



in collaboration with Truth in Textbooks

Nystrom Education, *Active Classroom Government and Civics*, 7th Grade, 2016

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

Unit 1: Backwards Planning PowerPoints: The Enlightenment, Slide 7, Francis Bacon and the Scientific Method.	Sir Francis Bacon laid the theoretical groundwork for what became known as the scientific method. In Europe, science had been almost a combination of magic and academics, and scientists were not concerned with careful practices, methodical actions, logic, or theory	FE, S	<ul style="list-style-type: none"> • The Reviewer suggests that this be rewritten to omit the second sentence altogether. • Wrongly portrays the Middle Ages as a time of non-thinking religious devotion. • The concept of science and technology prior to the Scientific Revolution as ‘a combination of magic and academics...’ is incorrect. • Gies, Frances & Joseph, <u>Cathedral, Forge, and Waterwheel: Technology and Invention in the Middle Ages</u>, NY, Harper Perennial, 1994, pp11-12
Unit 1: Backwards	Although the great minds of	FE	<ul style="list-style-type: none"> • The Reviewer suggests that the reference to obscure constraints on

<p>Planning PowerPoints: The Enlightenment, Slide #9, Enlightenment Principles, Bullet #1</p>	<p>the medieval and Renaissance eras had achieved much, they also had been overly constrained by religion, tradition, and superstition. To truly achieve independent thought, one had to throw off all limits and rely solely on reason.</p>		<p>Renaissance era thinkers be removed, as well as that the sentence, “To truly achieve independent thought, one had to throw off all limits and rely solely on reason.” be omitted.</p> <ul style="list-style-type: none"> • There is no evidence presented that religion, tradition, and superstition overly constrained scientific, technologic, nor philosophic advancements. In fact, the opposite is evident by history. Advancement in all of those three areas abounded throughout the course of the Middle Ages. See: • “Middle-Ages Science: Science and Medieval Society - Charlemagne, Scholasticism and the Scientific Method” Accessed 09/03/19 • https://explorable.com/middle-ages-science
<p>Unit 1:Backwards Planning PowerPoints: The Enlightenment, Slide 9, Enlightenment Principles, Bullet #2</p>	<p>Like the pioneers of the Scientific Revolution, Enlightenment thinkers also strove to make conclusions based on observation, logic, and reason, rather than on faith.</p>	<p>FE, S</p>	<ul style="list-style-type: none"> • The pioneers of the Scientific Revolution, from Roger Bacon to Galileo to Newton were all believing Christians. • The revolution in science can be thought to stem from Christian thought. • "The starting point for all natural philosophy in the Middle Ages was that nature had been created by God. This made it a legitimate area of study because through nature man could learn about its creator. Medieval scholars thought that nature followed the rules that God had ordained for it. Because God was consistent and not capricious, these natural laws were constant and worth scrutinizing." • Hannam, J., “God's Philosophers: How the Medieval World Laid the Foundations of Modern Science” Regnery Pub. 2011.
<p>Unit 1:Backwards Planning PowerPoints: The Enlightenment, Slide 15, Rene Descartes 1596-1650</p>	<p>In <i>Discourse on Method</i> and <i>The Meditations</i>, he reasoned that all of his prior knowledge was subject to doubt because it was based on traditional beliefs</p>	<p>HT, S, B</p>	<ul style="list-style-type: none"> • Misleading. Descartes was a man of faith. The famous ‘Cogito ergo sum’ was followed by a further assertion supporting the existence of God. • “March 31, 1596: French philosopher Rene Descartes is born. Though more famous for his saying, "Cogito ergo sum" (I think, therefore I am), he followed that statement with a logical argument for the existence of God. In essence, he argued that the idea of God, a perfect being, could only be caused by that perfect God. Though fellow philosopher-mathematician-scientist Blaise Pascal (an avid Catholic) considered Descartes a mere Deist, "letting [God] give a tap to set the world in motion," Descartes repeatedly wrote about his devotion to Roman Catholicism. Today in History - Accessed 09/03/19 • https://www.christianitytoday.com/history/today/march-31.html • The Reviewer suggests an addition to follow the last words two words (traditional beliefs): “However, Descartes was a man of faith and he added an assertion supporting the logical argument for the existence of God.”

<p>Unit 1: We The People: How Did Constitutional Government Develop in Great Britain?; Terms to Understand: Parliament</p>	<p>Parliament: The British legislature, which consists of two houses: the House of Lords, representing the nobility, most of whose appointments are no longer hereditary, and the House of Commons, representing the people.</p>	<p>FE</p>	<ul style="list-style-type: none"> • There is a Factual Error about the process for becoming a member of Parliament. • The members of the House of Commons are voted for by the public. There are about 780 members of the House of Lords and they're not currently voted for by the public. • https://www.bbc.co.uk/newsround/18005165 • The Reviewer suggests the following rewrite: Parliament: The British legislature, which consists of two houses: The House of Lords, representing the nobility and House of Commons, representing the people. Members of the House of Commons are elected by the voters whereas the members of the House of Lords are appointed.
<p>Unit 1: We the People: Why is the Magna Carta an Important Document? Critical Thinking Ex Q 5,10, 15,20</p>	<p>5, 10 ,15, 20 (same question repeated) Where in the Constitution or Bill of Rights can you find this right?</p>	<p>OF</p>	<ul style="list-style-type: none"> • In order to answer these questions, the student must have knowledge of the Constitution. This section of the text does not appear until Unit 3
<p>Unit 1: How Democratic Were the Ancient Greeks? Visual Primary Source Documents 1 & 2; Information on Document 1</p>	<p>In special elections in Athens, each citizen could scratch one name on a shard of pottery such as this. The name with the most votes would be banished from the city for a period of years. The shard was called an “ostrakon,” which gave us the term “ostracism.”</p>	<p>IT</p>	<ul style="list-style-type: none"> • It is necessary to clarify the use of the ostrakon. The vote was for the specific purpose of deciding whether to banish a person. • “The word “ostrakon” is derived from the Greek “ostrakon” (meaning a piece of pottery used as a voting ballot). When a vote was held on whether to banish a person from society these shards were used to cast votes. This is the origin of the word “ostracism” (literally meaning “to be voted out”). • https://ancientegyptonline.co.uk/ostrakon/
<p>Unit 1: Debating the Documents. How Democratic Were the Ancient Greeks? Visual Primary Source 3.</p>	<p>□ What Else Can You Infer? For example, what attitudes about peasants and slaves do these images suggest? What else can you infer about ancient Greek artistic ideals from this artwork? About its social</p>	<p>HT, OF, S</p>	<ul style="list-style-type: none"> • This clause: “or give any sense of a problem with their treatment; etc.” has evidence of Slant • The text judges an ancient civilization by today’s standards and mores. • The Reviewer suggests a rewrite to accentuate the representation of the human form and of the representation of simple, manual labor alone.

	<p>life? About its wealth and economic life? They show peasant and slave performing very simple, manual labor; they show a typical Greek depiction of the human form realistically; they do not stress the harshness of the conditions under which these people labored, or give any sense of a problem with their treatment; etc.</p>		
<p>Unit 1: Gov Activators: Principles of American Democracy, Principles of American Democracy, para 9</p>	<p>It's important to point out that the benefits of democracy did not extend to all colonists. Social custom and law recognized that only white, male landowners were enfranchised to vote. In most colonies, women's rights were limited, as their husbands had ultimate control over their children and their property. Slavery eliminated any rights for blacks, who composed nearly 20 percent of the population. Some free blacks owned property and ran businesses, but in most cases had no right to vote.</p>	<p>HT, S</p>	<ul style="list-style-type: none"> • This paragraph portrays the situation as if the male landholders actively deny rights and political power to women and to blacks, when the reality is that the men themselves were in the process of wresting their own rights from the ruling classes, aristocracy, and royalty. • It is misleading to judge an historic era by the standards and mores of today's society; it gives an inaccurate representation. This phenomenon is called <i>Presentism</i>. • https://www.merriam-webster.com/dictionary/presentism
<p>Unit 1: Gov Activators: Principles of American</p>	<p>Proclamation Act (1763): Soon after the British signed the peace treaty with France, Parliament passed the</p>	<p>OF</p>	<ul style="list-style-type: none"> • The Reviewer suggests adding some of the missing information to the paragraph. • The text has omitted the British motivation to keep the colonists geographically confined so as to control trade with and tax the colonists

