



Truth in Textbooks Review

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

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

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

Page # Line #	Quote	Problem	Fact & Source
Ch.1, Les.1, Interactive Student Resources, mod. 3, slide/p 3, Ls 1 & 2.	Catholic kingdoms in Spain reconquered Muslim areas there and expelled Spanish Jews. Muslims were forced to convert to Christianity or go into exile.	HT/OF/B	<ul style="list-style-type: none"> • The text needs to clarify several important facts. • The Muslims in Spain were there because they had conquered Christian lands. The Catholic Kingdoms did not reconquer Muslim areas. They reconquered their own Christian land that had been invaded. • The King and Queen of Spain, Ferdinand and Isabella expelled the Jews and also the Muslims after the Spanish Inquisition against the Jews. Both the Jews and the Muslims were forced to convert or be killed. • After the Inquisition came the Expulsion of the Jews and Muslims. • Muslims were not “exiled” from their land, because it was not theirs. They were expelled because they were invaders who conquered the land. • The Jews were expelled because of Catholic anti-Semitism
Chap. 1, les. 1, ISR, mod.3 p2.	Title-Spain’s Militant Catholicism	B	<ul style="list-style-type: none"> • Selective use of subjective adjective used to describe a Christian denomination but not Islam, which has a well-documented history of Religion spread by the sword.
Ch. 1, Les. 1, ISR,	Chart of Spain & England, under Society-	FE/OF, B	<ul style="list-style-type: none"> • Once again fails to denote the fact that these Muslim areas in Spain were

mod.3, p7	Spain, becomes more Catholic having conquered Muslim areas within country and expelled Jews.		not Muslim to begin with. Dario Fernandez Morera, <i>The Myth of the Andalusian Paradise</i> , ISI Books, Wilmington, DE, 2016, ch.1, pp. 19-56.
Ch. 1, Les. 1, ISR, mod. 4, p3.	1 st answer at bottom states that Edict of Nantes allowed Protestants to practice in their home but not in public.	FE	<ul style="list-style-type: none"> Contradiction of facts because the published edict in the text does not state what is asserted.
Ch. 1, Les.1, ISR, mod. 6, p2.	Map of Europe after the Peace of Westphalia refers to a 2010 map.	OF	<ul style="list-style-type: none"> The Reviewer did not find a 2010 map.
Ch. 2, les1, ISR, mod. 6, p5, 14	Locke believed rights under a social contract belonged only to elite members of society.	FE	<ul style="list-style-type: none"> The social contract was according to this text a product of Rousseau. Locke believed under natural law we were all created equal. Internet Encyclopedia of Philosophy.
Ch. 2, les 1, Candide or Optimism, mod. 1, p 2, 14	In it Voltaire points out the enlightenment ideals of freedom of thought, social justice, and religious tolerance and how life at the time fell far short of these ideals.	OF	<ul style="list-style-type: none"> The phrase or term social justice is a relatively modern cultural Marxist appropriation of justice, or common good. It was not in use back then, in Voltaire's time, the Enlightenment. (Social Justice: Not What You think it is-The Heritage Foundation, by Micael Novak, 12/29/2009; The Origins of Social Justice: Taparelli d'Azeglio, by Thomas Patrick Burke, published Spring, 2010-vol. 52, no.2, Intercollegiate Studies Institute. Further, this whole unit appears to be flawed in its setup. It begins with page 3 and not 1. P 2 appears to be set up improperly with teaching notes interspersed with the text narrative.
Ch. 2, les. 3, ISR, mod. 3, p7, Signing the Declaration of Independence, under answers- Answer 2, sent. 2.	The painting also tells us that these people were white males of at least middle age.	B/S	<ul style="list-style-type: none"> This statement appears to be influenced by the modern meme under way in our colleges and universities of white privilege. It is factual that our founders were white males, so it is unnecessary to make a point of this, unless there is another motive. The Reviewer suggests removing this sentence.
Chapter 2, Lesson 2, Video, Catherine the Great, 0:41	Mariam Margolyes says, "[Catherine the Great] was sexually active and intellectually active, and that personality has come down through the ages to us."	S	<ul style="list-style-type: none"> It is inappropriate for a female speaker addressing 10th Grade students to speak in praise of a historical figure being "sexually active" and implying that such a personality type is praiseworthy today. The Reviewer suggests the following rewrite: "Catherine the Great ruled from 1762-1796, the longest reign of any female Russian leader. Known both for her affairs of state and her affairs of the heart, she greatly expanded her country's empire. Catherine is regarded as a socially enlightened ruler. Under her influence, Russians adopted western European philosophies and culture." https://www.livescience.com/42006-catherine-the-great.html
Chapter 3, Lesson 4, Analyzing Sources: Who should be a	Both d'Aelders and Fragonard appear to have recognized that the Revolution put men and women on an equal footing with regard to some things. That said,	B	<ul style="list-style-type: none"> The author's conclusion, based on a single painting, that Fragonard thought the equality of men and women was a "bad thing," is far-fetched. Fragonard also painted scenes where men and women were engaged in joyful activities.

