



## Truth in Textbooks Review

Approved and Submitted by Dr. Sandra Alfonsi, Senior Academic Fellow, PJTN and TNT  
 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>• <b>The Reviewer suggests</b> 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	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> </ul>

P. 3/ Para.2/ L 2			<p><a href="https://www.britannica.com/topic/Puritanism">https://www.britannica.com/topic/Puritanism</a></p> <ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite:</b> The first colonists were devout Protestants called "Puritans," who came to America for religious freedom. They lived as moral citizens and modeled the Puritan way of life in the colonies.</li> </ul>
<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><u>Enlightenment</u></b></p>	<p>During the 1700s, ideas based on the <b><u>Enlightenment</u></b> circulated among well-educated American colonists.</p> <p>Definition within paragraph: <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:</b> 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.</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</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>1--4</p> <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:</b> The guarantee of freedom of religion is a protection of religious thought and practice.</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>• <b>The Reviewer suggests the following rewrite:</b> 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>• <b>The Reviewer suggests this rewrite:</b> 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>• Violation of the Declaration of Independence and/or Constitution</li> <li>• Any form of centralized planning (economically and behaviorally)</li> <li>• Price or currency manipulation or control through either laws or regulations</li> <li>• Behavioral controls through either laws or regulation which are not enumerated in the Constitution or violate the</li> </ul>

			<p>Fundamental Rights articulated in the Declaration of Independence</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>
<p>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</p>	<p>The wealthy in particular opposed socialism because it threatened their fortunes</p>	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>
<p>Topic 2: Industry and Immigration; Les 4: The New Immigrants; Text 3: Social Issues Affecting Immigrants; P. 4, Para. 2, Ls 1--4</p>	<p>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</p>	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:</b> Newcomers often faced nativism, which was a tendency towards preferring native-born Americans over "new" immigrants.</li> <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>	<p>IT</p>	<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:</b> “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.”</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>	<p>S, B</p>	<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:</b> Leave the <a href="#">Essential Question</a> 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?”</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>	<p>S, B</p>	<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:</b> “ ...a group of Sioux Indians resisted threats to their land rights by attacking frontier settlements in eastern Minnesota.”</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) Lesson 1: American Indians Under Pressure</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 Canada facing a similar situation with the government there, offered his viewpoint:</p>	<p>HT</p>	<ul style="list-style-type: none"> <li>Chief Piapot was a leader in Canada. This entry has no relevance to United States history.</li> <li><b>The Reviewer suggests that</b> this entry be removed.</li> </ul>

Text 2 Settlers and Native American Collide P.5/ Para. 2/ Ls2--6			
Topic 3: Challenges in the Late 1800s; Les 1: American Indians Under Pressure; Text 4: Government Encourages Assimilation; photo on left side of page	>> 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.	S	<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:</b> “A Native American family poses at the Warm Springs Reservation in Oregon.”</li> </ul>
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	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.	S, B	<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:</b> Many settlers sought their fortunes on the American frontier, especially in the years following the mid-century revolutions in Europe.</li> </ul>
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	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.	HT, OF, S, B	<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 that the entire sentence be deleted.</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 62,979,766 people enumerated a total of 6,160 names could be extracted.”</li> <li>• “1890 Census” at:</li> </ul>

<p>Topic 4: America Comes of Age; Les.1Progressives 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>	<p>OF, S</p>	<p><a href="https://www.censusrecords.com/content/1890_census">https://www.censusrecords.com/content/1890_census</a></p> <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>	<p>OF</p>	<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 Society; Page 6: Para. 1; Ls. 1—5.</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 adopted at once, but in later years, many states put them into effect.</p>	<p>HT, OF</p>	<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> <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> </ul>

			<ul style="list-style-type: none"> <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>	HT	<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:</b> In the opinion of some historians, more and more middle-class women wanted to do more than fulfill their roles as wives and mothers.</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>	HT, OF	<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>	S	<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:</b> What are the most effective ways of gaining a voice in government."</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>	<p><b>Delete the second sentence.</b></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:</b> 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.</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 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.”</li> </ul>