<p>Democracy, Seven British Actions, para 1</p> <p>Unit 2: Everyday Life: Revolutionary War: The Background, Reading, para 4, last line</p>	<p>Proclamation Act. This act temporarily prohibited colonists from crossing the Appalachian Mountains and settling in the rich Ohio valley and other areas in the West. The British government claimed the law was intended to protect settlers from Indian tribes who had not agreed to peace, and to sort out confusing land claims of several different colonies. The British claimed the act would only be temporary.</p> <p>The problem began in 1763. In that year, the king urged Parliament to pass a proclamation (law) forbidding further settlement beyond the Allegheny Mountains, a part of the Appalachian range. Any settlers already there would have to leave. The proclamation was prompted by a series of Indian raids on settlers in the area. George III reasoned that peace could be maintained with the Indians if colonists were forbidden to settle on Indian land.</p>		<ul style="list-style-type: none"> • The goals of the Proclamation of 1763 were to establish governments for their new territories gained after the war, to encourage peace between colonists and remaining Indians tribes and to keep colonists confined to the coasts for purposes of easier taxation and trade with the mother country.” • Proclamation of 1763 - October 7, 1763, Revolutionary War and Beyond. Accessed 9/3/19 • https://www.revolutionary-war-and-beyond.com/proclamation-of-1763.html
<p>Unit 2: Everyday</p>	<p>A Frenchman who settled on</p>	<p>HT</p>	<ul style="list-style-type: none"> • The Reviewer suggests reference to this book may be misplaced in here and

<p>Life: Revolutionary War: The Background, Reading, para 16</p>	<p>a farm in New York state in 1759 wrote a book in which he asked the question: “What is an American?” The Frenchman was Michel Guillaume Jean de Crèvecoeur. He changed his name to Hector St. John, but is known in some history books as Hector St. John Crèvecoeur.</p>		<p>to omit any reference to Crèvecoeur as a supporter of Americans’ revolution in as much as:</p> <ul style="list-style-type: none"> • Though technically correct, Crèvecoeur settled in NY in 1759. The students may think that he wrote his book in 1759, prior to the Revolutionary War, when, actually, he wrote the book, ‘Letters from an American Farmer,’ in 1782, towards the end of the War. • https://www.britannica.com/biography/Michel-Guillaume-Saint-Jean-de-Crevecoeur • And Crèvecoeur did not support the Revolution either: • “Most readers know Crèvecoeur only from his famous third letter with its sunny optimism. That selective reading creates a misleading impression of his entire work, which ripens into a long exposé of the American Revolution as brutal, divisive, and hypocritical. Often misread as a champion of American independence and democracy, Crèvecoeur instead mourned the demise of British America.” • Taylor, Alan, “The American Beginning: The dark side of Crèvecoeur's ‘Letters from an American Farmer’” <i>The New Republic</i>, 7/18/13, accessed 9/23/29 • https://newrepublic.com/article/113571/crevecoeurs-letters-american-farmer-dark-side
<p>Unit 2: Declaration of Independence: Everyday Life: Revolutionary War” The Continental Congress: Reading, Para 4: L1-6</p>	<p>The delegates who assembled at Philadelphia were a mixture of moderates and radicals. In politics, a moderate is a person who tries to look at both sides of an issue and seeks a peaceful solution to the problem. A radical, on the other hand, favors extreme and sometimes violent means to attain an end. John Dickinson was a leading spokesman for the moderates, while South Carolina’s Christopher Gadsden and Virginia’s</p>	<p>OF, S</p>	<ul style="list-style-type: none"> • This Reviewer suggests the following rewrite: Replace the pejorative word “radical” with the word “patriot.” • Grouping the delegates into two categories using today’s terminology is disingenuous in describing the fervor of the signers of the Declaration of Independence. After little more than one month, all 56 men were in agreement and signed the document. • “Men with financial means along with oratorical skills were necessary components to make a revolution. Among them, were James Otis, Samuel Adams and Patrick Henry.” • Schwenker, Larry. <i>A Patriot’s History of the United States</i>. New York: Penguin Group, 2004, p. 60

	Patrick Henry argued the cause of the radicals. Patrick Henry summed up the view of the radical side when he shouted, “I know not what course others may take, but as for me, give me liberty or give me death!”		
Unit 2: Declaration of Independence: Everyday Life: Revolutionary War” The Continental Congress: Reading: Para 8; L2-4	Perhaps the best known of the organized militia groups were the minutemen of Massachusetts. The name is especially associated with the group of farmers who fired the opening shots of the revolution at <u>Lexington</u> and Concord.	FE	<ul style="list-style-type: none"> • It is incorrect to say that the colonists fired the opening shots of the Revolution. • “Both sides presented their arms, the “shot heard round the world” rang out— although historians still debate who fired first –and the British achieved their first victory of the war.” • Schweikart, Larry. <u>A Patriot’s History of the United States</u>. New York: Penguin, 2004. p. 73 • The Reviewer suggests the following rewrite: Although no one knows who fired the first shot, the Minutemen were present on Lexington Green on April 18, 1775.
Unit 2: Everyday Life: Revolutionary War: The Declaration of Independence, Reading para 14, L3	Jefferson states at the beginning of the declaration that people are endowed with inalienable rights, rights with which they are born and which cannot be taken away.	OF	<ul style="list-style-type: none"> • The Reviewer suggests that the rewrite include that the endowment is by their Creator, the concept as created by Jefferson: • “We hold these truths to be self-evident, that all men are created equal, that they are endowed <i>by their Creator</i> with certain unalienable Rights.” • The Declaration of Independence Full Text • http://www.ushistory.org/Declaration/document/
Unit 2: Everyday Life: Revolutionary War: The Declaration of Independence, Reading, Para16	During the 18th century, the terms <i>men</i> and <i>mankind</i> were used to include both men and women. Was Jefferson doing so when he used the term men? No one knows for sure. It seems obvious that he excluded free blacks and slaves, who at the time made up one-fifth of the population of America. Regardless of	HT, OF, S	<ul style="list-style-type: none"> • This paragraph misrepresents Jefferson as having been in active denial of rights and political power to women and to blacks. The evolution of rights and political participation was a process, an evolution, down through history. The Revolutionary War itself was an excellent and prime example of this progress, with men wresting their very rights from the grip of powerful aristocracy. They were not actively excluding women and blacks, they were hard at work gaining their rights. • As Jefferson and Washington sought to liberalize the State’s slavery laws to make it easier to free slaves, the State Legislature went in exactly the opposite direction, passing laws making it more difficult to free slaves https://wallbuilders.com/george-washington-thomas-jefferson-slavery-

	<p>the meaning of Jefferson’s statement, both women and African-Americans would have to struggle for many years to attain even some of the rights granted to white males from the beginning.</p>		<p><u>virginia/</u></p> <ul style="list-style-type: none"> • It must be noted that Jefferson was against slavery: • “There is nothing I would not sacrifice to a practicable plan of abolishing every vestige of this moral and political depravity [slavery]” • Allison, Maxfield, Cook, Skousen: <u>The Real Thomas Jefferson</u>, Idaho: National Center for Constitutional Studies, 2008. p. 630 • It is misleading to judge and malign people of an historic era by the standards and mores of today’s society, it is not an accurate representation. • This Reviewer suggests that the entire paragraph be rewritten to present the accurate information about slavery and our Founding Fathers.
<p>Unit 2: Power Basics: Birth of a Nation: From Colonization to Independence, The Declaration of Independence, Para1</p>	<p>There are three important principles, or ideas, in this document. They are as follows:</p> <ul style="list-style-type: none"> • The colonies are free and independent of England. • All men are equal. • Governments are set up to protect the rights of the people, and they receive their powers from the people. 	FE	<ul style="list-style-type: none"> • Point two, “All men are equal.” That is erroneous. • The Reviewer suggests that it be rewritten correctly as, “All men are created equal.” Thomas Jefferson’s assertion of rights do not extend to the keeping of men equal once they are born. • The Declaration of Independence Full Text • http://www.ushistory.org/Declaration/document/
<p>Unit 2: Power Basics: Birth of a Nation: From Colonization to Independence, The Declaration of Independence, Practice4</p>	<p>Choose the correct answer for each of the following questions.</p> <p>1. Which of the following statements did <i>not</i> appear in the Declaration of Independence?</p> <ol style="list-style-type: none"> a) The colonies are free and independent. b) All slaves must be freed. c) All men are equal. d) Governments are set up to protect the rights of the people. 	FE	<ul style="list-style-type: none"> • The Reviewer suggests that answer C (no. 3) be rewritten “All men are created equal.” • The text appears to offer “All slaves must be freed” as the correct choice. However, once again, it must be pointed out that the phrase, “All men are equal,” does not appear in the Declaration of Independence either. Rather the phrase, “All men are created equal.” That is significantly different. • The Declaration of Independence Full Text • http://www.ushistory.org/Declaration/document/

