



in collaboration with Truth in Textbooks

**Discovery Education, *Social Studies Techbook for M/J Civics Grades 6-8, 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.

Page # Line #	Quote	Problem	Fact & Source
Unit 1, Ch 1, Origins of Government, Ch 1, Overview	Under the heading, “What are the origins of American beliefs about democratic government?”	FE	<ul style="list-style-type: none"> <li>The United States of America is not a democracy. It is a Constitutional Republic.</li> <li>“Republic” is defined by the American Dictionary of the English Language, Noah Webster 1828 version, as, “A commonwealth; a state in which the exercise of the sovereign power is lodged in representatives elected by the people. In modern usage it differs from a democracy...”</li> <li><a href="https://www.heritage.org/political-process/commentary/ed070302b-republic-if-you-can-keep-it">https://www.heritage.org/political-process/commentary/ed070302b-republic-if-you-can-keep-it</a></li> <li><b>Reviewer recommends changing the word “democratic” to “Constitutional Republic.”</b></li> </ul>
Unit 1, Ch 1, Con 1.1, Engage	“...where you think it was taken.”	OF	<ul style="list-style-type: none"> <li>Asking for knowledge of student that they haven’t covered yet. Impossible expectation at this point in the book.</li> <li>Difficult to differentiate one photo from the other.</li> </ul>

			<ul style="list-style-type: none"> <li>The Reviewer suggests the following: present photos that a beginning student will have more chance of recognizing.</li> </ul>
Unit 1, Ch 1, Con 1.1, Engage	“How does location affect human activity...”	OF	<ul style="list-style-type: none"> <li>Asking for knowledge of students that they haven’t covered yet. Impossible expectation at this point in the book.</li> <li>The Reviewer suggests the following: “name one aspect of human activity that might be affected by geographical location.”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 1, Discussion: Population	<p>What geographic factors do you think have most affected the locations of major population centers in the United States in the last 130 years?</p> <p>What geographic factors do you think might cause these locations to change in the future?</p>	OF	<ul style="list-style-type: none"> <li>As in 1.1 Engage, above, asks for knowledge the student is not expected to have before they study the subject.</li> <li>Duplication of the question in Engage.</li> <li>The Reviewer suggests: According to the maps above, name a region of the US that has gained population.</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 2, Westward Expan., Sent. 7	“The new land...included a war with Mexico.”	OF, S	<ul style="list-style-type: none"> <li>This was a complex interaction over 13 years with Mexico that also included Texas’ revolution from Mexico’s dictatorial rule, the US payment of \$15 million to Mexico and the US assumption of over \$3 million of their debt.</li> <li>Omits the two-sided nature of this dispute. Paints the US as imperialistic.</li> <li><a href="https://www.thefreedictionary.com/Mexican+War">https://www.thefreedictionary.com/Mexican+War</a></li> <li>The Reviewer suggests adding to the sentence: “...Mexico and payment to them of vast sums of money.”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 3, California, Para.5., Sent. 1	“California has recently suffered a series of droughts.” “There is little rain in California.”	OF, HT	<ul style="list-style-type: none"> <li>Continual concentration on drought as the defining element in the state profile ignores many other characteristics. It is also a water management issue.</li> <li>By its geography of arid and semi-arid regions, CA’s annual rainfalls vary. The state’s driest year was 1898 when it received 10”. The wettest was in 1983 when it received 42”. While recent years have been drier than normal, 2017 made up for it with over 30”.</li> <li>California ranks 40<sup>th</sup> among states in annual rainfall.</li> <li><a href="http://www.coolweather.net/staterainfall/california.htm">http://www.coolweather.net/staterainfall/california.htm</a></li> <li>The Reviewer suggests adding the following: “California’s fresh water needs are answered by rainfall, rivers, snowmelt, lakes, reservoirs, and economizing. Rainfall varies between 10” in 1898 to over 42” in 1983. Accordingly, California must manage its water carefully.”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 4,	“Oil and gas development have increased smog levels in rural areas.”	<b>HT, OF</b>	<ul style="list-style-type: none"> <li>Omits the fact that 65% of smog in western states comes from Asian countries, especially China and India.</li> </ul>