citizen?, Analyzing texts, multiple perspectives, Question 2, 5 of 5	Fragonard, in showing men and women standing side-by-side in violence, believed this was inherently a bad thing. D'Aelders believed differently.		<ul style="list-style-type: none"> • https://www.artble.com/imgs/c/6/2/633923/the_musical_contest.jpg
Ch. 2, les.3, ISR, mod. 4, p1.	This section refers to the French Revolution, and under analyzing information and drawing conclusions is discussed pardon of criminals and power to impeach.	FE	<ul style="list-style-type: none"> • The Reviewer could not determine where these subjects or issues are discussed in the text. Upon review of Ch.3, the French Revolution is the subject discussed in Ch. 3.
Ch. 2, les. 3,ISR, mod. 4, p2, par. 3, 1 1.	The president served as the head of the executive branch, which is why it may be referred to as a Presidential democracy.	IT	<ul style="list-style-type: none"> • In the Federalist 10, Madison documents our form of government, as a Representative Republic. It could be argued that the President IS the Executive Branch, not the head of it.
Ch. 3, les.2, ISR, mod. 3,, p 2, under answers, no.2, sent.2.	Some advocated for a government with a constitutional monarch, while more radical groups favored an egalitarian system and execution of the king.	OF	<ul style="list-style-type: none"> • Reviewer could not find where egalitarian is defined.
Chap. 3, les.4, ISR, mod. 5 Pp. 1, 2, & 4.	Discussion of liberalism and conservatism, as well as nationalism.	OF	<ul style="list-style-type: none"> • Author might consider in this particular discussion to point out that what liberalism and conservatism meant in the 1700's is not what those terms mean today. In this way students can relate. • Upon review of Ch. 4, les. 3, mod. 3, p2, this distinction is finally made. ncpa.org.(What is Classical Liberalism-John C. Goodman, 12/20/2005.)
Chapter 4, Lesson 1, Video : Columbus's Arrival, 3:30	European diseases killed 95% of the native people in North and South America	FE	<ul style="list-style-type: none"> • There are various estimates of the number of deaths in the Americas, but 95% exceeds them all. • https://www.encyclopedia.com/science/encyclopedias-almanacs-transcripts-and-maps/impact-european-diseases-native-americans
Chapter 4, Lesson 1, Video : Columbus's Arrival, 3:40	Central American natives gave the sailors a new strain of syphilis to take back to Europe.	FE	<ul style="list-style-type: none"> • Recent studies of skeletons in Austria show that syphilis existed in Europe long before Columbus's voyage. • https://deccanchronicle.com/151123/lifestyle-health-and-wellbeing/article/columbus-did-not-introduce-syphilis-europe-study
Chapter 4, Lesson 1, Video : Columbus's Arrival, 4:10	Over the next century, Christopher Columbus was followed by tens of thousands of Europeans all seeking their fortunes and willing to slaughter anyone who stood in their way. . . The age of plunder had begun.	FE/B	<ul style="list-style-type: none"> • This exaggerated statement ignores the fact that many of the early Europeans in the Americas were missionaries and some were immigrants seeking religious freedom – such as the Pilgrims and the Puritans. • "...thousands of European Christians followed [Columbus] to America to plant colonies and lead souls to Christ." • Gibbs, David C. <i>One Nation Under God</i>. Cristian Law Association, 2003. Second Edition. Pg 34
Ch. 4, les.1, ISR, mod. 3. P1, Par.1, 1 2	In the 1400's other European powers who also sought spices, silk, and other goods from Asia began to look for alternative trade routes.	OF	<ul style="list-style-type: none"> • Omitted is the fact that alternative trade routes were sought because of Muslim raids on caravans along the silk route. • Nigel Cliff. <i>Holy War: How Vasco da Gama's Epic Voyage Turned the Tide in a Centuries Old Clash of Civilizations</i>, Harper, 2011, P3, para.4;