			<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) Les. 5: American Influence Grows Text 1: America on the World Stage P.5/ Ls. 8--11</p>	<p>Some prominent Americans embraced these ideas and began to worry that if the United States remained isolated while European nations gobbled up the rest of the world, America would not survive.</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> <li>• <b>The Reviewer suggests the following rewrite:</b> 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</li> </ul>

			of the world, America would not survive.
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:</b> “African Americans made up approximately 10% of US forces during the Spanish American War.”</li> <li>Pearson Realize: <i>US History: Reconstruction to the Present</i>. Topic 5, Lesson 2, Text 3.</li> </ul>
Topic 4: America Comes of Age; Les. 6: Spanish-American War; Text 4: Effects of US Expansion in Philippines: P. 3;	Let us all be frank. WE DO NOT WANT THE FILIPINOS. WE WANT THE PHILIPPINES. 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.	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 violence. Including this article appears to lead the student to see the United States as a racist country that supports the theory of eugenics.</li> <li><b>The Reviewer suggests that this article be deleted.</b></li> </ul>

Para.1	—San Francisco <i>Argonaut</i> , 1902		
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	The entire video about Louise Brooks	OF, HT, S	<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>
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	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.	HT, OF	<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</li> <li><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>
Topic 5: World War I and the 1920s Les. 3: The End of World War I Text 3: The Paris Peace Conference: P.5 Quiz	How did the nation of Iraq function after World War I?	IT	<ul style="list-style-type: none"> <li><b>The Reviewer suggests the following: Delete this entire passage as it deals with world history and not American history.</b></li> </ul>
Topic 5: World War	If the wealthy believed that the country had	S	<ul style="list-style-type: none"> <li>The term “other Americans” creates a division of the</li> </ul>

I and the 1920's; Les. 4: The Postwar Economy Booms; Economic Growth in the 1920's; P. 4, Para. 2	entered an age of permanent prosperity, the "other Americans" saw things differently.		country, a separation between economic classes which the publisher appears to be propagating. <ul style="list-style-type: none"> <li>• <b>The Reviewer suggests the following rewrite:</b> Some Americans believed that the country had entered an age of permanent prosperity while other Americans saw things differently.</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:</b> According to fundamentalists, this theory clashed with the description of creation in <i>the</i> Bible.</li> </ul>
Topic 5: World War I and the 1920's; L.7: The Roaring Twenties; Text3: Role of Women Changes; P/ 4 Para. 2 Ls 2--4	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> <li>• <b>The Reviewer suggests the following rewrite:</b> "During the decade, women tended to live longer, marry later and have fewer children."</li> </ul>
Topic 5: World War I and the 1920's; L.8: Harlem Renaissance: Text	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	OF, HT	<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:</b> The nationalist and separatist aspects of the Nation of Islam and the Black Power movement in the 1960s borrowed from</li> </ul>

<p>1: Support for Black Nationalism in Urban Areas; P. 4, Para 2, Ls 1--3</p>	<p>Garvey's ideas.</p>		<p>Garvey's ideas. However, both groups advocate violence toward non-Muslims and non-Blacks.</p> <ul style="list-style-type: none"> <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?inidid=1325">http://www.discoverthenetworks.org/individualProfile.asp?inidid=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> <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>
<p>Topic 6: The Great Depression and the New Deal (1928-1941) <a href="#">Introduction: The Great Depression and the New Deal</a></p>	<p>Essential Question: What should governments do?</p>	<p>IT</p>	<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 deleting this question.</b></li> </ul>

<p>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</p>	<p>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.</p>	<p>FE</p>	<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>
<p>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</p>	<p>Widows received smaller benefits than widowers, because people presumed that elderly women could manage on less money than elderly men.</p>	<p>S</p>	<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:</b> Widows received smaller benefits than widowers.</li> </ul>
<p>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</p>	<p>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.”</p>	<p>FE, S</p>	<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 A. provide the “Final Solution to the Jewish Question.” B. protect German Jews from anti-Semitic violence. C. process the forced deportation of German Jews to other countries. 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” 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</p>	<p><b>11. Analyze Decisions</b></p>	<p>HT, S</p>	<ul style="list-style-type: none"> <li>• The Guidelines are devised to lead the students to a slanted</li> </ul>

