	<ul style="list-style-type: none"> <li>Author is implying that America is an imperialist nation and has created an empire.</li> <li>No text or facts to show relevance to this lesson.</li> </ul>
Ch.3, Les.1, Resource 12, pg.1, Para.1, Lns. 4-5	...economic and military competition from Europe and a growing feeling of cultural superiority convinced many Americans that the United States should seek out new territories and become a world power.	S	<ul style="list-style-type: none"> <li>Author’s opinion.</li> <li>Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.3, Les.1, Resource 12, pg.3, Map of “Major Imperial Powers”	The United States is listed as a major Imperial Power.	FE	<ul style="list-style-type: none"> <li>America does not have an Emperor and is therefore not an Imperial nation.</li> </ul>

Ch.3, Les.1, Resource 14, pg.1, Question #1	<b>Interpreting:</b> How did Anglo-Saxonism help foster American imperialism?	FE	<ul style="list-style-type: none"> <li>America is not an Imperial nation.</li> </ul>
Ch.3, Les.2, Resource 14, pg.1, caption just above picture	During the Spanish-American war, the United States defeated Spanish Troops in Cuba and the Philippines, Afterward, the United States annexed the Philippines and became an imperial power.	FE	<ul style="list-style-type: none"> <li>Author insists America is an Imperial power.</li> <li>The Reviewer recommends deleting last sentence.</li> </ul>
Ch.3, Les.3, Resource 13, pg.1, answer	To build the reputation of the United States as a world power; to save shipping time; to save shipping costs.	OF	<ul style="list-style-type: none"> <li>No text indicating that the United States had an ego and had designs to become a world power.</li> <li>Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch. 3, Les.3, Resource 14, pg.3, Biography of John Hay, para 2, line 4	...keep the Philippines under the control of the United States, thereby establishing the United States as a world imperialist power.	B	<ul style="list-style-type: none"> <li>Author continues to push the idea the United States is an imperialist power.</li> <li>The Reviewer recommends deleting “thereby establishing the United States as a world imperialist power.”</li> </ul>
Ch.4, Les.1, Resource 20, pg.1, Answer	Industrialization and urbanization created social problems; free market was unable to fix social problems; government should address social problems; government should be reformed; business should be regulated; scientific principles are useful in fixing social problems.	S	<ul style="list-style-type: none"> <li>Student needs to be advised that these are communist views and communism has never worked.</li> <li>Communism, Socialism, Progressivism and Fascism are all essentially from the same tree.</li> <li><a href="http://truthbeforedishonor.com">http://truthbeforedishonor.com</a> Difference between Communism and Progressivism</li> </ul>
Ch.4, Les.1, Resource 22, pg.4, para.1, line 1	Another group of progressives focused on making government more democratic and responsive to citizens.	OF	<ul style="list-style-type: none"> <li>The textbook fails to explain what is meant by “making government more democratic”</li> <li>The textbook needs to remind the student that our government is a Constitutional Republic and not a democracy.</li> </ul>
Ch.4, Les.1, Resource 24, pg.3, Making Connections today box, Line 3-4	A 1963 state law became a model for national union and workers’ rights laws in 2011. Wisconsin changed course and began to restrict union laws.	OF	<ul style="list-style-type: none"> <li>The state law is not given to the student and should be provided here.</li> <li>There is no explanation as to why Wisconsin changed course. It should be added here.</li> </ul>
Ch. 4, Les.1, Resource 24, pg.8, Para 2, Line 5	Most Progressives and most Americans, however, believed in the superiority of the American System of private ownership.	OF/S	<ul style="list-style-type: none"> <li>Author is identifying two types of people here when they are just one....Americans.</li> <li>The American System is called capitalism.</li> <li>Students should be taught that Communism has a socialist government and socialism has failed throughout history.</li> </ul>
Ch.4, Les.2, Resource14, pg. 4, Making Connections box, para. 1, Lns. 1-2	Verizon workers started the largest strike in the United States in nearly 5 years. Over 40,000 workers went on strike for better working conditions.	FE/OF	<ul style="list-style-type: none"> <li>Most reports stated this number was 36,000 to 40,000. This sentence indicates over 40,000 workers.</li> <li>“better working conditions” hardly identifies the reasons for the strike.</li> </ul>

			<ul style="list-style-type: none"> <li>• <u>almost</u> 40,000 wireline service workers in nine eastern states and Washington, D.C.</li> <li>• increase workers' healthcare costs by thousands of dollars, eliminate job security and remove any restrictions on the company's right to contract out or offshore union jobs.</li> <li>• <u>Verizon Workers on East Coast Could Strike on Sunday</u></li> <li>• <a href="https://www.newsmax.com/us/verizon-workers-strike/2015/08/01/id/664993/#ixzz5GHUI9400">https://www.newsmax.com/us/verizon-workers-strike/2015/08/01/id/664993/#ixzz5GHUI9400</a></li> </ul>
Ch. 4, Les.2, Resource 14, pg.4, Making Connections box, para 2, line 1	The Writers Strike of 2008 put Hollywood Production on hold for almost a year.	FE	<ul style="list-style-type: none"> <li>• There were two strikes in 2008. One started in Nov. 2007 and ended in February 2008. The 2<sup>nd</sup> one was averted in May 2008.</li> <li>• The threat of a Hollywood writers' strike was averted at the last-minute after a deal was announced shortly after a 1 May deadline.</li> <li>• <u>The most recent major Hollywood writers' strike</u>, between November 2007 and February 2008, cost the film and TV industry up to \$2.5bn.</li> <li>• <a href="https://www.theguardian.com/film/2017/may/02/hollywood-ending-writers-call-off-strike-cliffhanger-studio-deal-writers-guild-of-america">https://www.theguardian.com/film/2017/may/02/hollywood-ending-writers-call-off-strike-cliffhanger-studio-deal-writers-guild-of-america</a></li> </ul>
Ch 4, Les.2, Resource 14, pg.5 para 3, Lns. 3-5	So instead of aggressively seeking to break up trusts, he proposed to create a federal agency to investigate and publicize the findings. He believed the most effective way to prevent big business from abusing its power was to keep the public informed.	OF/S	<ul style="list-style-type: none"> <li>• Antitrust Law Suits. Roosevelt instructed his attorney general, Philander C. Knox, to launch a series of lawsuits against what were deemed offensive business combinations. Such giants as <u>J.P. Morgan's Northern Securities Company</u>, John D. Rockefeller's <u>Standard Oil Trust</u> and James B. Duke's tobacco trust were targets of the government's attorneys. In all, forty-four suits were brought during Roosevelt's administration.</li> <li>• Trust-busting was not a term the president favored. He believed the offending corporations needed to be regulated, not destroyed. Many of his big business critics, however, failed to note the difference.</li> <li>• <a href="http://www.u-s-history.com/pages/h951.html">http://www.u-s-history.com/pages/h951.html</a></li> </ul>
Ch.4, Les.2, Resource 14, pg.6, para. 1, Lns. 6-10	the Department of Commerce and Labor would privately tell the company about any problems and allow them to fix the problems quietly. Roosevelt accepted this "gentlemen's agreement" as he called it and soon made similar deals with other companies.	S	<ul style="list-style-type: none"> <li>• Previous page stated Roosevelt wanted to "keep the public informed"</li> <li>• "fix the problems quietly" does not represent a public being informed.</li> </ul>

Ch.4, Les.2, Resource 16, pg.2, para.1, Line 4	The progressives, who favored tariff reduction and conservative Republicans, who wanted to maintain high tariffs.	S	<ul style="list-style-type: none"> <li>• Very confusing paragraph. No facts explaining the author’s statements. Student cannot possibly understand who was in favor of what.</li> <li>• This act was the first modification of tariff laws since the <u>Dingley Tariff</u> of 1897, which it replaced. President <u>Theodore Roosevelt</u> had simply avoided the issue during his tenure. The act lowered the general tariff rate from 46 to 41 percent while it increased rates on items such as animal hides, iron ore and coal. It lowered 650 tariff items, raised 220 and left 1,150 untouched.</li> <li>• <a href="http://www.u-s-history.com/pages/h883.html">http://www.u-s-history.com/pages/h883.html</a></li> </ul>
Ch.4, Les.2, Resource 16, pg.4, para 1, Ln.5	In November, 1911, Roosevelt publicly criticized Taft for his decision.	S	<ul style="list-style-type: none"> <li>• This Resource is titled: “Taft’s Reforms” yet there is very little information given to Taft. Everything is given back to Roosevelt.</li> </ul>
Ch.4, Les.3, Resource 11, pg 1, caption under Wilson’s picture	Woodrow Wilson proposed a progressive philosophy he called The New Freedom	OF/S	<ul style="list-style-type: none"> <li>• the <b>New Freedom</b> was a collection of speeches <b>Woodrow Wilson</b> made during his presidential campaign of 1912. The speeches promised significant reforms for greater economic opportunity for all, while ensuring the tradition of limited government.</li> <li>• <a href="https://www.reference.com/history/summary-woodrow-wilson-s-new-freedom-platform-1a955f074035aca9#">https://www.reference.com/history/summary-woodrow-wilson-s-new-freedom-platform-1a955f074035aca9#</a></li> </ul>
Ch.4, Les.3, Resource 13 pg.2, para 4, Lns. 2-3	As the governor of New Jersey, he pushed through many progressive reforms.	OF/S	<ul style="list-style-type: none"> <li>• No facts given to the students to allow them to form any opinions of who Wilson was.</li> <li>• Wilson knew that the banks were squeezing money from small businesses and small farmers.</li> <li>• He also knew that tariffs would help immense industries instead of the small businessmen or farmers. He believed that all large trusts were bad.</li> <li>• <a href="https://www.reference.com/history/summary-woodrow-wilson-s-new-freedom-platform-1a955f074035aca9#">https://www.reference.com/history/summary-woodrow-wilson-s-new-freedom-platform-1a955f074035aca9#</a></li> </ul>
Ch. 4 Les.3, Resource 12, pg.1	As you read about progressivism during the Wilson administration, complete the chart by listing Wilson’s progressive economic, and social reforms.		<ul style="list-style-type: none"> <li>• Author must explain progressivism. Every president of the U.S. was not progressive.</li> <li>• For the Progressives, freedom is redefined as the fulfillment of human capacities, which becomes the primary task of the state.</li> <li>• <a href="https://www.heritage.org/political-process/report/the-progressive-movement-and-the-transformation-american-politics">https://www.heritage.org/political-process/report/the-progressive-movement-and-the-transformation-american-politics</a></li> </ul>

Ch.4, Les.3, Resource 14, pg.3, Predictable Misunderstandings	Students may think it is not fair for some individuals to pay a higher portion of their income in taxes. Even if the wealthy are taxed at a higher percentage of their income, they still end up with more money in the bank than poor people. Example.....	S/B	<ul style="list-style-type: none"> <li>• Reviewer is speechless</li> </ul>
Chapter 4, lesson 3, resource 14, page 6, lines 1-3.	The Federal Reserve Act became one of the most significant pieces of legislation in American history. It created an independent agency that began to use monetary policy to manage the nation's economy.	OF	<ul style="list-style-type: none"> <li>• At this late date in the Federal Reserve's history the text could provide a more accurate and sophisticated description. The Federal Reserve's purpose was originally to bring order to the U.S. money market and to prevent and manage monetary crises. It has failed in that mission.</li> <li>• "As an answer to the great panics, the [Federal Reserve] System was notably defective. In 1920-21, seven years after the system was established, there was a severe one, and this was followed ten years later by the worst depression of all time. There is much evidence, which orthodox professional opinion does not reject, that Federal Reserve policy made all worse—that it helped finance the antecedent speculation and helped intensify the ensuing contraction in both 1920-21 and 1929."</li> <li>• John Kenneth Galbraith, <i>Money: Whence It Came, Where It Went</i>, Houghton Mifflin Company (1995), p.119.</li> <li>• "The Federal Reserve, or any central bank, can no more control an economy than Soviet central planners could. How could it, with 330 million people in the U.S., 7 billion people around the world, and countless millions of entities of all kinds engaging in more than 100 billion transactions each day."</li> <li>• Steve Forbes, "Fact and Comment," <i>Forbes</i> magazine, 12 December 2017, page 14.</li> </ul>
Chapter 4, lesson 3, resource 14, page 6, lines 5-8.	If the Federal Reserve sets interest rates low, business and individuals will generally borrow more money. This increases the amount of money in circulation and causes the economy to grow. If interest rates are raised, people borrow less, which slows the economy.	HT	<ul style="list-style-type: none"> <li>• The Federal Reserve held rates extraordinarily low from 2009-2015, and during that period economic growth was unusually low. It was also ineffective against the stagflation of the 1970s.</li> <li>• According to the World Bank the average annual rate of GDP growth for the years 2010—2015 was 2.1%. This is an unusually poor rate of recovery from a recession. <a href="http://Data.worldbank.org">Data.worldbank.org</a>.</li> </ul>
Ch.4, Les.3, Resource 15, pg.4, para.4 next	Du Bois stepped down as editor in 1934 when his more radical views brought him into conflict with the NAACP.	OF	<ul style="list-style-type: none"> <li>• Author should list these radical views</li> <li>• Shortly thereafter he joined the American Communist party and became a citizen of Ghana, where he died in 1963.</li> </ul>

to the picture of “The Crisis”			<ul style="list-style-type: none"> <li>• <a href="https://www.history.com/topics/black-history/w-e-b-du-bois">https://www.history.com/topics/black-history/w-e-b-du-bois</a></li> </ul>
Ch.5, Les.1, Resource 12, pg.2, Teaching Notes: Identifying connections. Line 3	They may also note that the domination of one or two strong imperial powers throughout Europe could have endangered rising U.S. Global influence.	OF	<ul style="list-style-type: none"> <li>• Nowhere in this text does the author discuss the following bullet. Yet the student is told the U.S. was concerned with their global influence.</li> <li>• The United States entered World War I in 1917 because of the attacks that were occurring on American ships by German submarines. Additionally, Americans were enraged that Germany sought an alliance with Mexico.</li> <li>• This would be a misstatement for a teacher to tell her students without the students knowing about the German submarine attacks.</li> <li>• <a href="https://www.reference.com/history/did-united-states-enter-world-war-1-cc857279faaa16ce">https://www.reference.com/history/did-united-states-enter-world-war-1-cc857279faaa16ce</a></li> </ul>
Ch. 5, Les.1, Resource 12, pg.3, U.S. Propaganda Poster, posters purpose: bullet #1 and #2	Propaganda posters were designed to convince Americans to wholeheartedly support U.S. involvement in war. American-produced posters became common.	OF/S	<ul style="list-style-type: none"> <li>• It is a misstatement to say that all posters produced were propaganda posters.</li> <li>• Text tells the student posters were common, however there is only one example given in the text. A picture of a uniformed officer.</li> <li>• Recommend deleting the word “Propaganda”</li> </ul>
Ch. 5, Les.1, Resource 12, pg.4, Teaching notes, Line 5	Germans may have been appalled by the loss of civilian life, or....	S	<ul style="list-style-type: none"> <li>• In Resource 11, pg.3 the author states “Germany began building a large modern navy”</li> <li>• The entire text is showing aggression by Germany.</li> <li>• Where does this thought come from that German might be appalled by the loss of civilian life?</li> <li>• Recommend deleting this sentence in “Teaching Notes”</li> </ul>
Ch.5 Les. 1, Resource 12, pg.4, para 1, Lns. 3-4	The U.S. government protested Britain’s decision because it interfered with American economic interests.	OF	<ul style="list-style-type: none"> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.5, Les.1, Resource 12, pg.6, Teaching Notes, Close and Reflect, last sentence in parentheses	...Germany was justified in sinking the ship because it did carry war supplies...	S	<ul style="list-style-type: none"> <li>• Text specifically states Germany had no idea what was on these ships.</li> <li>• Justifying murder is not acceptable in American Schools</li> <li>• Strongly recommend deleting this sentence</li> </ul>
Ch.5, Les.2, Resource 11, pg.1, Line under picture of bakers	...the government created propaganda to encourage Americans to support the war effort through voluntary rationing.	S	<ul style="list-style-type: none"> <li>• The word “propaganda” is overused in this Chapter.</li> <li>• Recommend replacing the word “propaganda” with “posters”</li> </ul>
Ch. 5, Les.2, Resource 13, pg5, para 1, Line 3	(Mexican Americans) Like other immigrant groups before them they faced hostility and discrimination.	OF	<ul style="list-style-type: none"> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source..</li> </ul>

			<ul style="list-style-type: none"> <li>• Reviewer recommends deleting this sentence.</li> </ul>
Chapter 5, lesson 3, resource 20, page 1, lines 7-9.	Russian representatives were not invited to the conference because allied leaders refused to recognize Lenin’s government as legitimate.	HT	<ul style="list-style-type: none"> <li>• The text does not mention the exclusion of the Germans, which was far more significant than the absence of the Russians.</li> <li>• “[T]he Germans, who had already been deceived over the underlying principles of the peace, were not allowed to take part in the negotiating process, which was carried out solely among the Allies. They were simply handed a <i>fait accompli</i>...which the Germans saw as a swindle as well as an outrageous injustice and an affront to their national dignity, [and which] determined them to seek rectification and revenge when opportunity offered, and a leader arose to seize it.” Paul Johnson, <i>A History of the American People</i>, (Harper Perennial, 1999), p. 651.</li> <li>• The Reviewer suggests paraphrasing the above quote to present the missing information.</li> </ul>
Ch.5, Les.3, Resource 20, pg.2, Para 1, Ln.1	President Wilson arrived in Paris in 1919 with a peace plan known as the Fourteen Points.	FE	<ul style="list-style-type: none"> <li>• The eventual treaty included fifteen parts and 440 articles. Part I created the Covenant of the New <u>League of Nations</u>, which Germany was not allowed to join until 1926.</li> <li>• <a href="https://www.history.com/topics/world-war-i/treaty-of-versailles">https://www.history.com/topics/world-war-i/treaty-of-versailles</a></li> </ul>
Ch.5, Les.3, Resource 20, pg.5, writing skills. Ln. 2	Write a letter to a government official protesting the division and stating how the treaty will impact you.	S	<ul style="list-style-type: none"> <li>• It would be more impactful for the student to write a letter stating how the treaty would positively impact them.</li> <li>• War is very negative. The end of war should be positive</li> </ul>
Ch.5, Les.3, Resource 20, pg.6, para.1, Ln.4	France received mandates for Syria and Lebanon, and Britain for Palestine including Transjordan and Iraq	OF	<ul style="list-style-type: none"> <li>• Lack of maps does not give a good visual as to where these countries are.</li> <li>• Britain received mandates for Mesopotamia (later renamed Iraq); Tanganyika (now part of Tanzania); and Palestine. Palestine was later divided into Palestine and Transjordan (later renamed Jordan). France received Syria, which was later divided into Syria and Lebanon. Both Britain and France were given parts of the Cameroons and Togoland. Belgium received Ruanda-Urundi. Japan was given German islands in the North Pacific Ocean. Australia received German islands in the South Pacific, including the northeastern section of New Guinea and Nauru. New Zealand received Western Samoa, and the Union of South Africa (now called South Africa) got German Southwest Africa (now called Namibia).</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="http://anthonydamato.law.northwestern.edu/encyclopedia/Mandatedterritory-wb.pdf">http://anthonydamato.law.northwestern.edu/encyclopedia/Mandatedterritory-wb.pdf</a></li> <li>• The American government is a Constitutional-Republic</li> </ul>
Ch. 5, Les.3, Resource 20, pg.7, para.2, Lns. 4-5	As a democratic-republic, the American government was supposed to act based on what it's own citizens wanted, not what people in other countries wanted.	FE	
Chapter 5, lesson 3, resource 20, page 8, lines 11-16.	In 1919 [Lodge] was selected chairman of the Foreign Relations Committee where he attempted to delay and sabotage passage of the Versailles peace treaty. Lodges' efforts helped sink the treaty in the Senate, ruining President Woodrow Wilson's goal of joining the League of Nations....This solidified Lodge's reputation as a leading isolationist.	OF/S	<ul style="list-style-type: none"> <li>• The text does not say explicitly that Lodge was an isolationist, only that he had that reputation. Such words as <i>sabotage</i>, <i>sink</i>, and <i>ruining</i>, however, leave the reader with the idea that Lodge's isolationism prevented Wilson from realizing his noble goal.</li> <li>• "There is a historical myth that the European powers wanted the League at all costs, that Wilson tried to give it to them, and that an isolationist Congress refused to ratify it, thus bearing long-term responsibility for another world war. There is no truth at all to this version....What [the European powers] wanted America to accept, in the first place, was a guarantee of the treaty, rather than membership of any League. [Henry Cabot Lodge] is usually presented as the villain of the piece. That is unfair. Lodge was not an isolationist."</li> <li>• Paul Johnson, <i>A History of the American People</i>, (Harper Perennial, 1999), pp. 652-653.</li> <li>• The Reviewer suggests that this paragraph be rewritten and the selection of vocabulary be changed. "...where he worked to delay the passage of the Versailles peace treaty. Lodge's efforts caused the treaty to fail in the Senate..."</li> </ul>
Ch. 5, Les.3, Resource 20, pg. 8, Henry Cabot Lodge, Para.2, Lns. 1-3	...where he attempted to delay and sabotage passage of the Versailles peace treaty. Lodges efforts helped sink the treaty in the Senate.	OF/S	<ul style="list-style-type: none"> <li>• The author uses words such as "sabotage" and "sink". These words imply that Lodge was doing something he shouldn't.</li> <li>• Lodge was defending the Constitution of the United States of America against a president (Wilson) who wanted things done his way.</li> <li>• The Reviewer recommends deleting the word "sabotage" and replacing "sink" with "stopped".</li> </ul>
Ch. 5, Les.3, Resource 20, pg.9, Para.1, Ln.1	Wilson decided to take his case directly to the American people.	OF/S	<ul style="list-style-type: none"> <li>• Page 8, Paragraph 1, Line 7 of this text states "any military action by the United States required the approval of Congress."</li> <li>• Wilson was "unconstitutional" in his efforts. Any "case" he might take was still wrong.</li> <li>• The Reviewer recommends deleting this paragraph. Unnecessary information.</li> </ul>

Ch.5, Les.3, Resource 20, pg.9, Para.3, Ln.5	On the other hand, had the United States joined the League of Nations, it would have been able to use its power and influence to shape League policies and enforce League actions. It could have helped promote international cooperation and peace.	S/B	<ul style="list-style-type: none"> <li>Opinion of Author. No facts to back up this statement</li> <li>Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Chapter 5, lesson 4, resource 12, page 4, "Connection to Today," lines 1-4.	During times of economic unrest nativism and suspicion of foreigners may increase...In the current world, similar economic worries generate similar responses. As people compete for scarce employment, blame can be placed on undocumented immigrants who hold a precarious position in the country.	HT	<ul style="list-style-type: none"> <li>It would be helpful if the authors presented some evidence of the effect of illegal immigrants on unemployment.</li> <li>The implication here is that suspicion of foreigners today is as irrational and reprehensible as it was in the 1920s. The sympathy here is with the illegal immigrants, but if they put downward pressure on wages, legal citizens are in a precarious position as well.</li> </ul>
Ch.6, Les.1, Resource 13, pg.1, para 1, Lns.2-3	However, his [President Harding] presidency was far from a return to any kind of normalcy Americans desired.	OF/B	<ul style="list-style-type: none"> <li>Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.6, Les.1, Resource 15, Pg.5, Para.2, Lns.1-2	This distrust added to the growing frustration with progressive policies caused by WWI.	OF	<ul style="list-style-type: none"> <li>There are no facts to allow students to understand what the "growing frustrations" were with progressive policies.</li> <li>The Reviewer recommends deleting this sentence.</li> </ul>
Chapter 6, lesson 1, resource 16, page 1, "Biography," lines 17-18.	...[Mellon's] failure to fend off the Great Depression caused him to resign in 1932.	FE	<ul style="list-style-type: none"> <li>"On February 3 Ambassador to Great Britain Charles G. Dawes resigned in order to head the Reconstruction Finance Corporation. With this foreign assignment now vacant, Hoover quickly coerced his 'wisest and most experienced public servant'--Andrew Mellon--to accept the Ambassadorship two days later." Schmelzer, Janet (1985) "Wright Patman and the Impeachment of Andrew Mellon," <i>East Texas Historical Journal</i>: Vol. 23: Iss. 1, Article 8, p. 41.</li> </ul>
Ch.6, Les.2, Resource 15, pg.7, Making Connections Red Box, All	...companies such as GM and Chrysler were in danger of bankruptcy due to low car sales. The federal government gave those companies a bailout that helped them manage their debt and avoid bankruptcy.	OF	<ul style="list-style-type: none"> <li>The textbook neglects to tell the student how controversial the bailouts were. This was truly government taking over a corporation without the consent of the American people.</li> <li>This is the reason for America's bankruptcy laws.</li> <li>Critics of the bailout plan argue that the real problem for General Motors, Ford, and Chrysler is that their cost structures are bloated, their management doesn't work, and they can't make cars of high enough quality to attract American buyers.</li> <li>Throwing money at the same people who couldn't get it right wouldn't solve any of that.</li> </ul>

			<ul style="list-style-type: none"> <li>• <u>Ten Reasons Why the Auto Bailout Is a Bad Idea</u>, <a href="https://www.newsmax.com/newsfront/auto-bailout/2008/11/20/id/326730/#ixzz5Go6Fn6PJ">https://www.newsmax.com/newsfront/auto-bailout/2008/11/20/id/326730/#ixzz5Go6Fn6PJ</a></li> <li>• The Reviewer suggests incorporating some of the above material.</li> </ul>
Ch.6, Les.3, Resource 14, pg.1, Para 1, Definition for nativism	Nativism: hostility toward immigrants.	OF	<ul style="list-style-type: none"> <li>• The definition is one of several existing ones. The one given applies to the US and should be identified as such.</li> <li>• The general definition is the theory that concepts, mental capacities, and mental structures are innate rather than acquired by learning.</li> <li>• In the US, Nativism is the policy of protecting the interests of native-born or established inhabitants against those of immigrants.</li> <li>• a return to or emphasis on traditional or local customs, in opposition to outside influences.</li> <li>• The Reviewer suggests that the student learn the difference in usage.</li> </ul>
Ch.6, Les.3, Resource 14, pg.3, Analyzing Supreme Court Cases, Blue Box, Para.1, Ln.3	The Court denied Ozawa, instead ruling that free white person meant Caucasian.	OF	<ul style="list-style-type: none"> <li>• The term "white person," as used in Rev.Stats. § 2169 and in all the earlier naturalization laws, beginning in 1790, applies to such persons as were known in this country as "white," in the racial sense, when it was first adopted, and is confined to persons of the Caucasian Race. P. <u>260 U. S. 195.</u></li> <li>• A Japanese, born in Japan, being clearly not a Caucasian, cannot be made a citizen of the United States under Rev.Stats. § 2169 and the Naturalization Act. P. <u>260 U. S. 198.</u></li> </ul>
Ch.6, Les.3, Resource 14, pg.3, Title (Return of the Ku Klux Klan)	Reviewers note: All information on this page is given to two court cases. Ozawa, a Japanese born person and Thind, a native American.	OF	<ul style="list-style-type: none"> <li>• The information relayed on this page does not have anything to do with, nor is there any discussion of the Ku Klux Klan, the topic for this Lesson Resource.</li> </ul>
Ch.6, Les.3, Resource 15, para.2, Ln.3	..., they rejected Charles Darwin's theory of evolution, which said that human beings had developed from lower forms of life over the course of millions of years.	HT	<ul style="list-style-type: none"> <li>• They rejected the idea that one species could spontaneously evolve into another species. They did not reject his complete theory.</li> <li>• <i>Dr. Ray Bohlin reviews Stephen Meyer's book Darwin's Doubt, showing that the sudden appearance of complex animal forms in the Cambrian cannot be explained by evolutionary mechanisms.</i></li> </ul>
Ch.6, Les.3, Resource 15, pg.7, para 3, Ln.4	Darrow's defense eventually convinced states to allow the teaching of evolution.	OF	<ul style="list-style-type: none"> <li>• Current textbooks have completely eliminated the teaching of creationism and now only teach evolution.</li> </ul>

Chapter 6, lesson 3, resource 14, “The Sacco-Vanzetti Case,” page 2, lines 7-9.	The evidence was questionable, but the fact that the accused men were anarchists and foreigners led many people to assume they were guilty, including the jury.	OF	<ul style="list-style-type: none"> <li>Although the evidence may have been largely circumstantial and the jury may have been prejudiced, all the various appeal courts through which the case passed...likewise decided they were guilty.</li> <li>Paul Johnson, <i>A History of the American People</i>, (Harper Perennial, 1999), p. 669.</li> </ul>
Chapter 6, lesson 3, resource 4, page 3, “Biography,” lines 1-2.	Feminist leader Margaret Sanger was a major figure in the cause to promote and legalize birth control.	OF	<ul style="list-style-type: none"> <li>Sanger also was openly and explicitly racist, and she sought to use abortion and birth control to limit the black population as undesirable.</li> <li><a href="https://www.americanthinker.com/blog/2015/08/black_ministers_petition_smithsonian_to_remove_bust_of_margaret_sanger.html#ixzz5HQdIEvGA">https://www.americanthinker.com/blog/2015/08/black_ministers_petition_smithsonian_to_remove_bust_of_margaret_sanger.html#ixzz5HQdIEvGA</a></li> </ul>
Ch.7, Les.1, Resource 16, pg.1, Biography of Herbert Hoover, Para.2, Ln.6	Herbert Hoover gained a reputation for callousness by denying needy Americans federal assistance.	OF	<ul style="list-style-type: none"> <li>By the time Hoover died at age 90 on October 20, 1964, assessments of his legacy had grown more favorable. Noting that after Hoover left the White House the Great Depression continued for eight more years despite Roosevelt’s active intervention, some historians have argued for a more sympathetic appraisal of Hoover’s presidency.</li> <li><a href="https://www.history.com/topics/us-presidents/herbert-hoover">https://www.history.com/topics/us-presidents/herbert-hoover</a> (Last Paragraph)</li> </ul>
Ch.7, Les.1, Resource 17, pg.4, para.1, Ln.2	The philosophies of laissez-faire economics, which had helped create the industrial boom of the late nineteenth century had been tempered with some of the progressive inclinations during the early twentieth century.	OF	<ul style="list-style-type: none"> <li>Laissez-faire economics is better known as free market capitalism</li> <li>There is no definition for the word “tempered”.</li> <li>Author seems to be saying incorrectly that regulations and restrictions had been placed on business.</li> </ul>
Ch.7, Les.1, Resource 18, pg.2, para.1, Lns.3-5	Manufacturing output per person-hour rose 32 percent, but the average workers wage increased only 8 percent. In 1929 the top 5 percent of all American households earned 30 percent of the nation’s income. In contrast, about two-thirds of families earned \$2,500 a year	OF	<ul style="list-style-type: none"> <li>The author gives percentages for everything until he discusses the families’ income.</li> <li>This is like comparing oranges to apples. The student needs to understand what the percentage two-thirds represents in this example.</li> </ul>
Ch.7, Les.1, Resource 18, pg.2, Headline	The Uneven Distribution of Income	S/OF	<ul style="list-style-type: none"> <li>This Chapter is titled “The roots of the Great Depression”.</li> <li>Uneven distribution of income had nothing to do with the Great Depression.</li> <li>The Reviewer suggests that text give the major reasons for the Great Depression and that this sentence be deleted.</li> </ul>
Ch.7, Les.3, Resource 8, pg.1, Yellow box at bottom,	...based on his belief in the Laissez-faire economics philosophy	OF	<ul style="list-style-type: none"> <li>Laissez-faire economics is better known as “free market capitalism”</li> </ul>