			P 5, Paras 1&3.
Ch. 4, les 1, ISR, mod. 4, p 2, 1 3.	Hispaniola had a population of 250,000 when Columbus arrived in 1492.	OF	<ul style="list-style-type: none"> The location of Hispaniola is not explained here. It is however finally explained in Les. 5 of this Ch., mod. 3, p 3, 11, s 2.
Ch. 4, les.2, ISR, mod. 1,	Les. 2 titled The Industrial Revolution. Mod. 1 is titled Introducing the Industrial Revolution, The Story Begins.	FE	<ul style="list-style-type: none"> The title of this textbook is World History and Geography: Industrial Revolution to the Present, yet it is not until this Ch. that the Industrial Revolution is presented. Further, the Industrial Revolution, if author means in effect the Mechanical Revolution, did not begin when this text begins, in the 1500's. Concensus is circa 1750-1850. New Standard encyclopedia, 1967 edition; also, 2015 Prentiss-Hall, World History, the Industrial Revolution to The Contemporary World. The Reviewer suggests a more apt title such as “The Renaissance to the Present.”
Ch. 4, les. 2, ISR, mod. 3, p 4, Par. 3, under making connections to perspectives, last sent.	The Industrial Revolution dramatically transformed our world and helped create the global environmental crisis we now face.	OF, B, S.	<ul style="list-style-type: none"> Author does not explain what the supposed environmental crisis is. Scientists, including those of NASA, differ on whether there is a manmade environmental crisis or not. This is making a statement that an environmental crisis is factual, when it is not.
Ch. 4, les. 2, ISR, mod. 3, p 6, under teaching notes- History-Social Science Skills,	Image of cotton factory. Interpreting the par. Refers to coal mining working conditions.	IT	<ul style="list-style-type: none"> Image and text do not go together.
Chapter 4, Lesson 2, The Industrial Revolution, Bellringer: London During the Industrial Revolution	Pollution increased dramatically in London and other British cities during the Industrial Revolution.	B	<ul style="list-style-type: none"> This statement should not be presented as the primary take-away of the Industrial Revolution. The following issues must be included: 1) increased productivity due to mechanization, 2) greater social mobility, 3) improved quality of life, 4) increased agricultural output per acre, and 5) improved infrastructure (transportation, communication, and utilities) http://benefitof.net/benefits-of-industrial-revolution/
Chapter 4, Analyzing Sources: The Industrial Revolution in Great Britain, 3 of 4, Map, Railroad Networks in 1850 Europe	<p>Railway Networks in 1850 Europe</p> <p>This map shows the extent of rail transport networks in Europe in the year 1850.</p>	FE	<ul style="list-style-type: none"> The map and the questions that follow refer to a map showing all of Europe, particularly France and Germany. These are not shown in the map.
Chapter 4, Lesson	Self-determination refers to the ability of an	FE	<ul style="list-style-type: none"> There is no constitutional government that allows an ethnic group within

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

Answers, United States, last sentence			<ul style="list-style-type: none"> The Caribbean territories were governed temporarily to prevent European colonization. <p>http://www.digitalhistory.uh.edu/teachers/Les._plans/pdfs/unit8_2.pdf</p> <ul style="list-style-type: none"> http://ushistory.org/us/44b.asp
Ch. 5, Les. 3, The National State and Democracy, Interactive Student Resources, The United States, 3 of 4, New Territory Abroad	When Queen Liliuokalani tried to strengthen the monarchy to keep the islands under her people's control, the United States sent military forces to the islands. The queen was deposed and the United States annexed Hawaii in 1898.	FE	<ul style="list-style-type: none"> The U.S. did not annex Hawaii by military force as implied by the text. The Queen was ousted in 1893 by a local coup led by Sanford Dole. President Cleveland supported returning the throne to the Queen. Because the U.S. needed a coaling station to support the Spanish-American War in the Philippines, the U.S. entered into a treaty in 1897 under McKinley to allow U.S. forces to use Pearl Harbor. Because of its strategic military importance, Congress voted to make Hawaii a territory in 1900. Source: https://www.reference.com/history/did-united-states-acquire-hawaii-d1f724e8f6dabf7c#
Ch. 5, les. 4, ISR, mod. 1, The Story Begins, par. 1, 11	When American author Mark Twain returned from Europe in 1900, he told several New York newspapers he opposed the United States territorial acquisition overseas: this is followed by a quote of Twain as reported in the New York Herald dated October 15, 1900.	IT – misplaced material	<ul style="list-style-type: none"> This module and introduction appears to be misplaced. It does not go with the remainder of the lesson. Upon review of Ch. 6, this information from Twain would appear to go with Ch. 6., The Reach of Imperialism.
Ch. 6, Les. 3, ePresentation Resources, The Great Rebellion	Mistrust and cultural differences led to a revolt, called the Great Rebellion	HT	<ul style="list-style-type: none"> Nowhere in this Ch. is the deep divide between the Hindu culture and the Muslim culture explained. This “communal” conflict has been at the root of most conflicts in India from the first Muslim invasion in 712 to the partition of India and Pakistan in 1947. The Reviewer suggests that more of this material be incorporated. Source: K.S. Lal, <i>The Legacy of Muslim Rule in India</i>, 1992, pages 83ff.
Ch. 6, ISR, under Analyzing Sources, Explaining Imperialism, p 3, Primary Source, No. 4, 11.	All the men and all the money used in civilizing and Christianizing the New Hebrides, has been British.	OF	<ul style="list-style-type: none"> No explanation of where New Hebrides is located or what it is named now. The Reviewer suggests that this be added to the text.
Ch. 6, les. 2, ISR, mod. 4., Pp 1 & 8.	Pages1 and page 8 are the same.	IT	<ul style="list-style-type: none"> The Reviewer suggests a correction to text setup.
Ch. 6, under Points of View: Two Perspectives on Imperialism, p2, under What do you think?,	Answers 2 through 5 do not correspond to the questions.	IT	<ul style="list-style-type: none"> The answers appear to be relevant to Lesson 3, British Rule in India.