<p>Unit 2: Declaration of Independence: We the People (Level II) 7: What Experiences Led to the American Revolution: Which Ideas Did the Colonists in America Use to Create Their Governments? Para. 3, Item #1</p>	<p>Natural rights. Colonial governments were based on the idea that the purpose of government is to protect the people’s natural rights to life, liberty, and property.</p>	<p>FE, HT, S</p>	<ul style="list-style-type: none"> • It is important for the student to understand that the natural rights come from God. • Those rights, then, which God and nature have established, and are therefore called natural rights, such as are life and liberty.” • Skousen, W. Cleon. <u>The Making of America</u>. Idaho: National Center for Constitutional Studies, 2007. p 354. • The Reviewer suggests the following rewrite: Colonial governments were based on the idea that purpose of government is to protect the people’s natural rights, which come from God. Those rights include life, liberty and property.
<p>Unit 2: Declaration of Independence: We the People (Level II) 7: What Experiences Led to the American Revolution:How Did the Colonists Resist British Control? Para.10</p>	<p>On April 19, 1775, fighting broke out between Great Britain and the American colonies. On that day, British troops marched to the towns of Lexington and Concord in Massachusetts. The army was supposed to capture hidden guns and supplies by surprise, but a system of signals warned the Americans. The Americans fired on the British and forced them back to Boston. That was the beginning of the Revolutionary War.</p>	<p>FE</p>	<ul style="list-style-type: none"> • It is incorrect to say that the colonists fired the opening shots of the Revolution. • “Both sides presented their arms, the “shot heard round the world” rang out— although historians still debate who fired first –and the British achieved their first victory of the war.” • Schweikart, Larry. <u>A Patriot’s History of the United States</u>. New York: Penguin Group, 2004, p.73 • This Reviewer suggests the following rewrite: The name is especially associated with the men who were present on Lexington Green on April 18, 1775. It is not know who fired the first shot.
<p>Unit 3: Backwards Planning PowerPoint; p. 20 of Power Point, The Philadelphia Conventions: Demographics Para 1, L1--4</p>	<p>Delegates to the Philadelphia Convention had many things in common. First, most were wealthy and had significant economic interests in the convention’s outcome. (Some historians have speculated that ultimately the Constitution served more to</p>	<p>S</p>	<ul style="list-style-type: none"> • Some historians... This is speculation and has no place in the presentation. It is the opinion of the publishers and not factual • This Reviewer suggests that the parenthetical comment be deleted.

	protect their economic rights than establish a plan of government.)		
UNIT 3: Constitution and Bill of Rights: Backwards Planning PowerPoint p.47, The Preamble: Excerpt	Discussion question: Ask students to read the text of the Preamble. After giving them time to review, ask them to give modern-day examples of how the federal government seeks to achieve these goals. Students may suggest several government programs or laws, such as welfare, food stamps, Social Security, laws that regulate individuals' behavior and protect persons' lives and property, or sending American troops to fight various wars.	IT, S	<ul style="list-style-type: none"> • Answers that include welfare, food stamps, Social Security, should not be accepted or encouraged. • The Founders clearly understood the “general welfare” to mean the good of all citizens, not an open-ended mandate for Congress. The only good that applies to all citizens is freedom, and government’s proper role is the protection of that freedom. That was the meaning intended by the Founders. • https://individualrightsgovernmentwrongs.com/founding-fathers/the-founders-and-the-general-welfare/
UNIT 3: Backwards Planning PowerPoint p 57: The Federalists	Those in favor of ratification received the name “Federalists” because of their support for the federal government. Many of the Federalist leaders represented the country’s elite, and so advocated government by the rich and well-born, or what many called the “virtuous democracy.” Unlike the Anti-Federalists, whose support tended to come from the interior of the country, Federalists counted as strongholds the larger cities	FE, S	<ul style="list-style-type: none"> • It is inaccurate to describe the Federalists as elitists. This is a Slant designed to influence the student to think of the Federalists as elitists and to imply class differentiation where none existed. • Key anti-Federalists were John Hancock, Patrick Henry, Richard Henry Lee, George Mason and Mercy Otis Warren were from varied backgrounds. Federalists believed the Constitution was sufficient to protect individual rights. The Anti-Federalists believed the Constitution was not sufficient to protect individual rights. • https://www.gilderlehrman.org/content/differences-between-federalists-and-antifederalists.

	and coastal areas. Major Federalist leaders included Alexander Hamilton and James Madison		
UNIT 3: Constitution and Bill of Rights: Backwards Planning PowerPoint p. 70 Bill of Rights	Amendments 2 and 3 protect against oppression by the military. The Second Amendment, frequently the subject of a great deal of political debate, ensures a “well-regulated militia” by allowing citizens to keep and bear arms.	HT, S	<ul style="list-style-type: none"> • Significantly, the Second Amendment did not grant or bestow any right on the people; instead, it simply recognized and provided what Constitution signer James Wilson called “a new security” for the right of self-defense that God had already bestowed on every individual. • James Wilson, <i>The Works of the Honorable James Wilson</i>, Bird Wilson, editor (Philadelphia: Bronson and Chauncey, 1804), Vol. II, p. 454. As quoted on : https://wallbuilders.com/founders-second-amendment/ • This provision guarantees the RIGHT of the people to keep and bear arms without interference by the federal government. • Skousen, W. Cleon. <i>The Making of America</i>, Idaho: National Center for Constitutional Studies, 2007. p. 694 • This Reviewer suggests the following rewrite: Amendment 2 recognizes the right of the people to keep and bear arms without interference by the government.
Unit 3:Power Basics: The Fed Gov: Checks &Balances, Checks on the Legislative Branch, In Real Life	One recent example of the Supreme Court checking the legislative branch happened with the Communications Decency Act (CDA). The CDA was made a law in 1996. The CDA made it illegal to put “indecent” or “offensive” material on the Internet where it could be used by minors (people under 18 years of age).	S	<ul style="list-style-type: none"> • This Reviewer thinks that, in choosing this case, the editors ignored that the 12-13 year old child’s psychology has not matured enough to address adult concepts appropriately. They missed an opportunity to present the concept absent the titillating content. • The Reviewer suggests that, in order to demonstrate a check on the Legislative Branch, the editors choose a less morally controversial, less adult, topic for the eyes and ears of Middle School children. • “During the teen years, under the influence of massive new hormonal messages, as well as current needs and experiences, the teenager's brain is being reshaped, and reconstructed. ... One of the important things to remember is that what a teen does and is exposed to during this critical time in life, has a large influence” • https://www.psychologytoday.com/us/blog/health-matters/201006/the-teenagers-brain
Unit 3: The Constitution and the Bill of Rights: We the People, Level III,	What democratic principles, if any, are furthered or violated by the Electoral College?	OF, HT, S	<ul style="list-style-type: none"> • The suggested student response only gives the reasons to be against the Electoral College. • The Reviewer suggests that examples of support for the Electoral College also be included.