Citizenship: take action			
Ch.7, Les.3, Resource 11, Pg.3, Purple Box: Multiple Perspectives, Question 1 in blue.	What was the American Communist Party, and what was its point of view on the Great Depression?	OF/S	<ul style="list-style-type: none"> <li>• Author is directing the students to research a Communist Party and what it thought about the Great Depression.</li> <li>• This is where the textbook should explain that Communism has never worked in any society.</li> <li>• The textbook should explain that of those who did join the American Communist Party, turnover in membership was very high, with most people staying less than a year before they quit in disgust with the intellectual and social regimentation of the party and its structure as a top-down dictatorship that took orders from Moscow.</li> <li>• <a href="http://www.conservapedia.com/Communist_Party_of_the_United_States_of_America">http://www.conservapedia.com/Communist_Party_of_the_United_States_of_America</a></li> </ul>
Ch.8, Les.1, Resource 20, pg.1, Question #2	DESCRIBING What unique election record does Roosevelt hold?	OF	<ul style="list-style-type: none"> <li>• This is a good place to teach the students about Amendment XXII Section1.</li> <li>• “No person shall be elected to the office of the President more than twice,...”</li> </ul>
Ch.8, Les.1, Resource 20, pg.6, para.1 Definition of apparent	Apparent: appearing to be fact as far as can be understood. ...Herbert Hoover’s <u>apparent</u> failure to do anything effective.	HT/S	<ul style="list-style-type: none"> <li>• This is an unnecessary sentence with only a partial definition of “apparent”.</li> <li>• Definition 1: Clearly visible or understood; obvious.</li> <li>• Definition 2: seeming real or true, but not necessarily so.</li> <li>• <a href="http://www.bing.com">www.bing.com</a></li> <li>• The Reviewer recommends deleting this sentence.</li> </ul>
Ch.8, Les.1, Resource 23, pg.1, para 1, Ln.8	Not all farmers benefited from the program.	HT	<ul style="list-style-type: none"> <li>• The AAA did not end the Depression and drought,</li> <li>• In 1937, the Supreme Court ruled that the AAA was unconstitutional, but the basic program was rewritten and again passed into law.</li> <li>• <a href="https://livinghistoryfarm.org/farminginthe30s/water_11.html">https://livinghistoryfarm.org/farminginthe30s/water_11.html</a></li> </ul>
Ch.8. Les.2, Resource 17, pg.8, para 1, Lns.1-3	Social Security...It was the first example of what came to be called “entitlement” programs. An entitlement is not simply a form of welfare or relief. It is a payment to from the government that Americans are entitled to receive.	FE	<ul style="list-style-type: none"> <li>• Social security has never been considered an “entitlement” program. It should not be considered Government spending as written on previous page#7, para 3, Line 5</li> <li>• Social Security is not an “entitlement.” Social Security is an <u>earned benefit</u>, bought and paid for through decades of hard, sometimes disagreeable work. Every payday since we began working, we have contributed 6.2% of our income, matching our employer’s 6.2% paid into Social Security on our behalf. These contributions over a lifetime of work provide a modest but guaranteed monthly benefit for life.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="http://www.pennlive.com/opinion/2013/02/op-ed-social-security-is-not-an-entitlement.html">http://www.pennlive.com/opinion/2013/02/op-ed-social-security-is-not-an-entitlement.html</a></li> </ul>
Ch.8, Les.2, Resource 17, pg.8, para 2, Ln.2	...even though Americans are entitled to their Social Security payments,...	FE, IT	<ul style="list-style-type: none"> <li>• “Entitled” is the wrong word to use here.</li> <li>• The Reviewer recommends that the sentence read: “even though Americans have earned their Social Security payments”...</li> </ul>
Ch.8, Les.2, Resource 17, pg.8, Question #2 and Answer	Summarizing: How does an entitlement program differ from Welfare or relief? An entitlement program, such as Social Security, is a payment in which people are entitled....Welfare or relief programs help people in need.	FE	<ul style="list-style-type: none"> <li>• The definition of “entitlement program” is: a government program that provides benefits to any individual meeting certain eligibility requirements.</li> <li>• The Author’s definition is the definition of Welfare.</li> <li>• The Reviewer recommends that the answer be rewritten: “An entitlement program, such as Welfare, is a payment to which people are entitled. Social Security is an earned benefit.”</li> </ul>
Ch.8, Les.3, Resource 13, Pg. 5, Red Box: Making Connections, Lns.4-5	Those who support a higher minimum wage say research shows that unemployment does not rise when the minimum wage is adjusted with inflation.	OF	<ul style="list-style-type: none"> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.9, Les.1, Resource 13, pg.1, Para.1, Lns.2-3	Hitler wrote and announced the 25-point program that became the foundation of the party’s agenda.	OF	<ul style="list-style-type: none"> <li>• Author only chooses to give 4 of the 25-points. Then asks students to summarize the main points in the “bridging” portion at the bottom of the page.</li> <li>• Text should give all the points so student can form a better opinion.</li> </ul>
Ch.9, Les.1, Resource 15, pg.1, Para.1, Ln.3 Definition of Totalitarianism	A political system that aims to control the political, totalitarianism: economic, social, intellectual, and cultural lives of its citizens	OF/S	<ul style="list-style-type: none"> <li>• “A political system that aims to...” is too complacent an answer.</li> <li>• Better definition would be: a system of government that is centralized and dictatorial and requires complete subservience to the state.</li> </ul>
Ch.9, Les.1, Resource 15 pg.2, Para.1, Line 1 Definition of Fascism	Fascism: A political system headed by a dictator that calls for extreme nationalism and often racism and no tolerance of opposition.	OF/S	<ul style="list-style-type: none"> <li>• This is a watered down definition.</li> <li>• Recommend this definition: Political <u>ideology</u> that imposes strict social and <u>economical measures</u> as a <u>method</u> of empowering the <u>government</u> and stripping citizens of rights.</li> <li>• <a href="http://www.businessdictionary.com/definition/Fascism.html">http://www.businessdictionary.com/definition/Fascism.html</a></li> </ul>
Ch.9, Les.1, Resource 15, pg.2, Biography of Mussolini, Para.2, Lns.3-5	His dramatic and impassioned speeches caught the imagination of his fellow Italians who were tired of the upheaval from workers rioting for decent wages.	OF/B	<ul style="list-style-type: none"> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch.9, Les.1, Resource 15, pg.3, Para.2, Lines 2-4	Liberal members of the Italian parliament insisted that the king declare martial law. Conservative	OF	<ul style="list-style-type: none"> <li>• There is no explanation as to what the Liberal and Conservative minded people thought.</li> </ul>

	advisers then persuaded the king to appoint Mussolini as the premier.		<ul style="list-style-type: none"> <li>• Author appears to be comparing Liberals and Conservatives from American culture.</li> <li>• The Reviewer recommends deleting this sentence.</li> </ul>
Ch.9, Les.1, Resource 15, pg.4, Teaching Notes, Para.1, Lines 3-4	...representing communist, fascist, socialist and capitalist countries. Have students choose which of the government systems they would like to advocate for in a decision-making process.	OF	<ul style="list-style-type: none"> <li>• Students have not had any explanation of “capitalism” in this Resource or this chapter. Author has not used the word capitalism throughout the studies, but instead has used Laissez-faire.</li> <li>• The Reviewer recommends deleting this writing assignment and concentrating on teaching the benefits of capitalism.</li> </ul>
Ch.9, Les.3, Resource 14, pg.10, Red Box Making Connections...Ln.1	For centuries, Jews were blamed by Christians for causing the death of Jesus Christ.	OF	<ul style="list-style-type: none"> <li>• Author makes it sound like Christians hate Jews.</li> <li>• Jesus died because of the world's sins. The Bible and history tells us that the Romans and Jews carried out the sentence but that it was, as noted, part of God's plan. It is in the Church's best interest to ally with Israel as they are God's Chosen People. Any attack against Israel is in essence an attack against God.</li> <li>• <a href="https://www.quora.com/Why-do-Christian-anti-semites-blame-Jews-for-killing-Jesus-when-his-death-and-resurrection-is-the-foundation-of-their-belief">https://www.quora.com/Why-do-Christian-anti-semites-blame-Jews-for-killing-Jesus-when-his-death-and-resurrection-is-the-foundation-of-their-belief</a></li> <li>• The Reviewer suggests that this sentence be deleted.</li> </ul>
Ch.10, Les.1, Resource 24, Pg.4, Para.1, Line 1	Not all African Americans wanted to support the war.	HT	<ul style="list-style-type: none"> <li>• Change sentence to read: Not all African or White Americans wanted to support the war.</li> </ul>
Ch.10, Les.1, Resource 24, Pg.6, Para. 2, Line 1	Approximately 500,000 Hispanic Americans served in the armed forces despite racial hostility against them.	HT/S	<ul style="list-style-type: none"> <li>• It is impossible to know the exact number because they were counted as white.</li> <li>• <a href="http://qa.answers.com/Q/How_many_Hispanics_served_in_World_War_2">http://qa.answers.com/Q/How_many_Hispanics_served_in_World_War_2</a></li> <li>• “despite racial hostility against them” is unnecessary. The Reviewer recommends deleting these words.</li> <li>• Inasmuch as there is no source for this statement, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source</li> </ul>
Ch.10, Les.1, Resource 24, Pg.8, Question #2	Read the information under the heading “Women Join the Armed Forces”. How does the word <i>barred</i> shape the overall tone of this section?	OF	<ul style="list-style-type: none"> <li>• No facts are presented so that students can understand why women might have been “barred”.</li> <li>• The Reviewer recommends supplying facts or deleting this question.</li> </ul>
Ch.10, Les.1, Resource 25, Pg.1, Para.2, All	The improvement in the economy did not come without cost. ...Housing conditions were terrible. The pressures and prejudices of the era led to strikes, race riots, and rising juvenile delinquency.	HT	<ul style="list-style-type: none"> <li>• There was a positive side to the improvement in the economy as well.</li> <li>• Only the negative side presented in this Resource.</li> </ul>

Ch.10, Les.1, Resource 25, Pg.2, 1 <sup>st</sup> caption under 1 <sup>st</sup> picture. Ln.1-2	The government launched a propaganda campaign to entice women to work.	OF/S	<ul style="list-style-type: none"> <li>The word “propaganda” is unnecessary in this description.</li> <li>The Reviewer recommends deleting the word “propaganda”.</li> </ul>
Ch.10, Les.1, Resource 18, pg.4, Question #2	2. Analyzing Events What did the federal government do to develop and encourage propaganda in support of the war effort.	IT	<ul style="list-style-type: none"> <li>The federal government was doing all it could to protect America and Americans from losing the war.</li> <li>The government was not being biased or misleading as this text book suggests.</li> </ul>
Ch.10, American Literature: Hawaii End of the Rainbow, pg1, para 2, ln.2-3	...Miyamoto began to write <i>Hawaii End of the Rainbow</i> , a fictional account of life in the internment camp.	OF	<ul style="list-style-type: none"> <li>Author spends 10 pages on a fictional book with no references to how Americans felt about Japanese people after Japan bombed Pearl Harbor.</li> <li>The Reviewer suggests providing some facts to the students.</li> </ul>
Ch.10, Les.2, Resource 18, pg.6. bold line above picture	Look at the image and click the buttons to reveal additional information, then answer the question that follows.	OF	<ul style="list-style-type: none"> <li>No buttons to click on</li> </ul>
Ch.10, Les.2, Resource 18, pg.8, bold line above picture	Click on buttons to learn more information about MacArthur’s return to the Philippines, then answer the question that follows.	OF	<ul style="list-style-type: none"> <li>No buttons to click on</li> </ul>
Ch.10, Les.2, Resource 18, pg.9, bold line above picture	Click on the buttons to learn more about the rituals and preparation for kamikaza [sic] pilots.	OF	<ul style="list-style-type: none"> <li>No buttons to click on</li> <li>The word “kamikaze” is misspelled.</li> <li>Reviewer recommends deleting this entire picture. No purpose for 11<sup>th</sup> grade students to learn about kamikaze pilots rituals.</li> </ul>
Ch.10, Les.2, Resource 18, pg.10, Para 1, Ln.2	More than 80,000 Japanese were killed; fewer than 1,000 surrendered.	OF	<ul style="list-style-type: none"> <li>This is a U.S. History textbook and there are no statistics for Americans.</li> <li>The Reviewer suggests that the textbook provide these figures.</li> </ul>
Ch.10, Les.2, Resource 18, pg.10, Para.1, Lns.4-5	...they were still fighting in August 1945 when word came that Japan had surrendered.	OF	<ul style="list-style-type: none"> <li>There is no mention anywhere regarding America dropping atomic bombs on Japan which caused the Japanese to surrender.</li> <li>The Reviewer suggests adding this information on the dropping of atomic bombs on Japan. If not, this is an egregious error om the part of the Publisher.</li> </ul>
Chapter 10, Lesson 2, resource 4, page 10, “Biography,” lines 6-9.	Following his World War II success in the Pacific, he was appointed Supreme Commander, Allied Powers (SCAP) in Japan. There he decreased Japan’s military and helped reestablished its economy.	OF	<ul style="list-style-type: none"> <li>The entire section is only nine lines long and omits his contribution to establishing Japan’s post-war government.</li> <li>“Thereafter he was given the simple mandate of governing Japan and creating democracy and the rule of law there, a task which he carried out with august proconsular relish and</li> </ul>

			remarkable success.” Paul Johnson, <i>A History of the American People</i> , (Harper Perennial, 1999), p. 788.
CH. 11, The Cold War Begins, 1945-1960, Les. 1, Early Cold War Years, Building a New World, Res. 13, Slide 3, Last Para, Sent. 4	The weakness of the system was that a gold standard limited the use of monetary policy to fight inflation or get out of a recession.	OF	<ul style="list-style-type: none"> <li>• There is no explanation of how the gold standard limited the use of monetary policy.</li> <li>• The Reviewer suggests that some of the following information be included</li> <li>• It may not provide sufficient flexibility in the supply of money, because the supply of newly mined gold is not closely related to the growing needs of the world economy for a commensurate supply of money.</li> <li>• A country may not be able to isolate its economy from depression or inflation in the rest of the world.</li> <li>• The process of adjustment for a country with a payments deficit can be long and painful whenever an increase in unemployment or a decline in the rate of economic expansion occurs.</li> <li>• <a href="https://www.britannica.com/topic/gold-standard">https://www.britannica.com/topic/gold-standard</a></li> </ul>
Ch. 11, Les. 1, The Yalta Conference, Res. 13, Slide 6, Picture Button 2	Roosevelt won Stalin's promise to enter the war with Japan in return for the territory Russia lost to Japan in 1904-051	OF	<ul style="list-style-type: none"> <li>• Omitted is that the result of returning territory to the Soviet Union gave the communists a stronger foothold in the Far East than they would have had without it.</li> <li>• <a href="https://historynewsnetwork.org/article/126978">https://historynewsnetwork.org/article/126978</a></li> <li>• Also omitted is that Roosevelt sided with Stalin and against Churchill in allowing Russia to control the Polish government after the war.</li> <li>• Jay Winnick, Wall Street Journal, May 2018. <a href="https://winstonchurchill.org/the-life-of-churchill/life/churchill-leader-and-statesman/">https://winstonchurchill.org/the-life-of-churchill/life/churchill-leader-and-statesman/</a></li> </ul>
Ch. 11, Les. 1, The Yalta Conference, Res. 13, Slide 9, Para. 1, Last Sent.	President Roosevelt and Prime Minister Churchill both argued that the Poles should be free to choose their own government.	FE	<ul style="list-style-type: none"> <li>• No, Roosevelt argued against Churchill and sided with Stalin about the future of Poland.</li> <li>• <a href="https://winstonchurchill.org/the-life-of-churchill/life/churchill-leader-and-statesman/">https://winstonchurchill.org/the-life-of-churchill/life/churchill-leader-and-statesman/</a></li> </ul>
Ch. 11, Les. 1, The Yalta Conference, Res. 13, Slide 13, Soviet Concerns, Sents. 1,2	As the war ended, Soviet leaders became concerned about security. They wanted to keep Germany weak and make sure that the countries between Germany and the Soviet Union were under Soviet control to serve as a buffer if Germany should start a third war.	FE, B	<ul style="list-style-type: none"> <li>• Germany was destroyed and in no position to start a third war.</li> <li>• Soviet leaders had planned in detail before the end of the war to take over Eastern Europe. This quote mistakenly leads students to think the USSR was worried about its own security.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="https://www.theatlantic.com/international/archive/2012/10/how-communism-took-over-eastern-europe-after-world-war-ii/263938/">https://www.theatlantic.com/international/archive/2012/10/how-communism-took-over-eastern-europe-after-world-war-ii/263938/</a></li> <li>• The Reviewer suggests the following rewrite: As the war ended, Soviet leaders began to execute their plans for the takeover of Eastern Europe and communist hegemony.</li> </ul>
Ch. 11, Les. 1, The Yalta Conference, Res. 13, Slide 14,	They [Roosevelt and his advisors] also believed that the free enterprise system, with private property rights and limited government intervention in the economy, was the best route to prosperity.	FE, S	<ul style="list-style-type: none"> <li>• Roosevelt instituted significant government intervention in the economy, both during the New Deal and WWII. It is slanted to lead students to think he believed otherwise.</li> <li>• The platform of the Democratic Party, whose ticket Roosevelt headed...called for a 25 percent reduction in federal spending, a balanced federal budget, a sound gold currency “to be preserved at all hazards,” the removal of government from areas that belonged more appropriately to private enterprise and an end to the “extravagance” of Hoover’s farm programs. This is what candidate Roosevelt promised, but it bears no resemblance to what President Roosevelt actually delivered. Mackinac Center for Public Policy “Great Myths of the Great Depression” pg 8</li> <li>• Roosevelt seized the people’s gold holdings and subsequently devalued the dollar by 40 percent. (Hans F. Sennholz, “The Great Depression,” The Freeman, April 1975, p. 210)</li> <li>• In the first year of the New Deal, Roosevelt proposed spending \$10 billion while revenues were only \$3 billion. Between 1933 and 1936, government expenditures rose by more than 83 percent. Federal debt skyrocketed by 73 percent. Mackinac Center for Public Policy “Great Myths of the Great Depression” pg 10</li> <li>• “ the National Industrial Recovery Act, passed in June 1933, which created a massive new bureaucracy called the National Recovery Administration. Under the NRA, most manufacturing industries were suddenly forced into government-mandated cartels. Codes that regulated prices and terms of sale briefly transformed much of the American economy into a fascist-style arrangement, while the NRA was financed by new taxes on the very industries it controlled.” <i>ibid</i>, pg 11</li> <li>• Under Roosevelt, the top marginal income rate was raised at first to 79 percent and then later to 90 percent. <i>ibid</i>, pg 15</li> </ul>

			<ul style="list-style-type: none"> <li>• Due to the National Labor Relations Act in 1935 — better known as the “Wagner Act”—by 1938, unemployment was back up to nearly 20 percent as the economy slumped again. The stock market crashed nearly 50 percent between August 1937 and March 1938. The “economic stimulus” of Franklin Delano Roosevelt’s New Deal had achieved a real “first”: a depression within a depression. <i>ibid</i>, pg 14</li> </ul>
Ch. 12, Les. 1, Truman and Eisenhower, Review, Res. 15, Slide 2, Question 3  Answer 3.	<p>What factors caused the countries of Eastern Europe to become satellite nations to the Soviet Union?</p> <p>The Soviet army occupied them after the war; the Soviets also offered economic help to rebuild them.</p>	FE	<ul style="list-style-type: none"> <li>• The Soviets refused Marshall Plan aid and took machinery and raw material away from the satellites. Its own citizens bore much of the reconstruction cost.</li> <li>• <a href="http://factsanddetails.com/russia/History/sub9_1e/entry-4975.html">http://factsanddetails.com/russia/History/sub9_1e/entry-4975.html</a></li> </ul>
Ch. 11, Les.2, The Early Cold War Years, Developments in Asia and Korean War, Res. 19, Slide 2, Para 2, Sents. 1, 2	To prevent a communist revolution in Asia, the United States sent the (Chinese) Nationalist government \$2 billion in aid beginning in the mid-1940's. The Nationalists, however, lost this advantage through poor military planning and corruption.	FE	<ul style="list-style-type: none"> <li>• Although there was corruption and some military mistakes, the Nationalists lost the advantage to the communists because the communists fought very little against the Japanese, hiding in the mountains while the Nationalists fought.</li> <li>• <a href="https://thediplomat.com/2014/09/the-ccp-didnt-fight-imperial-japan-the-kmt-did/">https://thediplomat.com/2014/09/the-ccp-didnt-fight-imperial-japan-the-kmt-did/</a></li> </ul>
Ch. 11, Les. 3, A New Red Scare, Res. 12, Slide 2, Para. 1, Sent.4	A person might become suspect for reading certain books, belonging to various groups, traveling overseas, or seeing certain films.	FE, OF	<ul style="list-style-type: none"> <li>• "The Loyalty Order defined five specific categories of disloyalty for which employees or applicants could be fired or rejected for employment. These were: Sabotage, espionage, spying or the advocacy thereof; Treason, sedition or the advocacy thereof; Intentional, unauthorized disclosure of confidential information; Advocacy of the violent overthrow of the U.S. government; Membership in, affiliation with or sympathetic association with any organization labeled as totalitarian, fascist, Communist or subversive."</li> <li>• <a href="https://www.thoughtco.com/truman-1947-loyalty-order-4132437">https://www.thoughtco.com/truman-1947-loyalty-order-4132437</a></li> </ul>
Ch. 11, Les. 3, Life During the Early	Unfortunately, the fallout from these attacks were carried by winds and caused increased cancer rates	IT,	<ul style="list-style-type: none"> <li>• The word "Attacks" in this quote is incorrect. The text is discussing nuclear tests.</li> <li>• The Reviewer suggests simply replacing “attacks” by “tests.”</li> </ul>

Cold War Res. 14, Slide 3, Last Sent.	among civilians, nearby civilians, and military personnel.		
Ch.11, Les.4, Eisenhower's Cold War Policies, Massive Retaliation, Res. 14, Slide 1, Last Sent. in Eisenhower box	As president, he strengthened Social Security and started the largest public works program in U.S. history - The Interstate Highway System	OF	<ul style="list-style-type: none"> <li>The biography omits his most significant accomplishments: keeping America at peace in the face of Korea, Suez, Hungary and other crises and sponsoring the first civil rights legislation since Reconstruction.</li> <li><a href="https://www.nps.gov/features/eise/jrranger/5accompx.htm">https://www.nps.gov/features/eise/jrranger/5accompx.htm</a></li> </ul>
Ch. 12, Postwar America, 1945-1960, Les. 1, Truman and Eisenhower, The Story Begins, Res. 10, Slide 1, Para 1, Last Sent., 1st clause	Thousands of African American veterans were denied admission to colleges.	FE, O, S	<ul style="list-style-type: none"> <li>Many black veterans went to college under the GI Bill.</li> <li>The GI Bill helped begin the integration of higher education.</li> <li><a href="http://www.demos.org/blog/11/11/13/how-gi-bill-left-out-african-americans">http://www.demos.org/blog/11/11/13/how-gi-bill-left-out-african-americans</a></li> </ul>
Ch. 12, Les. 1, The Eisenhower Years, Lesson Review, Res. 15,	<p>Question 4 <b>Summarizing</b> What are two examples of the activism side of Eisenhower's "dynamic conservatism"?</p> <p>Answer 4. Student answers will vary. Possible answer: expanding unemployment and providing permanent aid to farmers</p>	IT	<ul style="list-style-type: none"> <li>The word "insurance" has been omitted. The Reviewer suggest rewriting "expanding unemployment" to read: "expanding unemployment insurance".</li> </ul>
Ch. 12, Les. 2, American Abundance, Res. 21, Slide 1, Para 2, Sent.3	It (advertising) became the United States' fastest growing industry.	OF	<ul style="list-style-type: none"> <li>Inasmuch as there is no source for saying that advertising became the fastest growing industry, this Reviewer suggests that the Editor preface it with something as simple as "According to" plus source.</li> </ul>
Ch. 12, Les. 2, Res. 21, Slide 4. Answer 1	1. 1945-1961; returning veterans began starting families	OF	<ul style="list-style-type: none"> <li>The question asked in what year was the greatest number of live births. The answer must give an exact year.</li> </ul>
Ch. 12, Les. 3, The Other Side of American Life, Poverty Amid Prosperity, Hispanics, Res. 11, Slide 6	In 1953, thousands of former Braceros were forcibly rounded up and deported by the U.S. government through a program officially named "Operation Wetback".	FE, OF	<ul style="list-style-type: none"> <li>It is an error to say that former Braceros were rounded up and an omission not to say that Operation Wetback was the removal of illegal workers who had not ever entered the Bracero program.</li> <li><a href="https://www.britannica.com/topic/Operation-Wetback">https://www.britannica.com/topic/Operation-Wetback</a></li> </ul>

Ch. 12, Les. 3, The Other Side of American Life, Poverty Begins, Native Americans, Res. 11, Slide 7, top right hand entry in box at bottom of page	In 2009 it is estimated there were 3,151,284 Native Americans and Alaskan Natives living in the United States.	OF	<ul style="list-style-type: none"> <li>• Omitted is that one reason for the high estimate is the specious claim of Indian ancestry by those with little or no Indian blood.</li> <li>• <a href="https://www.nap.edu/read/5355/chapter/7">https://www.nap.edu/read/5355/chapter/7</a></li> </ul>
Ch. 13, Les. 1, The New Frontier and The Great Society, Kennedy Takes Office, Res.17, Slide 5, Answer 1, 1st part	Kennedy initiated more defense spending and space exploration, got businesses to hold down prices and labor leaders to hold down pay increases, and implemented tax cuts,..."	FE	<ul style="list-style-type: none"> <li>• Kennedy pushed for tax cuts but Congress didn't vote for them until LBJ was President in 1964 after Kennedy's assassination.</li> <li>• <a href="https://www.forbes.com/sites/investor/2017/12/11/why-the-kennedy-tax-cut-never-really-happened/-61fd177f5451">https://www.forbes.com/sites/investor/2017/12/11/why-the-kennedy-tax-cut-never-really-happened/-61fd177f5451</a></li> </ul>
Ch. 13, Les. 3, Johnson Takes the Reins, Res.13,Slide 7, Answer 2, Sent.1	Johnson knew how to make deals through such tactics as trading favors, flattery, and bargaining.	OF	<ul style="list-style-type: none"> <li>• This answer, like the description of LBJ above, omits his bullying.</li> </ul>
Ch. 13, Les. 3, The Great Society, Res. 14, Slide 4, Para.2, Sent.2	This act (Immigration Act 1965) ended the quota system established in the 1920's that gave preference to northern European immigrants and replaced it with a system that helped reunite immigrant families and attract skilled immigrants from all parts of Europe, Asia, and Africa to the United States.	OF/HT	<ul style="list-style-type: none"> <li>• This statement omits the problems of increased illegal immigration caused by the 1965 Immigration Act, including the problems of chain migration.</li> <li>• <a href="https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states">https://www.migrationpolicy.org/article/fifty-years-1965-immigration-and-nationality-act-continues-reshape-united-states</a></li> <li>• The Reviewer suggests that the following sentence be added: "However, the Immigration Act also increased illegal immigration through the implementation of chain immigration."</li> </ul>
Ch.14, Les. 1, US After the War, Res. 19, The Civil Rights Movement, The Origins of the Movement, Res. 19, Slide 7, Last Sent. on P.	Then have students discuss civil rights movements today.	OF, S	<ul style="list-style-type: none"> <li>• Nothing in this chapter on the origins of the civil rights movement includes anything about the civil rights movement of today.</li> <li>• Students are being directed to formulate their opinions without any facts on which to base them.</li> </ul>

