

## **Analytic Orange Publishing**

Kindergarten: Looks GOOD!!!!

### 2<sup>nd</sup> Grade Teacher Edition

Katie Stagliano Story in Kids in Action section, page 37-38. She grew a 45 lb cabbage and it fed 275 people. The main takeaway is that she didn't sell OR even kept a portion for herself. She gave it all away. This prompted a program where kids created gardens and the RULE stayed the same, no keeping any or selling any. She rec'd the Clinton Global Citizen Award.

Juneteenth has a brief mention.

### 3<sup>rd</sup> Grade Seems pretty good!

### 4<sup>th</sup> Grade

Page 19 in TE, "Trusted Adult" term introduced. "Ask a trusted Adult."

Page 65, "Pres Lincoln was a republican and was against slavery"

Page 76, Topic of Manifest Destiny and how it affected the Indians?? Chapter/week 4

Page 136, Unit 3, week 9, SEL found. A worksheet regarding slavery asking "What is weighing on me, What I feel deep down, etc"

Page 234, week 16, it states that in the 21<sup>st</sup> century, (today) there are still KKK events which are tragic. (when I looked it up on Google, Charlottesville is still listed.) This is a problem. HOWEVER, it ONLY says in the 21<sup>st</sup> century, and doesn't mention Charlottesville in the text.

Page 239, Week 17, there is a section on Rutherford B Hayes and Samuel Tilden and the Electoral College. THE ELECTORAL COLLEGE is being called into question by asking student "IS THIS THE BEST WAY TO DO THIS?" There is no mention as to WHY the Electoral College is necessary!!!

Page 319, Week 22, "The Progressive Era"

“Progressive thought America needed social change. They wanted to use science and reason to solve life’s problems.” (Absolutely not the case. Even according to Google, It had everything to do with more gov’t intervention, social programs and a leaning toward socialism.) What role does SCIENCE play in this? It doesn’t.

Page 339, Week 22, “Progressives wanted to protect children” (first sentence on page.) Ironically, that same group does NOT Want to protect them, Abortions, etc)

Page 417, Unit 6, WW2, Communism Definition, Communism: “A system in which goods are owned in common and are available to all as needed.”

The detail to which slavery is taught in this grade level may be too much for a 4<sup>th</sup> grader. I’m concerned that dark skinned children may feel incredibly uncomfortable or threatened at this.\*\*

In the Teacher Edition, page 91- the Gifted Students are asked to create a poster and act in a skit that depicts and “abolitionist Leader.”

Teacher’s Edition, Week 7, students are told about Nate Turners Rebellion and how he was hanged. (age appropriate???9-10 years old)

## **CENGAGE (No Teacher textbooks available)**

### **Cengage Grade 6**

#### **Book: World History and Geography, Volume 1**

Why Study History section: Page 6...talks about what WE think about being a global citizen and what we think it means.

Students are asked to think about a problem they can solve that will strive for in aiming to be a Global Citizen. Describe how they would accomplish that goal.

Page 15: Talks about Climate Change and how tribes compete for resources and sometimes die trying to compete.

Page 26, the earth is 4.5 billion years old. BC/AD (before Common Era, etc.

Page 348: “ The man Jesus was gone but Christianity was just beginning.” (Debate as to the word “gone” as it’s missing further detail, implies he was totally gone.

#### **BOOK: Grade 8- US History THROUGH THE LENS of 1877 To the PRESENT**

Page 26 States that the Origins of Slavery was the Spanish Hacienda system when in fact it began way before that..in the 3<sup>rd</sup> century in areas such as in Ancient North Africa where war prisoners were made slaves, West African Empires (3<sup>rd</sup> to 13<sup>th</sup> Century, and the Islamic Trade Networks.(beginning well before the Atlantic trade system where Africans were traded across the trans-Saharan, Red Sea and East African routes to supply the Islamic world with domestic servants and laborers. Chattel Slavery was also introduced in the above systems- NOT in America.

## **Social Studies School Service**

It is difficult to assess this publisher as the publisher has given no teacher resources. From the student's version it appears to have an agenda. For example in the Gilded Age there is an entire unit on how the lives of women, children and minorities were impacted by rapid industrialization and urbanization. Why not include men? The publisher also uses many photos and asks the student to make inferences instead of providing facts. We all know that inferences can be incorrect and it allows the teacher to relay his or her bias more easily. Instead of an assignment to debate an issue students are to make a protest poster. The publisher seems to overweigh reformers and minorities.

Studies weekly

Kindergarten

Heavy slant on culture giving pressure that ethnic groups have more culture and traditions than white Americans.

2<sup>nd</sup> grade

There is an emphasis on democratic principles such as truthfulness, equality, justice, respect and working for the common good. These values help communities function successfully and guide people in making fair and responsible choices. This course provides a good foundation on the values that support our form of government.

3<sup>rd</sup> through 5<sup>th</sup> grade

These materials are objective, informative and well organized.

6th grade

Description of Buddhism and Hinduism discuss the values of these religions. For Judaism the values are not discussed in the same direct manner. For Christianity the review materials say this will be added on line. Not sure what that means. No description of Jesus's life none on 10 commandments.

Grade 7

The description of Islam goes into the life of Mohammed, list the main tenants of Islam in a very positive and does not discuss the negative beliefs of some Muslim groups. The virtues/values of Buddhism and Confucianism are also discussed. Again Christianity optimally needs to be portrayed in the same manner as the other religions.

Overall this is a fairly objective and informative series. The pod cast associated with middle school are excellent and should be strongly recommended as part of the curriculum.

Tn History for Kids was an excellent objective summary of Tennessee's history in 4 workbooks. It is easy to read and is very informative.