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

			<p>for ourselves, we are ready to accord the open door to others.”</p> <ul style="list-style-type: none"> • The fighting that broke out in February, 1899, was due to a misunderstanding about America’s intention to grant independence to the Philippines. • http://www.eyewitnesstohistory.com/vopi.htm and • https://www.historytoday.com/richard-cavendish/filipino-insurrection-against-us and https://www.mtholyoke.edu/acad/intrel/mkinly3.htm
Chapter 6, Lesson 1, Interactive Student Resources, Colonial Regimes, 4 of 5, Informal Empires, first and second paragraphs	Over the course of the late nineteenth and early twentieth centuries the production of goods stagnated in places such as India, China, and Latin America but increased in parts of Europe and the United States. Many non-industrialized nations became increasingly dependent on industrialized nations. This resulted in a relationship that some scholars describe as an “informal empire.”	B	<ul style="list-style-type: none"> • The text repeatedly emphasizes the negative implications of colonialism and ignores the many benefits such as improved health, increased literacy, and general economic improvement in the colonies and possessions.
Chapter 6, Lesson 2, ePresentation Resources, Resource 10 of 35, Bellringer: South Africa, question 2	What do you know about South Africa from current events? Answer: Students may know that South Africa was the site of the 2010 World Cup Soccer Tournament. They may also know something about its history of struggle over apartheid, its transition to black majority rule, and the story of its most famous leader, Nelson Mandela.	HT/B	<ul style="list-style-type: none"> • Students should be informed that the black majority rule has resulted in widespread government corruption and, more recently, parliamentary approval of expropriation of white property by the black majority without compensation, a violation of Article 17 of the UN’s Universal Declaration of Human Rights. • www.reuters.com/article/us-safrica-land-expropriation/south-africas-parliament-endorses-land-expropriation-without-compensation-idUSKCN1GB22I
Chapter 6, Lesson 2, Interactive Student Resources, Central and East Africa, 4 of 8, Making Connections Across Cultures	The treaties, however, allowed Europeans indirect control over African resources – including people. Similarly, the United States made man promises to the American Indian tribes through more than 370 ratified treaties. Many of these treaties held promises that were ultimately broken.	B	<ul style="list-style-type: none"> • This gratuitous comment in a lesson on colonization of Africa concerning U.S. treaties with American Indians has little to do with the situation in Africa. European colonists in Africa were primarily interested in extracting resources. The American situation involved Native Americans who had no concept of land ownership vs. settlers who needed defined property rights for agricultural use. • The Reviewer suggests that the last two sentences be removed. • http://www.manythings.org/voa/history/5.html
Chapter 6. Points of View: Two Perspectives on Imperialism, What Do You Think?	(See “Fact and Source” column.)	FE	<ul style="list-style-type: none"> • Answers to questions 2, 3, 4, and 5 involve statements by Dadabhai Naoroji which are not provided in the student materials. Naoroji is not mentioned until Lesson 3, but the quotes in these answers are not found in that Lesson, either.
Ch. 7, les. 1, ISR, mod. 3, p7, 11	Spatial thinking: After Russia, which country had the largest sphere of influence in China? Answer is listed as China.	FE	<ul style="list-style-type: none"> • The Reviewer suggests the correction of the answer.
Ch. 7, les1, ISR,	Questions on p3 out of order with p4.	IT	<ul style="list-style-type: none"> • The Reviewer suggests that the questions on p 3 follow p4.