<p>War II (1931-1945) Teacher Resources, Course Answer Key, 11. Analyze Decisions</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. <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>conclusion.</p> <ul style="list-style-type: none"> <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, Interactive Reading Notepad: Impact of World War II, 9. Draw Conclusions</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. <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 military decisions, and there is not always enough time to gain the full consent of Congress.</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> <li>○ <i>Resolved by the Senate and the House of Representatives of the United States of America in Congress assembled,</i></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> </ul> </li> <li>• "War Powers Resolution" at</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 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>OF, B</p> <p>FE</p>	<p><a href="http://avalon.law.yale.edu/20th_century/warpower.asp">http://avalon.law.yale.edu/20th_century/warpower.asp</a></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=14463">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=14463">http://www.wallbuilders.com/libissuesarticles.asp?id=14463</a></li> <li>• <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=16209">http://www.wallbuilders.com/libissuesarticles.asp?id=16209</a></li> <li>• Gen. Eisenhower: Prayers: 6/6/1944</li> <li>• <a href="http://www.wallbuilders.com/libissuesarticles.asp?id=14459">http://www.wallbuilders.com/libissuesarticles.asp?id=14459</a></li> <li>• <a href="http://www.pattonhq.com/prayer.html">Gen. George Patton: Prayers: 12/8/1944</a></li> </ul>
<p>Topic 8: Postwar America (1945-1960), Less. 1, Text 1, P.1, 3rd</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</a></li> </ul>

Para, 3rd sen.			<ul style="list-style-type: none"> <li>• <a href="#">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>
Topic 8: Postwar America (1945-1960), Lesson 2: The Korean War, Question	<p>Ques: How did U.S. involvement in the Korean War relate to the policy of containment?</p> <p>A. The U.S. sought to establish democracy in a communist region.</p> <p>B. The U.S. chose to support a country that might fall to communism.</p> <p>C. The U.S. chose to fight an open war against the Soviet Union.</p> <p>D. The U.S. sought to contain the communists north of the 38th parallel.</p>	IT	<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>
Topic 8: Postwar America (1945-1960), Less. 5, Text 1, P. 4, 2nd Para, 6th Sen.	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. . . .”	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>
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.	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	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>

	ever, appeared.		
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	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>	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 Ninth Circuit supported keeping “under God” in the Pledge of Allegiance, but their living constitution judges pronounced them wrong.</li> <li>• <a href="https://wallbuilders.com/tale-two-constitutions/">https://wallbuilders.com/tale-two-constitutions/</a></li> </ul>
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	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:</i>	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> </ul>

	<i>They leave to find a place where they have more freedom to live their lives as they please.)</i>		<ul style="list-style-type: none"> <li>Glenn Beck: <i>The Original Argument</i> (New York, Mercury Radio Arts, 2011) 144, Para. 1, Ls. 1-3.</li> </ul>
TOPIC 8: Postwar America (1945-1960), Culture in the 1950's, Investigate, Government & Civics Core Concepts, Citizenship, Slide 1	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.	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>
TOPIC 8: Postwar America (1945-1960), Less 7, Text 2, P. 6, 2nd Sent.	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.	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	Nevertheless, African Americans continued to face discrimination and felt that racial equality was long overdue. However, the vast majority	S	<ul style="list-style-type: none"> <li><b>This Reviewer recommends adding a sentence proving the claim about the "vast majority of white Americans".</b></li> </ul>

1, Text 1, P. 5, 1 <sup>st</sup> Para, 1 <sup>st</sup> sen.	of white Americans took the opposite view.		
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>19<sup>th</sup> Para.</li> <li>BPP members were arrested <u>348</u> 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><u>Black Panther Party(BPP) at</u></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	Incorrect Why has Medicare become more expensive in recent years? A. People retire earlier than they did when Medicare was implemented. B. The percent of retirees relative to workers has increased. C. The implementation of Medicaid has decreased medical costs. D. Doctors earn more than they did when Medicare was implemented.	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.	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> </ul>

5, Text 2, P. 4, 2 <sup>nd</sup> Para., 3 <sup>rd</sup> sen.			<ul style="list-style-type: none"> <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 5, Text 3, P. 5, 1 <sup>st</sup> Para.	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 public school could require students to recite a state-sanctioned prayer.	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 recite the prayer or hear it recited were allowed to leave the classroom.”</li> </ul>
Topic 10: The Vietnam War Era (1954-1975), Lesson 3, Text 1: Antiwar Sentiment Grows, 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, Text 3: The 1968 Presidential Race,	...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>