Mountain West, Para.4., Sent. 2			<ul style="list-style-type: none"> <li>• <a href="https://www.npr.org/sections/thetwo-way/2017/03/03/518323094/rise-in-smog-in-western-u-s-is-blamed-on-asias-air-pollution">https://www.npr.org/sections/thetwo-way/2017/03/03/518323094/rise-in-smog-in-western-u-s-is-blamed-on-asias-air-pollution</a></li> <li>• The Reviewer suggests adding this sentence: “Approximately 65% of smog in western states comes from Asian countries, especially China and India.”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 5, southwest, AZ & NM, Para.5., Sent. last	“... future droughts could further drain this vital water resource.”	OF, HT	<ul style="list-style-type: none"> <li>• Speculative and serving of the drought narrative, as above. There is no evidence that droughts can be predicted.</li> <li>• The Reviewer suggests deleting this phrase.</li> <li>• <a href="https://www.npr.org/sections/thetwo-way/2017/03/03/518323094/rise-in-smog-in-western-u-s-is-blamed-on-asias-air-pollution">https://www.npr.org/sections/thetwo-way/2017/03/03/518323094/rise-in-smog-in-western-u-s-is-blamed-on-asias-air-pollution</a></li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 5, southwest, The Sun Belt, Para.1., Sent. 4 & 5	The population of the Sun Belt has grown more than the national average. This is due to high <a href="#">migration</a> , few people leaving the region, and a high birth rate.	OF	<ul style="list-style-type: none"> <li>• Population growth also due to low taxes, encouragement of business and more personal freedoms.</li> <li>• <a href="https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/01/08/americans-are-moving-south-west-again">https://www.pewtrusts.org/en/research-and-analysis/blogs/stateline/2016/01/08/americans-are-moving-south-west-again</a></li> <li>• The Reviewer suggests: This is due to low taxes, encouragement of business and more personal freedoms.</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 6, Midwest, The Great Plains, Para.2., Sent. last	Some experts believe <a href="#">climate</a> change could contribute to extended droughts in the future.	FE, S	<ul style="list-style-type: none"> <li>• Speculative (“could”). No evidence that man-made climate change exists (climate changes naturally).</li> <li>• Mankind’s impact on climate is insignificant compared to solar, oceanic, planetary, and galactic forces; or that climate impacts droughts (weather, yes).</li> <li>• <a href="https://freedomfoundry.com/2019/06/12/the-whole-climate-story/">https://freedomfoundry.com/2019/06/12/the-whole-climate-story/</a></li> <li>• The Reviewer suggests deleting the sentence.</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 6, Midwest, The Great Plains, Video, Severe Droughts	<p>the areas will experience more severe droughts by the end of this century than they have in the previous thousand years.</p> <p>with climate change, many of these 00:45types of droughts will likely last for 20, 30, sometimes even 40 years.</p> <p>what will happen if people continue to contribute to global 01:31warming by releasing high levels of fossil fuels into the</p>	FE, S	<ul style="list-style-type: none"> <li>• Entire video is filled with speculation, errors, half-truths and biased statements. They claim that droughts they predict will be of a magnitude that “nobody in the history of the United States has ever had to deal with,” after having admitted that there are naturally occurring droughts such as “even historical droughts such as the dust bowl in the 1930's” have lasted a decade. Also, why do they choose the United States for scrutiny? Is the climate limited to the US and doesn’t affect other western hemisphere countries?</li> <li>• People are not “releasing high levels of fossil fuels into the atmosphere.”</li> <li>• <a href="https://freedomfoundry.com/2019/06/12/the-whole-climate-story/">https://freedomfoundry.com/2019/06/12/the-whole-climate-story/</a></li> <li>• The Reviewer suggests deleting the entire video.</li> </ul>

	atmosphere events that 01:44nobody in the history of the United States has ever had to deal with.		
Unit 1, Ch 1, Con 1.1, Explore, Pg 8, Southeast, From Sky High..., Para.2., Sent. last	However, <a href="#">climate</a> change could affect the nation’s dependence on them as energy sources.	FE, S	<ul style="list-style-type: none"> <li>• Speculative (“could”). No evidence that climate change exists, that climate is impacted by humankind or that climate impacts reliance on fossil fuels as energy sources.</li> <li>• <a href="https://freedomfoundry.com/2019/06/12/the-whole-climate-story/">https://freedomfoundry.com/2019/06/12/the-whole-climate-story/</a></li> <li>• The Reviewer suggests deleting the sentence.</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 9, Northeast, Northeast, Para.3., Sent. 2	As a result, the population has a large number of people with a southern or eastern European background.	OF	<ul style="list-style-type: none"> <li>• Omits northern and western European immigrants, especially Irish, ScotsIrish, Germans, and Scandinavians.</li> <li>• <a href="https://www.infoplease.com/us/race-population/immigrants-us-country-origin">https://www.infoplease.com/us/race-population/immigrants-us-country-origin</a></li> <li>• The Reviewer suggests deleting the phrase “...southern or eastern..”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 11, Forces of Separation and Unity, Para.2., Sent. 2	For example, voters in the heavily populated areas on both coastlines tend to support candidates who appeal to urban interests.	S, B	<ul style="list-style-type: none"> <li>• This is overly simplistic, but should just say big cities. This makes it sound like the voters wherever populations are heavy want these things.</li> <li>• The Reviewer suggests replacing “heavily populated areas” with “big cities.”</li> </ul>
Unit 1, Ch 1, Con 1.1, Explore, Pg 11, Movement and Cultural Diffusion, Para.4., Sent. 3	The migration of African Americans from the South to northern cities during the early 1900s created a similar wave of cultural diffusion. As a result of this development, jazz and blues music, which had their earliest roots in the Caribbean and in Africa, emerged and became popular across the country.	OF, S, B	<ul style="list-style-type: none"> <li>• Music cited as the one result of cultural diffusion of African Americans? Of all the important ones, such as strong family traditions, strong religious beliefs, strong work ethic, Discovery chose music alone? What an insult.</li> <li>• <a href="https://family.lovetoknow.com/african-american-family-values">https://family.lovetoknow.com/african-american-family-values</a></li> <li>• The Reviewer suggests adding family, religion and work ethic to the sentence.</li> </ul>
Unit 1, Ch 1, Con	• The uncontrolled growth of	<b>OF, HT</b>	<ul style="list-style-type: none"> <li>• First, based on this Techbook, the students know next to nothing</li> </ul>