mod.5, Pp 3 & 4			
Ch. 7, ISR, The World's Literature: Ode for Youth, p1, under Explore the Text, 11	Key Historical Actors: The author of this poem is unknown, but he was clearly familiar with the Tai Ping Rebellion and its fundamental principles governing family relationships.	OF	<ul style="list-style-type: none"> • Reviewer did not see the poem. Pages 2-4 set forth excerpts from the poem but the poem is not shown. Presentation of fragmented text precludes knowing context of poem.
Ch. 7, les.2, ISR, mod. 3, p8, under answers, 1, 1 1, sent, 2.	The rise of a powerful westernized merchant class led by Sun Yat-Sen and the 1811 Revolution caused the ousting of the Qing and civil war between nationalist forces and General Yuan Shigai.	FE	<ul style="list-style-type: none"> • Year shown should be 1911, not 1811.
Ch. 7. Les. 2, ISR, mod. 4, p 3para. 2, 12, sent. 3	Imperialism condemned the country to a condition of underdevelopment.	HT	<ul style="list-style-type: none"> • This statement contradicts what author has just presented on p2, par. 2, 11, sent.1, that the Chinese economy had never been more productive.
Ch. 7, les. 3, ISR, mod. 3, p1, Japanese Expansion Timeline, 1868-1910.	1868, Sat-Cho attacks Shogun, Meiji Restoration begins.	OF	<ul style="list-style-type: none"> • Author does not describe Meiji until mod. 4 of les. 3, p1.
Ch. 7, Les. 3, Interactive Student Resources, Introducing the Rise of Modern Japan, The Story Begins	As with China, Western powers pressured the Japanese to open their country and their markets. On July 8, 1853, four American warships appeared outside the capitol, Tokyo, in a display of strength that forced Japan to open itself to trade with the West.	FE/B/S	<ul style="list-style-type: none"> • The text implies that this was a belligerent action. However, the letter from President Millard Fillmore shown in Ch. 7, Analyzing Sources, 2 of 5 "Trade with Japan," indicates otherwise. • The President states, "I have no other object in sending [Commodore Perry] to Japan but to propose to your Imperial Majesty that the United States and Japan should live in friendship and have [trade] with each other." • The Reviewer suggests that the wording in this quote be adjusted to reflect the material cited here.
Ch. 8, les. 2, ISR, Mod. 3, p3, The Technology of Trench Warfare.	Map icons.	IT	<ul style="list-style-type: none"> • Icons did not work.
Ch. 9, Les. 1, Resource 10 (Note: resource number is the one listed in "All available resources")	Effects of and Responses to the Great Depression IWBA	OF	<ul style="list-style-type: none"> • The meaning of the letters IWBA should be defined.
Ch. 9, Les. 1,	Heisenberg's Uncertainty Principle	FE/IT	<ul style="list-style-type: none"> • A worldview has to do with the perspective from which one views the

Resource 14	challenged Newtonian physics and represented a new worldview.		<p>world, the universe, and life. The Uncertainty Principle is not a worldview; it is a rule or law in particle physics.</p> <ul style="list-style-type: none"> • The Reviewer suggests the following rewrite: “Heisenberg’s Uncertainty Principle challenged Newtonian physics.” • https://www.thefreedictionary.com/worldview
Ch. 9, Les. 2, Resource 18	Spanish artist Pablo Picasso’s painting <i>Guernica</i> memorializes the bombing of a city by that name during the Spanish Civil War (1936-1939).	OF	<ul style="list-style-type: none"> • The Guernica massacre is remembered as the first use of <i>blitzkrieg</i>. • The Reviewer suggests this addition: “This was the first use of <i>blitzkrieg</i> (lightning war) by Germany.” • http://www.spiegel.de/international/europe/hitler-s-destruction-of-guernica-practicing-blitzkrieg-in-basque-country-a-479675.html
Ch. 9, Les. 2, Resource 19	Authoritarian states adopted some features of totalitarian states, but they still wished to preserve the existing social order rather than create a mass society.	OF/IT	<ul style="list-style-type: none"> • “Mass society” is not a common term, and some clarification is needed. • The Reviewer suggests the following rewrite: “Authoritarian states adopted some features of totalitarian states, but they still wished to preserve the existing social order (with communal groups) rather than create a mass society with large, formal and impersonal organizational structures.” • https://www.encyclopedia.com/social-sciences-and-law/sociology-and-social-reform/sociology-general-terms-and-concepts/mass-1
Ch. 11, Les. 1, Resource 10	Japan launched a surprise attack on U.S. and European colonies in southeast Asia.	FE	<ul style="list-style-type: none"> • The attack on the U.S. refers to Pearl Harbor, which is not in southeast Asia. • The Reviewer suggests the following rewrite: “Japan launched surprise attacks on Pearl Harbor in Hawaii and also on European colonies in southeast Asia.” • http://factsanddetails.com/asian/ca67/sub427/item2534.html
Ch. 11, Les. 4, Resource 8	Map	OF	<ul style="list-style-type: none"> • Both “concentration” camps and “death” camps are identified on the map. The two terms have different meanings which should be defined and distinguished. • https://www.britannica.com/topic/concentration-camp
Ch. 12, Les. 1, Resource 9	Second graph (USSR/Russia)	OF	<ul style="list-style-type: none"> • An explanation for the two shaded areas needs to be given.
Ch. 13, Les. 2, Resource 6	West Bank: area of Palestinian autonomy allowed under Israel-PLO agreement 1993.	HT	<ul style="list-style-type: none"> • The West Bank is under Israeli control, although Palestinians have some autonomy. • The Reviewer suggests the following rewrite: “Area under Israeli control since 1967, in which Palestinians have some autonomy.” • https://www.vox.com/cards/israel-palestine/west-bank
Ch. 13, Les. 2, Resource 7	Between the two world wars, many Jews immigrated to the Palestine Mandate.	OF	<ul style="list-style-type: none"> • The Palestine Mandate needs at least a brief explanation. • The Reviewer suggests the following rewrite: “Between the two world wars, many Jews immigrated to the Palestine Mandate., an area governed by the British that included land on both sides of the Jordan River.” • https://www.britishempire.co.uk/maproom/palestine.htm