<p>11 Should the Electoral College be Changed? Analyzing the Advantages and Disadvantages of the Electoral College. Question #1</p>	<p>Students might argue that the democratic principle of “one person, one vote” is violated by the Electoral College because most states use a winner-take-all system. This nullifies all ballots cast for the candidates who did not win the popular vote in that state. In addition, the people do not get to choose who will represent them in the Electoral College.</p>		<ul style="list-style-type: none"> • “James Madison’s famous Federalist No. 10 makes clear that the Founders fashioned a republic, not a pure democracy. To be sure, they knew that the consent of the governed was the ultimate basis of government, but the Founders denied that such consent could be reduced to simple majority or plurality rule. In fact, nothing could be more alien to the spirit of American constitutionalism than equating democracy with the direct, unrefined will of the people... The filtering of the popular will through the Electoral College is an affirmation, rather than a betrayal, of the American republic.” • https://www.cato.org/publications/commentary/defense-electoral-college
<p>Unit 3: The Constitution and the Bill of Rights: Colonial Williamsburg: The Bill of Rights: Teacher’s Guide, p.19 2ndA.</p>	<p>Sometimes our country goes to war and citizens must serve as soldiers. Citizens have a right to own guns to protect themselves.</p>	<p>HT, S</p>	<ul style="list-style-type: none"> • The answer listed for the 2nd Amendment is not fully accurate. Nowhere is it stated that citizens must serve as soldiers. • This provision guarantees the RIGHT of the people to keep and bear arms without interference by the federal government. • Skousen, W. Cleon. <i>The Making of America</i>, Idaho: National Center for Constitutional Studies, 2007. p.694
<p>Unit 3: Government Activators (Level II): Citizenship in a Democracy, Levels of Civic Engagement: Skeptics</p>	<p>Skeptics are people who distance themselves from political and social issues and do not believe they are relevant to them. They tend to criticize the system but do not take action or even vote on issues or candidates to address their concerns.</p>	<p>FE, HT, OF</p>	<ul style="list-style-type: none"> • Suggest this bullet be rewritten to allow for the myriad of reasons other than ‘irrelevancy’ for a citizen to be skeptical of the government. • A skeptic may believe that politicians make bad laws; he may believe that government can be heavy footed on the wrong side of an issue and spend much taxpayer money; he may believe in different policies than the current people in political power. • For some “Government is accepted as, at best, a necessary evil, one we must put up with ... we want as little of it as possible, since anything beyond that necessary minimum instantly cancels out one or other liberty.” Garry Wills, <i>A Necessary Evil: A History of American Distrust of Government</i>, Introduction. Simon & Schuster; 1999. • “The phrase “<i>That government is best which governs least</i>” is often credited to Henry David Thoreau, in his 1849 “Civil Disobedience.” ... It’s also sometimes credited to Thomas Jefferson or John Locke.” • https://fee.org/articles/who-said-the-best-government-is-that-which-governs-

			<u>least/</u>
Unit 3: Checks & Balances, Judicial	Scenario: The Supreme Court has recently ruled on whether a state law can allow assisted suicide for terminally ill patients. This case involved a woman who had been diagnosed by doctors as having a terminal condition with no chance of recovery. With the assistance of some friends and family, she ended her life with a lethal dose of barbiturates.	IT,S	<ul style="list-style-type: none"> The subject matter of this example is not an appropriate topic for 7th graders to be asked to ponder. The Reviewer suggests that this section be rewritten using a less mature topic to illustrate the Judicial Branch.
Unit 3: Checks & Balances, Judicial	As it had in previous cases, the Supreme Court ruled on the side of the opponents to assisted suicide, stating that an individual under these circumstances does not have the right to take their own life. The Court has moved steadily in this direction over the past several years as more conservative justices have been appointed to the bench.	S,B	<ul style="list-style-type: none"> The Reviewer suggests that editors omit the political angle: “The Court has moved steadily in this direction over the past several years as more conservative justices have been appointed to the bench.” Also this topic is not age appropriate for 12-13 year old 7th grade children. The Reviewer suggests also that the editors choose a case to discuss which is of less mature subject matter.
Unit 3: Checks & Balances, The Judicial Branch Rules on Assisted Suicide for Terminally Ill Patients, Cons.	A growing number of Americans feel that regarding this issue, the Supreme Court should practice some level of judicial activism, as it did in civil rights cases where it ruled against “conventional wisdom” and at times even state law.	S, B	<ul style="list-style-type: none"> The Reviewer suggests that this promotion of judicial activism be omitted. “It subverts the separation of powers principle founded by the framers of the U.S. Constitution.” Judicial Activism Law and Legal Definition, USLegal. Accessed 9/4/19 https://definitions.uslegal.com/j/judicial-activism/
Unit 4: We the	For example, you learned in	OF,	<ul style="list-style-type: none"> The Reviewer suggests this be omitted entirely. There is no clear reference

People (Level II): 29. What Are the Rights and Responsibilities of Citizenship? What are the Rights of Citizens? Second last para, last line	an earlier lesson that freedom of expression can be limited if and when it seriously harms or endangers others.	S	back to the earlier lesson. The concept of limits on freedom of speech presented here is too hazy for assessing.
Unit 4: Government Activators (Level II): Citizenship in a Democracy, Organizations and Associations: The building Blocks of Civil Society and the Social Capital Networks between Them. Para 1, L1	Over time, Americans have established a wide range of voluntary associations and institutions that have become the building blocks of civil society. These groups form a network of connections called social capital. Consider the organizations and associations you may be involved in at school or in your community: Boy or Girl Scouts; extracurricular activities in drama, music, or athletics; work-related activities; or informal associations of your friends.	OF	<ul style="list-style-type: none"> • The Reviewer suggests rewriting this list to include reference to churches, and/ or organs of religion in general, as being among the building blocks of civil society. • One of Tocqueville’s key observations in his famous <i>Democracy in America</i> was that Americans exhibited remarkably robust institutions and instincts for civil society—strong neighborhoods, communities, churches, clubs, etc.—and that this strength provided vital support for the health of the democratic polity. • https://www.bushcenter.org/catalyst/leadership/strengthening-community-bonds-two-centuries-after-de-tocqueville.html
Unit 4: Responsibilities and Rights of Citizens; Government Activators: Bill of Rights—Personal Rights; Historical Background Essay; Para 2; L4--5	Herein lies the crucial element of a constitutional democracy: as citizens, we have a responsibility to know and understand the rights we have, to know their extent and their limits, and, in the process, make sure that the government protects these rights and does not violate them.	FE	<ul style="list-style-type: none"> • We are not a constitutional democracy but a Constitutional Republic. • 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 <u>Constitutional Republic</u>. • http://madisonproject.com/2013/09/we-the-people-a-constitutional-republic-not-a-democracy/
Unit 4: Gov	It’s important to point out	HT,S	<ul style="list-style-type: none"> • This is an example of ‘presentism’ slant, i.e. judging historical times from the

<p>Activators: Bill of Rights-Personal Rights, Card 1: 1st Amendment Freedom of Religion Protection, Para8, L1-</p>	<p>that not all Americans benefited from the Bill of Rights when it was ratified in 1791. In fact, these rights were available only to a minority—white men with property. Women, who made up almost 49% of the population, couldn't vote or hold public office. In most states, married women had very limited rights when it came to their children or their property. In many states, citizens who were free but minorities of different ethnic or racial classes (approximately 10% of the population) were also denied the right to fully participate in government.</p>		<p>perspective of the present.</p> <ul style="list-style-type: none"> • This Reviewer suggests that the editors should be aware of this and not use this example.
<p>Unit 4: Gov Activators: Bill of Rights-Personal Rights, Card 2</p>	<p>Featured case study: R.A.V. v. City of St. Paul (1992): A group of teenagers allegedly burned a crudely fashioned cross on the lawn of an African American family.</p>	<p>IT,S</p>	<ul style="list-style-type: none"> • This Reviewer suggests that the editors select a more age appropriate example of a court case.
<p>Unit 4: Gov Activators: Bill of Rights-Personal Rights, Card5</p>	<p>Today, the people's need to keep and bear arms to defend the nation against external aggression and internal oppression and to feed one's family is clouded by the need to control urban crime.</p>	<p>FE, S</p>	<ul style="list-style-type: none"> • The Second Amendment is not a <i>need</i> but rather a Constitutional <i>right</i> to keep and bear arms. The right to own a firearm in a natural right for self-defense. • John Adams said in his defense of one of the British soldiers charged in the Boston Massacre in 1770, self-defense was “the primary canon in the law of nature.” • https://founders.archives.gov/documents/Adams/05-03-02-0001-0004-0016 • This Reviewer suggests the following rewrite: Today, the people's right to keep and bear arms to defend the nation against external aggression, internal oppression and to protect one's family is clouded by the need to control urban