1.1, Explore, Pg 12, Proposing a Solution, Exercise	nonnative species in Hawaii <ul style="list-style-type: none"> <li>• The threat of earthquakes and tsunamis in the Pacific Northwest</li> </ul>		about regional issues. Requiring them to propose solutions grants them unearned gravitas. They will have learned only that which the book and their teachers have introduced to them. They have only enough knowledge to propose superficial pop “solutions.” <ul style="list-style-type: none"> <li>• Of the 4 regional issues listed for choice, one is inconsequential in the scheme of regional issues (non-native plants in Hawaii) and one is independent of mankind’s impact, other than early warning systems (tsunami’s).</li> <li>• The Reviewer suggests deleting this exercise and substituting a test for content knowledge, which they will need before attempting to do something that has escaped even learned scholars.</li> </ul>
Unit 1, Ch 1, Con 1.1, Elaborate, Pg 1, American Landscapes – You as Artist, Sent. 2	Write your own poem or song that references the nation’s geography.	<b>Inappropriate exercise.</b>	<ul style="list-style-type: none"> <li>• Poem or Song? These media call for the expression of feelings. The study of geography should rely on the learning of information and its transmittal through exposition.</li> <li>• <b>The Reviewer suggests asking</b> the students to write a short essay on the nation’s geography.</li> </ul>
Unit 1, Ch 1, Con. 1.1, Video, “What Makes a Sovereign State?” 1:23 Min.	The Kurdish people of Southwestern Asia share a common identity constituting a nation known as Kurdistan. But this nation is contained within the boundaries of several different sovereign nations, including Turkey, Iraq, Iran and Syria	OF	<ul style="list-style-type: none"> <li>• No mention is made of the Kurdish fight for independence and that they are under the control of Iraq.</li> <li>• <a href="https://www.pri.org/stories/2017-09-12/kurds-have-long-list-reasons-seeking-independence">https://www.pri.org/stories/2017-09-12/kurds-have-long-list-reasons-seeking-independence</a></li> <li>• The Reviewer suggests replacing the last sentence with: “But this nation, surrounded by several sovereign nations, including Turkey, Iraq, Iran and Syria, is fighting for its independence from Iraq”.</li> </ul>
Unit 1, Ch 1, Con. 1.1, Video, “What Makes a Sovereign State?” 2 Min.	Picture of Hammer and Sickle superimposed on Soviet flag as the narrator simply refers to the former Soviet Union as a sovereign state.	OF, HT, S, B	<ul style="list-style-type: none"> <li>• No mention is made of the hammer and sickle as a symbol of communist tyranny and genocide in Europe after the first World War.</li> <li>• <a href="https://www.newsweek.com/ukraine-purges-symbols-its-communist-past-321663">https://www.newsweek.com/ukraine-purges-symbols-its-communist-past-321663</a></li> <li>• <a href="http://en.protothema.gr/lithuania-calls-on-amazon-to-stop-selling-products-of-with-soviet-communist-symbols/">http://en.protothema.gr/lithuania-calls-on-amazon-to-stop-selling-products-of-with-soviet-communist-symbols/</a></li> <li>• The Reviewer suggests removing this segment of the video or adding “The hammer and sickle is a communist symbol representing an oppressive dictatorship.</li> </ul>
Unit 1, Ch 1, Con. 1.1, Video, “What Makes a Sovereign	Prior to its collapse in 1991, it was home to Russia, Estonia, Ukraine, and Czechoslovakia, all of which had been	FE, OF, HT, S, B	<ul style="list-style-type: none"> <li>• According to the American Dictionary of the English Language, Noah Webster, 1828, the word “annex,” is defined as, “to unite a smaller thing to a greater; as to annex a province to a kingdom.”</li> </ul>

State?" 2 Min.	independent states before being annexed by the Soviet Union		<p>Other definitions seem to point to a peaceful joining of two things, in contrast to the countries which were taken by coup or military force by the Soviet Union. Under the Soviet banner of “proletarian solidarity,” over 58,627,000 people were murdered between 1923 and 1987.</p> <ul style="list-style-type: none"> <li>• <a href="https://www.private-prague-guide.com/article/the-communist-coup-in-czechoslovakia/">https://www.private-prague-guide.com/article/the-communist-coup-in-czechoslovakia/</a>.</li> <li>• <a href="https://scottmanning.com/content/communist-body-count/">https://scottmanning.com/content/communist-body-count/</a></li> <li>• The Reviewer suggests replacing “annexed” with “seized.”</li> <li>• The Reviewer suggests adding the following statement: Under the Soviet banner of “proletarian solidarity,” over 58,627,000 people were murdered between 1923 and 1987</li> </ul>
Unit 1, Ch 1, Con 1.1, Elaborate, Pg 4, Civic Engagement	Entire Page. Statement of Representative Barbour.	FE, OF, S, B	<ul style="list-style-type: none"> <li>• This Page continues the preoccupation with drought, especially in California. This activity calls for the student to continue the concentration on false premises and the government’s responsibility for solving them.</li> <li>• Drought is a natural phenomenon impacted little by mankind.</li> <li>• <a href="https://freedomfoundry.com/2019/06/12/the-whole-climate-story/">https://freedomfoundry.com/2019/06/12/the-whole-climate-story/</a></li> <li>• Statement of Representative Barbour is offered and cited as a “Republican” proposal regarding an issue – number of members in the House of Representatives – having nothing whatsoever to do with the environment. Clear political bias.</li> <li>• The Reviewer suggests deleting this Page.</li> </ul>
Unit 1, Ch 1, Con. 1.2, Video, “The Prince: Power and How to Rule”	00:00"THE PRINCE" IS A GUIDEBOOK 00:01FOR HOW LEADERS CAN GAIN AND KEEP POWER. 01:39MACHIAVELLI ADVISED RULERS 01:41TO RETAIN THEIR POWER BY ANY MEANS NECESSARY, 01:44WHICH MEANT BEING RUTHLESS, CALCULATING, 01:47AND UNHAMPERED BY MORALITY. 01:49MANY SEE THESE LESSONS AS A GUIDE TO BECOMING A TYRANT,	S, B	<ul style="list-style-type: none"> <li>• “INFO” describes “The Prince” as “a treatise on how to gain and maintain political leadership.” Second 1 describes it as a guidebook for how leaders can gain and keep power.” It should be labeled “a guidebook for tyrants.” “Machiavelli advised rulers to retain their power by any means necessary, which meant being ruthless, calculating, and unhampered by morality.”</li> <li>• At 2:07, the female narrator says, “But one man’s tyrant is another’s fearless leader,” which seems to condone tyranny as an acceptable form of government.</li> <li>• Vocabulary.com describes “Machiavellian,” in part as follows: “Modern psychiatrists even use it to describe a kind of personality disorder, a cold selfishness.” It further states, “When Machiavelli’s first works were published, they were seen by some to be dangerous and amoral, and the word Machiavellian was coined.”</li> <li>• <a href="https://www.vocabulary.com/dictionary/Machiavellian">https://www.vocabulary.com/dictionary/Machiavellian</a></li> </ul>