Ch. 14, Les.2, Challenging Segregation, The Freedom Riders, Res.20, Slide 5, Picture Button 1	An African American protester in Birmingham, Alabama, is attacked by a police dog.	HT, S	<ul style="list-style-type: none"> <li>• Omitted is that the photograph is an excellent example of manipulation of news, leading students to think the police were attacking.</li> <li>• The student William Gadsden was crossing the street when the dog attacked and the policeman tried to restrain it. "If you examine the picture closely, you will see that Officer Middleton is restraining Leo with his leash while he clutches Gadsden's sweater. But Gadsden, grabbing Officer Middleton's arm for balance, forcefully plunges his knee into Leo's throat. An SCLC member claimed that Leo's jaw had been broken." quote from below 2013 article, net to last Para.</li> <li>• <a href="https://www.readingthepictures.org/2013/01/on-the-wrong-side-of-history-further-thoughts-on-an-iconic-civil-rights-photograph/">https://www.readingthepictures.org/2013/01/on-the-wrong-side-of-history-further-thoughts-on-an-iconic-civil-rights-photograph/</a></li> </ul>
Ch. 14, Les.3, New Civil Rights Issues, Urban Problems, Res. 15, Slide 3, First clause Sent. 1	In the same year, Johnson appointed the National Advisory Commission on Civil Disorders _	OF	<ul style="list-style-type: none"> <li>• Omitted is what year "the same year" references. The previous page talked about riots in years 1964-1967.</li> </ul>
Ch. 14, Les.3, New Civil Rights Issues, Urban Problems, Res. 15, Slide 6, Question and Answer 3	<p>3. Explaining Causes: In what ways did poverty contribute to the racial divide.</p> <p>3. Many African Americans were poor because of lack of education. Americans with more access to education had better lives and saw the poor as simply unproductive and unworthy of concern.</p>	OF, FE, B	<ul style="list-style-type: none"> <li>• Inasmuch as there is no source for the claim that educated Americans (referred to in the answer) saw the poor unworthy of concern, this Reviewer suggests that the editor preface the remark with the source of the statement.</li> <li>• It is not true that the educated saw the poor unworthy of concern, as is proven with the actions of Martin Luther King, John Kennedy, and Lyndon Johnson and their majority voters.</li> <li>• <a href="https://www.usnews.com/news/articles/2010/03/09/the-1960s-a-decade-of-promise-and-heartbreak">https://www.usnews.com/news/articles/2010/03/09/the-1960s-a-decade-of-promise-and-heartbreak</a></li> <li>• Also, the answer that educated people's putative thoughts about the poor created the racial divide is biased because students are led to think that the educated looked down on the poor.</li> </ul>
Ch. 15, The Vietnam War, Les.1, American Involvement Deepens, Res. 16,	Eisenhower send hundreds of military advisers to train South Vietnam's army, but the Vietcong continued to grow more powerful because many Vietnamese opposed Diem's government.	FE	<ul style="list-style-type: none"> <li>• The Vietcong grew more powerful because they were supported by North Vietnam's communist government and engaged in terrorism.</li> <li>• "Nevertheless the Politburo authorised communist insurgents in the South to begin a limited campaign of violence." and " In 1957 alone there were more than 150 assassinations</li> </ul>

Slide 1, Para 1, Sent.3			<p>attributed to communist subversives." from Para.2 to Para.3 in current history of the war, at</p> <ul style="list-style-type: none"> <li>• <a href="http://alphahistory.com/vietnamwar/viet-cong/">http://alphahistory.com/vietnamwar/viet-cong/</a></li> </ul>
Ch. 15, The Vietnam War, Les.1, A Bloody Stalemate, Res. 17, Slide 3, Sents. 1,2	American military leaders underestimated Vietcong's success. They also misjudged the enemy's stamina and the support they had among the South Vietnamese.	HT	<ul style="list-style-type: none"> <li>• Omitted is that support from South Vietnamese was forced by the Vietcong's mass murders of villagers.</li> <li>• "It was discovered that communist troops who had held the city for 25 days had massacred about 2,800 civilians whom they had identified as sympathizers with the government in Saigon." quoted from Para.2 on the current site of history.com at link,</li> <li>• <a href="https://www.history.com/this-day-in-history/mass-graves-discovered-in-hue">https://www.history.com/this-day-in-history/mass-graves-discovered-in-hue</a></li> </ul>
Ch. 15, Les 3, The War Winds Down, Nixon Moves to End the War, Res. 11, Slide 8, Question and Answer 2	<p>2. What policies did Nixon employ to end the war?</p> <p>Answer 2. Nixon's main policy to end the War was Vietnamization....Nixon was also directly involved with the policy of linkage.</p>	OF	<ul style="list-style-type: none"> <li>• Omitted is that Nixon had to order the bombing of Hanoi in order to force the North Vietnamese to go to Paris to make peace and to release our POW's kept with torture in inhumane prison dubbed "The Hanoi Hilton."</li> <li>• <a href="https://www.airspacemag.com/military-aviation/the-christmas-bombing-1813815/-zgOt5ZKuU4b37ZeE.99">https://www.airspacemag.com/military-aviation/the-christmas-bombing-1813815/-zgOt5ZKuU4b37ZeE.99</a> and</li> <li>• <a href="http://www.pbs.org/hanoi/pow1.htm">http://www.pbs.org/hanoi/pow1.htm</a> - release</li> </ul>
Ch. 16, The Policies of Protest, Les. 1, Students and Counter-Culture, Rise of the Youth Movement, Res. 12, Slide 2, Para 2, Sent. 2	Written largely by Tom Hayden, editor of the University of Michigan's student newspaper, the declaration (Port Huron Statement) called for an end to apathy and urged citizens to stop accepting a country run by big corporations and big government.	OF, B	<ul style="list-style-type: none"> <li>• Omitted is that Tom Hayden was a dedicated communist who had gone to Vietnam and sided with Hanoi's actions in the Vietnam war. It is bias to mislead students into thinking that Hayden was an ordinary college student concerned about injustices.</li> <li>• <a href="https://www.wsj.com/articles/tom-hayden-crusader-for-thecommunists-1486941343">https://www.wsj.com/articles/tom-hayden-crusader-for-thecommunists-1486941343</a></li> </ul>
Ch. 16, Les. 1, The Counterculture, Res. 13, Slide 4, Sent. 2,3	The fashion and music of the counterculture, however, continued to affect the larger American culture. More individualized dressing, including strands of beads, ragged blue jeans, and long hair for men, became generally accepted.	FE	<ul style="list-style-type: none"> <li>• Sentence 2 says that the counter-culture movement was generally accepted, which it was not.</li> <li>• <a href="http://www.ushistory.org/us/57h.asp">http://www.ushistory.org/us/57h.asp</a></li> </ul>
Ch. 16, Les.2, The Feminist Movement, A Renewed Women's Movement, Res. 14, Slide 2, end of biography box	In 1966, Friedan was one of the cofounders of the national Organization of Women (NOW), a group dedicated to achieving equal opportunities for women in education and employment.	OF	<ul style="list-style-type: none"> <li>• Omitted are updates on NOW's activities since 1966, particularly their agenda for pay comparability with men. NOW demands equality and publishes statistics without describing reasons for much of the inequality. See NOW's report at below link.</li> <li>• <a href="https://now.org/resource/women-deserve-equal-pay-factsheet/">https://now.org/resource/women-deserve-equal-pay-factsheet/</a></li> </ul>

			<ul style="list-style-type: none"> <li>Forbes in 2012 published reasons for pay differentials, “the average full-time working man spends 8.14 hours a day on the job, compared to 7.75 hours for the full-time working woman.”</li> <li><a href="https://www.forbes.com/sites/realspin/2012/04/16/its-time-that-we-end-the-equal-pay-myth/#ef6bf4614081">https://www.forbes.com/sites/realspin/2012/04/16/its-time-that-we-end-the-equal-pay-myth/#ef6bf4614081</a></li> </ul>
Ch. 16, Les. 3, Latino Americans Organize, Latinos Organize, Res. 15, Slide 3, last 2 Sents. in biography box.	Inspired by the nonviolent protest philosophy of India's Mohandas Gandhi, Chavez resolved to use the same techniques to help migrant farm workers improve their lives through their own labor union.	OF, HT, S	<ul style="list-style-type: none"> <li>The omission of Chavez’s violence underlying the protests leads students to think he was an unblemished hero.</li> <li>"Chavez ... looked the other way while his cousin Manual Chavez organized teams to burn down grape storage sheds, destroy irrigation pumps, and hack down mature vines. They smashed the refrigeration units on the train cars that kept grapes cool on their way to market. Publicly, Chavez condemned violence, but years later, he said of his cousin Manual: “He’s done all the dirty work for the union. There’s a lot of **** dirty work, and he did it all.” See 2014 link below</li> <li><a href="https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/">https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/</a></li> <li>The Reviewer suggests that the following be added at the end of this paragraph: “Despite the fact that Chavez resolved to follow the philosophy of Gandhi, he made use of violence in many of his protests.”</li> </ul>
Ch. 16, Les. 3, Latino Americans Organize, Latinos Organize, Res. 15, Slide 6, last part Sent. 1	and in 1968, Congress passed the Bilingual Education Act, dictating that school districts set up classes for immigrants in their own language while they were learning English.	OF	<ul style="list-style-type: none"> <li>Omitted is that this act was superseded in 2016 by the Every Student Succeeds Act.</li> <li><a href="https://www.usnews.com/opinion/knowledge-bank/articles/2016-01-13/every-student-succeeds-act-brings-new-hope-for-english-language-learners">https://www.usnews.com/opinion/knowledge-bank/articles/2016-01-13/every-student-succeeds-act-brings-new-hope-for-english-language-learners</a></li> </ul>
Ch. 16, Les. 3, Lesson Review, Slide 2, Clause in Answer 4	UFW nonviolent strike against table grape growers	FE	<ul style="list-style-type: none"> <li>The strike was violent. "... Manual Chavez organized teams to burn down grape storage sheds, destroy irrigation pumps, and hack down mature vines. They smashed the refrigeration units on the train cars that kept grapes cool on their way to market."</li> <li><a href="https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/">https://www.amren.com/features/2014/06/cesar-chavez-the-saint-unmasked/</a></li> </ul>
Ch.17, Politics and Economics 1968-1980, Les.2, The Cover-Up Unravels,	Nixon appointed a new special prosecutor, Leon Jaworski, who proved determined to get the tapes.	FE	<ul style="list-style-type: none"> <li>Judge Robert Bork appointed Leon Jaworski.</li> <li><a href="https://www.nytimes.com/1973/11/02/archives/nixon-names-saxbe-attorney-general-jaworski-appointed-special.html">https://www.nytimes.com/1973/11/02/archives/nixon-names-saxbe-attorney-general-jaworski-appointed-special.html</a></li> </ul>

Res. 16, Slide 4, Para.1, Sent.1			
Ch.17, Les. 2, The Cover-Up Unravels, Res. 16, Slide 6, Para.1, Sent. 4	The FBI Domestic Security Investigations Guidelines Act restrict the FBI's political intelligence-gathering activities.	OF,S	<ul style="list-style-type: none"> <li>• Omitted is that under the Obama Administration the FBI targeted conservative groups, thereby misleading students to think that restrictions on the FBI are effective.</li> <li>• <a href="https://www.forbes.com/sites/robertwood/2015/07/23/19-facts-on-irs-targeting-president-obama-cant-blame-on-republicans/">https://www.forbes.com/sites/robertwood/2015/07/23/19-facts-on-irs-targeting-president-obama-cant-blame-on-republicans/</a> - 51af344131f2</li> </ul>
Ch.17, Les. 4, New Approaches to Civil Rights, African Americans, Res. 13, Slide 5, last Sent.	In 1995, the Supreme Court overturned affirmative action programs in Adarand Constructors v. Pena	OF	<ul style="list-style-type: none"> <li>• Omitted in this lesson on school affirmative action is that the quoted case referred to government construction contracts and allowed continued racial preferences if the government could prove strict scrutiny with a compelling reason.</li> <li>• <a href="http://www.crf-usa.org/brown-v-board-50th-anniversary/the-adarand-case.html">http://www.crf-usa.org/brown-v-board-50th-anniversary/the-adarand-case.html</a></li> <li>• Court rulings both for and against affirmative action in education admissions continue and are decided on a case by case basis, with the most recent one in 2018.</li> <li>• <a href="https://www.history.com/news/the-landmark-supreme-court-case-that-upheld-affirmative-action">https://www.history.com/news/the-landmark-supreme-court-case-that-upheld-affirmative-action</a>, net to last paragraph.</li> </ul>
Ch.17, Les. 4, New Approaches to Civil Rights, African Americans, Res. 13, Slide 7, Para 2, Sent. 1	Another leader who emerged in the 1980s was Louis Farrakhan, a prominent minister of the Nation of Islam.	OF, S	<ul style="list-style-type: none"> <li>• Omitted is here that Farrakhan is violently anti-Semitic. This will lead students to think that he is worthy of respect.</li> <li>• <a href="https://www.cnn.com/2018/02/28/politics/louis-farrakhan-speech/index.html">https://www.cnn.com/2018/02/28/politics/louis-farrakhan-speech/index.html</a></li> </ul>
Ch.17, Les. 5, Environmentalism, Origins of Environmentalism, Res. 13, Slide 1, Para.2,Last Sent.	Along with those of other environmental organizations, their (scientists of the Environmental Defense Fund) efforts led to a nationwide ban on DDT in 1972.	OF	<ul style="list-style-type: none"> <li>• Omitted is that the ban on DDT has caused untold suffering from malaria worldwide. From Dr. J. Gordon Edwards, entomologist who taught for 43 years at San Jose State U in CA, "This implication that DDT is horribly deadly is completely false. Human volunteers have ingested as much as 35 milligrams of it a day for nearly two years and suffered no adverse affects." at link</li> <li>• <a href="http://21sci-tech.com/articles/summ02/Carson.html">http://21sci-tech.com/articles/summ02/Carson.html</a></li> <li>• Omitted also is that a number of countries use DDT for disease control, quoted from the National Institutes of Health, "Approximately 14 countries use DDT for disease control, and several countries are preparing to reintroduce DDT." <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2801202/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2801202/</a></li> </ul>

Ch. 17, Les. 5, Origins of Environmentalism Res.13,Slide 2, Biography Box Rachel Carson, Last Sent.	Carson died in 1964 and did not live to see the government ban placed on the use of DDT in 1972.	OF, S	<ul style="list-style-type: none"> <li>• Omitted are Carson's errors on DDT, leading students to think it should be banned, when it is harmless to people and prevents malaria and other insect born disease.</li> <li>• "Carson was particularly wrong about DDT. Humans were exposed to massive amounts of DDT <u>without showing ill effect.</u>" Quote is from 2012 report by Angela Logomasini, Sr. Fellow at Competitive Enterprise Institute in environmental risk,</li> <li>• <a href="https://cei.org/blog/fifty-years-later-rachel-carson-still-wrong">https://cei.org/blog/fifty-years-later-rachel-carson-still-wrong</a></li> </ul>
Ch. 17, Les. 5, Origins of Environmentalism Res.13,Slide 5, Para 2, Last Sent.	In 1970, activists started the Natural Resources Defense Council to coordinate a nationwide network of scientists, lawyers, and activists.	OF, S	<ul style="list-style-type: none"> <li>• Omitted is that the Natural Resources Defense Council (NRDC) has migrated from altruism to self-seeking wealth, thereby leading students to think it is sincere in efforts to further natural resources.</li> <li>• An example is the alar-on-apples scare of 1989, which netted it \$700.000.</li> <li>• <a href="https://www.biggreenradicals.com/group/natural-resources-defense-council/">https://www.biggreenradicals.com/group/natural-resources-defense-council/</a></li> </ul>
Ch. 17, Les. 5, The Environmental Movement Blossoms, Res. 14, Slide 2, Bullet 4, First Clause	Smog is also the cause of "acid rain",	FE	<ul style="list-style-type: none"> <li>• Smog does not cause acid rain.</li> <li>• "Smog and acid rain are produced through similar sources, primarily vehicle and industry emissions. Though both result from human-caused air pollutants, there are chemical distinctions between the two."</li> <li>• <a href="https://sciencing.com/types-air-pollution-smog-acid-rain-23483.html">https://sciencing.com/types-air-pollution-smog-acid-rain-23483.html</a></li> </ul>
Ch. 17, Les. 5, The Environmental Movement Blossoms, Res. 14, Slide 3, Heading "Recovery", Sent.1	The Endangered Species Program of the National Park Service works to sustain and recover threatened and endangered species across the country.	OF, S	<ul style="list-style-type: none"> <li>• This sentence and the rest of the page talk only about recovery by the ESA and omit its failures.</li> <li>• <a href="https://www.heritage.org/environment/report/correcting-falsely-recovered-and-wrongly-listed-species-and-increasing">https://www.heritage.org/environment/report/correcting-falsely-recovered-and-wrongly-listed-species-and-increasing</a></li> </ul>
Ch. 18, Les.1, Launch Presentation Video, Seconds 1-11	By 1945 the combination of the New Deal and the unprecedented mobilization of money, men and materials for the war effort had pulled America out of depression.	HT	<ul style="list-style-type: none"> <li>• The New Deal did not pull America out of depression. In May 1939, U.S. unemployment still exceeded 20%. European countries, according to a League of Nations survey, averaged only about 12% in 1938. The New Deal, by forcing taxes up and discouraging entrepreneurs from investing, probably did more harm than good."</li> <li>• <a href="https://www.wsj.com/articles/">https://www.wsj.com/articles/</a></li> <li>• <a href="https://www.wsj.com/articles/SB10001424052702304024604575173632046893848">SB10001424052702304024604575173632046893848</a></li> </ul>

Ch. 18, Les. 1, The Reagan Years, Conservatism Revives, Res. 21, Slide 1, Bottom Box, Sent. 4	In contrast, while liberals believe in government intervention in the economy, they do not support the government regulating social behavior.	FE, S	<ul style="list-style-type: none"> <li>• Liberals do indeed believe in regulation of social behavior. Denying that leads students to think liberals believe that businesses have freedom to serve whomever they please.</li> <li>• Liberals have introduced these acts in Congress, <u>The Customer Non-Discrimination Act</u> and <u>The End Racial and Religious Profiling Act</u></li> </ul>
Ch. 18, Les. 1, The Reagan Years, Domestic Policies, Res. 23,	Critics called his approach Reaganomics or "trickle-down economics". The believed Reagan's policy would help corporations and wealthy Americans, but little wealth would "trickle down" to middle-class or poor Americans.	OF, S	<ul style="list-style-type: none"> <li>• Omitted here and in the Multiple Perspectives box below is discussion of the success of Reaganomics. This omission presents Reaganomics as having failed, which they did not.</li> <li>• "From November 1982, when President Ronald Reagan's new economic program was beginning to take effect, to November 1989, 18.7 million new jobs were created. It was a world record.... As total employment grew to 119.5 million, the rate of unemployment fell to slightly over 5 percent, the lowest level in 15 years." <a href="https://www.nytimes.com/1990/01/17/opinion/the-reagan-boom-greatest-ever.html">https://www.nytimes.com/1990/01/17/opinion/the-reagan-boom-greatest-ever.html</a></li> </ul>
Ch. 18, Les. 1, The Reagan Years, Domestic Policies, Res. 23, Slide 4, Para. 2, Sent. 2	Income climbed and unemployment fell-but the wealthiest Americans experienced the biggest gains	HT, S	<ul style="list-style-type: none"> <li>• The wealthiest started with more so that in dollar terms they gained more, but the statement is misleading because it omits these facts,</li> <li>• "Before President Reagan instituted the Reagan tax cuts, the richest 1 percent of Americans paid 18 percent of all federal income taxes. The top marginal rates then went from a suffocating 70 percent down to 28 percent. And what was the result? Their portion of the national tax bill actually doubled-they paid 36 percent of federal income taxes and produced 23 percent of the nation's income." from</li> <li>• <a href="http://www.ontheissues.org/celeb/Ronald_Reagan_Budget_+_Economy.htm">http://www.ontheissues.org/celeb/Ronald_Reagan_Budget_+_Economy.htm</a></li> </ul>
Ch. 18, Les. 1, Reagan Oversees a Military Build-Up, Res. 24, Slide 7, Sent. 2	Gorbachev then pushed ahead with economic and political reforms, which eventually led to the collapse of the Soviet Union.	HT, S	<ul style="list-style-type: none"> <li>• Gorbachev's economic and political reforms were only one of several causes of the collapse. Omitting the United States role leads students to think Reagan had nothing to do with it when in fact he did have a major effect.</li> <li>• The Reviewer suggest incorporating some of this material into this paragraph: "Reagan's leadership led to a massive increase in American military spending, as well as research into new and better weapons....Reagan did not just attack the Soviets with military spending; he also attacked their economy. The United States isolated the Soviets from the rest of the world economy, and helped drive oil prices to their</li> </ul>

			<p>lowest levels in decades. Without oil revenue to keep their economy solvent, the Soviet Union began to crumble."</p> <ul style="list-style-type: none"> <li>• <a href="https://graduate.norwich.edu/resources-mmh/articles-mmh/exploring-5-reasons-for-the-collapse-of-the-soviet-union/">https://graduate.norwich.edu/resources-mmh/articles-mmh/exploring-5-reasons-for-the-collapse-of-the-soviet-union/</a></li> </ul>
Ch. 18, Les. 1, Reagan Oversees a Military Build-Up, Res. 24, Slide 7, Sent. 3	As Reagan's second term was ending, some people were getting very rich, the military was growing, and the Soviet threat seemed to be less of a danger than it had for several years.	HT, S	<ul style="list-style-type: none"> <li>• By omitting both the economic boom for everyone in the U.S. as discussed above and also the actual reduction of the Soviet threat because of its economic and political collapse, the text leads students to think Reagan accomplished little in his second term.</li> <li>• <a href="http://www.ipsnews.net/2017/06/post-soviet-russian-economic-collapse/">http://www.ipsnews.net/2017/06/post-soviet-russian-economic-collapse/</a></li> </ul>
Ch. 18, Les.2, New Social Activism, Res. 17, Slide 3, Para. 1, Sent. 3	Soon, though, it (AIDS) spread throughout the general population.	OF	<ul style="list-style-type: none"> <li>• Omitted is that AIDS spreads throughout the general population because of infected needle sharing by drug users.</li> <li>• See graphs and descriptions from the Center for Disease Control <a href="https://www.cdc.gov/hiv/statistics/overview/ataglance.html">https://www.cdc.gov/hiv/statistics/overview/ataglance.html</a></li> </ul>
Ch. 18, Les.2, New Social Activism, Res. 17, Slide 3, Para. 2, Sent. 1	In part because of the disease's early association with homosexuals, the government was slow to respond to the epidemic.	FE	<ul style="list-style-type: none"> <li>• The Center for Disease Control responded immediately to the first reported 5 cases. It established a Task Force to surveil and investigate and work until enough was known to take action.</li> <li>• <a href="https://www.cdc.gov/mmwr/preview/mmwrhtml/su6004a11.htm">https://www.cdc.gov/mmwr/preview/mmwrhtml/su6004a11.htm</a></li> </ul>
Ch. 18, Points of View, How Should the President Manage the Economy, Slide 4, Answer 4, from Mondale's speech, Last Sent.	And of course, what happened right after the election is they (Reagan's team) proposed to cut Social Security benefits by 25%	FE, OF, S	<ul style="list-style-type: none"> <li>• The cuts were to assorted social benefits federal programs, not Social Security. Omitted is that they were to be replaced by block grants to the states to allow the states better to allocate the money. Students are led to believe that Mondale in a campaign speech would tell the exact truth.</li> <li>• <a href="https://www.washingtonpost.com/archive/politics/1981/03/08/reagan-ready-to-unveil-social-welfare-cuts/473768bb-0fe1-4e59-b16f-bbdc22497908/?utm_term=.d04cd47a28b7">https://www.washingtonpost.com/archive/politics/1981/03/08/reagan-ready-to-unveil-social-welfare-cuts/473768bb-0fe1-4e59-b16f-bbdc22497908/?utm_term=.d04cd47a28b7</a></li> </ul>
Ch. 18, Les. 3, The End of the Cold War, Domestic Challenges, Res. 18, Slide 2, Sents. 7,8	Many savings and loan institutions had collapsed, making the deficit worse. After President Reagan allowed them to be deregulated, many had made risky or even dishonest investments.	FE, HT, S	<ul style="list-style-type: none"> <li>• President Reagan's limited deregulation did not cause the risky or dishonest investments. They were caused by the Community Reinvestment Act (CRA) of 1977 and the creation of Fannie Mae and Freddie Mac, all before Reagan's time. The text's statement of cause leads students to blame Reagan.</li> <li>• <a href="https://www.forbes.com/2008/07/18/fannie-freddie-regulation-oped-cx_yb_0718brook.html - 7e214127364b">https://www.forbes.com/2008/07/18/fannie-freddie-regulation-oped-cx_yb_0718brook.html - 7e214127364b</a></li> </ul>

Ch. 19, Les.1,The Clinton Years, Clinton's Agenda, Res. 20, Slide 5, Para. 1, Sent. 3	He (Clinton) also persuaded Congress to create the AmeriCorps program.	OF, S	<ul style="list-style-type: none"> <li>• This sentence and the rest of the paragraph about AmeriCorps omit that it is susceptible to at least \$10 million of improper payments a year.</li> <li>• <a href="https://www.cncsoig.gov/sites/default/files/cncs_oig_ipera_compliance_letter_4-11-14-omb_0.pdf">https://www.cncsoig.gov/sites/default/files/cncs_oig_ipera_compliance_letter_4-11-14-omb_0.pdf</a></li> </ul>
Ch. 19, Les.1,The Clinton Years, Clinton's Agenda, Res. 20, Slide 9, Para.1, Last Sentence	Ch. 17, Les. 5, Origins of Environmentalism Res.13, Slide 5, Para, 2, Last Sent.	FE, OF, S	<ul style="list-style-type: none"> <li>• The Natural Resource Defense Council is mistakenly called the National Resource Defense Council.</li> <li>• This same sentence about, appears in Ch. 17, Les. 5, Origins of environmentalism, REs. 13, Slide 5, Para.2, Last Sent. It omits facts and is misleading for the same reasons.</li> <li>• <a href="https://www.biggreenradicals.com/group/natural-resources-defense-council/">https://www.biggreenradicals.com/group/natural-resources-defense-council/</a></li> </ul>
Ch. 19, Les. 3, Technology and Globalization, The New Global Economy, Res. 12, Slide 6, 1st Bullet under picture, Sent.2	These (greenhouse) gases were believed to be slowly warming the planet and threatening its ecological balance.	OF, S	<ul style="list-style-type: none"> <li>• Omitted is that credible scientists believed that greenhouse gases were no threat.</li> <li>• Natural causes of climate change, according to these scientists, are the strength of the sun, changes in the earth's orbit, changes in the orientation of the earth's axis of rotation, quantity of the greenhouse gases in the earth's atmosphere, carbon dioxide contents of the oceans, ocean currents, vegetation coverage on the land, sum of the parts.</li> <li>• <a href="http://www.bgs.ac.uk/discoveringGeology/climateChange/general/causes.html?src=shopHome">http://www.bgs.ac.uk/discoveringGeology/climateChange/general/causes.html?src=shopHome</a></li> <li>• THIS LINK DOES NOT OPEN TO A WORKING SITE.</li> </ul>
Ch. 20, The War on Terrorism, Les.1, Bush's Global Challenges, The Election of 2000, Res. 19, Slide 3, Gore's Biography Box, Last Para., Sent. 1	A long-term activist on environmental issues, Gore won an Academy Award in 2007 for his documentary on global warming, <i>An Inconvenient Truth</i> .	OF, S	<ul style="list-style-type: none"> <li>• Omitted is that Gore's documentary was so full of scientific inaccuracies that the British High Court ruled it could not be shown in public schools without guidance notes to prevent political indoctrination.</li> <li>• This was a 2007 ruling alleging 9 errors.</li> <li>• <a href="https://www.telegraph.co.uk/news/earth/earthnews/3310137/Al-Gores-nine-Inconvenient-Untruths.html">https://www.telegraph.co.uk/news/earth/earthnews/3310137/Al-Gores-nine-Inconvenient-Untruths.html</a></li> </ul>
Ch. 20, Les. 1, September 11, 2001, Res. 20, Slide 5, Para.1, Sents. 4,5	New political movements in Middle Eastern countries arose that called for a strict interpretation of the Quran - the Muslim holy book - and a return to the traditional religious laws. Some militant supporters began using terrorism to achieve their goals.	HT, S	<ul style="list-style-type: none"> <li>• Using the expression "Some militant supporters" omits that they were all Islamic jihadists obeying Sharia law. This leads student to think of them as occasional militants.</li> <li>• "The Obligatory Character of Jihad: Jihad is specifically warfare to establish religion and is mandatory for all believing Muslims. "Jihad is a communal obligation...Jihad is determined till the Day of Judgment..." The <u>Al-Hidayah</u>:</li> </ul>