			crime.
Unit 5: PowerPoint, Media, Politics, & Government, Intro, Para 1, L1- & Gov., Slide #2, Teacher's Guide, P16, Para1, L1	With the invention of the printing press by Johannes Gutenberg in the 1440s, the publication of people's ideas became widespread, allowing these ideas to take on a life of their own.	FE	<ul style="list-style-type: none"> • Gutenberg did not invent the printing press. He invented moveable type. The first printing press was designed and/or invented in China. • https://www.livescience.com/43639-who-invented-the-printing-press.html
Unit 5: PowerPoint, Media, Politics, and Government, Slide #4, Teacher's Guide, P18, Para1, L1	The press has been called the "fourth branch" of government and is sometimes placed on a level akin to the three official branches of government—legislative, executive, and judicial.	HT, OF	<ul style="list-style-type: none"> • The phrase "fourth branch of government" is more often used in reference to the Federal Bureaucracy than to the press. • https://www.investors.com/politics/commentary/the-bureaucracy-the-unaccountable-fourth-branch-of-government/
Unit 5: PowerPoint, Media, Politics, and Government, Slide#9, Teacher's Guide, P23, Para2, L2	Each reporter refused to answer, citing privilege under the press clause of the First Amendment, and were held in contempt of court. <i>Branzburg v. Hayes</i> (1972) combined all three cases. In it, a fiercely divided Supreme Court ruled that there was no reportorial privilege—no protection from revealing sources—in the press clause of the First Amendment.	S	<ul style="list-style-type: none"> • The Reviewer suggests that editors omit the phrase "fiercely divided." The phrase conveys an emotional excess of a single side of the issue. • A 5-4 Supreme Court decision is not uncommon and does not denote a fierce divide. • https://www.usatoday.com/pages/interactives/news/2019/supreme-court-decisions/
Unit 5: PowerPoint, Media, Politics, and Government, Slide #10, Teacher's Guide, P24, Slide text question #1	Discuss how the printing press revolutionized the spread of information. What kinds of changes did it make in how people learned and what they could do with information?	OF	<ul style="list-style-type: none"> • The Reviewer suggests a rewrite to include the economic element of cheaper production contributed to dynamic spread of the printed word. • "... Gutenberg's printing press ... made it possible to efficiently mass-produce written materials, lowered the cost of books for less-wealthy families over time and offered a fairly simple and replicable printing process that could be easily taught to others. • 'Printing the Way - The Origin and Impact of Gutenberg's Printing Press,'

	Answers may vary, but students should point out how the printing press allowed for the creation of more copies in less time as well as for a wider geographical distribution of information.		<p>Quirky, 10/27/16, Accessed: 9/16/19.</p> <ul style="list-style-type: none"> • https://shop.quirky.com/blogs/news/impact-of-gutenbergs-printing-press
Unit 5: PowerPoint, Media, Politics, and Government, Slide #10, Teacher’s Guide, P24, Slide text question #2	Describe how the media serves as a “fourth branch” of government and review the benefits of a free press. The press has been called the “fourth branch” of government because it can serve as a check on the other three branches by keeping the public informed of the government’s actions, allowing the people to act when necessary.	IT	<ul style="list-style-type: none"> • The Reviewer suggests that the fact that the power of the press can act as a check on government power can be presented on its own with no reference to whether the press is the fourth branch of government. • That label, the fourth branch, is more commonly used to describe for the Federal Bureaucracy. • Cuccineli, Ken, The Bureaucracy -- The Unaccountable Fourth Branch of Government, Investor’s Business Daily, 7/13/2016. Accessed 9/14/19. • https://www.investors.com/politics/commentary/the-bureaucracy-the-unaccountable-fourth-branch-of-government/
Unit 5: PowerPoint, Media, Politics, and Government, Slide #17, Teacher’s Guide, P31, Para3, last line	Thus the flow of information is more decentralized, coming not only from major news networks but from practically anyone.	OF	<ul style="list-style-type: none"> • The images on the slide are of the logos for Wiki, Google, and YouTube. • The Reviewer suggests that there be fair warning added as to the risk of false information the student will see at these sites when the editors address wiki and YouTube, among other new media forms.
Unit 5: PowerPoint, Media, Politics, and Government, Slide #25, Teachers Guide P39, Para1, L3	As U.S. involvement in the Vietnam War continued to escalate with no end in sight, media reporters probed records and interviewed officials for answers. In the process, these investigations proved influential in turning public opinion against the	OF, HT, S,	<ul style="list-style-type: none"> • The Reviewer suggests that there is no evidence that this point of view, turning the public’s opinion against the war, was a positive thing and that the editors rewrite this section to reflect the controversial nature of the press in those times. • “The Vietnam Conflict is often referred to as the “first television war.” ... The role of the media in the Vietnam War is a subject of continuing controversy. Some believe that the media played a large role in the U.S. defeat. They argue that the media’s tendency toward negative reporting helped to undermine support for the war in the United States while its uncensored coverage

	war.		<p>provided valuable information to the enemy in Vietnam.”</p> <ul style="list-style-type: none"> • Spector, Ronald H., The Vietnam War and the Media., Encyclopædia Britannica, Date Published: April 27, 2016, Access Date: 9/11/19 • https://www.britannica.com/topic/The-Vietnam-War-and-the-media-2051426
Unit 5: PowerPoint, Media, Politics, and Government, Slide #33, Teachers Guide P47, Para1, L2.	With his Hollywood acting experience, a keen sense of humor, and a firm dedication to his principles, he used the media to his advantage.	OF, HT, S	<ul style="list-style-type: none"> • The passage on the press and Ronald Reagan airbrushes out the unity with which the media loathed and vituperated him while he was the President. • The Reviewer suggests that it be rewritten to include discussion of media bias and media aligning against and trying to destroy a public figure, a leader. • “... a look through the MRC’s archives shows that during his presidency many in the liberal media couldn’t withhold their contempt of the conservative icon. From depicting Reagan as a puppet of the rich ..., to denying his foreign policy vision helped lead to the downfall of the Soviet Union, the media did their best to trash the 40th President.” • Dickens, Geoffrey, What They Said Then: How the Liberal Media Savaged Reagan. Newsbusters.org. 6/3/14. Accessed 9/11/19. • https://www.newsbusters.org/blogs/nb/geoffrey-dickens/2014/06/03/what-they-said-then-how-liberal-media-savaged-reagan
Unit 5: PowerPoint, Media, Politics, and Government, Slide #40, Teachers Guide P54	What effect will all this have on democracy? Many feel that new media will establish a democracy similar to the one Thomas Jefferson envisioned, focused on the individual yet committed to encouraging diverse viewpoints,	HT, OF	<ul style="list-style-type: none"> • The Reviewer suggests that this important information on bias in new media be added and remove the phrase ‘encouraging diverse viewpoints.’ • New media is dominated by a small number of large corporations, and these companies are exerting control over content, actually closing down diverse opinions. • “Now that social media are reestablishing themselves as the gatekeepers, they’re actually <i>exacerbating</i> the news bubble by preventing Democrats from seeing conservative content, and even preventing conservatives from seeing conservative content so long as it’s been downvoted by Dems. ... conservatives aren’t the ones threatening to regulate social media - that’s the Dems. Conservatives may be the targets, but they’re not the threat.” • Shapiro, Ben, “Viewpoint Discrimination with Algorithms” The New Republic, 3/7/18, accessed 9/23/19 • https://www.nationalreview.com/2018/03/social-media-companies-discriminate-against-conservatives/
Unit 5: Impact of Media, Individuals & Interest Grps; We the People, (Level 1) 24	How Do We Decide What Is Best for Everyone	HT, S	<ul style="list-style-type: none"> • The title implies that there is one group of people that decides for the rest of the community, state, and country. • This Reviewer suggest the following rewrite: What is the common good?