	<p>01:52AND MANY RULERS USE THEM THIS WAY.</p> <p>01:54- MACHIAVELLI IS VERY CLEAR THAT THE END IS WHAT COUNTS.</p> <p>02:01HE SAYS THIS IN A NUMBER OF PLACES.</p> <p>02:04AND IT SEEMS TO US A VERY TOUGH ARGUMENT.</p> <p>02:07female narrator: BUT ONE MAN'S TYRANT</p> <p>02:09IS ANOTHER'S FEARLESS LEADER</p>		<ul style="list-style-type: none"> <li>• In a letter to the Massachusetts Militia in 1798, John Adams wrote the following: “Our Constitution was made only for a moral and religious People. It is wholly inadequate to the government of any other.”</li> <li>• This video is inappropriate for 6th to 8th grade students who do not have a firm grasp of our Republican form of government.</li> <li>• The Reviewer recommends removing this video.</li> </ul>
<p>Unit 1, Ch 1, Con. 1.2, Video, “Machiavelli and the Prince”</p>	<p>01:39ANOTHER RENAISSANCE ITALIAN, NICCOLO MACHIAVELLI,</p> <p>01:42WROTE A TREATISE ON EFFECTIVE LEADERSHIP</p>	S, B	<ul style="list-style-type: none"> <li>• Referring to Machiavelli’s book as a “Treatise on Effective Leadership” is a misnomer. Machiavelli advised rulers to retain their power by any means necessary, which meant being ruthless, calculating and unhampered by morality. He endorsed tyranny, not leadership.</li> <li>• As stated above, Machiavelli’s book “The Prince” is not suitable for 6th to 8th grade students or even higher grades, who do not have a firm grasp of our Republican form of government.</li> <li>• The Reviewer suggests removing this video.</li> </ul>
<p>Unit 1, Ch 1, Con. 1.2, Video, “The Prince: Power and How to Rule”</p>	<p>01:23female narrator: "IN ORDER TO MAINTAIN HIS STATE,</p> <p>01:24A PRINCE IS OFTEN FORCED TO ACT IN DEFIANCE OF GOOD FAITH,</p> <p>01:28"OF CHARITY, OF KINDNESS, OF RELIGION.</p> <p>01:32"HE SHOULD NOT DEVIATE FROM WHAT IS GOOD IF THAT IS POSSIBLE,</p> <p>01:35" BUT HE SHOULD KNOW HOW TO DO EVIL</p> <p>01:37IF THAT IS NECESSARY."</p>	S, B	<ul style="list-style-type: none"> <li>• The definition of Propaganda according to the Cambridge Dictionary is as follows: “information, ideas, opinions, or images, often only giving one part of an argument, that are broadcast, published, or in some other way spread with the intention of influencing people’s opinions:”</li> <li>• <a href="https://dictionary.cambridge.org/us/dictionary/english/propaganda">https://dictionary.cambridge.org/us/dictionary/english/propaganda</a></li> <li>• Machiavelli is being heavily promoted with several videos including a 27 minute video titled, “Great Books: The Prince.” Although the text provides small samples of contrast between the government philosophies of Locke, Hobbs and Machiavelli, I did not see a single video on Locke.</li> <li>• The Reviewer recommends removing these videos.</li> </ul>
<p>Unit 1, Ch 1, Con 1.2, Engage, Natural Disasters</p>	<p>Entire Page.</p>	S, B	<ul style="list-style-type: none"> <li>• Discovery chose for this question (what of government’s role is most to least important) a phenomenon which is infrequent, susceptible to government action of some kind, and most sympathetic.</li> <li>• The Reviewer suggests choosing a question which has plausible and real sides to it. The intro sentences suggested that they should think about what government should and should not do.</li> <li>• The Reviewer further suggests that the textbook offer a question that</li> </ul>