P. 5, Last Sen.			
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>• <b>This Reviewer suggests</b> 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 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>• 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.</li> <li>• “60 Years since the great smog of London” at</li> <li>• <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></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>• <a href="https://www.thoughtco.com/lake-pollution-types-sources-">https://www.thoughtco.com/lake-pollution-types-sources-</a></li> </ul>

<p>Topic 11: An Era of Change (1960-1980), Less. 4, text 1, P. 2, 2<sup>nd</sup> Para. Text with Picture</p>	<p>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.</p> <p>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.</p>	<p>OF, S</p>	<p><a href="#">and-solutions-1204112</a></p> <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>• <b>This Reviewer suggests</b> 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>
<p>Topic 11: An Era of Change; Lesson 6: Ford and Carter Struggle; Interactive Time Line, Iran Hostage Crisis; Khomeini takes Power</p>	<p>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.</p>	<p>OF, S</p>	<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>
<p>Topic 11: An Era of Change (1960-1980), Topic Test: An Era of Change, Question 40</p>	<p>Today, Nixon's attitude toward big government appears contradictory because he:</p> <p>A. decreased the power of the federal government and increased federal spending on social programs.</p> <p>B. opposed communism while opening up dialogue with communist China.</p> <p>C. funded state and municipal programs with</p>	<p>HT</p>	<ul style="list-style-type: none"> <li>• Answer C. indicated as correct. <b>The Reviewer</b> could not find this terminology in the text, but thinks that '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</li> </ul>

	<p>federal grant blocks.</p> <p>D. proposed that the states receive money to fund social programs from the federal government.</p>		<p>government to address various social ills, ranging from crime to pollution. P. 2, Last Para.</p> <ul style="list-style-type: none"> <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>
<p>Topic 11: An Era of Change (1960-1980), Topic Test: An Era of Change , Question 42</p>	<p>The domestic policies of Jimmy Carter reflected the fact that</p> <p>A. the country's economy was suffering from inflation and an energy crisis.</p> <p>B. the arms race was draining resources.</p> <p>C. manufacturing jobs were disappearing overseas.</p> <p>D. prosperity and economic opportunity were increasing.</p>	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?</p> <p>A. The Supreme Court ruled that Nixon must turn over his tapes while Congress voted to impeach him.</p> <p>B. Congress voted to impeach Nixon while the Supreme Court decided whether it was on constitutional grounds.</p> <p>C. Nixon was able to exercise executive authority to avoid consequences from either the Supreme Court or Congress.</p> <p>D. Congress demanded Nixon's tapes while he claimed executive privilege and the Supreme Court ruled in his favor.</p>	FE	<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>Topic 12: America</p>	<p>Following the enactment of civil rights</p>	HT	<ul style="list-style-type: none"> <li>• There were many several factors that contributed to the</li> </ul>

in the 1980s and 1990s (1980-1999), Less. 1, Text 2, P. 6	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>political shift in the south.</p> <ul style="list-style-type: none"> <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>
Topic 12: America in the 1980s and 1990s (1980-1999), Less. 2, Text 1, P 4, 1 <sup>st</sup> Para, Last Sen.	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.	S	<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>
Topic 13: America in the Twenty-First Century (2000-Today), Less. 1, Text 1, P. 6, Last Sen.	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 with China has encouraged that country to adopt free market reforms.	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 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</li> </ul>

<p>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.</p>	<p>In 2008, more than 46 million Americans had no health insurance.</p>	<p>IT</p>	<p>Communist Party.</p> <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>
<p>Topic 13: America in the Twenty-First Century (2000-Today), Less. 3, Text 2, P. 3, 2<sup>nd</sup> Para., 5<sup>th</sup> &amp; 6<sup>th</sup> sen.</p>	<p>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 healthcare legislation since Medicare was passed in 1965.</p>	<p>FE</p>	<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> <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>
<p>Topic 13: America in the Twenty-First Century (2000-Today), Less. 4, Text 3, P. 4, 1<sup>st</sup> Sen.</p>	<p>As the world's population increases, and living standards rise, there is also mounting pressure on the physical environment and resources such as oil.</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>

## 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. There is a Leftist slant visible in the material devoted to the Black Panthers, in the treatment of the Constitution. There are an unusually high number of important Factual Errors.

### 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.		

**\*\*\*Evaluation Approved by Dr. Sandra Alfonsi**