How do we Decide what is Best for Everyone			
Unit 5, We the People (Level I): 24. How Can Citizens Promote the Common Good?, How Do We Decide What Is Best for Everyone? Para 2, L1-3	The government and its citizens have a duty to serve the common good. Each citizen works cooperatively with the government and each other for the good of the whole community. In some situations, this might mean that we should put aside our own self-interest for the common good.	OF	<ul style="list-style-type: none"> • The editors have omitted any link between the government by the people, for the protection of individual rights, to that of an individual’s responsibility for the common good. • Problematic, also, is a definition upon which all citizens can agree. • “The nature of the common good, however, has been defined in a variety of ways.” • Johnson, David W., Democracy Depends on Promoting The Common Good, Posted Feb 05, 2018, Accessed 9/12/19. • https://www.psychologytoday.com/us/blog/constructive-controversy/201802/democracy-depends-promoting-the-common-good
Unit 5, We the People (Level I): 24. How Can Citizens Promote the Common Good?, How Do We Decide What Is Best for Everyone? Para 3	Some people might also disagree about how to serve the common good. We know that protecting the environment serves the common good. But, some ways of protecting the environment might endanger people’s jobs and violate property rights. Sometimes it is difficult to decide between our self-interest and the common good.	OF, HT	<ul style="list-style-type: none"> • The Reviewer suggests that ‘conflict of scientific opinion,’ be added, in addition to jobs and property rights. • Science is debated on both sides and reference to the disagreements among scientists is omitted. • Eg., public opinion favors solar and wind, yet these have shortcomings. And popular opinion fears modern nuclear, yet some scientists & environmentalists see these as overall good for the environment. • Joshua Goldstein author of A Bright Future: How Some Countries Have Solved Climate Change and the Rest Can Follow. Public Affairs, 1/8/19.
Unit 5: Impact of Media, Individuals & Interest Grps Govt. Activators; Media’s Influence on Public Opinion; Para.8 L.5	Fanning the public’s feelings of unease and discontent after the war (partly brought on by racial tension and an economic recession), major publications across the country warned of an anarchist takeover	S, OF, HT	<ul style="list-style-type: none"> • The publisher should either identify the specific examples of racial tension or leave out the phrase. This paragraph is about the fear of Communism in the US and should not be connected to racial tension.
Unit 6, Grade 7:	In the future days which we	B	<ul style="list-style-type: none"> • The use of “everywhere in the world” repeated in all four freedoms,

<p>Government& Civics, Principles, Function, and Organization, Power Basics: Forms of Democracy, Activity 1: The Four Freedoms of Democracy, Ls.4-8</p>	<p>seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression everywhere in the world. The second is freedom of every person to worship God in his own way—everywhere in the world.</p>		<p>subtly indoctrinates the idea of a future where all nations are democratic and cooperating. This is the political agenda of Globalism.</p> <ul style="list-style-type: none"> • Justin Ervin; Zachary Alden Smith (1 August 2008). <i>Globalization: A Reference Handbook</i>. ABC-CLIO. p. 35. ISBN 978-1-59884-073-5. Retrieved 4 February 2013. • Justin Jennings (8 November 2010). <i>Globalizations and the Ancient World</i>. Cambridge University Press. p. 132. ISBN 978-0-521-76077-5. Retrieved 4 February 2013. • George Ritzer (15 April 2008). <i>The Blackwell Companion to Globalization</i>. John Wiley & Sons. pp. 140–141. ISBN 978-0-470-76642-2. Retrieved 4 February 2013.
<p>Unit 6, Grade 7: Government& Civics, Principles, Function, and Organization, Power Basics: Forms of Democracy, Activity 1: The Four Freedoms of Democracy, Ls. 9-11</p>	<p>The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants — everywhere in the world.</p>	<p>HT, B</p>	<ul style="list-style-type: none"> • Although this is not sustainable due to human nature, it is the agenda of Globalism being indoctrinated into our students. This is accomplished through the study of UN Agenda 21. • “However, integration of environment and development concerns and greater attention to them will lead to the fulfilment of basic needs, improved living standards for all, better protected and managed ecosystems and a safer, more prosperous future. No nation can achieve this on its own; but together we can - in a global partnership for sustainable development.” • Agenda 21 – Chapter 1, Preamble, 1.1. Para.1, Ls. 4-7 • https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf
<p>Unit 6, Grade 7: Government& Civics, Principles, Function, and Organization, Power Basics: Forms of Democracy,</p>	<p>The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position</p>	<p>HT, B</p>	<ul style="list-style-type: none"> • This is impossible to completely accomplish due to human nature. Humans were killing each other since the beginning of time. There will be no point when humans will not be capable of aggression against each other. • Although this is not sustainable due to human nature, it is the agenda of Globalism being indoctrinated into our students through the study of UN Agenda 21. • “However, integration of environment and development concerns and

<p>Activity 1: The Four Freedoms of Democracy, Ls. 12-15</p>	<p>to commit an act of physical aggression against any neighbor—anywhere in the world.</p>		<p>greater attention to them will lead to the fulfilment of basic needs, improved living standards for all, better protected and managed ecosystems and a safer, more prosperous future. No nation can achieve this on its own; but together we can - in a global partnership for sustainable development.”</p> <ul style="list-style-type: none"> • Agenda 21 – Chapter 1, Preamble, 1.1. Para.1, Ls. 4-7 • https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf
<p>Unit 6 Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Power Basics: The Federal Government: Checks and Balances, Checks on the Executive Branch, L.2</p>	<p>The House of Representatives and the Senate can use these checks:</p>	<p>HT</p>	<ul style="list-style-type: none"> • This Reviewer recommends changing the word “and” to “and/or”. The following statements later in the book are quite clear. • The Senate and the House of Representatives share certain duties. Each house also has its own special duties. • Unit 7, Grade 7: Government and Civics, Amending and Interpreting, Activities, Power Basics: The Federal Government, The Duties of Congress, Ls.2-3 • Unit 7, Grade7: The Federal Government, Amending and Interpreting, The Duties of Congress, first chart “Senate”.
<p>Unit 6 Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Power Basics: The Federal Government: Checks and Balances, Checks on the Executive Branch, Ls. 2-3</p>	<p>The House of Representatives and the Senate can use these checks:</p> <p>refuse to approve money for the president’s budget</p>	<p>HT</p>	<ul style="list-style-type: none"> • Only the House can control spending. • The Senate and the House of Representatives share certain duties. Each house also has its own special duties. • Unit 7, Grade 7: Government and Civics, , Amending and Interpreting, Activities, Power Basics: The Federal Government, The Duties of Congress, Ls. 2-3 • Unit 7, Grade 7: Government & Civics, Amending and Interpreting the Constitution, Power Basics: The Federal Government, The Duties of Congress, first chart “House of Representatives”

<p>Unit 6 Grade 7: Government & Civics, Principles, Functions, and Organizations, What did the Founders Think About Constitutional Government?, What were some Characteristics of Colonial America?, Para. 5, Ls. 4-5</p>	<p>Slavery was practiced in all the colonies.</p>	<p>OF</p>	<ul style="list-style-type: none"> • For a more realistic perspective, this Reviewer recommends adding the following rewrite: “as well as in most of the world.” • Students need to be taught that slavery was practiced in many cultures in that time, and throughout previous history. The U.S. was just one of many. • The history of slavery spans many cultures, nationalities, and religions from ancient times to the present day. Klein, Herbert S.; III, Ben Vinson (2007). <i>African Slavery in Latin America and the Caribbean</i> (2nd ed.). New York [etc.]: Oxford University Press. ISBN 978-0195189421.
<p>Unit 6 Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Branches of Government: The Executive Branch, Power point, Frame 4, Ls. 1-2.</p>	<p>The framers of the Constitution felt the people of the United States were too illiterate and poorly informed to properly choose a presidential candidate. Consequently, the Constitution created a body known as the Electoral College.</p>	<p>FE</p>	<ul style="list-style-type: none"> • A third idea was to have the president elected by a direct popular vote. Direct election was rejected not because the Framers of the Constitution doubted public intelligence but rather because they feared that without sufficient information about candidates from outside their State, people would naturally vote for a "favorite son" from their own State or region.... At best, the choice of president would always be decided by the largest, most populous States with little regard for the smaller ones. • Truthinmedia.org, Election 2000, Research Notes, Appendix A, August 10, 2000, Origins and History of the Electoral College, Origins of the Electoral College, Para 4, Ls. 1-5 • The Electoral College is a good antidote to the poison of regionalism because it forces presidential candidates to seek support throughout the nation. By making sure no state will be left behind, it provides a measure of coherence to our nation. Cato Institution, In Defense of the Electoral College, John Samples, November 10, 2000.
<p>Unit 6, Grade 7: Government & Civics, Principles, Functions, and</p>	<p>Here are three proposed reforms: 1. Direct Popular Election: This would</p>	<p>FE</p>	<ul style="list-style-type: none"> • This proposal suggests something advised against in two other sections of the text! • Unit 6, Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Branches of Government Activities, Power