			<p><u>A Classic Manual of Hanafi Law</u>, Amal Press, Bristol England, 2008, Vol 2, p.287,</p> <ul style="list-style-type: none"> <li>• The Reviewer suggests the following rewrite of sentence 5: "Some Islamic jihadists began using terrorism to achieve their goals."</li> </ul>
Ch. 20, Les. 3, Domestic Challenges, A Stormy Second Term, Res. 11, Slide 1, Last Sent.	The country was in an economic recession that would rival the Great Depression.	FE	<ul style="list-style-type: none"> <li>• It was the worst recession since the Great Depression, but with only "6% unemployment" it did not rival the Great Depression, which had "thousands of banks failing and people losing their life savings, 25 percent unemployment and social unrest and tent cities of the poor...."</li> <li>• <a href="https://www.reuters.com/article/us-wallstreet-depression/the-great-depression-of-2008-not-quite-idUSN1952961620080919">https://www.reuters.com/article/us-wallstreet-depression/the-great-depression-of-2008-not-quite-idUSN1952961620080919</a></li> </ul>
CH. 21, Obama and Beyond 2008-the Present, Les. 1, Financial Meltdown, Res 19, Slide 4, Para 2, Sent. 1	There were some early signs Obama's measures (the American Recovery and Reinvestment Act) were working.	OF/HT	<ul style="list-style-type: none"> <li>• Omitted is the fact that later signs showed that they were not working. The A 9.1 percent unemployment rate that was probably closer to 16 percent counting the discouraged and underemployed, the worst income growth and weakest GDP growth of any upturn since World War II, and a still-weakening housing market.</li> <li>• <a href="https://www.weeklystandard.com/mark-hemingway/more-economists-agree-the-stimulus-is-a-failure">https://www.weeklystandard.com/mark-hemingway/more-economists-agree-the-stimulus-is-a-failure</a></li> <li>• The Reviewer suggests that the following sentence be added to show students that this American Recovery and Reinvestment Act did not work. "However, later signs such as a 9.1 percent unemployment rate that was probably closer to 16 percent and the weakest GDP growth since WWII, showed that the measures were not working."</li> </ul>
CH. 21, Obama and Beyond 2008 to the Present, Les. 1, Financial Meltdown, Res 19, Slide 5, Para 2, Next to Last Sent.	It (Affordable Care Act) also gave tax credits to small businesses that provided health care to their employees.	HT, S	<ul style="list-style-type: none"> <li>• Omitted is that the tax credits were so limited and heavily regulated that they helped very few. This omission makes students think the Act was beneficial to small business.</li> <li>• <a href="https://www.americanthinker.com/blog/2017/02/obamacares-catastrophic-effect-on-small-business.html">https://www.americanthinker.com/blog/2017/02/obamacares-catastrophic-effect-on-small-business.html</a></li> </ul>
CH. 21, Les. 1, Winning a Second Term, Res. 21, Slide 3, Para.2, Sent. 3	Republicans continued to criticize the Affordable Care Act, attacked the president's foreign policy, and launched investigations into a series of controversies in Obama's administration.	OF, S	<ul style="list-style-type: none"> <li>• The omission that the administration's FBI targeted conservative political opponents leads students to think the controversies were inconsequential.</li> <li>• The FBI has launched a criminal investigation into whether the Internal Revenue Service broke the law when it targeted conservative groups, the US attorney general, Eric Holder.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="https://www.theguardian.com/world/2013/may/14/fbi-investigation-irs-targeting-conservative-groups">https://www.theguardian.com/world/2013/may/14/fbi-investigation-irs-targeting-conservative-groups</a></li> </ul>
CH. 21, Les. 2, A Troubled World, A World of Conflicts, Res. 11, Slide 3, Para. 1, Sent. 1	The wars in Iraq and Afghanistan heightened tension between the United States and some Muslim countries around the world, and violent extremists sought to exploit the situation.	HT, S	<ul style="list-style-type: none"> <li>• By using the term "violent extremists" instead of Islamic jihadis the text leads students to think they were extremists and not Jihadi terrorists.</li> <li>• Most Muslim countries have Sharia constitutions or Sharia provisions in their constitutions with implicit obedience to the laws of jihad. "Sharia, or Islamic law, influences the legal code in most Muslim countries."</li> <li>• <a href="https://www.cfr.org/background/islam-governing-under-sharia">https://www.cfr.org/background/islam-governing-under-sharia</a></li> </ul>
CH. 21, Les. 2, A Troubled World, A World of Conflicts, Res. 11, Slide 4, Para. 1, Sent. 7, first clause	There was a risk that religious extremists might gain power.	HT, S	<ul style="list-style-type: none"> <li>• Again, as noted above, the religious extremists are Islamic jihadis.</li> </ul>
Ch. 21, Les. 3, Obama's Domestic Policy Challenges, Polarized Politics, Res. 9, Slide 2, Para. 1, Last Sent.	The share of income for the wealthiest rose from 29% in 1970 to 46% in 2010.	HT	<ul style="list-style-type: none"> <li>• Omitted is that the wealthiest are taxed heavily to pay for government income redistribution payments to the poorest, .</li> <li>• "To take two examples from the (2014) table: The poorest households received \$12,000 in government benefits in 2014, which increased their income by about 60 percent; meanwhile, the richest fifth of households paid \$75,000 in average taxes, cutting their income by about 25 percent." from link</li> <li>• <a href="https://www.washingtonpost.com/opinions/the-messy-truth-about-income-inequality/2018/03/22/4504af5a-2de0-11e8-8ad6-fbc50284fce8_story.html?utm_term=.36c322d342c9">https://www.washingtonpost.com/opinions/the-messy-truth-about-income-inequality/2018/03/22/4504af5a-2de0-11e8-8ad6-fbc50284fce8_story.html?utm_term=.36c322d342c9</a></li> </ul>
Ch. 21, Les. 3, Obama's Domestic Policy Challenges, Polarized Politics, Res. 9, Slide 4, Para.1, Sents. 1,2	Public anxiety over the rising national debt was expressed by a protest group known as the Tea Party. Their goal was to cut spending and fight for lower taxes.	FE, HT, S	<ul style="list-style-type: none"> <li>• The correct name is Tea Party Patriots. By omitting the Tea Party Patriots' primary goal of personal freedom, the text leads students to believe their goal was wealth.</li> <li>• "Tea Party Patriots stands for every American, and is home to millions who have come together to pursue the American Dream" and "At its root the American Dream is about freedom. Freedom to work hard and the freedom to keep the fruits of your labor to use as you see fit without harming others and without hindering their freedom."</li> <li>• <a href="https://www.teapartypatriots.org/ourvision/">https://www.teapartypatriots.org/ourvision/</a></li> </ul>

## Evaluation of Social Studies Skills and other important issues

An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	<b>Is the appropriate vocabulary relevant to the subject matter presented to students?</b> For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?	<b>X</b>	
2	Are the captions <b>under</b> pictures factual?	<b>X</b>	
3	Are the charts and graphs relevant to the topic being presented?	<b>X</b>	
4	Are the maps accurate and relevant to the topic?	<b>X</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	<b>X are provoking</b>	<b>X inadequate material</b>
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	<b>X</b>	
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?	<b>X</b>	
8	Does the textbook have a Glossary? Are key terms <b>and personalities</b> included and defined?		<b>X</b>
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		<b>X few and poor</b>
10	<b>Does the textbook have an Index which includes all of the key words, historical time periods and individuals?</b>		<b>X</b>
11	<b>Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?</b>	<b>X mostly</b>	

## Commendations:

1. Information is presented in clear terms that are generally easy to understand.
2. There is an excellent chart on the accomplishments of The Great Society in Ch.13, Les.3, Res. 14, Slide 1
3. The pictures that have clickable bullets below, and the bullet contents, are good ways to reinforce material.

## Concerns:

### Substantive

1. All too often incomplete information is given that leads students to favor a one-sided, liberal, progressive viewpoint.
2. One example is in Ch. 16, Les. 1, The Counterculture, Res. 13, Slide 4, Sentence 3, which says that the hippy lifestyle became generally accepted, when the facts show it was never more than a minority movement.
3. Another example is in Ch.17, Les. 4, African Americans, Res. 13, Slide 7, Para 2, Sent. 1, which describes Louis Farrakhan as a prominent minister and omits that he is violently anti-Semitic.
4. Another example is in Ch. 21, Les. 3, Polarized Politics, Res. 9, Slide 4, Para.1, Sents. 2, which says the Tea Party goal was to cut spending and fight taxes and incorrectly omits the word "Patriots" from its name. It also omits their primary goal was personal freedom.
5. American Christianity is neglected, although we are among the most religiously observant countries in the Western World.
6. The videos as a whole show a gloomy and unfavorable side of the United States and of life in general. They omit good things like family values, picnics, barbecues, 4th of July celebrations, visits to National Parks, the Boston Pops, and the list goes on.
7. The videos are also one-sided to show liberal bias. For example in Chapter 19, Lesson 3, the video called "Fall of the Soviet Union" is essentially a history re-cap of the Soviet Union saying it failed "on little things". There is no mention of Reagan's role in putting enough military and economic pressure on the Union to cause its economic collapse.

### Technical

1. Information in wrong lesson. Ch11, Les 2, Res 18 slide 5, bio of Puerto Rican hero Luois Marin in resource on Truman doctrine in cold war. Again, Ch, 11, Les 2, Res 19, slide 4, students asked why Truman relieved MacArthur when that was taught in slide 9. Again, Hiroshima is featured in Ch. 11, Les 3, The Cold War and American Society, instead of in a chapter on WWII.

Again, the Iran Hostage crisis is taught in Ch. 17, Les.3 on the Ford and Carter Economic Crisis instead of in the next lesson on Carter's Foreign Policy.

2. Poor Timelines, only one event on a page. Example Ch.14, Les.2, Slide 1. Information would be much easier to grasp if the events were described on one page or chart arranged in sequential order.

3. Computer features don't work. Example media income chart on slide 6, Ch. 16. Les.2, The Feminist Movement, Successes and Failures, Res. 15, Slide 8, does not work, has no information on it.

4. There are no page numbers, so if students want to make a note about where to review something later, they have to write many words to identify the place, e.g. unit, chapter, lesson, sub-title, resource, slide.

### Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made		
4	This book is so flawed that it is <b>not recommended</b> for adoption.	<b>X</b>	

# Truth in Textbooks Review

McGraw-Hill World History & Geography: Industrial Revolution to the Present, TN Edition (2019)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

**FE** means that a fact in the material is incorrect. It is *not* what you think is incorrect, or what you *want* to be incorrect. **OF** means that a fact has been omitted, which is critical to historical accuracy. **HT** is a device used to make the material appear factual. It means that a part of the history has been included while a part has been *deliberately* omitted. **S** is how the author/editor uses a choice of words, photographs, graphs, etc. to guide the student's thought process to a certain conclusion. **B** is the most difficult flaw/device to prove. It reflects the author's interpretation or opinion and is used to change the interpretation of facts, which are presented in the book. Most often **FE**, **OF**, **HT**, **S** are used together to reflect the personal Bias of the author. **IT** means that the author has chosen an incorrect word, which changes the meaning of the statement. It is not a misspelled word.

Page # Line #	Quote	Problem	Fact & Source
Ch.1, Les.1, Interactive Student Resources, mod. 3, slide/p 3, Ls 1 & 2.	Catholic kingdoms in Spain reconquered Muslim areas there and expelled Spanish Jews. Muslims were forced to convert to Christianity or go into exile.	HT/OF/B	<ul style="list-style-type: none"> <li>The text needs to clarify several important facts.</li> <li>The Muslims in Spain were there because they had conquered Christian lands. The Catholic Kingdoms did not reconquer Muslim areas. They reconquered their own Christian land that had been invaded.</li> <li>The King and Queen of Spain, Ferdinand and Isabella expelled the Jews and also the Muslims after the Spanish Inquisition against the Jews. Both the Jews and the Muslims were forced to convert or be killed.</li> <li>After the Inquisition came the Expulsion of the Jews and Muslims.</li> <li>Muslims were not "exiled" from their land, because it was not theirs. They were expelled because they were invaders who conquered the land.</li> <li>The Jews were expelled because of Catholic anti-Semitism</li> </ul>
Chap. 1, les. 1, ISR, mod.3 p2.	Title-Spain's Militant Catholicism	B	<ul style="list-style-type: none"> <li>Selective use of subjective adjective used to describe a Christian denomination but not Islam, which has a well-documented history of Religion spread by the sword.</li> </ul>
Ch. 1, Les. 1, ISR, mod.3, p7	Chart of Spain & England, under Society-Spain, becomes more Catholic having conquered Muslim areas within country and expelled Jews.	FE/OF, B	<ul style="list-style-type: none"> <li>Once again fails to denote the fact that these Muslim areas in Spain were not Muslim to begin with. Dario Fernandez Morera, <i>The Myth of the Andalusian Paradise</i>, ISI Books, Wilmington, DE, 2016, ch.1, pp. 19-56.</li> </ul>
Ch. 1, Les. 1, ISR, mod. 4, p3.	1 <sup>st</sup> answer at bottom states that Edict of Nantes allowed Protestants to practice in their home but not in public.	FE	<ul style="list-style-type: none"> <li>Contradiction of facts because the published edict in the text does not state what is asserted.</li> </ul>
Ch. 1, Les.1, ISR, mod. 6, p2.	Map of Europe after the Peace of Westphalia refers to a 2010 map.	OF	<ul style="list-style-type: none"> <li><b>Reviewer</b> did not find a 2010 map.</li> </ul>

Ch. 2, les1, ISR, mod. 6, p5, 14	Locke believed rights under a social contract belonged only to elite members of society.	FE	<ul style="list-style-type: none"> <li>The social contract was according to this text a product of Rousseau. Locke believed under natural law we were all created equal. Internet Encyclopedia of Philosophy.</li> </ul>
Ch. 2, les 1, Candide or Optimism, mod. 1, p 2, 14	In it Voltaire points out the enlightenment ideals of freedom of thought, social justice, and religious tolerance and how life at the time fell far short of these ideals.	OF	<ul style="list-style-type: none"> <li>The phrase or term social justice is a relatively modern cultural Marxist appropriation of justice, or common good. It was not in use back then, in Voltaire’s time, the Enlightenment.</li> <li>(Social Justice: Not What You think it is-The Heritage Foundation, by Micael Novak, 12/29/2009; The Origins of Social Justice: Taparelli d’Azeglio, by Thomas Patrick Burke, published Spring, 2010-vol. 52, no.2, Intercollegiate Studies Institute.</li> <li>Further, this whole unit appears to be flawed in its setup. It begins with page 3 and not 1. P 2 appears to be set up improperly with teaching notes interspersed with the text narrative.</li> </ul>
Ch. 2, les. 3, ISR, mod. 3, p7, Signing the Declaration of Independence, under answers- Answer 2, sent. 2.	The painting also tells us that these people were white males of at least middle age.	B/S	<ul style="list-style-type: none"> <li>This statement appears to be influenced by the modern meme under way in our colleges and universities of white privilege. It is factual that our founders were white males, so it is unnecessary to make a point of this, unless there is another motive.</li> <li>The <b>Reviewer</b> suggests removing this sentence.</li> </ul>
Chapter 2, Lesson 2, Video, Catherine the Great, 0:41	Mariam Margolyes says, “[Catherine the Great] was sexually active and intellectually active, and that personality has come down through the ages to us.”	S	<ul style="list-style-type: none"> <li>It is inappropriate for a female speaker addressing 10<sup>th</sup> Grade students to speak in praise of a historical figure being “sexually active” and implying that such a personality type is praiseworthy today.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Catherine the Great ruled from 1762-1796, the longest reign of any female Russian leader. Known both for her affairs of state and her affairs of the heart, she greatly expanded her country's empire. Catherine is regarded as a socially enlightened ruler. Under her influence, Russians adopted western European philosophies and culture.”</li> <li><a href="https://www.livescience.com/42006-catherine-the-great.html">https://www.livescience.com/42006-catherine-the-great.html</a></li> </ul>
Chapter 3, Lesson 4, Analyzing Sources: Who should be a citizen?, Analyzing texts, multiple perspectives, Question 2, 5 of 5	Both d’Aelders and Fragonard appear to have recognized that the Revolution put men and women on an equal footing with regard to some things. That said, Fragonard, in showing men and women standing side-by-side in violence, believed this was inherently a bad thing. D’Aelders believed differently.	B	<ul style="list-style-type: none"> <li>The author’s conclusion, based on a single painting, that Fragonard thought the equality of men and women was a “bad thing,” is far-fetched. Fragonard also painted scenes where men and women were engaged in joyful activities.</li> <li><a href="https://www.artble.com/imgs/c/6/2/633923/the_musical_contest.jpg">https://www.artble.com/imgs/c/6/2/633923/the_musical_contest.jpg</a></li> </ul>

Ch. 2, les.3, ISR, mod. 4, p1.	This section refers to the French Revolution, and under analyzing information and drawing conclusions is discussed pardon of criminals and power to impeach.	FE	<ul style="list-style-type: none"> <li>• <b>Reviewer</b> could not determine where these subjects or issues are discussed in the text. Upon review of Ch.3, the French Revolution is the subject discussed in Ch. 3.</li> </ul>
Ch. 2, les. 3,ISR, mod. 4, p2, par. 3, 1 1.	The president served as the head of the executive branch, which is why it may be referred to as a Presidential democracy.	IT	<ul style="list-style-type: none"> <li>• In the Federalist 10, Madison documents our form of government, as a Representative Republic. It could be argued that the President IS the Executive Branch, not the head of it.</li> </ul>
Ch. 3, les.2, ISR, mod. 3,, p 2, under answers, no.2, sent.2.	Some advocated for a government with a constitutional monarch, while more radical groups favored an egalitarian system and execution of the king.	OF	<ul style="list-style-type: none"> <li>• <b>Reviewer</b> could not find where egalitarian is defined.</li> </ul>
Chap. 3, les.4, ISR, mod. 5 Pp. 1, 2, & 4.	Discussion of liberalism and conservatism, as well as nationalism.	OF	<ul style="list-style-type: none"> <li>• Author might consider in this particular discussion to point out that what liberalism and conservatism meant in the 1700's is not what those terms mean today. In this way students can relate.</li> <li>• Upon review of Ch. 4, les. 3, mod. 3, p2, this distinction is finally made. <a href="http://ncpa.org">ncpa.org</a>.(What is Classical Liberalism-John C. Goodman, 12/20/2005.)</li> </ul>
Chapter 4, Lesson 1, Video : Columbus's Arrival, 3:30	European diseases killed 95% of the native people in North and South America	FE	<ul style="list-style-type: none"> <li>• There are various estimates of the number of deaths in the Americas, but 95% exceeds them all.</li> <li>• <a href="https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/impact-european-diseases-native-americans">https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/impact-european-diseases-native-americans</a></li> </ul>
Chapter 4, Lesson 1, Video : Columbus's Arrival, 3:40	Central American natives gave the sailors a new strain of syphilis to take back to Europe.	FE	<ul style="list-style-type: none"> <li>• Recent studies of skeletons in Austria show that syphilis existed in Europe long before Columbus's voyage.</li> <li>• <a href="https://deccanchronicle.com/151123/lifestyle-health-and-wellbeing/article/columbus-did-not-introduce-syphilis-europe-study">https://deccanchronicle.com/151123/lifestyle-health-and-wellbeing/article/columbus-did-not-introduce-syphilis-europe-study</a></li> </ul>
Chapter 4, Lesson 1, Video : Columbus's Arrival, 4:10	Over the next century, Christopher Columbus was followed by tens of thousands of Europeans all seeking their fortunes and willing to slaughter anyone who stood in their way. . . The age of plunder had begun.	FE/B	<ul style="list-style-type: none"> <li>• This exaggerated statement ignores the fact that many of the early Europeans in the Americas were missionaries and some were immigrants seeking religious freedom – such as the Pilgrims and the Puritans.</li> <li>• "...thousands of European Christians followed [Columbus] to America to plant colonies and lead souls to Christ."</li> <li>• Gibbs, David C. <i>One Nation Under God</i>. Cristian Law Association, 2003. Second Edition. Pg 34</li> </ul>
Ch. 4, les.1, ISR, mod. 3. P1, Par.1, 1 2	In the 1400's other European powers who also sought spices, silk, and other goods from Asia began to look for alternative trade routes.	OF	<ul style="list-style-type: none"> <li>• Omitted is the fact that alternative trade routes were sought because of Muslim raids on caravans along the silk route.</li> <li>• Nigel Cliff. <i>Holy War: How Vasco da Gama's Epic Voyage Turned the Tide in a Centuries Old Clash of Civilizations</i>, Harper, 2011, P3, para.4; P 5, Paras 1&amp;3.</li> </ul>
Ch. 4, les 1, ISR, mod. 4, p 2, 1 3.	Hispaniola had a population of 250,000 when Columbus arrived in 1492.	OF	<ul style="list-style-type: none"> <li>• The location of Hispaniola is not explained here. It is however finally explained in Les. 5 of this Ch., mod. 3, p 3, 11, s 2.</li> </ul>

Ch. 4, les.2, ISR, mod. 1,	Les. 2 titled The Industrial Revolution. Mod. 1 is titled Introducing the Industrial Revolution, The Story Begins.	FE	<ul style="list-style-type: none"> <li>• The title of this textbook is World History and Geography: Industrial Revolution to the Present, yet it is not until this Ch. that the Industrial Revolution is presented.</li> <li>• Further, the Industrial Revolution, if author means in effect the Mechanical Revolution, did not begin when this text begins, in the 1500's. Concensus is circa 1750-1850. New Standard encyclopedia, 1967 edition; also, 2015 Prentiss-Hall, World History, the Industrial Revolution to The Contemporary World.</li> <li>• <b>The Reviewer suggests</b> a more apt title such as “The Renaissance to the Present.”</li> </ul>
Ch. 4, les. 2, ISR, mod. 3, p 4, Par. 3, under making connections to perspectives, last sent.	The Industrial Revolution dramatically transformed our world and helped create the global environmental crisis we now face.	OF, B, S.	<ul style="list-style-type: none"> <li>• Author does not explain what the supposed environmental crisis is. Scientists, including those of NASA, differ on whether there is a manmade environmental crisis or not. This is making a statement that an environmental crisis is factual, when it is not.</li> </ul>
Ch. 4, les. 2, ISR, mod. 3, p 6, under teaching notes- History-Social Science Skills,	Image of cotton factory. Interpreting the par. Refers to coal mining working conditions.	IT	<ul style="list-style-type: none"> <li>• Image and text do not go together.</li> </ul>
Chapter 4, Lesson 2, The Industrial Revolution, Bellringer: London During the Industrial Revolution	Pollution increased dramatically in London and other British cities during the Industrial Revolution.	B	<ul style="list-style-type: none"> <li>• This statement should not be presented as the primary take-away of the Industrial Revolution. The following issues must be included: 1) increased productivity due to mechanization, 2) greater social mobility, 3) improved quality of life, 4) increased agricultural output per acre, and 5) improved infrastructure (transportation, communication, and utilities)</li> <li>• <a href="http://benefitof.net/benefits-of-industrial-revolution/">http://benefitof.net/benefits-of-industrial-revolution/</a></li> </ul>
Chapter 4, Analyzing Sources: The Industrial Revolution in Great Britain, 3 of 4, Map, Railroad Networks in 1850 Europe	<p><b>Railway Networks in 1850 Europe</b></p> <p>This map shows the extent of rail transport networks in Europe in the year 1850.</p> 	FE	<ul style="list-style-type: none"> <li>• The map and the questions that follow refer to a map showing all of Europe, particularly France and Germany. These are not shown in the map.</li> </ul>
Chapter 4, Lesson 4, Bellringer:	Self-determination refers to the ability of an ethnic group or a nation to govern itself.	FE	<ul style="list-style-type: none"> <li>• There is no constitutional government that allows an ethnic group within the nation to govern itself. This is sometimes demanded by entities like East Timor and Kosovo, but it is not guaranteed as a right.</li> </ul>

Uniting Italy, third paragraph			<ul style="list-style-type: none"> <li>• <a href="http://peacebuilding.asia/ethnic-groups-right-to-independence-self-determinationsecession-and-post-cold-war-international-relations/">http://peacebuilding.asia/ethnic-groups-right-to-independence-self-determinationsecession-and-post-cold-war-international-relations/</a></li> </ul>
Chapter 5, Analyzing Sources, 2 of 6, Mary Augusta Arnold Ward on Women's Suffrage, last sentence	In all these spheres women's direct participation is made impossible either by the disabilities of sex, or by strong formations of custom and habit resting ultimately upon physical difference, against which it is useless to contend.	B	<ul style="list-style-type: none"> <li>• The selection of this particular anti-suffrage text not only flies in the face of the U.S. Constitution's Nineteenth Amendment, but also it addresses an issue which is no longer in dispute.</li> <li>• The Publisher needs to find a better text.</li> </ul>
Chapter 5, Lesson 3, The National State and Democracy, Interactive Student Resources, The United States, 3 of 4, New Territory Abroad	When Queen Liliuokalani tried to strengthen the monarchy to keep the islands under her people's control, the United States sent military forces to the islands. The queen was deposed and the United States annexed Hawaii in 1898.	FE	<ul style="list-style-type: none"> <li>• The U.S. did not annex Hawaii by military force as implied by the text. The Queen was ousted in 1893 by a local coup led by Sanford Dole. President Cleveland supported returning the throne to the Queen.</li> <li>• Because the U.S. needed a coaling station to support the Spanish-American War in the Philippines, the U.S. entered into a treaty in 1897 under McKinley to allow U.S. forces to use Pearl Harbor.</li> <li>• Because of its strategic military importance, Congress voted to make Hawaii a territory in 1900.</li> <li>• <a href="https://www.reference.com/history/did-united-states-acquire-hawaii-d1f724e8f6dabf7c#">https://www.reference.com/history/did-united-states-acquire-hawaii-d1f724e8f6dabf7c#</a></li> </ul>
Ch. 5, les. 1, ISR, mod. 3, p6, under geographic reasoning, no. 2, Patterns and movement, 11, sent. 2	Why do you think the Englishmen chose to set up their machine shops in Belgium?	OF	<ul style="list-style-type: none"> <li>• <b>Reviewer</b> could find no text to support the question.</li> </ul>
Ch. 5, les. 1, ISR, mod. 4, p6, no. 2, Drawing inferences.	Question; Why might workers have been eager to embrace Owens socialist ideas? Answer: Factory owners treated workers horribly.	B/S	<ul style="list-style-type: none"> <li>• This is a generalized statement, certainly not applicable to all owners.</li> <li>• <b>The Reviewer suggests</b> that the word "some" be placed before "factory owners."</li> </ul>
Ch. 5, les. 3, ISR, mod. 6, p1., under Directions	Read the biography of Otto von Bismarck and answer the questions that follow	OF	<ul style="list-style-type: none"> <li>• There are answers but no questions.</li> </ul>
Ch. 5, Les. 3, Teacher Presentation Resource, 16 of 18, Analyzing Key Ideas and Details,	1898: The United States becomes and imperial nation when it annexes Hawaii and gains former Spanish possessions in the Pacific and Caribbean.	FE, B	<ul style="list-style-type: none"> <li>• The U.S. did not establish colonies in the same way European countries did.</li> <li>• The U.S. did not become an imperial nation.</li> <li>• Hawaii was reluctantly annexed to provide a base to support the Spanish-American War.</li> <li>• The Philippines were purchased and then groomed for independence.</li> </ul>

Answers, United States, last sentence			<ul style="list-style-type: none"> <li>The Caribbean territories were governed temporarily to prevent European colonization.</li> <li><a href="http://www.digitalhistory.uh.edu/teachers/Les_plans/pdfs/unit8_2.pdf">http://www.digitalhistory.uh.edu/teachers/Les_plans/pdfs/unit8_2.pdf</a></li> <li><a href="http://ushistory.org/us/44b.asp">http://ushistory.org/us/44b.asp</a></li> </ul>
Ch. 5, Les. 3, The National State and Democracy, Interactive Student Resources, The United States, 3 of 4, New Territory Abroad	When Queen Liliuokalani tried to strengthen the monarchy to keep the islands under her people’s control, the United States sent military forces to the islands. The queen was deposed and the United States annexed Hawaii in 1898.	FE	<ul style="list-style-type: none"> <li>The U.S. did not annex Hawaii by military force as implied by the text. The Queen was ousted in 1893 by a local coup led by Sanford Dole. President Cleveland supported returning the throne to the Queen. Because the U.S. needed a coaling station to support the Spanish-American War in the Philippines, the U.S. entered into a treaty in 1897 under McKinley to allow U.S. forces to use Pearl Harbor. Because of its strategic military importance, Congress voted to make Hawaii a territory in 1900.</li> <li>Source: <a href="https://www.reference.com/history/did-united-states-acquire-hawaii-d1f724e8f6dabf7c#">https://www.reference.com/history/did-united-states-acquire-hawaii-d1f724e8f6dabf7c#</a></li> </ul>
Ch. 5, les. 4, ISR, mod. 1, The Story Begins, par. 1, 11	When American author Mark Twain returned from Europe in 1900, he told several New York newspapers he opposed the United States territorial acquisition overseas: this is followed by a quote of Twain as reported in the New York Herald dated October 15, 1900.	IT – misplaced material	<ul style="list-style-type: none"> <li>This module and introduction appears to be misplaced. It does not go with the remainder of the lesson. Upon review of Ch. 6, this information from Twain would appear to go with Ch. 6., The Reach of Imperialism.</li> </ul>
Ch. 6, Les. 3, ePresentation Resources, The Great Rebellion	Mistrust and cultural differences led to a revolt, called the Great Rebellion	HT	<ul style="list-style-type: none"> <li>Nowhere in this Ch. is the deep divide between the Hindu culture and the Muslim culture explained. This “communal” conflict has been at the root of most conflicts in India from the first Muslim invasion in 712 to the partition of India and Pakistan in 1947.</li> <li><b>The Reviewer suggests</b> that more of this material be incorporated.</li> <li>Source: K.S. Lal, <i>The Legacy of Muslim Rule in India</i>, 1992, pages 83ff.</li> </ul>
Ch. 6, ISR, under Analyzing Sources, Explaining Imperialism, p 3, Primary Source, No. 4, 11.	All the men and all the money used in civilizing and Christianizing the New Hebrides, has been British.	OF	<ul style="list-style-type: none"> <li>No explanation of where New Hebrides is located or what it is named now.</li> <li><b>The Reviewer suggests</b> that this be added to the text.</li> </ul>
Ch. 6, les. 2, ISR, mod. 4., Pp 1 & 8.	Pages1 and page 8 are the same.	IT	<ul style="list-style-type: none"> <li><b>The Reviewer suggests</b> a correction to text setup.</li> </ul>
Ch. 6, under Points of View: Two Perspectives on Imperialism,	Answers 2 through 5 do not correspond to the questions.	IT	<ul style="list-style-type: none"> <li>The answers appear to be relevant to Lesson 3, British Rule in India.</li> </ul>

p2, under What do you think?, Answers 2 through 5			
Chapter 6, Lesson 4, Imperialism in Latin America, Bellringer: Latin America and U.S. imperialism, Do you think dollars and diplomacy should go well together? Why or why not?, Answer	Diplomacy involves settling disagreements between countries, and using money may not be a good way to reach an agreement. If money is involved, then people or organizations with the most money will have too much influence.	B	<ul style="list-style-type: none"> <li>The positive instruments of diplomacy are usually economic – including financial inducements and trade concessions. The negative instruments are sanctions and military power. By ruling out financial incentives, the textbook is biased toward negative instruments of diplomacy.</li> <li><a href="https://www.fpri.org/article/2008/01/tools-of-statecraft-diplomacy-and-war/">https://www.fpri.org/article/2008/01/tools-of-statecraft-diplomacy-and-war/</a></li> </ul>
Chapter 6, Lesson 4, Interactive Student Resources, Introducing Imperialism in Latin America, The Story Begins, Asking Essential Questions, Below Blockquote	American interference in the affairs of Latin America along with control of government by elites, would lead to growing resentment and in some cases revolution. [This statement is followed by a painting of American troops fighting in the Battle of San Juan Hill.]	B/S	<ul style="list-style-type: none"> <li>Juxtaposing “American interference in the affairs of Latin America” with Americans fighting the Battle of San Juan Hill reflects extreme bias on the part of the authors.</li> <li>Americans fought the Spanish-American War (and San Juan Hill) to keep European powers from taking over parts of Latin America by force. While the U.S. acted as a “policeman” at times, it consistently defended Latin America from foreign imperialism.</li> <li><a href="https://history.state.gov/milestones/1866-1898/spanish-american-war">https://history.state.gov/milestones/1866-1898/spanish-american-war</a></li> </ul>
Chapter 6, Lesson 4, Interactive Student Resources, Graphic Organizer, Imperialism in Latin America, Analyzing Key Ideas and Details	Read closely to determine the problems faced by Mexico after 1870 and the reforms enacted in the Constitution of 1917. Summarize these problems and reforms the graphic organizer (sic).	S	<ul style="list-style-type: none"> <li>There was no hint of “imperialism” in Mexico after Maximilian was executed in Mexico in 1867. Mexico became a republic.</li> <li>The “imperialism” title of this Graphic Organizer is slanted and needs to be changed.</li> <li><a href="https://www.history.com/this-day-in-history/emperor-of-mexico-executed">https://www.history.com/this-day-in-history/emperor-of-mexico-executed</a></li> </ul>
Chapter 6, Lesson 1, ePresentation Resources, Resource 8 of 36	Image: Revolt against colonialism in the Philippines 1899. Filipinos mount an insurrection against the Americans in Manila in February, 1899.	HT/FE	<ul style="list-style-type: none"> <li>Students need the historical timeline and an understanding of the “insurrection.”</li> <li>Filipinos and Americans in Manila did not learn that the Spanish-American War was over on August 12, 1898, because the telecommunications cable had been cut.</li> </ul>