			sets that up, such as should government regulate the news media.
Unit 1, Ch 1, Con. 1.2, Purpose and Forms of Government, Explore, Sent. 1	In 1789, all 69 members of Congress elected George Washington as the first president of the United States.	FE	<ul style="list-style-type: none"> <li>• There were only 65 members of congress in 1789, but Washington was elected unanimously by all 69 members of the electoral college</li> <li>• <a href="https://history.house.gov/Congressional-Overview/Profiles/1st/">https://history.house.gov/Congressional-Overview/Profiles/1st/</a></li> <li>• <a href="https://www.britannica.com/biography/George-Washington/Presidency">https://www.britannica.com/biography/George-Washington/Presidency</a></li> <li>• The Reviewer suggests the following rewrite: In 1789, all 69 electors in the electoral college voted to elect George Washington as the first president of the United States.</li> </ul>
Unit 1, Ch 1, Con 1.2, Explore, Pg. 1, Discussion, Sent. 3	Why do you think the Senate wanted such a long and fancy title for the president?	OF, S, B	<ul style="list-style-type: none"> <li>• Calls for student opinion on a matter that they have not yet studied and would not be expected to have previous knowledge of or any way of knowing that it was even an issue.</li> <li>• The Reviewer suggests deleting this question and concentrating on Washington’s demand that he be called Mr. President.</li> </ul>
Unit 1, Ch 1, Con 1.2, Explore, Pg. 2, Para 1	When people live together in groups, they almost always give themselves rules about how to live. Often, they choose leaders to help define and enforce these rules. The individuals who lead the people form the <a href="#">government</a> . These leaders are given <a href="#">authority</a> to set <a href="#">public policy</a> . This authority might come by birth, election, appointment, or other means.	HT, B	<ul style="list-style-type: none"> <li>• Ignores the great number of nations/groups in which tyrants seize power rather than waiting for the people to choose them to lead. They are not “given authority...”</li> <li>• The Reviewer suggests deleting this paragraph.</li> </ul>
Ch 1, Con 1.2, Explore, Pg.4, Experiment, Para 2	Most of the Constitution focuses on the structure of the U.S. government. However, the Preamble lays out the purposes for the U.S. government:	FE, OF	<ul style="list-style-type: none"> <li>• Makes no mention that the US system of govt is a Constitutional Republic. Nor does it point out that under a democracy, the majority rules, including over the rights of the minority.</li> <li>• While the preamble sets the goals for the new government, it has no standing as an enforceable part of the Constitution. The emphasis on it is misplaced.</li> <li>• The Reviewer suggests that the unenforceability of the Preamble be cited and that the constitutional republic form be explained and cited as the US form. This FE and OF is repeated continuously throughout the Techbook. The Reviewer suggests that it be corrected to “Constitutional Republic” wherever “representative democracy” appears.</li> </ul>
Ch 1, Con 1.2, Explore, Pg 6,	There are two major forms of government: <a href="#">authoritarian</a> and	OF	<ul style="list-style-type: none"> <li>• As in pg. 4, Experiment, above, no mention is made, either in the text or in the accompanying video, of the US form of government as a</li> </ul>



Defining Forms, para. 2, sent.1 and video, Types of Government	democratic.		<p>constitutional republic.</p> <ul style="list-style-type: none"> <li>• <a href="https://legaldictionary.net/constitutional-republic/">https://legaldictionary.net/constitutional-republic/</a></li> <li>• The Reviewer suggests correcting, as above.</li> </ul>
Ch 1, Con 1.2, Explore, Pg 9, Republican, para 1, sent 2	The United States is a republic.	OF	<ul style="list-style-type: none"> <li>• Constitutional Republic, as above.</li> <li>• The Reviewer suggests correcting, as above.</li> </ul>
Ch 1, Con 1.2, Explore, Pg 9, Republican, Para 3, sent 1	The risk in a republican government is that no two people think alike.	S	<ul style="list-style-type: none"> <li>• There was no equivalent statement of risk in a democracy, in the text above.</li> <li>• The Reviewer suggests the following sentence: The risk in a democracy is that the majority will override the rights of the minority.</li> </ul>
Ch 1, Con 1.2, Explore, Pg 12, classif, para 1, sent 1	Below, you will find descriptions of three different fictional states.	OF	<ul style="list-style-type: none"> <li>• None of the multiple choices offers the constitutional republic as a possible form of government.</li> <li>• The Reviewer suggests adding “constitutional republic” as a possible form of government.</li> </ul>
Unit 1, Ch 1, Con. 1.3, Video, “Document Analysis,” 25 seconds	“...and so we tell the story of the struggle women went through to convince the men in this country that they had the right to vote.”	FE, OF, HT, S, B	<ul style="list-style-type: none"> <li>• Dr. Ferriero’s statement is false and misleading. It was not only men who opposed suffrage. The Anti-suffrage movement was comprised of men and women. One Massachusetts anti-suffrage organization boasted over 37,000 members and included prominent women. He also tries to give the appearance that only a few crackpots were against it, by quoting one individual who claimed it would “lead to nagging.”</li> <li>• <a href="http://www.newenglandhistoricalsociety.com/antis-women-fought-vote/">http://www.newenglandhistoricalsociety.com/antis-women-fought-vote/</a></li> <li>• Students should have the benefit of understanding the reasons why so many women opposed suffrage.</li> <li>• The Reviewer recommends the following rewrite: Suffrage was opposed by men and women alike for many compelling reasons.</li> </ul>
Unit 1, Ch 1, Con. 1.3, Video, Document Analysis,” min. 2:58	“One of the initiatives of this White House, one of the cornerstones of this administration is the open government initiative.”	FE, B	<ul style="list-style-type: none"> <li>• The administration he is referring to is the Obama administration.</li> <li>• This video is outdated and does not balance the content with any reference to the positive achievements of the Trump administration.</li> <li>• <a href="https://www.forbes.com/sites/chuckdevore/2019/03/11/trumps-policy-magic-wand-boosts-manufacturing-jobs-399-in-first-26-months-over-obamas-last-26/#1b6e8c5d20a6">https://www.forbes.com/sites/chuckdevore/2019/03/11/trumps-policy-magic-wand-boosts-manufacturing-jobs-399-in-first-26-months-over-obamas-last-26/#1b6e8c5d20a6</a></li> <li>• The Reviewer suggests replacing “this White House,” with “former President Obama,” and adding one of President Trump’s successful initiatives, such as restoring American manufacturing jobs.</li> </ul>
Concept 1.4, Explain, Pg. 3, Documents That Shaped, para. 2,	The first paragraph is known as the Preamble.	OF	<ul style="list-style-type: none"> <li>• As above, the Preamble is not cited as outside the enforceable body of the Constitution.</li> <li>• The Reviewer suggests: “As cited previously, the Preamble is an introduction to the Constitution, but is not an enforceable part of it.”</li> </ul>