<p>Organizations, Activities, Branches of Government: The Executive Branch, Power point, Frame 6,</p>	<p>abolish the Electoral College, allowing the popular vote to determine winners.</p>		<p>Basics: What Is Government?—Forms of Democracy, Direct Democracy, Ls. 12-13</p> <ul style="list-style-type: none"> Unit 6, Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Branches of Government, Power Basics: What is Government?-Forms of Democracy, Activity, Representative Democracy, Para. 1, Ls. 1-3 This Reviewer suggests that the editor review these two sections and adjust this paragraph accordingly.
<p>Unit 7 Grade 7: Amending and Interpreting the Constitution, Activities, We the People (Level I): 18. How Does the Constitution Protect Your Right to Freedom of Religion?, Why Was Freedom of Religion So Important to the Founders?</p>	<p>A picture of a mosque.</p>	<p>FE</p>	<ul style="list-style-type: none"> During this time period, the Founders were concerned only with the Judeo-Christian Tradition and the two religions: Judaism and Christianity. Islam was not an issue until the Barbary Wars. The concern of the Founders was that some of these Christian groups were discriminating against others. Islam did not have enough of a presence at that time to be a concern, so a picture of a Mosque at the time of the Founders, would be inappropriate. “Those who disagreed with the beliefs of the Puritans were sometimes persecuted or even executed. Others, such as the Puritan minister Roger Williams, were forced to leave the colony.” Unit 7, Grade 7: The Federal Government, Amending and Interpreting, Activities, How does the Constitution Protect Your Right to Freedom of Religion? Why was Freedom of Religion So Important to the Colonists? We the People, Level 1 (Level 1): 18, How Does the Constitution protect your Right to Freedom of Religion? Why was Freedom of Religion So Important to the Colonists? Para. 2, Ls. 1-2 “By the end of the American Revolution, there were people of many different religions in America, including Baptists, Catholics, Jews, and Quakers.” Muslims were not a part of the general religious population. Unit 7, Grade 7: The Federal Government, Amending and Interpreting, Activities, How does the Constitution Protect Your Right to Freedom of Religion? Why was Freedom of Religion So Important to the Colonists? Para.4, Ls. 1-2 This Reviewer suggests removing the picture or replacing it with

			photos of a church and synagogue, or cathedral and a more plain church.
Unit 7 Grade 7: Government and Civics, Amending and Interpreting the Constitution, Government Advocators, Bill of Rights-Personal Rights, Para. 2, Ls. 7	Herein lies the crucial element of a constitutional democracy	FE, B	<ul style="list-style-type: none"> • The United States is a Constitutional Republic. • The Constitution does not contain the word “democracy” but does mandate: “The United States shall guarantee to every State in this Union a republican form of government.” (Article IV Section 4)
Unit 9 Grade 7: government & Civics, What is the Role of the United States in the World, Activites, We The People Level(III):37, What Key Challenges Does the United States Face in the Future?, How is Modern Technology Affecting America’s Civic Life?, Para.1, L.2	constitutional democracy	FE, B	<ul style="list-style-type: none"> • Same as above • Constitutional Democracy or Representative Democracy is how the U.S. is referred to in this text, not as a Republic. • Republic is not even mentioned as a form of government. • Unit 6, Grade 7: Government & Civics, Principles, Function and Organization, Power Basics, What is Government, Democracy, Monarchy, Dictatorship

Evaluation of Social Studies Skills and other important issues

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

Number	Questions	Yes	No
1	<p>Is the appropriate vocabulary relevant to the subject matter presented to students? For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?</p>	Yes	
2	Are the captions under pictures factual?	Yes	
3	Are the charts and graphs relevant to the topic being presented?	Yes (2 nd half)	
4	Are the maps accurate and relevant to the topic?	Yes (2 nd half)	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		See Concern section below.
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		No, deceptive. Very imprecise use of the idea of primary sources. Misrepresents primary sources. Presents transcribed text as primary sources with updated language and ellipses replacing deleted text.
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		No
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?		No - Glossary was not at the end of the book but inexplicably tucked into a Unit.

9	Does the textbook have accurate timelines to help the student understand chronological historical developments?		No
10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		No
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?		No. When religion is mentioned at all, within the Enlightenment section, it is only Christianity and Christianity is written about negatively.

Commendations:

- **From Unit 1, We the People, Comparison Essay: Keep This In Mind:** “Some sources are very biased. A biased source is one that shows you only one side of an issue. That is, it takes a clear stand or expresses a very strong opinion about something. A biased source may be one-sided, but it can still help you to understand its time period. For example, a biased editorial cartoon may show how people felt about an issue at the time. The usefulness of a source depends most of all on what questions you ask about that time in the past.” ----- The publisher is to be commended for including this explanation.
- Some of the readings are very well written and are free of distracting extras and quite readable.
- The parts of this book explaining our Judicial System are good.

Concerns:

- As this book is a collection of curricula from different publishers, the content is not consistent. For example, in the sections from the publisher Everyday Life, the treatment of Thomas Jefferson, the Declaration of Independence and the Founding Fathers is more in line with the slant of today’s revisionist interpretation of history. Other publishers of curricula represented in this compendium such as We the People and Power Basics, treat the subject with historic perspective and do not appear to guide the student to see history through the lens of a person in current times.
 - This can create problems for a teacher in having to not only differentiate the reading material but also to have students working together who have had different reading experiences
- The teaching of The Enlightenment has flaws; it is taught as being primarily a conflict between reason and faith. The Enlightenment can be taught as an evolution of knowledge without teaching it as a reactionary movement against belief in the Almighty.
 - The texts consistently refer to Enlightenment ideas, and Enlightenment principles, yet, there is never a discreet, cogent explication of the ideas under discussion. For the most part the writers point to outcomes and tell the reader that is the result of Enlightenment ideas. etc.
- The editors present the Scientific Revolution in the same way. Yet the Scientific Revolution itself was peopled be men of faith.

- This book pushes the idea of Globalization, sometimes openly, mostly subtly, through comments and innuendos. It is a repeated theme throughout the book, often running silently in the background. There was nothing in chapters 8 and 9 I could put my finger on to directly challenge. The grand finale, chapter 9, is entirely about Globalism making it seem a wonderful natural progression of the political world. This book should stick to the subject matter, and not include indoctrination into a future world.
- The constant, deliberate use of the word ‘democracy’ to describe our country. The word ‘Republic’ is not used once in association with the U.S. The idea of a democracy is often used to attack the Electoral College with the claim that it is not a democratic institution, therefore should not be in a democratic nation. Getting rid of the word ‘Republic’ is an example of using language to change perceptions.
- The editors/publishers often portray historical figures using the perspective, standards, and mores of today. This, passing a negative judgement on important figures in our history, is Slant. Thus, for example, giving the student to misunderstand as if the male landholders are in active denial of rights and political power to women and to blacks. At that distant time in history, the common man, the common landholder, was in the process of wresting his very rights from the entrenched power of the aristocracy.
 - The concept of human rights, natural rights, was in its infancy. We simply cannot judge the actions of men in those days with our own times’ concepts of human rights. The Enlightenment section in the text points that out. As does this: “As was already noted, the medieval conception of human value and dignity is specifically and unavoidably connected to God. There is another major shift from an Imageo Dei understanding of value and dignity to a natural rights understanding of value and dignity that occurs during the enlightenment [sic], as is typical for many paradigm shifts in Western History. This is but one more evolutionary development that will eventually lead us to the modern conception of human rights we observe in the West.” “Where did the concept of Human Rights come from?,” Daily History, 7/2/17, accessed 9/21/19. https://dailyhistory.org/Where_did_the_concept_of_Human_Rights_come_from%3F
 - “Presentism: an attitude toward the past dominated by present-day attitudes and experiences” <https://www.merriam-webster.com/dictionary/presentism>
 - This quote from an historian spells out the problem: “Presentism, at its worst, encourages a kind of moral complacency and self-congratulation. Interpreting the past in terms of present concerns usually leads us to find ourselves morally superior; the Greeks had slavery, even David Hume was a racist, and European women endorsed imperial ventures. Our forebears constantly fail to measure up to our present-day standards.” Hunt, Lynn, “Against Presentism” Perspectives on History: The News Magazine of the American Historical Association. 5/1/2002 --- Accessed 9/3/19 <https://www.historians.org/publications-and-directories/perspectives-on-history/may-2002/against-presentism>
 - **5 Examples of errors in the category of Presentism:**