Ch. 13, Les. 2, Resource 7	Tensions between Jews and Arabs led the United Nations to propose a division of the Palestine Mandate into a Jewish state and an Arab state.	OF	<ul style="list-style-type: none"> The timeline for this proposal should be given for clarity. The Reviewer suggests that “in 1947” be added after United Nations. https://www.britishempire.co.uk/maproom/palestine.htm
Ch. 13, Les. 2, Resource 18, Para. 1	For some Islamic leaders, Western values and culture are based on materialism, greed, and immorality.	OF/S	<ul style="list-style-type: none"> Nowhere is it said that many Islamic practices are inconsistent with the values of Western civilization. The Reviewer suggests the following addition: “On the other hand, many Islamic practices are inconsistent with various Biblical values that are the basis of Western civilization, including that in Islam non-Muslims are persecuted, men may have four wives, men may beat their wives, men are more reliable witnesses, criticism of Allah or the Quran is punishable by death, and theft is punishable by amputation.” http://www.billionbibles.org/sharia/sharia-law.html
Ch. 14, Les. 3, Resource 8	Although Allied occupation didn’t lead to the dismantling of the <i>zaibatsu</i> system, it did lead to land reform that created a strong class of independent farmers.	FE/HT	<ul style="list-style-type: none"> The connection between <i>zaibatsu</i> (large business enterprises existing before World War II) and farmers is unclear. The Reviewer suggests separating this item into two points: “Allied occupation led to land reform that created a strong class of independent farmers. Allied authorities ordered the destruction of large business enterprises (<i>zaibatsu</i>), but elements of the system remained in place.” https://www.britannica.com/topic/zaibatsu
Ch. 15, Les. 1, Resource 6	Mikhail Gorbachev, a reformer, was elected as leader of the Communist Party in 1985 and brought an end to the Cold War.	HT/S	<ul style="list-style-type: none"> Ronald Reagan’s tough policies towards the Soviets were also instrumental in ending the Cold War. The Reviewer suggests separating this item into two points: “Mikhail Gorbachev, a reformer, was elected as leader of the Communist Party in 1985. Gorbachev’s reforms, along with Ronald Reagan’s tough policies towards the U.S.S.R., brought an end to the Cold War.” Larry Schweikart and Michael Allen, <i>A Patriot’s History of the United States</i>, Penguin Books, London, UK, 2004, pp. 761-762.
Ch. 15, Les. 1, Resource 19	He [Yeltsin] introduced a free market economy but faced many problems.	HT	<ul style="list-style-type: none"> Although economic reforms were introduced in the 1990s, these eventually stalled and the government still has extensive control. The Reviewer suggests the following revision: “He introduced a free market economy, but this faced many problems and the government continues to exercise extensive economic control.” https://www.heritage.org/index/country/russia
Ch. 15, Les. 2, Resource 11	Reagan’s spending produced record government budget deficits.	HT	<ul style="list-style-type: none"> Budget deficits during the Obama administration were much higher. The Reviewer suggests the following rewrite: “Reagan’s spending produced record government budget deficits at the time, but deficits were even higher during the Obama years.” https://www.thebalance.com/us-deficit-by-year-3306306