sent. 1			
Concept 1.4, Explain, Pg. 5, Socialism and Communism, para. 2, sent. 1 Socialism	The purpose of this system is to distribute goods equally among the people.	FE, OF	<ul style="list-style-type: none"> <li>In socialism, the economy is controlled by the central government. Wealth and income are confiscated from earners and are distributed to those who haven't earned, in order to equalize the financial status of each person. The purpose is not to distribute goods equally.</li> <li><a href="https://www.merriam-webster.com/dictionary/socialism">https://www.merriam-webster.com/dictionary/socialism</a></li> <li>The Reviewer suggests deleting this sentence and substituting "collective or governmental ownership and administration of the means of production and distribution of goods."</li> </ul>
Concept 1.4, Explain, Pg. 5, Socialism and Communism, para. 2, sent. 2, Communism	The government controls all aspects of the economy. The state's wealth is divided equally among the citizens.	OF	<ul style="list-style-type: none"> <li>The government not only controls all aspects of the economy, it confiscates, owns and operates all means of it. The state's wealth is theoretically divided equally among the citizens, but the government elites receive benefits and wealth not given to the citizens.</li> <li><a href="https://www.merriam-webster.com/dictionary/communism">https://www.merriam-webster.com/dictionary/communism</a></li> <li>The Reviewer suggests substituting the following sentence: "Goods are owned in <u>common</u> and are available to all, as determined by the government."</li> </ul>
Concept 1.4, Explain, Pg. 6, Direct Democracy, para. 1, entire	In a direct democracy, all citizens in the state work together to pass laws. The people must vote directly on any new law. Laws generally pass with a majority vote. A majority vote means that more than half of the people agree.	HT	<ul style="list-style-type: none"> <li>A direct democracy <b>does not</b> entail all citizens working together to pass laws. It is a system in which the majority of those voting pass laws and other actions. Laws <b>do not</b> "generally" pass with a majority vote. A majority can be one more vote than the other side, of those voting. The minority (other side) must abide by what the majority has voted.</li> <li><a href="https://www.thoughtco.com/what-is-direct-democracy-3322038">https://www.thoughtco.com/what-is-direct-democracy-3322038</a></li> </ul>
Concept 1.4, Explain, Pg. 6, Representative Democracy, para. 4, sent. 1	The United States is a republic or a representative democracy.	FE	<ul style="list-style-type: none"> <li>The United States is a <b>Constitutional Republic</b>. See above.</li> </ul>
Concept 2.2, Explain, Pg. 8, Democracy and Representative Government, para. 5, sent. 1	Average U.S. citizens are not directly involved in their government.	FE, OF	<ul style="list-style-type: none"> <li>Any citizen can become directly involved in their government, although many choose not to be.</li> <li>The Reviewer suggests substituting this sentence for the text version: "Any citizen can become directly involved in their government, although many choose not to be."</li> </ul>
Concept 2.2, Explain, Pg. 9, Federalism, para. 7, sent. last	However, commerce within states is a local matter.	FE, OF	<ul style="list-style-type: none"> <li>Commerce within states is no longer a local matter. The Interstate Commerce clause of the Constitution, as interpreted by the Supreme Court in many decisions, including, So.Pac v AZ, Gonz v Raich, Katzenbach, and Atlanta Motel, can be brought to bear by Congress on intrastate commerce.</li> <li><a href="https://freedomfoundry.com/2012/11/29/supreme-court-limits-">https://freedomfoundry.com/2012/11/29/supreme-court-limits-</a></li> </ul>

			<p><a href="#">commerce-clause-powers/</a></p> <ul style="list-style-type: none"> <li>The Reviewer suggests replacing with: “Even commerce within states has been opened to regulation by Congress.”</li> </ul>
Concept 2.3, Explain, Pg. 1, ...Education Policy, para. last, sent. 3, 4	There was too much testing. There was too much standardization.	OF	<ul style="list-style-type: none"> <li>In Common Core, the knowledge taught was changed. Math procedures are completely different. Many classic books were removed from ELA curricula in favor of books that had not stood the test of time or have content that is questionable for the grade level or for teaching in a public school.</li> <li><a href="https://truthinamericaneducation.com/common-core-state-standards/common-core-state-standards-content/">https://truthinamericaneducation.com/common-core-state-standards/common-core-state-standards-content/</a></li> <li>The Reviewer suggests: Many of the new provisions of Common Core were deemed out of step by many parents, teachers, administrators, and policy makers.</li> </ul>
Concept 3.1, Engage, Pg. 1, Vehicle, para. 1, sent. 1-4	The police stop Robert for speeding. The officers notice Robert’s trunk is not completely closed, and they are suspicious. He may be hiding something illegal. When the officers ask to open his trunk and search it, Robert refuses to allow them to do so without a search warrant.	OF	<ul style="list-style-type: none"> <li>Unrealistic to expect students to know the details of search warrant applications (“not completely closed”).</li> <li>Same for interrogations and detention questions.</li> <li>The Reviewer suggests replacing with this sentence: “The officers are suspicious.”</li> </ul>
Concept 3.2, Explore, Pg. 2, Religious Freedom, para. 2, sent. 12-14	Anne Hutchinson was the daughter of a clergyman. She also was forced to leave the Massachusetts Bay Colony for her religious beliefs. She sought shelter in Rhode Island.	HT, OF, FE	<ul style="list-style-type: none"> <li>Hutchinson was forced to leave the Colony because she was preaching the Bible and holding religious services. She was not an ordained minister and no woman was allowed to preach anyway. She suffered the same fate in Rhode Island and finally found refuge in New York.</li> <li><a href="https://www.britannica.com/biography/Anne-Hutchinson">https://www.britannica.com/biography/Anne-Hutchinson</a></li> <li>The Reviewer suggests adding to the second sentence: “...for her religious beliefs and for preaching religious services.” And, “She sought shelter in Rhode Island where she suffered the same fate and then fled to New York.”</li> </ul>
Concept 3.2, Explore, Pg. 3, Great Awakening, para. 2, sent. 2	They spread the Great Awakening through the British colonies on the American continent.	OF	<ul style="list-style-type: none"> <li>The Great Awakenings were in response to the breakdown of morals and religious observation in the Colonies. Drunkenness, adultery and crime became widespread as religious teachings and participation were ignored.</li> <li><a href="http://www.great-awakening.com/basic-concepts-of-the-first-great-awakening/">http://www.great-awakening.com/basic-concepts-of-the-first-great-awakening/</a> <a href="https://www.britannica.com/topic/Second-Great-Awakening">https://www.britannica.com/topic/Second-Great-Awakening</a></li> <li>The Reviewer suggests adding this phrase: “...on the American Continent, as morals and participation in religion were ignored.”</li> </ul>
Concept 3.2, Explore, Pg. 3,	It introduced the idea of religious	FE	<ul style="list-style-type: none"> <li>The Great Awakenings had little if any influence on the church and</li> </ul>