Unit 1: Debating the Documents. How Democratic Were the Ancient Greeks? Visual Primary Source 3.	What Else Can You Infer? For example, what attitudes about peasants and slaves do these images suggest? What else can you infer about ancient Greek artistic ideals from this artwork? About its social life? About its wealth and economic life? They show peasant and slave performing very simple, manual labor; they show a typical Greek depiction of the human form realistically; they do not stress the harshness of the conditions under which these people labored, or give any sense of a problem with their treatment; etc.
Unit 1: Gov Activators: Principles of American Democracy, Principles	It’s important to point out that the benefits of democracy did not extend to all colonists. Social custom and law recognized that only white, male landowners were enfranchised to vote. In most colonies, women’s rights were limited, as their husbands had ultimate control over their children and their property. Slavery eliminated any rights for blacks,

of American Democracy, para 9	who composed nearly 20 percent of the population. Some free blacks owned property and ran businesses, but in most cases had no right to vote.
Unit 2: Everyday Life: Revolutionary War: The Declaration of Independence, Reading, Para16	During the 18th century, the terms <i>men</i> and <i>mankind</i> were used to include both men and women. Was Jefferson doing so when he used the term men? No one knows for sure. It seems obvious that he excluded free blacks and slaves, who at the time made up one-fifth of the population of America. Regardless of the meaning of Jefferson’s statement, both women and African-Americans would have to struggle for many years to attain even some of the rights granted to white males from the beginning.
Unit 2: Declaration of Independence: Everyday Life: Revolutionary War” The Continental Congress: Reading, Para 4: L1-6	The delegates who assembled at Philadelphia were a mixture of moderates and radicals. In politics, a moderate is a person who tries to look at both sides of an issue and seeks a peaceful solution to the problem. A radical, on the other hand, favors extreme and sometimes violent means to attain an end. John Dickinson was a leading spokesman for the moderates, while South Carolina’s Christopher Gadsden and Virginia’s Patrick Henry argued the cause of the radicals. Patrick Henry summed up the view of the radical side when he shouted, “I know not what course others may take, but as for me, give me liberty or give me death!”
Unit 4: Gov Activators: Bill of Rights-Personal Rights, Card 1: 1 st Amnt Freedom of Religion Protection, Para8, L1	It’s important to point out that not all Americans benefited from the Bill of Rights when it was ratified in 1791. In fact, these rights were available only to a minority—white men with property. Women, who made up almost 49% of the population, couldn’t vote or hold public office. In most states, married women had very limited rights when it came to their children or their property. In many states, citizens who were free but minorities of different ethnic or racial classes (approximately 10% of the population) were also denied the right to fully participate in government.

- Quality control, proofreading, and editing of content is poorly done. There are numerous errors.
 - The Glossary is in the middle of the book! Unit 6, Grade 7: Government & Civics, Principles, Fundamentals and Organizations, Colonial Williamsburg: The Balance of Power, Glossary. **The Reviewer suggests** it be moved to the back of the book, where it would be easy to find.
 - **6 Examples of insufficient editing / quality control:**

Unit 2: Declaration of Independence: Everyday Life: Rev War: Name Those Colonies	Name Those Colonies Place each of the 13 original colonies under the proper heading. Then, list the chief products associated with each section.1.New England Colonies and their chief products: 2.Middle Colonies and their chief products: 3.Southern Colonies and their chief products:	<ul style="list-style-type: none"> • Up to this point, the students have not been exposed to the names of the 13 colonies nor their products. Without the proper reading material, the student cannot complete this assignment.
Unit 2: Power Basics: Birth of a Nation: From Colonization to Independence, To the Student		<ul style="list-style-type: none"> • This entire section seems out of sequence as moving from the study of the <i>Declaration of Independence</i>, just adjacent and prior, to this section, <i>From Colonization to Independence</i>, in which the topic is European explorers arriving in North America. • Overlaps much material that was covered already.

<p>Unit 2: Declaration of Independence: US History Readers: Columbus to Revolution: By What Right, the Declaration of Independence: For Further Cons, Para 4 L7-10</p>	<p>Write down the three Jim Crow laws listed above you consider the most extreme, and then in a sentence or two explain what happens when separation by race is allowed. Come to class prepared to share your knowledge of Jim Crow laws and explain what effects you think separation by race produces.</p>	<ul style="list-style-type: none"> This appears to be a publishing error as the paragraph is a primary source of the Declaration of Independence.
<p>Unit 2: Declaration of Independence: Everyday Life: Revolutionary War: The Background: Distinguish Between Fact and Opinion; All questions</p>	<p>Distinguish Between Fact and Opinion Can you tell the difference between a fact and an opinion? Sometimes it is not easy to do. In our daily conversations, we make statements we think are facts but which in reality are opinions. Facts are things that are true and can be proven; opinions are simply strong beliefs. Carefully read the sentences. Then decide if the statement is a fact or only an opinion. Choose the correct option.</p> <ol style="list-style-type: none"> Had it not been for the Proclamation of 1763, the Indians would have driven the English colonists into the sea. <ol style="list-style-type: none"> <u>Fact</u> Opinion King George III was one of Great Britain's most able rulers. <ol style="list-style-type: none"> <u>Fact</u> Opinion The colonists felt that taxation without representation was unfair. <ol style="list-style-type: none"> <u>Fact</u> Opinion Daniel Boone blazed a trail through the mountains that opened up the way to the 	<p>All answers are marked "fact." In the 10 questions, there are several that should be marked "opinion." Numbers 1, 2, 3, 6, 7, 8, 9,.</p> <p>This is a publisher's error. This Reviewer suggests this be rewritten to correct the teacher's suggested answers.</p>

	<p>West.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>5. Great Britain saw the American colonies as children whose duty it was to obey the mother country.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>6. All Englishmen in Great Britain viewed the colonists as upstarts who should be dealt with severely.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>7. Everyone in the colonies hated King George III.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>8. Parliament was justified in passing the Declaratory Act after the Stamp Act was appealed.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>9. All colonists supported the boycott of English goods that followed the passage of the Townshend Acts.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>10. The colonists' boycott of English goods succeeded in getting the Townshend Acts repealed.</p> <ol style="list-style-type: none">1. <u>Fact</u>2. <u>Opinion</u> <p>11. By the 1760s, the people who had settled along the Atlantic Seaboard had begun to think of themselves as Americans.</p> <ol style="list-style-type: none">1. <u>Fact</u>	
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	2. Opinion	
Unit 4: Resp. & Rights of Citizens, We the People (Lev II): 29. What Are the Rights and Resp. of Citizenship?, What are the Rights of Citizens? 2nd last para, last line.	For example, you learned in an earlier lesson that freedom of expression can be limited if and when it seriously harms or endangers others.	<ul style="list-style-type: none"> • Unsure of where this was taught before. • There is no clear reference back to the earlier lesson. The concept of limits on freedom of speech presented here is too • hazy for assessing.
Unit 4: Power Basics: Pol. Parties & Voting: Pol. Parties, Activity 2, para2 link	Read more about Thomas Nast and the American symbols he created here: http://blog.usa.gov/post/96971173881/how-the-government-became-uncle-sam	<ul style="list-style-type: none"> • Link nonfunctional; suggest editors delete that.
Unit 6, Grade 7: Gov. & Civics, Principles, Functions, and Organizations, Activities, Branches of Gov.: Exec Branch, Power point, Frame 6,	Here are three proposed reforms: 2. Direct Popular Election: This would abolish the Electoral College, allowing the popular vote to determine winners.	<ul style="list-style-type: none"> • This proposal suggests something advised against in two other sections of the text! • Unit 6, Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Branches of Government Activities, Power Basics: What Is Government?—Forms of Democracy, Direct Democracy, Ls. 12-13 • Unit 6, Grade 7: Government & Civics, Principles, Functions, and Organizations, Activities, Branches of Government, Power Basics: What is Government?—Forms of Democracy, Activity, Representative Democracy, Para. 1, Ls. 1-3 • This Reviewer suggests that the editor review these two sections and adjust this paragraph accordingly.

Evaluations based on template

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