Ch. 15, Les. 2, Resource 18, Slide 5	IDENTIFYING CAUSES. What does the breakdown of spending suggest about why George W. Bush ran up such large deficits during his term in office?	OF/S	<ul style="list-style-type: none"> It is unfair to single out G.W. Bush when deficits during the Obama years were considerably higher. The Reviewer suggests the following rewrite: “What does the breakdown of spending suggest about why George W. Bush and Barack Obama ran up such large deficits during their terms in office?” https://www.thebalance.com/us-deficit-by-year-3306306
Ch. 15, Les. 2, Resource 19, Slide 2	Although there have been gains in the women’s movement in the early decades of the 2000s, women continue to do most of the child rearing and domestic work in most homes.”	OF/S	<ul style="list-style-type: none"> The women’s movement is also called feminism. Omitted is the fact that many (perhaps most) women prefer to be homemakers – a legitimate and necessary role in society. The Reviewer suggests the following rewrite: “Although there have been gains in the women’s (or feminist) movement in the early decades of the 2000s, many women prefer to be homemakers, rearing children and keeping their homes in order.” https://www.britannica.com/topic/womens-movement Phyllis Schlafly, <i>Who Killed the American Family?</i> WND Books, New York, NY, 2014, p. 33.
Ch. 15, Les. 3, Resource 12	2005 forecast [in chart]	FE	<ul style="list-style-type: none"> This is apparently a misprint; it should be “2055.”
Ch. 16, Les. 1, Resource 5	Sample answer: In 2008, a terrorist organization attacked several sites in Mumbai, India, killing at least 174 people. The attacks may be connected to a group based in Pakistan called Lashkar-e-Taiba.	FE	<ul style="list-style-type: none"> The “sample answer” is supposed to list the motivation for the 9/11 attacks on the U.S. The answer given has nothing to do with 9/11, since it lists events in 2008. The Reviewer suggests the following rewrite: “Al-Qaeda is an Islamic terrorist group that believes their religion calls for <i>jihad</i> (holy war) against non-Muslims.” https://www.prospectmagazine.co.uk/magazine/whatwerethecausesof911
Ch. 16, Les. 1, Resource 6	List of countries that have nuclear reactors in operation.	FE	<ul style="list-style-type: none"> Iran has a nuclear power reactor at Bushehr. Iran should be added to the list. http://www.world-nuclear.org/information-library/country-profiles/countries-g-n/iran.aspx
Ch. 16, Les. 2, Resource 16, Slide 1, Para. 1	The idea of natural rights and freedoms, formed during the Enlightenment, have since spread around the world.	HT	<ul style="list-style-type: none"> The principle of natural rights is based on the belief that God has established certain rights (truths) through His natural law, and He has revealed these truths to man. The Reviewer suggests the following revision: “The principle of natural rights and freedoms, formed during the Enlightenment and based on God-given natural laws and truths, have since spread around the world.” Matthew Spalding, <i>We Still Hold These Truths</i>, ISI Books, Wilmington, DE, 2009, pp. 39-42.
Ch. 16, Les. 2, Resource 17, Slide 4	Age vs. Population graphs	OF	<ul style="list-style-type: none"> Each of the three graphs apparently presents data for a certain year, but the years are not given. Also, on the vertical axis the ages are not listed.

Ch. 16, Les. 4, Resource 7, Slide 1	QUESTION: What is carbon dioxide? ANSWER: This is the gas that rain forests remove from the air.	HT/S	<ul style="list-style-type: none"> The answer implies that carbon dioxide in the air is bad, which is a false assertion. The Reviewer suggests the following rewrite: ANSWER: “This is the gas that plants use for growth and the production of organic matter.” S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.173-175.
Ch. 16, Les. 4, Resource 7, Slide 1	QUESTION: What are wind generators? ANSWER: By 2050, scientists estimate one-third of the world’s electricity could be supplied by this.	S	<ul style="list-style-type: none"> This projection may or may not prove to be true, but one-third seems too optimistic. For example, another study (see reference below) predicts wind could provide “up to 18%” of electricity needs by 2050. The Reviewer suggests the following rewrite: ANSWER: “Some studies predict that by 2050 a significant percentage of the world’s electricity could be supplied by this.”
Ch. 16, Les. 4, Resource 7, Slide 2	QUESTION: What is the greenhouse effect? ANSWER: This is a warming of the Earth due to a buildup of carbon dioxide in the atmosphere.	FE/B	<ul style="list-style-type: none"> This question shows bias towards an activist environmental agenda. It is questionable that the greenhouse theory has any significant effect on global warming. The Reviewer suggests the following rewrite: QUESTION: “What is the greenhouse theory? ANSWER: “This is the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming.” S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.103-107.
Ch. 16, Les. 4, Resource 7, Slide 2	QUESTION: What is global climate change? ANSWER: Scientists fear a worldwide crisis created by this, which is currently contributing to droughts, storms, melting polar ice caps, and rising sea levels.	FE/B	<ul style="list-style-type: none"> This question shows bias towards an activist environmental agenda. Climate change has always occurred during Earth’s history, and recent changes are not unusual. The Reviewer suggests the following rewrite: ANSWER: “This is evidenced by warming and cooling cycles throughout Earth’s history, caused by such factors as variable solar output, volcanic activity, and meteorite bombardment.” S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.
Ch. 16, Les. 4, Resource 8	The destruction of the rainforests and desertification are results of worldwide population growth.	HT/FE/S	<ul style="list-style-type: none"> This is a politically motivated statement that supports an activist environmental agenda. The Reviewer suggests the following rewrite: “The destruction of rainforests is largely due to the use of forest land for farming, logging, and firewood collection. Desertification is largely due to overgrazing, loss of vegetation, and poor irrigation.” http://www.rainforestinfo.org.au/background/causes.htm http://desertificationb.tripod.com/id3.html
Ch. 16, Les. 4, Resource 8	Chemical wastes such as chlorofluorocarbons and sulfur pose a threat to the environment.	S	<ul style="list-style-type: none"> Lots of things “pose a threat to the environment.” Chemical wastes are being singled out here as part of an activist political agenda. The Reviewer recommends eliminating this statement.