			<ul style="list-style-type: none"> <li>• The U.S. purchased the Philippines from Spain in the Treaty of Paris in December, 1898. President McKinley declared, “We seek no advantages in the Orient which are not common to all. Asking only the open door for ourselves, we are ready to accord the open door to others.”</li> <li>• The fighting that broke out in February, 1899, was due to a misunderstanding about America’s intention to grant independence to the Philippines.</li> <li>• <a href="http://www.eyewitnesstohistory.com/vopi.htm">http://www.eyewitnesstohistory.com/vopi.htm</a> and</li> <li>• <a href="https://www.historytoday.com/richard-cavendish/filipino-insurrection-against-us">https://www.historytoday.com/richard-cavendish/filipino-insurrection-against-us</a> and <a href="https://www.mtholyoke.edu/acad/intrel/mkinly3.htm">https://www.mtholyoke.edu/acad/intrel/mkinly3.htm</a></li> </ul>
Chapter 6, Lesson 1, Interactive Student Resources, Colonial Regimes, 4 of 5, Informal Empires, first and second paragraphs	Over the course of the late nineteenth and early twentieth centuries the production of goods stagnated in places such as India, China, and Latin America but increased in parts of Europe and the United States. Many non-industrialized nations became increasingly dependent on industrialized nations. This resulted in a relationship that some scholars describe as an “informal empire.”	B	<ul style="list-style-type: none"> <li>• The text repeatedly emphasizes the negative implications of colonialism and ignores the many benefits such as improved health, increased literacy, and general economic improvement in the colonies and possessions.</li> </ul>
Chapter 6, Lesson 2, ePresentation Resources, Resource 10 of 35, Bellringer: South Africa, question 2	What do you know about South Africa from current events? Answer: Students may know that South Africa was the site of the 2010 World Cup Soccer Tournament. They may also know something about its history of struggle over apartheid, its transition to black majority rule, and the story of its most famous leader, Nelson Mandela.	HT/B	<ul style="list-style-type: none"> <li>• Students should be informed that the black majority rule has resulted in widespread government corruption and, more recently, parliamentary approval of expropriation of white property by the black majority without compensation, a violation of Article 17 of the UN’s Universal Declaration of Human Rights.</li> <li>• <a href="http://www.reuters.com/article/us-safrica-land-expropriation/south-africas-parliament-endorses-land-expropriation-without-compensation-idUSKCN1GB22I">www.reuters.com/article/us-safrica-land-expropriation/south-africas-parliament-endorses-land-expropriation-without-compensation-idUSKCN1GB22I</a></li> </ul>
Chapter 6, Lesson 2, Interactive Student Resources, Central and East Africa, 4 of 8, Making Connections Across Cultures	The treaties, however, allowed Europeans indirect control over African resources – including people. Similarly, the United States made man promises to the American Indian tribes through more than 370 ratified treaties. Many of these treaties held promises that were ultimately broken.	B	<ul style="list-style-type: none"> <li>• This gratuitous comment in a lesson on colonization of Africa concerning U.S. treaties with American Indians has little to do with the situation in Africa. European colonists in Africa were primarily interested in extracting resources. The American situation involved Native Americans who had no concept of land ownership vs. settlers who needed defined property rights for agricultural use.</li> <li>• <b>The Reviewer suggests</b> that the last two sentences be removed.</li> <li>• <a href="http://www.manythings.org/voa/history/5.html">http://www.manythings.org/voa/history/5.html</a></li> </ul>
Chapter 6. Points of View: Two Perspectives on	(See “Fact and Source” column.)	FE	<ul style="list-style-type: none"> <li>• Answers to questions 2, 3, 4, and 5 involve statements by Dadabhai Naoroji which are not provided in the student materials. Naoroji is not mentioned until Lesson 3, but the quotes in these answers are not found in that Lesson, either.</li> </ul>

Imperialism, What Do You Think?			
Ch. 7, les. 1, ISR, mod. 3, p7, 11	Spatial thinking: After Russia, which country had the largest sphere of influence in China? Answer is listed as China.	FE	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests</b> the correction of the answer.</li> </ul>
Ch. 7, les1, ISR, mod.5, Pp 3 & 4	Questions on p3 out of order with p4.	IT	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests</b> that the questions on p 3 follow p4.</li> </ul>
Ch. 7, ISR, The World's Literature: Ode for Youth, p1, under Explore the Text, 11	Key Historical Actors: The author of this poem is unknown, but he was clearly familiar with the Tai Ping Rebellion and its fundamental principles governing family relationships.	OF	<ul style="list-style-type: none"> <li>• <b>Reviewer</b> did not see the poem. Pages 2-4 set forth excerpts from the poem but the poem is not shown. Presentation of fragmented text precludes knowing context of poem.</li> </ul>
Ch. 7, les.2, ISR, mod. 3, p8, under answers, 1, 11, sent, 2.	The rise of a powerful westernized merchant class led by Sun Yat-Sen and the 1811 Revolution caused the ousting of the Qing and civil war between nationalist forces and General Yuan Shigai.	FE	<ul style="list-style-type: none"> <li>• Year shown should be 1911, not 1811.</li> </ul>
Ch. 7. Les. 2, ISR, mod. 4, p 3para. 2, 12, sent. 3	Imperialism condemned the country to a condition of underdevelopment.	HT	<ul style="list-style-type: none"> <li>• This statement contradicts what author has just presented on p2, par. 2, 11, sent.1, that the Chinese economy had never been more productive.</li> </ul>
Ch. 7, les. 3, ISR, mod. 3, p1, Japanese Expansion Timeline, 1868-1910.	1868, Sat-Cho attacks Shogun, Meiji Restoration begins.	OF	<ul style="list-style-type: none"> <li>• Author does not describe Meiji until mod. 4 of les. 3, p1.</li> </ul>
Ch. 7, Les. 3, Interactive Student Resources, Introducing the Rise of Modern Japan, The Story Begins	As with China, Western powers pressured the Japanese to open their country and their markets. On July 8, 1853, four American warships appeared outside the capitol, Tokyo, in a display of strength that forced Japan to open itself to trade with the West.	FE/B/S	<ul style="list-style-type: none"> <li>• The text implies that this was a belligerent action. However, the letter from President Millard Fillmore shown in Ch. 7, Analyzing Sources, 2 of 5 "Trade with Japan," indicates otherwise.</li> <li>• The President states, "I have no other object in sending [Commodore Perry] to Japan but to propose to your Imperial Majesty that the United States and Japan should live in friendship and have [trade] with each other."</li> <li>• <b>The Reviewer suggests</b> that the wording in this quote be adjusted to reflect the material cited here.</li> </ul>
Ch. 8, les. 2, ISR, Mod. 3, p3, The Technology of Trench Warfare.	Map icons.	IT	<ul style="list-style-type: none"> <li>• Icons did not work.</li> </ul>

Ch. 9, Les. 1, Resource 10 <b>(Note: resource number is the one listed in “All available resources”)</b>	Effects of and Responses to the Great Depression IWBA	OF	<ul style="list-style-type: none"> <li>The meaning of the letters IWBA should be defined.</li> </ul>
Ch. 9, Les. 1, Resource 14	Heisenberg’s Uncertainty Principle challenged Newtonian physics and represented a new worldview.	FE/IT	<ul style="list-style-type: none"> <li>A worldview has to do with the perspective from which one views the world, the universe, and life. The Uncertainty Principle is not a worldview; it is a rule or law in particle physics.</li> <li><b>The Reviewer suggests</b> the following rewrite: “Heisenberg’s Uncertainty Principle challenged Newtonian physics.”</li> <li><a href="https://www.thefreedictionary.com/worldview">https://www.thefreedictionary.com/worldview</a></li> </ul>
Ch. 9, Les. 2, Resource 18	Spanish artist Pablo Picasso’s painting <i>Guernica</i> memorializes the bombing of a city by that name during the Spanish Civil War (1936-1939).	OF	<ul style="list-style-type: none"> <li>The Guernica massacre is remembered as the first use of <i>blitzkrieg</i>.</li> <li><b>The Reviewer suggests this addition:</b> “This was the first use of <i>blitzkrieg</i> (lightning war) by Germany.”</li> <li><a href="http://www.spiegel.de/international/europe/hitler-s-destruction-of-guernica-practicing-blitzkrieg-in-basque-country-a-479675.html">http://www.spiegel.de/international/europe/hitler-s-destruction-of-guernica-practicing-blitzkrieg-in-basque-country-a-479675.html</a></li> </ul>
Ch. 9, Les. 2, Resource 19	Authoritarian states adopted some features of totalitarian states, but they still wished to preserve the existing social order rather than create a mass society.	OF/IT	<ul style="list-style-type: none"> <li>“Mass society” is not a common term, and some clarification is needed.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Authoritarian states adopted some features of totalitarian states, but they still wished to preserve the existing social order (with communal groups) rather than create a mass society with large, formal and impersonal organizational structures.”</li> <li><a href="https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/mass-1">https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/mass-1</a></li> </ul>
Ch. 11, Les. 1, Resource 10	Japan launched a surprise attack on U.S. and European colonies in southeast Asia.	FE	<ul style="list-style-type: none"> <li>The attack on the U.S. refers to Pearl Harbor, which is not in southeast Asia.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Japan launched surprise attacks on Pearl Harbor in Hawaii and also on European colonies in southeast Asia.”</li> <li><a href="http://factsanddetails.com/asian/ca67/sub427/item2534.html">http://factsanddetails.com/asian/ca67/sub427/item2534.html</a></li> </ul>
Ch. 11, Les. 4, Resource 8	Map	OF	<ul style="list-style-type: none"> <li>Both “concentration” camps and “death” camps are identified on the map. The two terms have different meanings which should be defined and distinguished.</li> <li><a href="https://www.britannica.com/topic/concentration-camp">https://www.britannica.com/topic/concentration-camp</a></li> </ul>
Ch. 12, Les. 1, Resource 9	Second graph (USSR/Russia)	OF	<ul style="list-style-type: none"> <li>An explanation for the two shaded areas needs to be given.</li> </ul>
Ch. 13, Les. 2, Resource 6	West Bank: area of Palestinian autonomy allowed under Israel-PLO agreement 1993.	HT	<ul style="list-style-type: none"> <li>The West Bank is under Israeli control, although Palestinians have some autonomy.</li> </ul>

			<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite:</b> “Area under Israeli control since 1967, in which Palestinians have some autonomy.”</li> <li>• <a href="https://www.vox.com/cards/israel-palestine/west-bank">https://www.vox.com/cards/israel-palestine/west-bank</a></li> </ul>
Ch. 13, Les. 2, Resource 7	Between the two world wars, many Jews immigrated to the Palestine Mandate.	OF	<ul style="list-style-type: none"> <li>• The Palestine Mandate needs at least a brief explanation.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> “Between the two world wars, many Jews immigrated to the Palestine Mandate., an area governed by the British that included land on both sides of the Jordan River.”</li> <li>• <a href="https://www.britishempire.co.uk/maproom/palestine.htm">https://www.britishempire.co.uk/maproom/palestine.htm</a></li> </ul>
Ch. 13, Les. 2, Resource 7	Tensions between Jews and Arabs led the United Nations to propose a division of the Palestine Mandate into a Jewish state and an Arab state.	OF	<ul style="list-style-type: none"> <li>• The timeline for this proposal should be given for clarity.</li> <li>• <b>The Reviewer suggests that</b> “in 1947” be added after United Nations.</li> <li>• <a href="https://www.britishempire.co.uk/maproom/palestine.htm">https://www.britishempire.co.uk/maproom/palestine.htm</a></li> </ul>
Ch. 13, Les. 2, Resource 18, Para. 1	For some Islamic leaders, Western values and culture are based on materialism, greed, and immorality.	OF/S	<ul style="list-style-type: none"> <li>• Nowhere is it said that many Islamic practices are inconsistent with the values of Western civilization.</li> <li>• <b>The Reviewer suggests the following addition:</b> “On the other hand, many Islamic practices are inconsistent with various Biblical values that are the basis of Western civilization, including that in Islam non-Muslims are persecuted, men may have four wives, men may beat their wives, men are more reliable witnesses, criticism of Allah or the Quran is punishable by death, and theft is punishable by amputation.”</li> <li>• <a href="http://www.billionbibles.org/sharia/sharia-law.html">http://www.billionbibles.org/sharia/sharia-law.html</a></li> </ul>
Ch. 14, Les. 3, Resource 8	Although Allied occupation didn’t lead to the dismantling of the <i>zaibatsu</i> system, it did lead to land reform that created a strong class of independent farmers.	FE/HT	<ul style="list-style-type: none"> <li>• The connection between <i>zaibatsu</i> (large business enterprises existing before World War II) and farmers is unclear.</li> <li>• <b>The Reviewer suggests</b> separating this item into two points:</li> <li>• “Allied occupation led to land reform that created a strong class of independent farmers.</li> <li>• Allied authorities ordered the destruction of large business enterprises (<i>zaibatsu</i>), but elements of the system remained in place.”</li> <li>• <a href="https://www.britannica.com/topic/zaibatsu">https://www.britannica.com/topic/zaibatsu</a></li> </ul>
Ch. 15, Les. 1, Resource 6	Mikhail Gorbachev, a reformer, was elected as leader of the Communist Party in 1985 and brought an end to the Cold War.	HT/S	<ul style="list-style-type: none"> <li>• Ronald Reagan’s tough policies towards the Soviets were also instrumental in ending the Cold War.</li> <li>• <b>The Reviewer suggests</b> separating this item into two points:</li> <li>• “Mikhail Gorbachev, a reformer, was elected as leader of the Communist Party in 1985.</li> <li>• Gorbachev’s reforms, along with Ronald Reagan’s tough policies towards the U.S.S.R., brought an end to the Cold War.”</li> <li>• Larry Schweikart and Michael Allen, <i>A Patriot’s History of the United States</i>, Penguin Books, London, UK, 2004, pp. 761-762.</li> </ul>

Ch. 15, Les. 1, Resource 19	He [Yeltsin] introduced a free market economy but faced many problems.	HT	<ul style="list-style-type: none"> <li>Although economic reforms were introduced in the 1990s, these eventually stalled and the government still has extensive control.</li> <li><b>The Reviewer suggests the following revision:</b> “He introduced a free market economy, but this faced many problems and the government continues to exercise extensive economic control.”</li> <li><a href="https://www.heritage.org/index/country/russia">https://www.heritage.org/index/country/russia</a></li> </ul>
Ch. 15, Les. 2, Resource 11	Reagan’s spending produced record government budget deficits.	HT	<ul style="list-style-type: none"> <li>Budget deficits during the Obama administration were much higher.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Reagan’s spending produced record government budget deficits at the time, but deficits were even higher during the Obama years.”</li> <li><a href="https://www.thebalance.com/us-deficit-by-year-3306306">https://www.thebalance.com/us-deficit-by-year-3306306</a></li> </ul>
Ch. 15, Les. 2, Resource 18, Slide 5	IDENTIFYING CAUSES. What does the breakdown of spending suggest about why George W. Bush ran up such large deficits during his term in office?	OF/S	<ul style="list-style-type: none"> <li>It is unfair to single out G.W. Bush when deficits during the Obama years were considerably higher.</li> <li><b>The Reviewer suggests the following rewrite:</b> “What does the breakdown of spending suggest about why George W. Bush and Barack Obama ran up such large deficits during their terms in office?”</li> <li><a href="https://www.thebalance.com/us-deficit-by-year-3306306">https://www.thebalance.com/us-deficit-by-year-3306306</a></li> </ul>
Ch. 15, Les. 2, Resource 19, Slide 2	Although there have been gains in the women’s movement in the early decades of the 2000s, women continue to do most of the child rearing and domestic work in most homes.”	OF/S	<ul style="list-style-type: none"> <li>The women’s movement is also called feminism. Omitted is the fact that many (perhaps most) women prefer to be homemakers – a legitimate and necessary role in society.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Although there have been gains in the women’s (or feminist) movement in the early decades of the 2000s, many women prefer to be homemakers, rearing children and keeping their homes in order.”</li> <li><a href="https://www.britannica.com/topic/womens-movement">https://www.britannica.com/topic/womens-movement</a></li> <li>Phyllis Schlafly, <i>Who Killed the American Family?</i> WND Books, New York, NY, 2014, p. 33.</li> </ul>
Ch. 15, Les. 3, Resource 12	2005 forecast [in chart]	FE	<ul style="list-style-type: none"> <li>This is apparently a misprint; it should be “2055.”</li> </ul>
Ch. 16, Les. 1, Resource 5	Sample answer: In 2008, a terrorist organization attacked several sites in Mumbai, India, killing at least 174 people. The attacks may be connected to a group based in Pakistan called Lashkar-e-Taiba.	FE	<ul style="list-style-type: none"> <li>The “sample answer” is supposed to list the motivation for the 9/11 attacks on the U.S. The answer given has nothing to do with 9/11, since it lists events in 2008.</li> <li><b>The Reviewer suggests the following rewrite:</b> “Al-Qaeda is an Islamic terrorist group that believes their religion calls for <i>jihād</i> (holy war) against non-Muslims.”</li> <li><a href="https://www.prospectmagazine.co.uk/magazine/whatwerethecausesof911">https://www.prospectmagazine.co.uk/magazine/whatwerethecausesof911</a></li> </ul>
Ch. 16, Les. 1, Resource 6	List of countries that have nuclear reactors in operation.	FE	<ul style="list-style-type: none"> <li>Iran has a nuclear power reactor at Bushehr. Iran should be added to the list.</li> </ul>

			<ul style="list-style-type: none"> <li>• <a href="http://www.world-nuclear.org/information-library/country-profiles/countries-g-n/iran.aspx">http://www.world-nuclear.org/information-library/country-profiles/countries-g-n/iran.aspx</a></li> </ul>
Ch. 16, Les. 2, Resource 16, Slide 1, Para. 1	The idea of natural rights and freedoms, formed during the Enlightenment, have since spread around the world.	HT	<ul style="list-style-type: none"> <li>• The principle of natural rights is based on the belief that God has established certain rights (truths) through His natural law, and He has revealed these truths to man.</li> <li>• <b>The Reviewer suggests the following revision:</b> “The principle of natural rights and freedoms, formed during the Enlightenment and based on God-given natural laws and truths, have since spread around the world.”</li> <li>• Matthew Spalding, <i>We Still Hold These Truths</i>, ISI Books, Wilmington, DE, 2009, pp. 39-42.</li> </ul>
Ch. 16, Les. 2, Resource 17, Slide 4	Age vs. Population graphs	OF	<ul style="list-style-type: none"> <li>• Each of the three graphs apparently presents data for a certain year, but the years are not given. Also, on the vertical axis the ages are not listed.</li> </ul>
Ch. 16, Les. 4, Resource 7, Slide 1	QUESTION: What is carbon dioxide? ANSWER: This is the gas that rain forests remove from the air.	HT/S	<ul style="list-style-type: none"> <li>• The answer implies that carbon dioxide in the air is bad, which is a false assertion.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> ANSWER: “This is the gas that plants use for growth and the production of organic matter.”</li> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.173-175.</li> </ul>
Ch. 16, Les. 4, Resource 7, Slide 1	QUESTION: What are wind generators? ANSWER: By 2050, scientists estimate one-third of the world’s electricity could be supplied by this.	S	<ul style="list-style-type: none"> <li>• This projection may or may not prove to be true, but one-third seems too optimistic. For example, another study (see reference below) predicts wind could provide “up to 18%” of electricity needs by 2050.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> ANSWER: “Some studies predict that by 2050 a significant percentage of the world’s electricity could be supplied by this.”</li> </ul>
Ch. 16, Les. 4, Resource 7, Slide 2	QUESTION: What is the greenhouse effect? ANSWER: This is a warming of the Earth due to a buildup of carbon dioxide in the atmosphere.	FE/B	<ul style="list-style-type: none"> <li>• This question shows bias towards an activist environmental agenda. It is questionable that the greenhouse theory has any significant effect on global warming.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> QUESTION: “What is the greenhouse theory? ANSWER: “This is the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming.”</li> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.103-107.</li> </ul>
Ch. 16, Les. 4, Resource 7, Slide 2	QUESTION: What is global climate change? ANSWER: Scientists fear a worldwide crisis created by this, which is currently	FE/B	<ul style="list-style-type: none"> <li>• This question shows bias towards an activist environmental agenda. Climate change has always occurred during Earth’s history, and recent changes are not unusual.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> ANSWER: “This is evidenced by warming and cooling cycles throughout Earth’s history,</li> </ul>

	contributing to droughts, storms, melting polar ice caps, and rising sea levels.		<p>caused by such factors as variable solar output, volcanic activity, and meteorite bombardment.”</p> <ul style="list-style-type: none"> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.</li> </ul>
Ch. 16, Les. 4, Resource 8	The destruction of the rainforests and desertification are results of worldwide population growth.	HT/FE/S	<ul style="list-style-type: none"> <li>• This is a politically motivated statement that supports an activist environmental agenda.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> “The destruction of rainforests is largely due to the use of forest land for farming, logging, and firewood collection. Desertification is largely due to overgrazing, loss of vegetation, and poor irrigation.”</li> <li>• <a href="http://www.rainforestinfo.org.au/background/causes.htm">http://www.rainforestinfo.org.au/background/causes.htm</a></li> <li>• <a href="http://desertificationb.tripod.com/id3.html">http://desertificationb.tripod.com/id3.html</a></li> </ul>
Ch. 16, Les. 4, Resource 8	Chemical wastes such as chlorofluorocarbons and sulfur pose a threat to the environment.	S	<ul style="list-style-type: none"> <li>• Lots of things “pose a threat to the environment.” Chemical wastes are being singled out here as part of an activist political agenda.</li> <li>• <b>The Reviewer recommends</b> eliminating this statement.</li> </ul>
Ch. 16, Les. 4, Resource 8	Oil companies, nuclear facilities, and chemical plants have caused deaths, health problems, and ecological destruction.	S	<ul style="list-style-type: none"> <li>• There are many causes, both natural and human-induced, for “deaths, health problems, and ecological destruction.” It is unfair to single out certain industries in this regard.</li> <li>• <b>The Reviewer recommends</b> eliminating this statement.</li> </ul>
Ch. 16, Les. 4, Resource 8	The greenhouse effect is the warming of the Earth because of the buildup of carbon dioxide in the atmosphere.	FE/B	<ul style="list-style-type: none"> <li>• This shows bias towards an activist environmental agenda. It is questionable that the greenhouse effect has any significant influence on global warming.</li> <li>• <b>The Reviewer suggests the following rewrite:</b> “The greenhouse theory is the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming.”</li> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.103-107.</li> </ul>
Ch. 16, Les. 4, Resource 15, Slide 2, Para. 2	The tropical rain forests are also crucial to human survival because they remove carbon dioxide from the air and return oxygen to it.	HT/S	<ul style="list-style-type: none"> <li>• This statement implies that carbon dioxide in the atmosphere is bad. This is not true, since carbon dioxide is needed for plant growth.</li> <li>• <b>The Reviewer recommends the following rewrite:</b> “The tropical rain forests are also crucial to human survival because trees use carbon dioxide to produce organic matter and return oxygen to the atmosphere.”</li> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.173-175.</li> </ul>
Ch. 16, Les. 4, Resource 15, Slide 5	Yet another threat to the environment is global climate change, which has the potential to create a worldwide crisis.	FE/B	<ul style="list-style-type: none"> <li>• This is an alarmist statement that supports an activist environmental agenda. Climate change has occurred throughout Earth’s history, and changes observed today are not unusual.</li> <li>• <b>The Reviewer recommends the following rewrite:</b> “Climate change, as evidenced by warming and cooling cycles, has occurred throughout</li> </ul>

			<p>Earth’s history. Causes include such factors as variable solar output, volcanic activity, and meteorite bombardment.”</p> <ul style="list-style-type: none"> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.</li> </ul>
Ch. 16, Les. 4, Resource 15, Slide 5	Many of the world’s scientists agree that the <u>greenhouse effect</u> , the warming of Earth due to the buildup of carbon dioxide in the atmosphere, is contributing to devastating droughts and storms, the melting of the polar ice caps, and rising sea levels that could flood coastal regions in the second half of the twenty-first century.	FE/B	<ul style="list-style-type: none"> <li>• Greenhouse theory is an unproven hypothesis, and the undesirable effects listed here are simply speculation in support of an activist political agenda.</li> <li>• <b>The Reviewer recommends the following rewrite:</b> “Some people promote the greenhouse theory, the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming. In actuality, both warming and cooling cycles have been a regular occurrence in Earth’s history.”</li> <li>• S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.</li> </ul>

## Evaluation of Social Studies Skills and other important issues

### An evaluation of the teaching & learning devices and/or materials provided to the student.

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?	X	
2	Are the captions under pictures factual?	X	
3	Are the charts and graphs relevant to the topic being presented?	X	
4	Are the maps accurate and relevant to the topic?	X	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	Questions are thought provoking, but the background material available from the resources is limited and incomplete.	In many cases one would have to guess the answers to questions and then learn the material from the answers that are given.
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	X	
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		I don't think so.
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		I don't think there is a glossary, but some terms can be clicked on to bring up a definition. There is no index listing personalities, but numerous short biographies are provided on the slides.
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	Numerous timelines are included.	The book is not organized in a chronological manner. This causes confusion with regard to the sequencing of events.
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		I don't think there is an index.
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	Leaders and politics are emphasized.	There isn't much content on religion.

## Commendations:

1. Chapter 2, lesson 1, module 4, titled Role of the Philosophy, page 3, line 1, sets forth the role of Philosophy and the use of reason & rational criticism.
2. This textbook makes an honest statement about Armenian Genocide in Ch. 8, Les. 2, Interactive Student Resources, A World War, 3 of 6.

## Concerns:

1. This textbook is not formatted like a normal textbook, but instead consists of an accumulation of short snippets, like flash cards, grouped loosely by topic. Most of the document examples and videos are from British sources, and they often have a different perspective on world events than American sources. It is extremely difficult to navigate through the assembled “ePresentation Resources” and “Interactive Student Resources.”
2. Specific issues set forth in individual comments above, column 4, Facts & Resources, such as: editing & technological flaws (maps, images, and texts do not coincide; subject titles may not match texts; texts placed in wrong chapter, lesson, or module, Some modules do not start on page 1; some questions and answers do not match.
3. There is no “text” as such, just a collection of “resources” (slides, photos, videos, graphs, excerpts, Q&A).
4. The content is uneven, non-chronological, variable in quality, and scattered in coverage. The selection of material often seems random and nonsensical.
5. There is no logical presentation or selection of historical material. It would not be possible for a student to get a coherent portrait of history from this “textbook.”
6. The book presents a progressive, politically correct view of world history. It shows bias in the emphasis on such areas as anthropogenic global warming, negative human interaction with the environment, sustainability, renewable energy, population control, global governance, and economic interdependence. The coverage of religion is minimal, and radical Islamic terrorism is downplayed.

## Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made		

4	This book is so flawed that it is <b>not recommended</b> for adoption.	X See "Concerns" above	
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## Truth in Textbooks Review

Pearson/US History: Reconstruction to the Present, Tennessee Edition (2018)

Problem: Factual Error (**FE**), Omission of Fact (**OF**), Half-Truth (**HT**), Slant (**S**), Bias (**B**), Incorrect Terminology (**IT**)

Page # Line #	Quote	Problem	Fact & Source
Review Topic: Connecting with Past Learning; Les. 1 Colonies & Revolution; Text 1: European Colonies in the Americas P. 1 Para. 1 Ls 1--4	In 1492, the European explorer Christopher Columbus landed on the island of Hispaniola in the Caribbean Sea. Columbus called the Native Americans he met there "Indians," thinking he had landed in the Indies	FE	<ul style="list-style-type: none"> <li>• Columbus made it to what is now the Bahamas in 61 days. He initially thought his plan was successful and the ships had reached India. He called the indigenous people "Indians," an inaccurate name that unfortunately stuck.</li> <li>• "1492: Columbus Sets Sail" at</li> <li>• <a href="https://www.nationalgeographic.org/thisday/aug3/columbus-sets-sail/">https://www.nationalgeographic.org/thisday/aug3/columbus-sets-sail/</a></li> <li>• The Reviewer suggests the following rewrite: "Columbus called the Native Americans he met there "Indians," thinking he had landed in India.</li> </ul>
Review Topic: Connecting with Past Learning(1492- 1865) Les. 1: Colonies and Revolution Text 1: European Colonies in the Americas P. 3/ Para.2/ L 2	The first colonists were devout Protestants called "Puritans," who hoped to create model moral communities.	FE	<ul style="list-style-type: none"> <li>• The Puritans did not come in hope of creating a model moral community. They were Christians who came to America to have the freedom to worship God without the country of England dictating how they should worship.</li> <li>• "...and they sought through church reform to make their lifestyle the pattern for the whole nation. Their efforts to transform the nation contributed both to civil war in England and to the founding of colonies in America as working models of the Puritan way of life."</li> <li>• "Puritanism" at</li> <li>• <a href="https://www.britannica.com/topic/Puritanism">https://www.britannica.com/topic/Puritanism</a></li> <li>• <b>The Reviewer suggests the following rewrite: The first colonists were devout Protestants called "Puritans," who</b></li> </ul>

			<b>came to America for religious freedom. They lived as moral citizens and modeled the Puritan way of life in the colonies.</b>
<p>Review Topic: Review Topic: Connecting with Past Learning(1492-1865) Les. 1: Colonies and Revolution Text 2: Democratic Ideals in the Americas P. 2/ Para.2/ Sent.1 Then click on bold and underscored term <b>Enlightenment</b></p>	<p>During the 1700s, ideas based on the <b>Enlightenment</b> circulated among well-educated American colonists.</p> <p>Definition within paragraph:</p> <p><b>Enlightenment:</b> an intellectual movement in Europe during the seventeenth and eighteenth centuries that emphasized reason and individualism over faith and tradition</p>	B/S	<ul style="list-style-type: none"> <li>• The publisher appears to be leading student to think that the well-educated were the ones following the Enlightenment movement and that those not following the movement were not well-educated.</li> <li>• There were many well-educated colonists who did not follow this movement and maintained their religious beliefs:</li> <li>• “On the whole, the American Enlightenment was rather tame compared to its European counterpart, for while the colonists welcomed experimental science, they defended the tenets of traditional Christianity.”</li> <li>• Brands, Breen, Williams, Gross, <i>American Stories: A History of the United States</i> (Pearson, New Jersey:2009), 96-97</li> </ul>
<p>Review Topic: Connecting with Past Learning(1492-1865) Les.2 Founding a New Nation Text 2: Constitutional Convention P.5/ Para.1/Sent. 5</p>	<p>To reassure the South, the delegates adopted the three-fifths clause. It counted each enslaved person as three fifths of a person, to be added to a state’s free population, which boosted the number of the South’s seats in Congress. The three-fifths clause, however, gave no rights to enslaved African Americans.</p>	FE	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite: To reassure the South, the delegates adopted the three-fifths clause. The Three-Fifths Compromise counted the total population of slaves when deciding on the numbers of Representatives, electors and taxes. It counted each enslaved person as three fifths of a person. The three-fifths clause, however, gave no rights to enslaved African Americans.</b></li> <li>• <a href="https://constitution.laws.com/three-fifths-compromise">https://constitution.laws.com/three-fifths-compromise</a></li> </ul>
<p>Review Topic: Connecting with Past Learning; Les. 2: Founding a New Nation; Text 3 The Struggle over Ratification; P. 3 Para. 2 Importance of Bill of Rights Ls 1--4</p>	<p>Importance of the Bill of Rights. The Bill of Rights protects a wide range of personal freedoms, including freedom of speech, freedom of religion, freedom of the press and of assembly, the right to bear arms as part of “a well-regulated militia,</p>	OF	<ul style="list-style-type: none"> <li>• The 2<sup>nd</sup> Amendment guarantees the right to bear arms, not only as part of a militia but as peaceable citizens. More importantly, it serves as a guarantee that this right shall not be infringed. This provision guarantees the RIGHT of the people to keep and bear arms without interference by the federal government.</li> <li>• W. Cleon Skousen, <i>The Making of America</i>, (Idaho: National Center for Constitutional Studies, 2007.), 694- 695.</li> </ul>

<p>Review Topic: Connecting with Past Learning; Les. 2: Founding a New Nation; United States Constitution; 1<sup>st</sup> Amendment</p>	<p>The guarantee of freedom of religion is both a protection of religious thought and practice and a command of separation of church and state.</p>	<p>IT, S</p>	<ul style="list-style-type: none"> <li>• Thomas Jefferson had no intention of allowing the government to limit, restrict, regulate, or interfere with public religious practices. He believed, along with the other Founders, that the First Amendment had been enacted <i>only</i> to prevent the federal establishment of a national denomination</li> <li>• “The Separation of Church and State” at <a href="https://wallbuilders.com/separation-church-state/">https://wallbuilders.com/separation-church-state/</a></li> <li>• <a href="https://www.forbes.com/sites/billflax/2011/07/09/the-true-meaning-of-separation-of-church-and-state/2/">https://www.forbes.com/sites/billflax/2011/07/09/the-true-meaning-of-separation-of-church-and-state/2/</a></li> <li>• The use of the word “command” is erroneous. <b>The Reviewer suggests the following rewrite: The guarantee of freedom of religion is a protection of religious thought and practice.</b></li> </ul>
<p>Review Topic: Connecting with Past Learnings(1492-1865) Les. 5: The Civil War Review and Assessment: Connecting with Past Learnings: Question 11</p>	<p><b>Trace Development of Civil Rights Movement</b> Use the information from the lessons in this topic and other sources to write a paragraph describing the Thirteenth Amendment. In your paragraph, be sure to explain</p> <ul style="list-style-type: none"> <li>• why the Thirteenth Amendment was needed;</li> <li>• the importance of the Thirteenth Amendment in the development of the civil rights movement.</li> </ul>	<p>FE</p>	<ul style="list-style-type: none"> <li>• The "Connecting with Past Learnings (1492 - 1865)" is a Review Topic.</li> <li>• The Civil Rights Movement has not been taught yet and will not be covered until the second half of this textbook.</li> <li>• The Reviewer suggests the following rewrite: Omit the last portion of the assignment regarding the importance of the Thirteenth Amendment in the development of the civil rights movement.</li> </ul>
<p>Topic I; Reconstruction; Les 1: Plans for Reconstruction; Text 1: Challenges for Reconstruction; P. 4, Para. 2 Ls 5--10</p>	<p>Most leaders of the Republican Party, which at the time dominated the federal government, supported programs to extend full citizenship to African Americans. However, most white southerners opposed the idea. They feared it would undermine their own power and status in society.</p>	<p>OF, HT</p>	<ul style="list-style-type: none"> <li>• The often-repeated narrative that the Democrats are the party of civil rights is wrong. All 8 civil rights acts (the Civil Rights Act of 1866, CRA of 1870, CRA of 1871, CRA of 1875, CRA of 1957, CRA of 1960, CRA of 1964, and the Voting Rights Act of 1965) and 3 civil rights amendments were strongly supported by the Republican Party and poorly to moderately supported or opposed by the Democratic Party. And the Dred Scott Supreme Court decision was seven Democrats voting against two Republicans.</li> <li>• “Constitutional Amendments and Major Civil Rights Acts of Congress Referenced in <i>Black Americans in Congress</i>”</li> <li>• <a href="http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Data/Constitutional-Amendments-and-Legislation/">http://history.house.gov/Exhibitions-and-Publications/BAIC/Historical-Data/Constitutional-Amendments-and-Legislation/</a></li> </ul>

<p>Topic I: Reconstruction; Les 1:Plans for Reconstruction Clash; Text 3: Johnson Presidency and Reconstruction; P 2, Para 3</p>	<p>Black Codes in the South Beginning with the state conventions required by Johnson, southern leaders proceeded to rebuild their prewar world. Many states specifically limited the vote to white men. Some states sent their Confederate officials to the U.S. Congress. All of the states instituted <u>black codes</u>—laws that sought to limit the rights of African Americans and keep them as landless workers.</p>	<p>OF, HT</p>	<ul style="list-style-type: none"> <li>• <a href="#">PAT, I cannot figure out what happened to the Bullets...</a></li> <li>• The Reviewer suggests this rewrite: All of the states instituted Black Codes, which were created by Democrats— laws that sought to limit the rights of African Americans and keep them as landless workers.</li> <li>• Black Codes (later called Jim Crow laws) restricted the freedoms and economic opportunities of blacks. For example, in the four years from 1865-1869, southern Democrats passed “Black Codes” to prohibit blacks from voting, holding office, owning property, entering towns without permission, serving on juries, or racially intermarrying</li> <li>• “Black History Issue 2003” at <a href="https://wallbuilders.com/black-history-issue-2003/#_edn63">https://wallbuilders.com/black-history-issue-2003/#_edn63</a>.</li> <li>• <a href="http://www.legislature.state.al.us/aliswww/ISD/House/ALHousePastSpeakers.aspx">http://www.legislature.state.al.us/aliswww/ISD/House/ALHousePastSpeakers.aspx</a></li> </ul>
<p>Topic 2: Industry and Immigration: Les. 2: Big Business Rises Interactive Gallery: Captains of Industry</p>	<p>Rockefeller/Carnegie/Gates  (Student can click on the photo of each person to find out each person's contributions.)</p>	<p>OF, HT</p>	<ul style="list-style-type: none"> <li>• The Interactive Gallery is misleading by including Bill Gates in the Captains of Industry (1865—1924) section.</li> <li>• The Reviewer suggests the following rewrite: Omit Gates since he is not from the era covered in this history Topic called: Industry and Immigration (1865-1924) Include an interactive photo of Vanderbilt, as he was discussed in the textbook.</li> <li>• Pearson/United States History: Reconstruction to the Present: Topic 2/Lesson 2/Text 2 P. 2 Furthermore, many successful business leaders, like Carnegie, Rockefeller, and Vanderbilt, were important philanthropists.</li> </ul>
<p>Topic 2: Industry and Immigration; Les.3: The Organized Labor Movement; Text 2: The Growth of Labor Unions; P 3, Para.1</p>	<p>Socialism Influences Labor In the 1830s, a movement called <u>socialism</u> spread throughout Europe. Socialism is an economic and political philosophy that favors public, instead of private, control of property and income. Socialists believe that society at large, not just private individuals, should take charge of a nation’s wealth. That wealth, they argue, should be distributed equally to everyone.</p>	<p>OF, HT</p>	<ul style="list-style-type: none"> <li>• The dangers of Socialism must be included in this section so that the student does not take the threat of Socialism as lightly as it appears in this text.</li> <li>• <b>The Reviewer suggests that some of the following material be included.</b></li> <li>• <b>Violation of the Declaration of Independence and/or Constitution</b></li> <li>• <b>Any form of centralized planning (economically and behaviorally)</b></li> <li>• <b>Price or currency manipulation or control through either laws or regulations</b></li> <li>• <b>Behavioral controls through either laws or regulation which are not enumerated in the Constitution or violate</b></li> </ul>

			<p><b>the Fundamental Rights articulated in the Declaration of Independence</b></p> <ul style="list-style-type: none"> <li>• Any confiscation of property</li> <li>• Any communal sharing of resources other than people freely and willingly participating</li> <li>• Any redistribution of another’s property other than people freely and willingly sharing their property and resources</li> <li>• Any coercion and/or seizure of a citizen’s property, behavior, or resources</li> <li>• <a href="https://finance.townhall.com/columnists/jimhuntzinger/2018/01/30/what-is-socialism-n2441749">https://finance.townhall.com/columnists/jimhuntzinger/2018/01/30/what-is-socialism-n2441749</a></li> </ul>
Topic 2: Industry and Immigration; Les.3: The Organized Labor Movement; Text 2: The Growth of Labor Unions; P 3, para.2 Ls 6-7	The wealthy in particular opposed socialism because it threatened their fortunes	S	<ul style="list-style-type: none"> <li>• The wealthy opposed Socialism because they desired to protect the fortunes that they earned by their own hard work.</li> <li>• ...the Socialist-Marxist way in which what matters is not the people but the State. In which property and savings are taken from the people instead of being more widely held among them.</li> <li>• “Margaret Thatcher Exposed The Infantile Illusions Of Socialism” by Kyle Smith, April 10, 2013 at</li> <li>• <a href="https://www.forbes.com/sites/kylesmith/2013/04/10/margaret-thatcher-exposed-the-infantile-illusions-of-socialism/#5a0492becaf2">https://www.forbes.com/sites/kylesmith/2013/04/10/margaret-thatcher-exposed-the-infantile-illusions-of-socialism/#5a0492becaf2</a></li> </ul>
Topic 2: Industry and Immigration; Les 4: The New Immigrants; Text 3: Social Issues Affecting Immigrants; P. 4, Para. 2, Ls 1--4	New Immigrants Face Hostility. Accepting immigrants into American society was not always easy. Newcomers often faced <u>nativism</u> , which was a tendency towards preferring native-born, white Americans over "new" immigrants	OF, HT, S	<ul style="list-style-type: none"> <li>• Nativism is defined as: “The <u>political idea</u> that <u>people</u> who were <u>born</u> in a <u>country</u> are more <u>important</u> than <u>immigrants</u>.”</li> <li>• <a href="https://dictionary.cambridge.org/us/dictionary/english/nativism">https://dictionary.cambridge.org/us/dictionary/english/nativism</a></li> <li>• Nineteenth-century nativism in the United States contained a strong anti-Catholic strain, since many of the newly arrived immigrants hailed from predominantly Roman Catholic countries. Although both religion and ethnicity helped identify targets of nativist bias, its motivations were often economic</li> <li>• <a href="https://www.scholastic.com/teachers/articles/teaching-content/nativism-america-and-europe/">https://www.scholastic.com/teachers/articles/teaching-content/nativism-america-and-europe/</a></li> <li>• <b>The Reviewer suggests this re-write: Newcomers often faced nativism, which was a tendency towards preferring native-born Americans over “new” immigrants.</b></li> </ul>

			<ul style="list-style-type: none"> <li>There is no mention of the race of the Americans who claimed to be nativists. Therefore, the term “white Americans” should not be included.</li> </ul>
<p>Topic 2: Industry and Immigration (1865-1914): Les 6: New Ways of Life Text 1: Free Enterprise Improved Life P.5/Para.2/Sent.2 Ls. 2--6</p>	<p>The rich were richer than ever before, and the middle class tried to imitate their lifestyle. Factory-produced clothing and prepackaged food gave homemakers a break from some activities, but rising expectations of cleanliness and more complicated meals meant that they spent more time on those tasks.</p>	IT	<ul style="list-style-type: none"> <li>The motivations of the people during this period cannot be determined as: "imitate", "gave a break" or "rising expectations".</li> <li><b>The Reviewer suggests the following rewrite: “As the rich became even more successful and because of the rise of the middle class, people began to purchase factory-produced items such as food and clothing. These conveniences allowed homemakers to spend more time on other tasks.”</b></li> </ul>
<p>Topic 3: Challenges in the Late 1800s (1865-1900) Introduction: Essential Question: What are the challenges of diversity?</p>	<p>Essential Question What are the challenges of diversity? What other types of diversity in the United States today can you think of? Why might so many differences be a benefit? How can they be challenging?</p>	S, B	<ul style="list-style-type: none"> <li>The publisher is asking students to think of other types of diversity "today". This topic does not reflect the text of the U.S. History portion called "Challenges in the Late 1800's".</li> <li><b>The Reviewer suggests the following rewrite: Leave the Essential Question as given. Omit the last paragraph of “What other types of diversity in the United States today can you think of? Why might so many differences be a benefit? How can they be challenging?”</b></li> </ul>
<p>Topic 3: Challenges in the Late 1800s; Les. 1: American Indians Under Pressure; Text 2: Settlers &amp; Native Americans Collide; P. 2; Para 2; Ls1--4</p>	<p>In 1862, while the Civil War raged in the East, a group of Sioux Indians resisted threats to their land rights by attacking European-American settlements in eastern Minnesota. In several attacks, the Sioux killed more than 400 settlers.</p>	S, B	<ul style="list-style-type: none"> <li>The use of the term “European Americans” appears to be an attempt to guide the student to think disparagingly about the people who developed the frontier.</li> <li><b>The Reviewer suggests the following rewrite: “ ...a group of Sioux Indians resisted threats to their land rights by attacking frontier settlements in eastern Minnesota.”</b></li> <li>(Samuel) Clemens was preceded by tens of thousands of anonymous fur trappers, cowboys, loggers, fishermen, farmers, miners, teacher, soldiers, government officials and business entrepreneurs, in addition to Mormons, Jesuits, Methodists and other missionaries.</li> <li>In the 1860s, while Civil War raged “back east,” Clemens and a new generation headed west.</li> <li>Larry Schweikart and Michael Allen, <i>A Patriot’s History of the United States</i> (New York: Sentinel, 2004.), 392</li> </ul>
<p>Topic 3: Challenges in the Late 1800s (1865-1900)</p>	<p>Most Native Americans were disappointed with the reservations on which they were living and had little trust that the government would keep its promises. Chief Piapot, an Indian leader in</p>	HT	<ul style="list-style-type: none"> <li>Chief Piapot was a leader in Canada. This entry has no relevance to United States history.</li> </ul>

<p>Lesson 1: American Indians Under Pressure Text 2 Settlers and Native American Collide P.5/ Para. 2/ Ls2--6</p>	<p>Canada facing a similar situation with the government there, offered his viewpoint:</p>		<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite: Omit this entry.</b></li> </ul>
<p>Topic 3: Challenges in the Late 1800s; Les 1: American Indians Under Pressure; Text 4: Government Encourages Assimilation; photo on left side of page</p>	<p>&gt;&gt; A Native American family poses unhappily at the Warm Springs Reservation in Oregon, visual evidence of the discontent created by the policy of relocating Indians to reservations.</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• There is no way to tell whether the two men in the photo are happy or unhappy. Nor is there any way to know what the men were thinking. This is conjecture on the part of the publisher and is misleading.</li> <li>• <b>The Reviewer suggests the following rewrite: “A Native American family poses at the Warm Springs Reservation in Oregon.”</b></li> </ul>
<p>Topic 3: Challenges in the Late 1800s (1865-1900) Lesson 2. The West is Transformed Text 5: Struggles and Change Across the West P.3/ Para. 1/ Sent. All</p>	<p>Ethnic tensions often lurked beneath the surface. Many foreign-born white people sought their fortunes on the American frontier, especially in the years following the mid-century revolutions in Europe. Their multiple languages joined the mix of several dozen Native American language groups. Differences in food, religion, and cultural practices reinforced each group’s fear and distrust of the others. But mostly it was in the larger cities or towns that discrimination was openly displayed. Chinese immigrants, Mexicans, and Mexican Americans were most often its targets.</p>	<p>S, B</p>	<ul style="list-style-type: none"> <li>• It appears that the publisher is suggesting to the student that white settlers were the basis for tension, fear and distrust.</li> <li>• <b>The Reviewer suggests the following rewrite of the second sentence: Many settlers sought their fortunes on the American frontier, especially in the years following the mid-century revolutions in Europe.</b></li> </ul>
<p>Topic 3: Challenges in the Late 1800s; Les. 2: The West is Transformed; Text 5: Struggles and Change Across the West; P. 4; Para/1: Ls. 1--3</p>	<p>The following year, the 1890 national census revealed the extent of population growth in the West when it concluded that there was no longer a square mile of the United States that did not have at least a few white residents.</p>	<p>HT, OF, S, B</p>	<ul style="list-style-type: none"> <li>• The description used, “white residents,” is unnecessary and suggests to the student that only the white people were responsible for the growth on the frontier.</li> <li>• <b>The Reviewer suggests the following rewrite: Delete the entire sentence.</b></li> <li>• Additionally, it is not possible to accurately relate the races of the settlers on the frontier:</li> <li>• “On January 10, 1921, a fire in the Commerce Department building, Washington, DC, resulted in the destruction of most of the 1890 census. Over 99% of the 1890 census records were destroyed by fire and flooding. Of the</li> </ul>

			<p>62,979,766 people enumerated a total of 6,160 names could be extracted.”</p> <ul style="list-style-type: none"> <li>• “1890 Census” at: <a href="https://www.censusrecords.com/content/1890_census">https://www.censusrecords.com/content/1890_census</a></li> </ul>
<p>Topic 4: America Comes of Age; Les.1 Progressives Drive Reform; Text 1: The Progressive Era Begins: P. 2, Para. 2</p>	<p>Progressive Beliefs and Influences What the Progressives shared in common was a belief that industrialization and urbanization had created troubling social and political problems. Progressives wanted to bring about reforms that would correct what they saw as problems and injustices. They encouraged their state legislatures and the federal government to enact laws to address the issues faced by the poor. Progressives wanted to use logic and reason to make society work in a more efficient and orderly way. Many, motivated by religious faith, sought social justice.</p>	OF, S	<ul style="list-style-type: none"> <li>• The paragraph misrepresents the nature of the reforms to the students. The progressive reforms were actually the promotion/implementation of Socialism, the destruction of American exceptionalism and the Constitution and the growth of big government bureaucracies.</li> <li>• It was a total rejection in theory, and a partial rejection in practice, of the principles and policies on which America had been founded and on the basis of which the Civil War had been fought and won only a few years earlier.</li> <li>• While the Progressives differed in their assessment of the problems and how to resolve them, they generally shared in common the view that government at every level must be actively involved in these reforms. The existing constitutional system was outdated and must be made into a dynamic, evolving instrument of social change, aided by scientific knowledge and the development of administrative bureaucracy.</li> <li>• “The Progressive Movement and the Transformation of American Politics” at <a href="https://www.heritage.org/political-process/report/the-progressive-movement-and-the-transformation-american-politics">https://www.heritage.org/political-process/report/the-progressive-movement-and-the-transformation-american-politics</a></li> </ul>
<p>Topic 4: America Comes of Age; Lesson 1: Progressives Drive Reform; Text 3: Reformers Impact Society; Page 1, Para. 2; Ls. 4--6</p>	<p>He blended ideas from German socialism and American Progressivism to form what he called the <u>Social Gospel</u>.</p>	OF	<ul style="list-style-type: none"> <li>• The Social Gospel was “the use of religion as a rationale for solving many social problems. In this way, taxes were not about simply raising revenue; rather, they were a means of punishing the wealthy for the “sin” of greed and accumulation.”</li> <li>• Glenn Beck, <i>Broke</i> (New York: Mercury Radio Arts, 2010), 52</li> </ul>
<p>Topic 4: America Comes of Age; Lesson 1: Progressives Drive Reform; Text 3: Reformers Impact</p>	<p>Educator John Dewey criticized American schools for teaching children to memorize facts but not to think creatively. Dewey wanted schools to teach new subjects such as history and geography, as well as practical skills like cooking and carpentry. His ideas were not</p>	HT, OF	<ul style="list-style-type: none"> <li>• The rest of Dewey’s philosophy must be included in the textbook.</li> <li>• Dewey applied humanism to education: as a result, American educators abandoned the teaching of moral absolutes and encouraged children to “follow their animal instincts” and to practice “self-expression” in the classroom.</li> </ul>

<p>Society; Page 6: Para. 1; Ls. 1—5.</p>	<p>adopted at once, but in later years, many states put them into effect.</p>		<ul style="list-style-type: none"> <li>• But by the middle of the 20th century, Dewey's progressive education had permeated much of the American educational system, resulting in a lack of academic learning and a dearth of moral values among the students exposed to it."</li> <li>• Michael R. Lowman, <i>United States History in Christian Perspective: Heritage of Freedom</i>, (Pensacola: Abeka Books, 2009), p.419.</li> <li>• Writing in <i>Impressions of Soviet Russia and the Revolutionary World (1928)</i>, Dewey digs into education in the communist country and its examples for America. Ultimately, he comes to the conclusion that only in a communist society can the kind of education reform he envisioned be achieved. What is worrisome, too, is how often he recognizes that the education system is knowingly set against the family and individualism.</li> <li>• <b>The Reviewer suggests incorporating a portion of this material in the chapter dealing with John Dewey.</b></li> <li>• <a href="http://www.intellectualltakeout.org/blog/when-father-modern-american-education-thought-soviet-schools-were-best-example">http://www.intellectualltakeout.org/blog/when-father-modern-american-education-thought-soviet-schools-were-best-example</a></li> </ul>
<p>Topic 4: America Comes of Age (1890-1920) Lesson 2: Women Gain Rights Text 1: Expanding Opportunities for Womeen P.1/Para.2/All</p>	<p>In the early 1900s, more and more middle-class women wanted to do more than fulfill their roles as wives and mothers. They were ready to do other tasks besides the important ones of raising children, cooking meals, keeping the home clean, and caring for family members. They wanted to expand their role in the community.</p>	<p>HT</p>	<ul style="list-style-type: none"> <li>• As it is not possible to document what women wanted in the 1900's, it appears that this is the publisher's opinion, presented as fact.</li> <li>• <b>The Reviewer suggests this rewrite: In the opinion of some historians, more and more middle-class women wanted to do more than fulfill their roles as wives and mothers.</b></li> </ul>
<p>Topic 4: America Comes of Age; Les. 2: Women Gain Rights; Interactive Reading Notepad; #3: Cite Evidence</p>	<p>Why did Margaret Sanger view birth control as a woman's rights issue? Look for evidence throughout the text to explain.</p>	<p>HT, OF</p>	<ul style="list-style-type: none"> <li>• Sanger did not see birth control as a woman's rights issue, but more of a method to support her belief in eugenics.</li> <li>• In reality, Sanger associated birth control with population control, particularly among the unfit. Birth control and sterilization could be used to weed out the poor.</li> <li>• She viewed birth control as a means of "weeding out the unfit," aiming at the creation of a superman</li> <li>• Larry Schweikart and Michael Allen, <i>A Patriot's History of the United States</i> (New York: Sentinel, 2004.), 531-532</li> <li>• <b>The Reviewer suggests that this assignment be deleted.</b></li> </ul>

<p>Topic 4: America Comes of Age; Les. 2: Women Gain Rights; Flipped Video: 3:12—3:18</p>	<p>What are the most effective ways of gaining a voice in government? Are more drastic measures sometimes necessary?</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• The phrase “more drastic measures” suggests to the student that violence could be an effective way to gain a voice, as seen in today’s society.</li> <li>• <b>The Reviewer suggests the following rewrite: What are the most effective ways of gaining a voice in government.” Delete the second sentence.</b></li> </ul>
<p>Topic 4: America Comes of Age; Les. 2: Women Gain Rights; Text 1: Expanding Opportunities for Women; P. 6; Para.1</p>	<p>Nurse <u>Margaret Sanger</u> thought that family life and women’s health would improve if mothers had fewer children. In 1916, Sanger, herself one of 11 children, opened the country’s first birth-control clinic. Very controversial at the time, Sanger was jailed several times as a “public nuisance” for distributing information about birth control. But federal courts eventually said doctors could give out information about family planning. In 1921, Sanger founded the American Birth Control League to make this information available to more women.</p>	<p>HT, OF</p>	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests that this entry be deleted.</b></li> <li>• Sanger published a paper called <u>The Woman Rebel</u> that advocated controls on the procreation of those she deemed unfit, including Jews and Italians.</li> <li>• The most merciful thing a large family could do to a new baby was to kill it. She attacked charity as enabling the dregs of society to escape natural selection. Benevolence encouraged the “perpetuation of defectives, delinquents and dependents.</li> <li>• Claiming that black children were “destined to be a burden to themselves, to their family, and ultimately to the nation,” Sanger reveled herself as a full-fledged racist.</li> <li>• Larry Schweikart and Michael Allen, <i>A Patriot’s History of the United States</i> (New York: Sentinel, 2004.), 531-532</li> </ul>
<p>Topic 4: America Comes of Age; Les. 3: Striving for Equality; Text 1: Minorities Face Challenge in the Progressive Era; P. 2: Ls 4--7</p>	<p>They advised immigrants how to dress like white middle-class Americans and pushed them to replace the foods and customs of their homelands with Protestant practices and values.</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• This appears to be an attempt to guide the student into a negative image of white Americans and Protestant values.</li> <li>• <b>The Reviewer suggests the following rewrite: They advised immigrants how to dress like Americans and pushed them to replace the foods and customs of their homelands with the Judeo-Christian practices and values upon which the country was founded.</b></li> </ul>
<p>Topic 4: America Comes of Age; Les. 4: Reformers in the White House; Text 5: Progressive’s Legacy; P. 2: Para. 3</p>	<p>It is true that many of the problems identified by the Progressives still plague us today. There are still dishonest sellers, unfair employment practices, and problems in schools, cities, the environment, and public health. However, the Progressive reformers passed on the idea that government can take action to help people and private enterprise fix those problems.</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• This paragraph unfortunately leads the student to believe that the government and not the individual is the solution to all problems.</li> <li>• “It makes no sense, Wilson wrote, to limit government in an effort to protect the people from the very manifestation of their own organic will. This need to unfetter the state so that its scope can become whatever the current historical spirit demands means undoing the various institutional limits that early American constitutionalism had placed on state power.”</li> <li>• “Consent of the governed comes in the realm of traditional politics. The disparagement of politics in favor of</li> </ul>