Great Awakening, para. 3, sent. 5, 6	worship as a choice, not something required by the government. The colonies began to consider the necessity of a separation between church and state as a result.		<p>state issue. The Colonists had seen the effect of Henry VIII's creation of the Church of England as the official religion and escaped to the New World to avoid it. But, many Colony leaders began to set up official religions themselves. Taxes were levied against preachers of other faiths, notably the Baptists. It took Jefferson and Madison to codify the separation, copying Roger Williams of Rhode Island who first published the concept in 1644. He called it the "wall of separation between the Garden of the Church and the Wilderness of the World."</p> <ul style="list-style-type: none"> <li>• <a href="http://www.wallofseparation.us/quotes/">http://www.wallofseparation.us/quotes/</a></li> <li>• The Reviewer suggests substituting: "It introduced the idea that the government should not establish an official state religion, but rather leave religious worship to the individual. That meant freedom of religion, not freedom from religion."</li> </ul>
Concept 3.2, Explore, Pg. 5, Lemon Test, para. 1, sent. 2	Not everyone agrees about what separation of church and state means.	OF	<ul style="list-style-type: none"> <li>• The phrase "separation of church and state" appears nowhere in the Constitution or the Bill of Rights.</li> <li>• The textbook needs to include here the existence of the Establishment Clause and the Free Exercise Clause which contain the content but not the exact wording "separation of Church and State"</li> <li>• The Reviewer suggests adding the phrase: "...and state means, since the phrase appears nowhere in the Constitution or in the Bill of Rights."</li> </ul>
Concept 3.3, Explore, Pg. 8, Native Americans, para. 1, sent. last	Congress later passed a law about Native Americans. It recognized them as full citizens of the United States. This was not until 1924.	S	<ul style="list-style-type: none"> <li>• "This was not until..." is a judgment. It appears worded to infer that the law should have been passed earlier.</li> <li>• The Reviewer suggests rewording the first sentence as follows and deleting the last sentence: "In 1924, Congress passed a law about Native Americans. ..."</li> </ul>
Concept 3.3, Explore, Pg. 9, Same Sex Marriage, para. 2, sent. last	They have been treated unfairly in jobs and in housing.	S	<ul style="list-style-type: none"> <li>• This sentence is a judgment. No reference or examples are provided.</li> <li>• The Reviewer suggests either deleting the sentence or providing citations which support the judgment.</li> </ul>
Concept 3.4, Explore, Pg. 9, Limits on Rights, para. 4, sent. 4	"Gun-free" zones make it illegal for citizens to carry guns.	OF	<ul style="list-style-type: none"> <li>• Omits that carrying guns is illegal only in those zones.</li> <li>• The Reviewer suggests adding the phrase at the end of the sentence: "...to carry guns only in those zones."</li> </ul>
Concept 3.4, Elaborate, Source Library, video Real Life Teens	Entire video	HT, OF	<ul style="list-style-type: none"> <li>• Video contains many opinions of the teen age actors/participants, such as "students don't know their rights." These are unsupported claims.</li> <li>• The video was produced in 2001 and is therefore out of date.</li> <li>• The Reviewer suggests deleting this video or replacing it with an up-to-date one with supported claims.</li> </ul>
Concept 4.1,	Attending Protests and Rallies, two	S	<ul style="list-style-type: none"> <li>• These items appear to suggest to the students that choices at the left</li> </ul>