Ch. 16, Les. 4, Resource 8	Oil companies, nuclear facilities, and chemical plants have caused deaths, health problems, and ecological destruction.	S	<ul style="list-style-type: none"> • There are many causes, both natural and human-induced, for “deaths, health problems, and ecological destruction.” It is unfair to single out certain industries in this regard. • The Reviewer recommends eliminating this statement.
Ch, 16, Les. 4, Resource 8	The greenhouse effect is the warming of the Earth because of the buildup of carbon dioxide in the atmosphere.	FE/B	<ul style="list-style-type: none"> • This shows bias towards an activist environmental agenda. It is questionable that the greenhouse effect has any significant influence on global warming. • The Reviewer suggests the following rewrite: “The greenhouse theory is the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming.” • S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.103-107.
Ch. 16, Les. 4, Resource 15, Slide 2, Para. 2	The tropical rain forests are also crucial to human survival because they remove carbon dioxide from the air and return oxygen to it.	HT/S	<ul style="list-style-type: none"> • This statement implies that carbon dioxide in the atmosphere is bad. This is not true, since carbon dioxide is needed for plant growth. • The Reviewer recommends the following rewrite: “The tropical rain forests are also crucial to human survival because trees use carbon dioxide to produce organic matter and return oxygen to the atmosphere.” • S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp.173-175.
Ch. 16, Les. 4, Resource 15, Slide 5	Yet another threat to the environment is global climate change, which has the potential to create a worldwide crisis.	FE/B	<ul style="list-style-type: none"> • This is an alarmist statement that supports an activist environmental agenda. Climate change has occurred throughout Earth’s history, and changes observed today are not unusual. • The Reviewer recommends the following rewrite: “Climate change, as evidenced by warming and cooling cycles, has occurred throughout Earth’s history. Causes include such factors as variable solar output, volcanic activity, and meteorite bombardment.” • S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.
Ch. 16, Les. 4, Resource 15, Slide 5	Many of the world’s scientists agree that the <u>greenhouse effect</u> , the warming of Earth due to the buildup of carbon dioxide in the atmosphere, is contributing to devastating droughts and storms, the melting of the polar ice caps, and rising sea levels that could flood coastal regions in the second half of the twenty-first century.	FE/B	<ul style="list-style-type: none"> • Greenhouse theory is an unproven hypothesis, and the undesirable effects listed here are simply speculation in support of an activist political agenda. • The Reviewer recommends the following rewrite: “Some people promote the greenhouse theory, the controversial, unproven hypothesis that a buildup of carbon dioxide in the atmosphere causes global warming. In actuality, both warming and cooling cycles have been a regular occurrence in Earth’s history.” • S. Fred Singer and Dennis T. Avery, <i>Unstoppable Global Warming</i>, Rowman and Littlefield, Lanham, MD, 2008, pp. 6-8, 110, 138, 156.

Evaluation of Social Studies Skills and other important issues

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

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

Commendations:

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

Concerns:

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

Evaluations based on template

Choices	Explanations	Yes	No
1	This text has minor changes that need to be made		
2	This text has a moderate number of changes		
3	This text has substantial changes that need to be made		
4	This book is so flawed that it is not recommended for adoption.	X See “Concerns” above	

***Evaluation Approved by Dr. Sandra Alfonsi