			<p>administration moves the focal point in government away from popular consent and into the hands of unelected “experts.” Such a shift marks the origin of American government today, where more policy is made by bureaucracies than by elected representatives.”</p> <ul style="list-style-type: none"> <li>• “Woodrow Wilson: Godfather of Liberalism” at <a href="https://www.heritage.org/political-process/report/woodrow-wilson-godfather-liberalism">https://www.heritage.org/political-process/report/woodrow-wilson-godfather-liberalism</a></li> </ul>
<p>Topic 4: America Comes of Age (1890-1920) Les. 5: American Influence Grows Flipped Video: Ideas Behind Imperialism Time: Segment 1:53—2:00</p>	<p>1:53 How did those countries justify their efforts to gain control over other nations? 2:00 Simply put, they believed they were superior and the other nations they overtook were inferior. 2:48 You can just imagine what the Japanese people thought of those giant American ships in their harbor.</p>	HT, S	<ul style="list-style-type: none"> <li>• The Narrator states that some countries believed they were superior to others without explaining the reason for this belief.</li> <li>• American imperialism is partly rooted in American exceptionalism, the idea that the United States is different from other countries due to its specific world mission to spread liberty and democracy. This theory often is traced back to the words of 1800s French observer Alexis de Tocqueville, who concluded that the United States was a unique nation, “proceeding along a path to which no limit can be perceived.”</li> <li>• <a href="https://courses.lumenlearning.com/boundless-ushistory/chapter/american-imperialism/">https://courses.lumenlearning.com/boundless-ushistory/chapter/american-imperialism/</a></li> </ul>
<p>American Influence Grows Flipped Video: Ideas Behind Imperialism Time:2:48</p>	<p>2:48 You can just imagine what the Japanese people thought of those giant American ships in their harbor.</p>	HT, S, B	<ul style="list-style-type: none"> <li>• The Narrator is placing bias and contempt for America in the minds of the students with this question and the dramatic way it was asked. The Japanese were already familiar with the sights of their own warships sailing to Hawaii.</li> <li>• The Empire of Japan had started to assert itself in the Pacific and, seeing Hawaii as a threat to her sphere of interest, sent warships to Hawaii and encouraged emigration there.</li> <li>• Larry Schweikart and Michael Allen, <i>A Patriot’s History of the United States</i> (New York: Sentinel, 2004.), 465</li> <li>• The presence of the “giant ships in the harbor” was due to Matthew Perry negotiating a treaty that allowed the United States to trade with Japan.</li> <li>• Pearson Realize:Topic 4: America Comes of Age (1890-1920)Lesson 5: American Influence Grows Text 2: America Begins to Expand P. 4/Quiz</li> </ul>
<p>Topic 4: America Comes of Age (1890-1920)</p>	<p>Some prominent Americans embraced these ideas and began to worry that if the United States remained isolated while European nations</p>	OF, S	<ul style="list-style-type: none"> <li>• The publisher is making a general statement about those who embraced Social Darwinism, making it impossible to discern the actual number or prominence of people who held this belief.</li> </ul>

Les. 5: American Influence Grows Text 1: America on the World Stage P.5/ Ls. 8--11	gobbled up the rest of the world, America would not survive.		<ul style="list-style-type: none"> <li>The Reviewer suggests the following rewrite: Some prominent Americans, including _____, _____, and _____ embraced these ideas and began to worry that if the United States remained isolated, while European nations gobble up the rest of the world, America would not survive.</li> </ul>
Topic 4: America Comes of Age; Les. 5: American Influence Grows: Text 3: The Acquisition of Hawaii; P 1, Ls 6--10	In 1887, American planters convinced King Kalakaua (kah LAH kah oo ah) to amend Hawaii's constitution so that voting rights were limited to only wealthy landowners, who were, of course, the white planters.	B	<ul style="list-style-type: none"> <li>The inclusion of the phrase "were of course the white planters" leads the student to a bias against the Hawaiian planters.</li> <li>The Reviewer suggests the following rewrite: In 1887, American planters convinced King Kalakaua to amend Hawaii's constitution so that voting rights were limited to only wealthy landowners.</li> </ul>
Topic 4: America Comes of Age (1890-1920) Les. 6: The Spanish American War Text 3: The War As a Turning Point P.2/Para.3/Ls. 3--5	He [President McKinley] believed that America had no choice but to "take them all, and to educate the Filipinos, and uplift and civilize . . . them."	OF, HT	<ul style="list-style-type: none"> <li>The entire quote should be included in this section of the text as it shows the religious intent of McKinley when dealing with the Filipinos.</li> <li>"that there was nothing left for us to do but to take them all, and to educate the Filipinos, and uplift and civilize and Christianize them, and by God's grace do the very best we could by them, as our fellow-men for whom Christ also died. Source: General James Rusling, "Interview with President William McKinley,"</li> <li>"<i>President William McKinley</i>" at: <a href="http://historymatters.gmu.edu/blackboard/mckinley.html">http://historymatters.gmu.edu/blackboard/mckinley.html</a></li> </ul>
Topic 4: America Comes of Age; Lesson 6: Spanish-American War; Editable Presentation; Slide #10	African Americans made up approximately 10% of US forces during the Spanish American War. What do you think motivated African Americans to join the armed forces during the Spanish-American war?	B	<ul style="list-style-type: none"> <li>The question about motivation of African Americans to join the armed forces is not proper for the student to evaluate. It appears that the publisher is questioning the reason that African Americans would choose to be patriotic.</li> <li>"If this is our country, then this is our war," wrote African American leader W.E.B. Du Bois. He viewed the struggle as an excellent opportunity to show all Americans the loyalty and patriotism of African Americans</li> <li><b>The Reviewer suggests this rewrite: "African Americans made up approximately 10% of US forces during the Spanish American War."</b></li> <li>PearsonRealize: <i>US History: Reconstruction to the Present</i>. Topic 5, Lesson 2, Text 3.</li> </ul>
Topic 4: America Comes of Age;	Let us all be frank. WE DO NOT WANT THE FILIPINOS. WE WANT THE PHILIPPINES.	S, B	<ul style="list-style-type: none"> <li>This article is inappropriate for use in this textbook. It is the opinion of one newspaper and is filled with prejudice and</li> </ul>

<p>Les. 6: Spanish-American War; Text 4: Effects of US Expansion in Philippines: P. 3; Para. 1</p>	<p>All of our troubles in this annexation matter have been caused by the presence in the Philippine Islands of the Filipinos. . . . The more of them killed the better. It seems harsh. But they must yield before the superior race. —San Francisco <i>Argonaut</i>, 1902</p>		<p>violence. Including this article appears to lead the student to see the United States as a racist country that supports the theory of eugenics.</p> <ul style="list-style-type: none"> <li>• <b>The Reviewer suggests that this article be deleted.</b></li> </ul>
<p>Topic 5: World War I and the 1920's; Introduction: WWI and the 1920's; My Story Video: Louise Brooks, Icon of the Modern Age</p>	<p>The entire video about Louise Brooks</p>	<p>OF, HT, S</p>	<ul style="list-style-type: none"> <li>• To introduce this chapter, a video on WWI or respectable women would be more appropriate instead of an “American motion-picture actress who was noted for her seemingly effortless incarnation of corrupt sensuality in silent-picture roles during the 1920s.”</li> <li>• Louise Brooks American Actress" at <a href="https://www.britannica.com/biography/Louise-Brooks">https://www.britannica.com/biography/Louise-Brooks</a></li> <li>• At 1:53 in the video, the comment about Brooks rejecting Victorian morality and seizing the good things in life seems to suggest to the student that moral values are to be ignored and replaced with hedonism.</li> <li>• In Topic 5, Lesson 7, the Roaring Twenties, the publisher lists women of accomplishment: Florence Allen, Marie Luhring, Rebecca Felton, Nellie Taylor Ross, Gertrude Ederle, Dorothy Arzner, and Phoebe Omlie. <b>The reviewer suggests highlighting one or several of these women in the My Story Video as opposed to Louise Brooks.</b></li> </ul>
<p>Topic 5: World War I and the 1920's; Les. 2: The Home Front During WWI; Text 1: Mobilizing for War; P. 6: Ls 1--9</p>	<p>Wilson appointed <u>George Creel</u> as the director of the CPI. A former journalist and a passionate admirer of American institutions, Creel combined education and a widespread advertising campaign to “sell America.” The CPI distributed 75 million pamphlets and 6,000 press releases, and it assembled an army of 75,000 speakers who gave lectures and brief speeches on America’s war aims and the nature of the enemy. In addition, the CPI designed, printed, and distributed millions of posters that dramatized the needs of America and its allies.</p>	<p>HT, OF</p>	<ul style="list-style-type: none"> <li>• Absent from this information is the true meaning of the CPI—propaganda.</li> <li>• “The CPI was, in short, a vast effort in propaganda.”</li> <li>• “The conscious and intelligent manipulation of the organized habits and opinions of the masses is an important element in democratic society,” <u>Bernays wrote</u> a few years after the war. “Propaganda is the executive arm of the invisible government.”</li> <li>• “How Woodrow Wilson’s Propaganda Machine Changed American Journalism” at <a href="https://www.smithsonianmag.com/history/how-woodrow-wilsons-propaganda-machine-changed-american-journalism-180963082/">https://www.smithsonianmag.com/history/how-woodrow-wilsons-propaganda-machine-changed-american-journalism-180963082/</a></li> </ul>
<p>Topic 5: World War I and the 1920s</p>	<p>How did the nation of Iraq function after World War I?</p>	<p>IT</p>	<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite: Delete this entire passage as it deals with world history and not American history.</b></li> </ul>

Les. 3: The End of World War I Text 3: The Paris Peace Conference: P.5 Quiz			
Topic 5: World War I and the 1920's; Les. 4: The Postwar Economy Booms; Economic Growth in the 1920's; P. 4, Para. 2	If the wealthy believed that the country had entered an age of permanent prosperity, the "other Americans" saw things differently.	S	<ul style="list-style-type: none"> <li>The term "other Americans" creates a division of the country, a separation between economic classes which the publisher appears to be propagating.</li> <li><b>The Reviewer suggests the following rewrite: Some Americans believed that the country had entered an age of permanent prosperity while other Americans saw things differently.</b></li> </ul>
Topic 5: World War I and the 1920s Les. 6: An Unsettled Society Text 1: Americans Debate New Ideas and Values P. 2, Para 2. All	Rural and urban Americans differed in their attitudes toward formal education. In rural America, prolonged formal education had not seemed vital. Farmers expected their children to master the "Three R's"—reading, writing, and arithmetic. But beyond that, having a formal education was not vital to the many farm tasks that needed to be done. Muscle, endurance, and knowledge of crops and animals seemed more important to farmers than abstract knowledge learned from books	OF, S	<ul style="list-style-type: none"> <li>The authors appear to be suggesting that rural life is inferior to urban life.</li> <li>Intellectuals may have brought the new pragmatism and secular scientific approach to life's challenges, but middle America had not. Jean Godot, a Belgian immigrant wrote: "I am thankful for Cedar Falls and all 391 residents. I'd like to learn to be like the best of them and avoid the bad habits of the worst of them."</li> <li>The words of immigrants like Godot, "I love America for giving so many of us the right to dream a new dream" were as lost on the muckrakers as they were on many modern historians obsessed with class, race and gender oppression.</li> <li>Larry Schweikart and Michael Allen, <i>A Patriot's History of the United States</i> (New York: Sentinel, 2004.), 462</li> </ul>
Topic 5: World War I and the 1920s Les. 6: An Unsettled Society Text 1: Americans Debate New Ideas and Values P.4, Para1, L7	According to fundamentalists, this theory clashed with the description of creation in <i>their</i> Bible.	S, B	<ul style="list-style-type: none"> <li><b>The Reviewer suggests the following rewrite: According to fundamentalists, this theory clashed with the description of creation in <i>the</i> Bible.</b></li> </ul>
Topic 5: World War I and the 1920's; L.7: The Roaring Twenties; Text3: Role of	During the decade, women tended to live longer, marry later, and have fewer children, freeing their time to pursue other interests.	S	<ul style="list-style-type: none"> <li>"Freeing their time to pursue other interests" suggests to the student that marriage and family are not as important as outside interests.</li> </ul>

<p>Women Changes; P/ 4 Para. 2 Ls 2--4</p>			<ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite: “During the decade, women tended to live longer, marry later and have fewer children.”</b></li> </ul>
<p>Topic 5: World War I and the 1920’s; L.8: Harlem Renaissance: Text 1: Support for Black Nationalism in Urban Areas; P. 4, Para 2, Ls 1--3</p>	<p>Although Garvey’s movement died, his ideas did not fade. The nationalist and separatist aspects of the Nation of Islam and the Black Power movement in the 1960s borrowed from Garvey’s ideas.</p>	<p>OF, HT</p>	<ul style="list-style-type: none"> <li>• The two groups that followed Garvey are both advocates of violence. <b>The Reviewer suggests the following rewrite: The nationalist and separatist aspects of the Nation of Islam and the Black Power movement in the 1960s borrowed from Garvey’s ideas. However, both groups advocate violence toward non-Muslims and non-Blacks.</b></li> <li>• In a July 2015 <a href="#">sermon</a> at Mt. Zion Baptist Church in Miami, Farrakhan issued what was, in essence, a call for black people to murder whites who allegedly oppress and terrorize them: So if the federal government won’t intercede in our affairs, then we must rise up and kill those who kill us; stalk them and kill them and let them feel the pain of death that we are feeling!”</li> <li>• “Louis Farrakhan” at <a href="http://www.discoverthenetworks.org/individualProfile.asp?idid=1325">http://www.discoverthenetworks.org/individualProfile.asp?idid=1325</a></li> <li>• Martin Luther King, Jr., believed that Black Power was “essentially an emotional concept” that meant “different things to different people,” but he worried that the slogan carried “connotations of violence and separatism” and opposed its use (King, 32; King, 14 October 1966). The controversy over Black Power reflected and perpetuated a split in the civil rights movement between organizations that maintained that nonviolent methods were the only way to achieve civil rights goals and those organizations that had become frustrated and were ready to adopt violence and black separatism.</li> <li>• “Black Power” at <a href="https://kinginstitute.stanford.edu/encyclopedia/black-power">https://kinginstitute.stanford.edu/encyclopedia/black-power</a></li> </ul>
<p>Topic 6: The Great Depression and the New Deal (1928—1941) Introduction: Essential Question.</p>	<p>It (Federal government) regulates and controls private enterprise and also provides direct assistance in the form of subsidies to farmers, unemployment insurance, and healthcare.</p>	<p>FE</p>	<ul style="list-style-type: none"> <li>• The employer pays total cost of unemployment insurance. The only federal subsidy is one half of any extended benefits Unemployment Insurance (UI) is a federal-state program jointly financed through Federal and state employer payroll taxes (federal/state UI tax). Generally, employers must pay both state and Federal unemployment taxes...</li> </ul>

			<ul style="list-style-type: none"> <li>• “Unemployment Insurance Tax Topic” at <a href="https://workforcesecurity.doleta.gov/unemploy/uitaxtopic.asp">https://workforcesecurity.doleta.gov/unemploy/uitaxtopic.asp</a></li> </ul>
Topic 6: The Great Depression and the New Deal (1928-1941) <a href="#">Introduction: The Great Depression and the New Deal</a>	Essential Question: What should governments do?	IT	<ul style="list-style-type: none"> <li>• The whole discussion on this question talks about the government today. The Topic, The Great Depression, discusses the years 1928—1941.</li> <li>• <b>The Reviewer suggests the following rewrite: Delete this question.</b></li> </ul>
Topic6 The Great Depression and the New Deal: Les 3: Two Presidents; Text 2: Challenging Economic Times Lead to Protest; P. 2. Ls 1-4	Fascist appeals from the political right also failed to hold any attraction. Economic troubles in Europe contributed to the rise to power of fascist leaders like Benito Mussolini in Italy and Adolf Hitler in Germany.	FE	<ul style="list-style-type: none"> <li>• Fascism is a left-wing organization.</li> <li>• Back in the 1920s, however, when Fascism was a new political development, it was widely -- and correctly -- regarded as being on the political left.</li> <li>• Mussolini, the originator of Fascism, was lionized by the left, both in Europe and in America, during the 1920s.</li> <li>• What Socialism, Fascism and other ideologies of the left have in common is to... impose those decisions by government fiat.</li> <li>• <a href="http://townhall.com/columnists/thomassowell/2012/06/12/socialist_or_fascist">http://townhall.com/columnists/thomassowell/2012/06/12/socialist_or_fascist</a></li> </ul>
Topic 6 The Great Depression and the New Deal: Les. 4; The New Deal Expands; Text 1: Expanding New Deal Programs; P. 5; Para 1; Ls. 4--6	Widows received smaller benefits than widowers, because people presumed that elderly women could manage on less money than elderly men.	S	<ul style="list-style-type: none"> <li>• The publisher does not show documentation to back up the statement that “presumed that elderly women could manage on less money than elderly men.” This appears to be an editorial opinion presented as fact.</li> <li>• <b>This Reviewer suggests the following rewrite: Widows received smaller benefits than widowers.</b></li> </ul>
Topic 7: World War II: Lesson 1: Rise of Aggressive Dictators, Text 2: Strict Regimes in the Soviet Union and Italy, P. 1, 2 <sup>nd</sup> Para, Last sentence	His efforts to transform the Soviet Union into an industrial power and form state-run collective farms resulted in the deaths of at least 10 million people. Under picture of Stalin on the left, on the same page: “One of the most powerful dictators in history, Stalin ruled with absolute authority. Many historians think that he was responsible for the deaths of some 20 million people.”	FE, S	<ul style="list-style-type: none"> <li>• The number of 10 million in the text and then 20 million in the sidebar are contradictory.</li> <li>• Estimates of the death toll vary widely, from 3.5-8 million (G Ponton) at the low end to 60 million (A Solzhenitsyn).</li> <li>• Today, most historians seem to have settled on a total of about 20 million.</li> <li>• <a href="https://historyofrussia.org/stalin-killed-how-many-people/">https://historyofrussia.org/stalin-killed-how-many-people/</a></li> </ul>

<p>Topic 7: World War II: Lesson 7: The Holocaust: Text 2: Hitler's "Final Solution Quiz page 7</p>	<p>The initial purpose of the Nazi concentration camps was supposedly to</p> <p>A. provide the “Final Solution to the Jewish Question.”</p> <p>B. protect German Jews from anti-Semitic violence.</p> <p>C. process the forced deportation of German Jews to other countries.</p> <p>D. transform “undesirables” into productive members of society.</p>	<p>FE</p>	<ul style="list-style-type: none"> <li>• Quiz question on p. 7 gives an incorrect answer. The correct answer should be answer should be “<b>D</b>” <b>transform “undesirables” into productive members of society.</b></li> <li>• <i>In theory, the camps were designed not to kill prisoners, but to turn them into "useful members" of the Third Reich.</i> 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.</li> <li>• Topic 7 World War II: Lesson 7: The Holocaust: Text 2: Hitler’s Final Solution Page 2 Para. 2; Lines 1-2.</li> </ul>
<p>TOPIC 7: World War II (1931-1945) Teacher Resources, Course Answer Key, 11. Analyze Decisions</p>	<p><b>11. Analyze Decisions</b></p> <p>Write a paragraph analyzing President Truman's decision to drop atomic bombs on two Japanese cities. Describe the decision and the decision-making process Truman used to reach it.</p> <p><i>Students' responses should demonstrate an understanding that U.S. pilots dropped an atomic bomb on Hiroshima on August 6, 1945, and that within two minutes, more than 60,000 of Hiroshima's 344,000 residents were dead or missing; that on August 9, the Soviet Union declared war against Japan and invaded Japanese-held Manchuria and the United States dropped a second atomic bomb on Nagasaki, killing 35,000 residents; that, in response, Emperor Hirohito announced Japan's decision to surrender on August 15, which the Allies celebrated as V-J (Victory in Japan) Day; and that Japan officially surrendered on September 2 aboard the USS Missouri.</i></p>	<p>HT, S</p>	<ul style="list-style-type: none"> <li>• The Guidelines are devised to lead the students to a slanted conclusion.</li> <li>• Truman dropped the bombs to save Japanese and American lives. The Japanese people were starving to death. A strong message had to be sent to the Emperor to end the war.</li> <li>• During World War II, American bombers <u>dropped</u> millions of leaflets over Japan to warn citizens of events such as upcoming bombings and surrender terms.</li> <li>• Partial translation of text on the back:</li> <li>• These leaflets are being dropped to notify you that your city has been listed for destruction by our powerful air force. The bombing will begin within 72 hours. This advance notice will give your military ample time to take the necessary defensive measure to protect you from our inevitable attack. Watch and see how powerless they are to protect you. We give the military clique this notification of our plans because we know there is nothing they can do to stop our overwhelming power and our iron determination. We want you to see how powerless the military is to protect you.</li> <li>• Bill O’Reilly and Martin Dugard, <i>Killing the Rising Sun</i> (New York: Henry Holt and Co, 2016) 165</li> </ul>
<p>TOPIC 7: World War II (1931-1945) Lesson 8: Impact of World War II, Teacher Resources, Lesson Answer Key,</p>	<p><b>9. Draw Conclusions</b> Why does the power of the government tend to increase during wartime? Give two examples from your reading.</p> <p><i>In order to win a war, the government takes control of resources and tries to control public opinion. Examples include censorship and wartime economic measures such as rationing. The President often needs to make rapid</i></p>	<p>HT</p>	<ul style="list-style-type: none"> <li>• The text does not present the fact that FDR broke the law when he declared war; and consequently, succeeding Presidents likewise broke the law, prompting the following:</li> <li>• War Powers Resolution - November 7, 1973 <ul style="list-style-type: none"> <li>○ Joint Resolution Concerning the War Powers of Congress and the President.</li> </ul> </li> </ul>

<p>Interactive Reading Notepad: Impact of World War II, 9. Draw Conclusions</p>	<p><i>military decisions, and there is not always enough time to gain the full consent of Congress.</i></p>		<ul style="list-style-type: none"> <li>○ Resolved by the Senate and the House of Representatives of the United States of America in Congress assembled,</li> <li>○ SHORT TITLE</li> <li>○ SECTION 1. This joint resolution may be cited as the "War Powers Resolution".</li> <li>○ CONSULTATION</li> <li>○ SEC. 3. The President in every possible instance shall consult with Congress before introducing United States Armed Forces into hostilities or into situation where imminent involvement in hostilities is clearly indicated by the circumstances, and after every such introduction shall consult regularly with the Congress until United States Armed Forces are no longer engaged in hostilities or have been removed from such situations.</li> <li>● "War Powers Resolution" at <a href="http://avalon.law.yale.edu/20th_century/warpower.asp">http://avalon.law.yale.edu/20th_century/warpower.asp</a></li> </ul>
<p>Topic 7: World War II (1935-1945) Lesson 5: The Home Front Text 1: Patriotism on the Home Front Pg 1, Para 1</p> <p>Pg 4 Par 1</p> <p>Pg 6 Par 1</p>	<p>While fathers, sons, husbands, and brothers served overseas, their families served on the home front. Every American, regardless of age or background, was expected to help boost morale and make sacrifices to shoulder the cost of the war. The war effort stirred patriotism and caused ordinary citizens to take exceptional actions.</p> <p>Raising Morale Worry about family and friends fighting overseas and sacrifices on the home front took a toll on morale. The federal Office of War Information (OWI) worked closely with the media to encourage support of the war effort. The OWI tried to spotlight common needs, minimize racial and economic divisions, and downplay problems of poverty and crime. Under the OWI's guidance, the radio, print, and film industries reminded Americans that they were in a struggle between dictatorship and democracy.</p> <p>Encouraged by government and media, Americans voluntarily contributed to the war</p>	<p>OF, B</p>	<ul style="list-style-type: none"> <li>● Completely omitted from the text: Firm reliance on God.</li> <li>● During the war, many American, led by the President, military leaders and soldiers, elected officials and clergy, prayed to God daily. Cinema films often showed people praying. <a href="http://ww2today.com/10th-august-1941-">http://ww2today.com/10th-august-1941-</a></li> <li>● FDR &amp; Churchill: (<a href="http://www.wallbuilders.com/libissuesarticles.asp?id=144635">churchill-and-roosevelt-pray-together</a>)</li> <li>● F.D. Roosevelt: Prayers: 12/8/1941; 12/21/1941; 12/24/1941; 6/6/1944</li> <li>● <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=144635">http://www.wallbuilders.com/libissuesarticles.asp?id=144635</a></li> <li>● <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=162093">http://www.wallbuilders.com/libissuesarticles.asp?id=162093</a></li> <li>● Gen. Eisenhower: Prayers: 6/6/1944</li> <li>● <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=144598">http://www.wallbuilders.com/libissuesarticles.asp?id=144598</a></li> <li>● <a href="http://www.pattonhq.com/prayer.html">Gen. George Patton: Prayers: 12/8/1944</a></li> </ul>

	<p>effort in dozens of large and small ways. They took new jobs and worked overtime at them. Retired citizens went back to work to help out. Americans bought war bonds and paid higher taxes. They volunteered for the Red Cross, manning blood banks, rolling bandages, and sending millions of care packages to soldiers overseas. They collected paper, scrap metal, and cooking fat to recycle for the effort. Instead of buying new, many people followed the motto "Use it up, wear it out, make it do, or do without."</p>		
<p>Topic 8: Postwar America (1945-1960), Less. 1, Text 1, P.1, 3rd Para, 3rd sen.</p>	<p>The United States was a capitalist democracy.</p>	<p>FE</p>	<ul style="list-style-type: none"> <li>• The U.S. is a Constitutional Republic.</li> <li>• Most people often mistakenly refer to our nation as the greatest democracy on earth. They are mistaken because we are not an absolute democracy; we are a <a href="#">constitutional republic</a>.</li> <li>• "We the People: A Constitutional Republic, Not a Democracy"</li> <li>• <a href="http://madisonproject.com/2013/09/we-the-people-a-constitutional-republic-not-a-democracy/">http://madisonproject.com/2013/09/we-the-people-a-constitutional-republic-not-a-democracy/</a></li> </ul>
<p>Topic 8: Postwar America (1945-1960), Lesson 2: The Korean War, Question</p>	<p>Ques: How did U.S. involvement in the Korean War relate to the policy of containment?  A. The U.S. sought to establish democracy in a communist region.  B. The U.S. chose to support a country that might fall to communism.  C. The U.S. chose to fight an open war against the Soviet Union.  D. The U.S. sought to contain the communists north of the 38th parallel.</p>	<p>IT</p>	<ul style="list-style-type: none"> <li>• 'D.' was incorrect answer, so it would be assumed that <ul style="list-style-type: none"> <li>○ 'B.' is the correct answer. It would appear that either answer is equally true or correct.</li> </ul> </li> <li>• Question should be reworked.</li> </ul>
<p>Topic 8: Postwar America (1945-1960), Less. 5, Text 1, P. 4, 2nd Para, 6th Sen.</p>	<p>In 1957, at the peak of the baby boom, one American baby was born every 7 seconds, a grand total of 4.3 million for the year. One newspaper columnist commented, "Just imagine how much these extra people . . . will absorb—in food, in clothing, in gadgets, in housing, in services. . . ."</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• The idea that with population grows, resources diminish is Anti-Humanist "theory" that started with Thomas Malthus. There has been no proof showing this theory to be true.</li> <li>• It removes the advancements of technology and other benefits from the equation.</li> <li>• Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), Pp. 16-25</li> </ul>

Topic 8: Postwar America (1945-1960), Less 6, Text 3, P. 1, last Sent.	Women who wanted a career outside the home faced social pressures to rethink their decisions.	S	<ul style="list-style-type: none"> <li>• <b>This Reviewer recommends adding a sentence of "example(s)" to further explain this statement to the reader.</b></li> </ul>
Topic 8: Postwar America (1945-1960), Lesson 6: Mass Culture in the 1950s, Text 3: Families and Communities in the Fifties, P. 7	<p>How did the baby boom generation affect the economy in the 1950s?</p> <p>A. Families often needed the mothers to go to work to support the children.</p> <p>B. Children born during the baby boom era received better vaccines.</p> <p>C. Teens of the baby boom era often purchased expensive items.</p>	HT	<ul style="list-style-type: none"> <li>• Correct answer to question is shown as C., but answer B was also discussed and would also be correct. <a href="#">P. 5, 2<sup>nd</sup> Para.</a></li> </ul>
Topic 8: Postwar America (1945-1960), Less 6, Text 5, P. 2, Last Para.	<p>These shows reflected and reinforced the ideal of the 1950s family. None of the family sitcoms had important African American characters. None of the major characters got divorced. Major real-life problems, such as mental illness, alcoholism, and personal depression, rarely, if ever, appeared.</p>	S	<ul style="list-style-type: none"> <li>• The goal of 1950's television programs was to entertain, not depict depressing social problems.</li> <li>• The Reviewer suggests the following rewrite: Omit the last sentence</li> </ul>
Topic 8: Postwar America, Lesson 6: Mass Culture in the 1950's, Government and Civics Core Concepts: Teacher Support, Investigate, Foundations of Government, Para. 4	<p>Have students evaluate constitutional change in terms of strict construction versus judicial interpretation. Tell students to recall that the U.S. Constitution was written more than 200 years ago—but it is still the highest law of the land. Ask: Why would the fact that the Constitution was written centuries ago present a problem for some people who apply it today? (<i>The Constitution was written so long ago that it must sometimes be interpreted for situations the Framers never anticipated.</i>) What do you call people who try to interpret the Constitution with modern society in mind? (<i>loose constructionists, or those who believe in judicial interpretation</i>) Why is a loose interpretation of the Constitution a problem for strict constructionists? (<i>They believe that the original intent of the Framers is most important, so the letter of the Constitution should be followed exactly.</i>)</p>	S	<ul style="list-style-type: none"> <li>• Such rhetoric makes a living Constitution sound appealing, but it is actually a complete misrepresentation of the difference between the two philosophies. In reality, both accommodate an evolving society; in fact, under the strict construction (or originalist) viewpoint, Article V of the Constitution <i>requires</i> that the Constitution be a living document. The real difference between the two approaches is not <i>whether</i> the Constitution should evolve, but rather <i>how</i> those changes should occur - and <i>who</i> should make them.</li> <li>• Under the living constitution approach, history and precedent are largely irrelevant; instead, unelected judges create policy to reflect modern needs through the constitution they themselves write. As explained by Chief Justice Charles Evans Hughes: We are under a constitution, but the constitution is what the judges say it is. <sup>4</sup> Ironically, under this modern approach, judicial policy-makers are regularly out of step with modern society. For example, although 80 percent of the nation currently opposes flag desecration, living constitution judges have ruled that the people are wrong on this issue and that the flag cannot be protected. Similarly, 90 percent of citizens in the federal</li> </ul>

			<p>Ninth Circuit supported keeping “under God” in the Pledge of Allegiance, but their living constitution judges pronounced them wrong.</p> <ul style="list-style-type: none"> <li>• <a href="https://wallbuilders.com/tale-two-constitutions/">https://wallbuilders.com/tale-two-constitutions/</a></li> </ul>
<p>TOPIC 8: Postwar America (1945-1960), Lesson 6: Mass Culture in the 1950’s, Teacher Resources, Government and Civics Core Concepts: Teacher Support, INVESTIGATE, Political Systems, Para. 2</p>	<p>Note that a democracy is a form of government in which power is held by the people. Ask students to compare and contrast a direct democracy and a representative democracy. (<i>In a direct democracy, citizens gather to pass laws and choose leaders themselves. In a representative democracy, citizens elect leaders to make government decisions for them.</i>) Ask: <b>Which type of democracy does the United States have?</b> (<i>a representative democracy</i>) Tell students that throughout history, many people have migrated from countries with authoritarian governments to countries with democratic governments. Ask: <b>Why would people leave authoritarian countries?</b> (<i>Possible answer: They leave to find a place where they have more freedom to live their lives as they please.</i>)</p>	FE	<ul style="list-style-type: none"> <li>• The United States is a Constitutional Republic</li> <li>• We have grown accustomed to hearing that we are a democracy; such was never the intent. The form of government entrusted to us by our Founders was a republic, not a democracy.<sup>1</sup> Our Founders had an opportunity to establish a democracy in America and chose not to. In fact, the Founders made clear that we were not, and were never to become, a democracy</li> <li>• Republic v. Democracy at</li> <li>• <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=111">http://www.wallbuilders.com/libissuesarticles.asp?id=111</a></li> <li>• Throughout the Federalist Papers, Publius reminded readers that the Constitution would establish a republican government, not a democracy. Federalist 39 reemphasized that key point.</li> <li>• Glenn Beck: <i>The Original Argument</i> (New York, Mercury Radio Arts, 2011) 144, Para. 1, Ls. 1-3.</li> </ul>
<p>TOPIC 8: Postwar America (1945-1960), Culture in the 1950’s, Investigate, Government &amp; Civics Core Concepts, Citizenship, Slide 1</p>	<p>The United States is a representative democracy. In a democracy, all political power comes from citizens. A <u>citizen</u> is a legal member of a country. In the United States, most people become citizens by being born on U.S. territory. Immigrants to the United States can become citizens through a legal process known as naturalization.</p>	FE	<ul style="list-style-type: none"> <li>• This statement is repeated often in this textbook.</li> <li>• The United States is a Constitutional Republic.</li> <li>• We have grown accustomed to hearing that we are a democracy; such was never the intent. The form of government entrusted to us by our Founders was a republic, not a democracy.<sup>1</sup> Our Founders had an opportunity to establish a democracy in America and chose not to. In fact, the Founders made clear that we were not, and were never to become, a democracy:</li> <li>• Throughout the Federalist Papers, Publius reminded readers that the Constitution would establish a republican government, not a democracy. Federalist 39 reemphasized that key point.</li> <li>• Glenn Beck: <i>The Original Argument</i> (New York, Mercury Radio Arts, 2011) 144</li> </ul>
<p>TOPIC 8: Postwar America (1945-1960), Less 7, Text 2, P. 6, 2nd Sent.</p>	<p>Mississippi Delta sharecroppers, coal miners in Appalachia, and farmers in remote areas were left behind as others prospered, and often their economic situation got worse as time passed.</p>	S	<ul style="list-style-type: none"> <li>• <b>This Reviewer suggests adding a follow-up sentence to clarify to the reader how the situation of one group relied solely on the situation of the other.</b></li> </ul>

TOPIC 8: Postwar America (1945-1960), Less 1, text 1, Pg. 3, 1 <sup>st</sup> Para, 4 <sup>th</sup> sent.	Although African Americans living in the North could vote, most who lived in the South could not.	FE	<ul style="list-style-type: none"> <li>• The 15<sup>th</sup> Amendment, ratified in 1870 ensured an African American’s right to vote.</li> <li>• “African Americans in the south were very active in the arena of politics. Not only were they voters, but they were successful politicians.</li> <li>• Ted Stewart, <i>Supreme Power</i> (Shadow Mountain, 2017 Co.), P. 63, 5<sup>th</sup> Para, 1<sup>st</sup> &amp; 3<sup>rd</sup> Sent.</li> </ul>
TOPIC 8: Postwar America (1945-1960), Lesson 3: Successes and Setbacks; Text 2 Violence Troubles Civil Rights Effort Page 1, Para.3 Lines 3-5	In Detroit, 43 people died, and property damage reached \$50 million. The outbursts frightened many white Americans.	B	<ul style="list-style-type: none"> <li>• It is recommended to say that many Americans were frightened by the outburst, regardless of race.</li> <li>• In the five days and nights of violence 33 blacks and 10 whites were killed.</li> <li>• “Detroit Race Riot” at <a href="http://www.blackpast.org/aah/detroit-race-riot-1967">http://www.blackpast.org/aah/detroit-race-riot-1967</a></li> </ul>
Topic 9: Civil Rights and Reform in the 1960s, Less 1, Text 1, P. 5, 1 <sup>st</sup> Para, 1 <sup>st</sup> sen.	Nevertheless, African Americans continued to face discrimination and felt that racial equality was long overdue. However, the vast majority of white Americans took the opposite view.	S	<ul style="list-style-type: none"> <li>• <b>This Reviewer recommends adding a sentence proving the “vast majority of white Americans” claim.</b></li> </ul>
Topic 9: Civil Rights and Reform in the 1960s, Lesson 3: Successes and Setbacks; Text 3: New Civil Rights Groups; Page 4; Para.2;Lines 1-7	The Black Panthers' Approach. Not long after Carmichael’s “black power” speech, Huey Newton and Bobby Seale formed the Black Panther Party in Oakland, California. Almost overnight, the <u>Black Panthers</u> became the symbol of young militant African Americans. The Black Panthers organized armed patrols of urban neighborhoods to protect people from police abuse. They also created antipoverty programs, such as free breakfasts for poor African American children.	OF, HT, S	<ul style="list-style-type: none"> <li>• This paragraph about the Black Panther Party does not include the violence of the members. The paragraph creates the impression that the BPP solely protected neighborhoods. This is not a complete picture.</li> <li>• In October 1967, Black Panther member, Huey Newton shot and killed Oakland police officer John Frey.</li> <li>• <a href="#">19<sup>th</sup> Para.</a></li> <li>• BPP members were arrested <a href="#">348</a> times for murder, armed robbery, rape, and burglary in 1969 alone.</li> <li>• 12<sup>th</sup> Para., 2<sup>nd</sup> Sen.</li> <li>• <a href="#">Black Panther Party(BPP) at</a></li> <li>• <a href="http://www.discoverthenetworks.org/groupProfile.asp?grpId=7375">http://www.discoverthenetworks.org/groupProfile.asp?grpId=7375</a></li> </ul>
Topic 9: Civil Rights and Reform in the 1960s, Less 4, text 3, P. 1, Last Para.	While Kennedy failed to get Congress to accept his more ambitious social programs, he did push through an increase in the minimum wage, an extension in Social Security benefits, and improvements in the welfare system.	S	<ul style="list-style-type: none"> <li>• Changing the word “improvements” to “changes” in welfare system would be recommended, as raising benefit payments does not necessarily constitute “improving” the system.</li> </ul>

Topic 9: Civil Rights and Reform in the 1960s, Text 1: Johnson's Path to the Presidency, P.1, Picture on left	President Lyndon B. Johnson, a lifelong advocate for minority and working-class citizens, visits a job training center in Marcos, Texas.	FE	<ul style="list-style-type: none"> <li>• Location of training center is San Marcos, Texas.</li> </ul>
Topic 9: Civil Rights and Reform in the 1960s, Lesson 5:Reform Under Johnson, Quiz, Question 4	<p>Incorrect</p> <p>Why has Medicare become more expensive in recent years?</p> <p>A. People retire earlier than they did when Medicare was implemented.</p> <p>B. The percent of retirees relative to workers has increased.</p> <p>C. The implementation of Medicaid has decreased medical costs.</p> <p>D. Doctors earn more than they did when Medicare was implemented.</p>	FE	<ul style="list-style-type: none"> <li>• Three of the answers are correct, as discussed in the text.</li> <li>• ...When the Social Security Act was amended, few questions were raised about how programs like Medicare and Medicaid would be paid for in the years to come. Medicare has become increasingly expensive as medical costs have risen, the percent of retirees in the population relative to workers has increased, and because people live longer now than they did in 1965.</li> <li>• P. 2, 2<sup>nd</sup> Para.</li> <li>• Question/answers need to be revised.</li> </ul>
Topic 9: Civil Rights and Reform in the 1960s, Less. 5, Text 2, P. 4, 2 <sup>nd</sup> Para., 3 <sup>rd</sup> sen.	Rachel Carson's <i>Silent Spring</i> (1962) detailed how chemical fertilizers and pesticides were damaging the fragile ecosystem.	OF, S	<ul style="list-style-type: none"> <li>• Carson's book was "a powerful fable of a town whose people had been poisoned." i.e. a piece of fiction whose purpose was to attack DDT.</li> <li>• Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), Pg. 99, 1<sup>st</sup> &amp; 3<sup>rd</sup> Para. "<i>Silent Spring</i> was very poor science. Indeed, considered as a scientific work, Carson's book can only be described as a mendacious fraud."</li> <li>• (Pg. 100) According to an EPA 7-month long investigation headed by Judge Edmund Sweeney, DDT was found to "not be hazardous" to "fish, estuarine organisms, wild birds and man" as Carson lays claim repeatedly in her book.</li> <li>• This reviewer suggests making the reader aware that Carson's book was a <b>fictional</b> work with a political agenda. It had a great deal to do with the banning of DDT, though, "A great many studies of specific cancers-breast cancer, lung cancer, testicular cancer, liver cancer, prostate cancer, and more-over many decades have failed to show significant evidence of cancer as a result of exposure to DDT." Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), P. 103, 1<sup>st</sup> Para., last Sen.</li> </ul>
Topic 9: Civil Rights and Reform in the 1960s Less	The Warren Court addressed the separation of church and state in the case of <i>Engel v. Vitale</i> (1962). The case involved whether or not a	FE	<ul style="list-style-type: none"> <li>• The New York prayer recited by students was <b>not</b> required.</li> <li>• Ted Stewart, <i>Supreme Power</i> (Shadow Mountain, 2017 Co.), Pg. 150, 4<sup>th</sup> para, 4<sup>th</sup> sent. "Students who did not wish to</li> </ul>

5, Text 3, P. 5, 1 <sup>st</sup> Para.	public school could require students to recite a state-sanctioned prayer.		recite the prayer or hear it recited were allowed to leave the classroom.”
Topic 10: The Vietnam War Era (1954-1975), Lesson 3, <a href="#">Text 1: Antiwar Sentiment Grows</a> , 2 <sup>nd</sup> para. 1 <sup>st</sup> Sen.	...the number of African American troops fighting and dying in Vietnam was also disproportionately high.	FE, S	<ul style="list-style-type: none"> <li>• ...African American combat deaths amounted to approximately 12 percent—more in line with national population figures. Final casualty estimates do not support the assertion that African Americans suffered disproportionate losses in Vietnam, but this in no way diminishes the fact that they bore a heavy share of the fighting burden, especially early in the conflict.</li> <li>• “African Americans in the Vietnam War” at <a href="http://www.english.illinois.edu/maps/poets/s_z/stevens/africanamer.htm">http://www.english.illinois.edu/maps/poets/s_z/stevens/africanamer.htm</a></li> <li>• 8<sup>th</sup> Para., 5<sup>th</sup> Sen.</li> </ul>
Topic 10: The Vietnam War Era (1954-1975), Lesson 3, <a href="#">Text 3: The 1968 Presidential Race</a> , P. 5, Last Sen.	...Richard Nixon’s ascendancy marked a new Republican domination of the American presidency.	FE	<ul style="list-style-type: none"> <li>• From 1900-1972, there were nine presidential terms for each of the major parties.</li> <li>• That cannot be considered ‘Republican domination’</li> <li>• US Presidential Elections 1900-1968</li> <li>• <a href="https://www.uspresidentelection.us/president_summary.php?year=1900_1968&amp;chart=pres&amp;rank=Y">https://www.uspresidentelection.us/president_summary.php?year=1900_1968&amp;chart=pres&amp;rank=Y</a></li> </ul>
Topic 11: An Era of Change (1960-1980), Less. 4, text 1, P. 1, 1 <sup>st</sup> Para.	The “rights revolution” of the 1960s and 1970s eventually influenced all aspects of American life—including people’s right to a clean and safe environment. In 1962 a book called <i>Silent Spring</i> by biologist <b>Rachel Carson</b> pointed out that human actions were harming not only the environment but people themselves.	OF, S	<ul style="list-style-type: none"> <li>• Carson’s book was “a powerful fable of a town whose people had been poisoned.” i.e. a piece of fiction whose purpose was to attack DDT.</li> <li>• Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), Pg. 99, 1<sup>st</sup> &amp; 3<sup>rd</sup> Para. “<i>Silent Spring</i> was very poor science. Indeed, considered as a scientific work, Carson’s book can only be described as a mendacious fraud.”</li> <li>• (Pg. 100) According to an EPA 7-month long investigation headed by Judge Edmund Sweeney, DDT was found to “not be hazardous” to “fish, estuarine organisms, wild birds and man” as Carson lays claim repeatedly in her book.</li> <li>• This reviewer suggests making the reader aware that Carson’s book was a <b>fictional</b> work with a political agenda. It had a great deal to do with the banning of DDT, though, “A great many studies of specific cancers—breast cancer, lung cancer, testicular cancer, liver cancer, prostate cancer, and more-over many decades have failed to show significant evidence of cancer as a result of exposure to DDT.” Robert</li> </ul>

			Zubrin, <i>Merchants of Despair</i> . (Encounter Books, 2013 Co.), P. 103, 1 <sup>st</sup> Para., last Sen.
Topic 11: An Era of Change; Lesson 4: The Environmental Movement; Text 1: Environmental Activists Sound the Alarm; Page 1 Para. 2 Lines 3-4	In 1952, however, a blanket of deadly smog, caused by coal fires, engulfed the city of London, killing some 12,000 people.	FE, S	<ul style="list-style-type: none"> <li>• The number of 12,000 is incorrect.</li> <li>• <u>On Friday 5 December 1952, a thick yellow smog brought the capital to a standstill for four days and is estimated to have killed more than 4,000 people.</u></li> <li>• <u>“60 Years since the great smog of London” at</u></li> <li>• <u><a href="https://www.theguardian.com/environment/gallery/2012/dec/05/60-years-great-smog-london-in-pictures">https://www.theguardian.com/environment/gallery/2012/dec/05/60-years-great-smog-london-in-pictures</a></u></li> </ul>
Topic 11: An Era of Change (1960-1980) Lesson 4: The Environmental Movement, Text 1: Environmental Activists Sound the Alarm, P. 4, graph on left	66% of lakes in the U. S. are still too polluted for swimming or fishing	FE, S	<ul style="list-style-type: none"> <li>• In an extensive sampling effort, the Environmental Protection Agency, with the help of state and tribal agencies, coordinated water quality assessments for the country’s lakes...</li> <li>• Fifty-five percent of the study’s water acreage was judged to be of good quality. The other 45% had waters impaired for at least one type of use (for example as drinking water supply, for recreational fishing, swimming, or aquatic life support).</li> <li>• Updated March 17, 2017</li> <li>• <u><a href="https://www.thoughtco.com/lake-pollution-types-sources-and-solutions-1204112">https://www.thoughtco.com/lake-pollution-types-sources-and-solutions-1204112</a></u></li> </ul>
Topic 11: An Era of Change (1960-1980), Less. 4, text 1, P. 2, 2 <sup>nd</sup> Para. Text with Picture	Rachel Carson’s book <i>Silent Spring</i> described the deadly impact that pesticides were having on birds and other animals. Her book caused a sensation. Though the chemical industry fought back, the public was convinced by her argument. Carson did more than point to the dangers of chemicals and toxic waste. She also insisted that human activity drastically altered the environment and that humans had a responsibility to protect it. Her work eventually compelled Congress to restrict the use of the pesticide DDT. Children play in a fog of DDT pesticide in New Jersey, 1948. During the 1960s, the American public gained awareness of the harmful effects DDT pesticides had on humans.	OF, S	<ul style="list-style-type: none"> <li>• Carson’s book was “a powerful fable of a town whose people had been poisoned.” i.e. a piece of fiction whose purpose was to attack DDT.</li> <li>• Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), Pg. 99, 1<sup>st</sup> &amp; 3<sup>rd</sup> Para. “<i>Silent Spring</i> was very poor science. Indeed, considered as a scientific work, Carson’s book can only be described as a mendacious fraud.”</li> <li>• (Pg. 100) According to an EPA 7-month long investigation headed by Judge Edmund Sweeney, DDT was found to “not be hazardous” to “fish, estuarine organisms, wild birds and man” as Carson lays claim repeatedly in her book.</li> <li>• This Reviewer suggests making the reader aware that Carson’s book was a <b>fictional</b> work with a political agenda. It had a great deal to do with the banning of DDT, though, A great many studies of specific cancers-breast cancer, lung cancer, testicular cancer, liver cancer, prostate cancer, and</li> </ul>

			more-over many decades have failed to show significant evidence of cancer as a result of exposure to DDT.” Robert Zubrin, <i>Merchants of Despair</i> . (Encounter Books, 2013 Co.), P. 103, 1 <sup>st</sup> Para., last Sen.
Topic 11: An Era of Change; Lesson 6: Ford and Carter Struggle; Interactive Time Line, Iran Hostage Crisis; Khomeini takes Power	April 1979: Khomeini lays the groundwork for the conservative Islamic state he has long envisioned. He names a group of religious leaders called clerics to write a constitution.	OF, S	<ul style="list-style-type: none"> <li>• The term “conservative Islamic state” is misleading.</li> <li>• The Islamic Republic of Iran is a theocracy with consultative bodies. Absolute power in all matters rests formally with the Supreme Leader and the Guardian Council</li> <li>• <a href="http://www.irantracker.org/basics/islamic-republic-iran-0">http://www.irantracker.org/basics/islamic-republic-iran-0</a></li> <li>• “Iran was now a theocracy, governed by a group of fundamentalist clerics and led by a dictator bent on establishing a fundamentalist Shia Iran.”</li> <li>• Brigitte Gabriel, <i>They Must Be Stopped</i> (New York: St. Martin’s Press, 2008) Page 42, paragraph 1, lines 4-6.</li> </ul>
Topic 11: An Era of Change (1960-1980), Topic Test: An Era of Change, Question 40	Today, Nixon's attitude toward big government appears contradictory because he: A. decreased the power of the federal government and increased federal spending on social programs. B. opposed communism while opening up dialogue with communist China. C. funded state and municipal programs with federal grant blocks. D. proposed that the states receive money to fund social programs from the federal government.	HT	<ul style="list-style-type: none"> <li>• Answer C. indicated as correct. The Reviewer could not find this terminology in the text, but think ‘block grants’ is the terminology used for the situation as is indicated in Answer D., which should be the correct answer, according to the wording in the text.</li> <li>• Nixon believed that Americans had tired of the “big” government of Lyndon Johnson’s Great Society. However, he also believed that the American people still wanted the government to address various social ills, ranging from crime to pollution. P. 2, Last Para.</li> <li>• Nixon proposed revenue sharing with the states. Under revenue sharing, the federal government gave the states the money to fund social programs. The states then controlled the operations of these programs.</li> <li>• P. 3, end of 1st para., Lesson 5: The Two Sides of the Nixon Presidency, <b>Text 4: Nixon's Domestic Policy</b></li> </ul>
Topic 11: An Era of Change (1960-1980), Topic Test: An Era of Change, Question 42	The domestic policies of Jimmy Carter reflected the fact that A. the country's economy was suffering from inflation and an energy crisis. B. the arms race was draining resources. C. manufacturing jobs were disappearing overseas. D. prosperity and economic opportunity were increasing.	FE	<ul style="list-style-type: none"> <li>• Answer D. was shown as correct. Answer A. is, in fact, correct, according to the text.</li> <li>• Economic Problems Sap Confidence Like Ford, Carter contended with the energy crisis and severe inflation. P.3, 2nd Para.</li> <li>• Text 3: A New President Faces Challenges</li> <li>• Lesson 6: Ford and Carter Struggles</li> </ul>

<p>Topic 11: An Era of Change (1960-1980), Test Bank: An Era of Change, Question 21</p>	<p>In the text you read this about the effects of the Watergate scandal: The Watergate scandal created a crisis in the relationship among the three branches of government. How far would Congress go to investigate the President? Would the courts demand that the President turn over information that might implicate him? And if the courts sided with Congress, would the President comply with its decisions? How did the Watergate scandal eventually play out amongst the three branches of government? A. The Supreme Court ruled that Nixon must turn over his tapes while Congress voted to impeach him. B. Congress voted to impeach Nixon while the Supreme Court decided whether it was on constitutional grounds. C. Nixon was able to exercise executive authority to avoid consequences from either the Supreme Court or Congress. D. Congress demanded Nixon's tapes while he claimed executive privilege and the Supreme Court ruled in his favor.</p>	<p>FE</p>	<ul style="list-style-type: none"> <li>• None of these answers are right. Answer A. was considered by the text to be the right answer. This is incorrect.</li> <li>• ‘Congress did not vote to impeach’ him, rather the Judiciary Committee voted to impeach him, but he resigned before being brought before the full House, much less the Senate.</li> <li>• Still, the tapes provided enough evidence of Nixon’s involvement in the coverup to lead the Judiciary Committee of the House of Representatives to vote to impeach the President... P. 5 , 3<sup>rd</sup> Sen. Text 6: The Watergate Scandal Brings Nixon Down</li> <li>• ...Recognizing that the full House of Representatives would vote in favor of impeachment and that many Republicans would vote to convict him in a trial in the Senate, Nixon decided to resign. P. 6, 1<sup>st</sup> Para., Text 6: The Watergate Scandal Brings Nixon Down</li> </ul>
<p><a href="#">Topic 12: America in the 1980s and 1990s (1980-1999)</a>, Less. 1, Text 2, P. 6</p>	<p>Following the enactment of civil rights legislation in the mid-1960s, however, many white southerners began to shift their party allegiance. The effect of these shifts in demographics and voter loyalties was that by the 1980s, the Republicans had become the dominant political party in the South.</p>	<p>HT</p>	<ul style="list-style-type: none"> <li>• There were many several factors that contributed to the political shift in the south.</li> <li>• The civil rights movement was not the largest or sole reason why much of the south began to vote Republican as this paragraph suggests.</li> <li>• This reviewer would eliminate the inserted assumption.</li> </ul>
<p>Topic 12: America in the 1980s and 1990s (1980-1999), Less. 2, Text 1, P 4, 1<sup>st</sup> Para, Last Sen.</p>	<p>In the 1980s, more than 7.3 million legal immigrants and hundreds of thousands of undocumented immigrants entered the country. Many of these newcomers worked in low-paying jobs and struggled to make ends meet. Meanwhile, the richest Americans grew richer.</p>	<p>S</p>	<ul style="list-style-type: none"> <li>• This reviewer would eliminate the last sentence as it appears to stoke the fires of class warfare.</li> <li>• The 1980’s economy was much more complicated than ‘the rich got richer and the poor poorer’ as this sentence would signify.</li> </ul>
<p>Topic 13: America in the Twenty-First Century (2000-Today), Less. 1,</p>	<p>Normalizing trade—engaging in free trade with countries rather than imposing sanctions based on disagreements—can also tend to strengthen economic ties. For example, normalizing trade</p>	<p>IT</p>	<ul style="list-style-type: none"> <li>• “China's Socialist Market Economy. Since the 1980s, China's Communist Party has been using "socialist market economy" to describe their nation's economic system. China's economy is subject to market forces, and capitalists are involved, but the Party does not believe that capitalists</li> </ul>

Text 1, P. 6, Last Sen.	with China has encouraged that country to adopt free market reforms.		<p>run their economy.” “China’s Socialist Market Economy” <a href="http://www.fsmitha.com/h2/ch37-econ6.htm">http://www.fsmitha.com/h2/ch37-econ6.htm</a></p> <ul style="list-style-type: none"> <li>• Peter Schweizer, <i>Secret Empires</i> (HarperCollins Publishers, 2018 Co.), Pg. 11, 33-34, 40, 45, 51-53, 76, 133</li> <li>• China does not have a Free Market Economy nor is moving toward one. It is a state sponsored financial engine of the Communist Party.</li> </ul>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 3, text 1, P. 2, 1 <sup>st</sup> para, Last Sen.	The son of a white woman from Kansas and a black man from Kenya, Obama served in the Illinois state legislature before being elected to the United States Senate	IT	<ul style="list-style-type: none"> <li>• As Obama's lineage has no effect on the point, the Reviewer suggests the following rewrite: “Obama served in the Illinois state legislature before being elected to the United States Senate.”</li> </ul>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 1, Text 3, P. 2, 1 <sup>st</sup> Para., 5 <sup>th</sup> Sen.	China’s government is communist, with harsh restrictions on freedom of expression. However, China has been moving rapidly toward a modified free market	IT	<ul style="list-style-type: none"> <li>• “China's Socialist Market Economy. Since the 1980s, China's Communist Party has been using "socialist market economy" to describe their nation's economic system. China's economy is subject to market forces, and capitalists are involved, but the Party does not believe that capitalists run their economy.” “China’s Socialist Market Economy” <a href="http://www.fsmitha.com/h2/ch37-econ6.htm">http://www.fsmitha.com/h2/ch37-econ6.htm</a></li> <li>• Peter Schweizer, <i>Secret Empires</i> (HarperCollins Publishers, 2018 Co.), Pg. 11, 33-34, 40, 45, 51-53, 76, 133</li> <li>• China does not have a Free Market Economy nor is moving toward one. It is a state sponsored financial engine of the Communist Party.</li> </ul>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 3, Text 2, P. 3, 1 <sup>st</sup> Para., 1 <sup>st</sup> sen.	In 2008, more than 46 million Americans had no health insurance.	IT	<ul style="list-style-type: none"> <li>• This number is considered inaccurate and artificially inflated as the census bureau that conducted the poll did not ask if individuals were actually citizens. Given the well-documented case that several illegal-alien were counted in this 46 million, this reviewer would recommend putting Americans in quotation or eliminating the sentence altogether.</li> <li>• “Number of those without health insurance about 46 million” 9<sup>th</sup> Para. at <a href="http://www.politifact.com/truth-o-meter/statements/2009/aug/18/barack-obama/number-those-without-health-insurance-about-46-mil/">http://www.politifact.com/truth-o-meter/statements/2009/aug/18/barack-obama/number-those-without-health-insurance-about-46-mil/</a></li> </ul>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 3,	In March 2010, in a dramatic vote, the House approved the Senate’s healthcare bill. Despite unanimous Republican opposition in the House and Senate, it was the most significant federal	FE	<ul style="list-style-type: none"> <li>• The ACA was not legislatively “passed” legally per the constitution. It would be misleading to imply the bill followed protocols previously followed by the people’s representatives and major pieces of legislation.</li> </ul>

Text 2, P. 3, 2 <sup>nd</sup> Para., 5 <sup>th</sup> & 6 <sup>th</sup> sen.	healthcare legislation since Medicare was passed in 1965.		<ul style="list-style-type: none"> <li>• “Representative Franks has introduced a resolution (H.R. 153) expressing the sense of the House of Representatives that the Obamacare legislation clearly violated the Origination Clause.” “After all, if a statute violates the Origination Clause, it is a nullity — invalid from the moment of enactment.”</li> <li>• “Obamacare’s Unconstitutional Origins” Para. 15-17 at <a href="https://www.nationalreview.com/2013/10/obamacares-unconstitutional-origins-andrew-c-mccarthy/">https://www.nationalreview.com/2013/10/obamacares-unconstitutional-origins-andrew-c-mccarthy/</a></li> </ul>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 4, Text 3, P.. 4, 1 <sup>st</sup> Sen.	As the world's population increases, and living standards rise, there is also mounting pressure on the physical environment and resources such as oil.	S	<ul style="list-style-type: none"> <li>• The idea that with population grows, resources diminish is Anti-Humanist “theory” that started with Thomas Malthus. There has been no proof showing this theory to be true.</li> <li>• It removes the advancements of technology and other benefits from the equation.</li> <li>• Robert Zubrin, <i>Merchants of Despair</i>. (Encounter Books, 2013 Co.), Pp. 16-25</li> </ul>

## Evaluation of Social Studies Skills and other important issues

**An evaluation of the teaching & learning devices and/or materials provided to the student.**

Number	Questions	Yes	No
1	Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?		<b>X</b>
2	Are the captions under pictures factual?	<b>X</b>	
3	Are the charts and graphs relevant to the topic being presented?	<b>X</b>	
4	Are the maps accurate and relevant to the topic?	<b>X</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	<b>X</b>	
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		<b>X</b>
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?	<b>X</b>	
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?	<b>X</b>	
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	<b>X</b>	
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?	<b>X</b>	
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?		<b>X</b>

**Commendations:** This reviewer would like to commend the writer of Topic 10 Lesson 4. It is fair, informative, and a well-balanced Vietnam education. This reviewer enjoyed reading this Topic immensely.

**Concerns:** Many of the statistics shown are very outdated, considering the growth of the world economies in the last 5 - 10 years

### Evaluations based on template

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made prior to adoption.		
2	This text has a <b>moderate</b> number of changes to be made prior to adoption.		
3	The text has <b>substantial</b> changes that need to be made prior to adoption	<b>X</b>	
4	This book is so flawed that it is <b>not recommended</b> for adoption.		