Engage, A Good Citizen, list of choices	choices for charities, going to college, being born in the US, recycling papers and plastics, keeping an attractive home and yard		<p>end of the political spectrum are the only signs of citizenship to one degree or another – protests, college, recycling. Being born in the US appears as a “straw man” to lure non-left students to reveal themselves.</p> <ul style="list-style-type: none"> <li>• Attractive home is trivial.</li> <li>• Only one choice for charities should be sufficient.</li> <li>• The Reviewer suggests deleting the above and replacing with: “respect the rights and property of others, be honest and trustworthy, take responsibility for your actions, willing to take care of oneself.”</li> </ul>
Concept 4.1, Explore, Pg. 1, Citizens, para 1, sent. last	At the same time, industrial growth pulled, or attracted, immigrants to the United States.	OF,S	<ul style="list-style-type: none"> <li>• The list of possible reasons that immigrants come to the USA is incomplete. Omits the desire to get free benefits.</li> <li>• The Reviewer suggests adding: “And, some immigrants aim to take advantage of the generosity of the USA.”</li> </ul>
Concept 4.1, Explore, Pg. 2, Benefits of Citizenship, para 1, sent. 3	(their privileges)	FE	<ul style="list-style-type: none"> <li>• Rights are not privileges. According to the Founding documents, they come with being a human and are protected by governments.</li> <li>• Declaration of Independence, US Constitution, Bill of Rights.</li> <li>• The Reviewer suggests deleting this parenthetical.</li> </ul>
Concept 4.1, Explore, Pg. 4, Refugees, para 1, sent. 5 &7	For example, in 1980, hundreds of thousands of Cubans left Cuba. Many people floated 90 miles across the open ocean to reach Florida.	FE, HT	<ul style="list-style-type: none"> <li>• 125,000 people left Cuba in 1980</li> <li>• They didn’t float. They took boats.</li> <li>• <a href="https://www.floridamemory.com/blog/2017/10/05/the-mariel-boatlift-of-1980/">https://www.floridamemory.com/blog/2017/10/05/the-mariel-boatlift-of-1980/</a></li> <li>• The Reviewer suggests citing the actual number who left Cuba and replacing the word “float” with “took boats.”</li> </ul>
Concept 4.1, Explore, Pg. 4, Undocumented, para 1, entire	<b>Undocumented Migrants</b>  An undocumented migrant is a person living in the United States without legal permission.	FE, S	<ul style="list-style-type: none"> <li>• “undocumented” implies that a migrant is the product of an administrative oversight. In fact, they have not followed the requirements of the law. As such, they are breaking the law by virtue of their presence.</li> <li>• The term is used often throughout the text.</li> <li>• The Reviewer suggests changing the heading to “Illegal Entrants.” And, the sentence to “An illegal entrant is a person...” All further uses of “undocumented migrant(s)” should be deleted and “illegal entrant” substituted.</li> </ul>
Concept 4.1, Explore, Pg. 5, Rights of Non-Resident Citizens, Legal Protections, para 4, quotation sent 1	[undocumented migrants]	FE, S	<ul style="list-style-type: none"> <li>• Bracketed phrase does not appear in the original text quoted. Instead, the Supreme Court decision uses the term “aliens.”</li> <li>• <a href="https://www.law.cornell.edu/supremecourt/text/163/228#writing-type-1-SHIRAS">https://www.law.cornell.edu/supremecourt/text/163/228#writing-type-1-SHIRAS</a>, para. 20, sent. 6</li> <li>• The Reviewer suggests correcting the quotation by deleting the bracketed phrase and inserting “aliens.”</li> </ul>
Concept 4.1, Explore, Pg. 5,	Some want to stop giving citizenship to children born to immigrant parents.	OF, S	<ul style="list-style-type: none"> <li>• The issue is not children born to immigrant parents. It is children born to parents in the US illegally. If the parents are in the US illegally,</li> </ul>

Rights of Non-Resident Citizens, Immigration Debate, para 1, sent 8			<p>have they offered themselves as subject to the jurisdiction of the United States in accordance with Section 1 of the 14<sup>th</sup> Amendment, or do they still consider themselves subject to the jurisdiction of their home country, as citizens thereof?</p> <ul style="list-style-type: none"> <li>• <a href="https://immigration.laws.com/child-immigration-laws/children-of-illegal-immigrants">https://immigration.laws.com/child-immigration-laws/children-of-illegal-immigrants</a></li> <li>• The Reviewer suggests deleting "...immigrant..." and substituting "illegal entrant."</li> </ul>
Concept 4.1, Explore, Pg. 9, A Good Citizen Revisited, para 1, sent 8	A Good Citizen: Revisited	S	<ul style="list-style-type: none"> <li>• List is the same as in 4.1 Engage.</li> <li>• The Reviewer suggests conforming the list in this section to that of the same list in 4.1 Engage.</li> </ul>
Concept 4.1, Elaborate, Pg. 4, Community Service Projects, instructions, sent last	However, the government cannot meet all of its community's needs.	HT, S	<ul style="list-style-type: none"> <li>• The sentence implies that the government "should" meet all of its community's needs, if it could.</li> <li>• The Reviewer suggests adding the phrase "...nor should it be expected to."</li> </ul>
Concept 4.2, Explore, Pg. 1, Society Needs, para 1, sent 2	He said citizens needed to take part in their government.	FE, S	<ul style="list-style-type: none"> <li>• Not what the quotation says. It says that citizens need to be informed, not that they need to take part.</li> <li>• "If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."</li> <li>• The Reviewer suggests revising the sentence to read, "He said citizens need to be informed about their government."</li> </ul>
Concept 5.1, Explore, Pg. 1, Political Parties, para 3, sent last	By every democratic standard the parties are the proper means for producing a political solution of the government crisis.	FE, S	<ul style="list-style-type: none"> <li>• Who said there is a government crisis? Quote is from 1948. Why did the publisher choose this quote above all others?</li> <li>• <a href="https://demwritepress.com/2018/04/07/why-we-need-political-parties/">https://demwritepress.com/2018/04/07/why-we-need-political-parties/</a></li> <li>• The Reviewer recommends quoting a Founder about parties, such as Washington: "'However [political parties] may now and then answer popular ends, they are likely in the course of time and things, to become potent engines, by which cunning, ambitious, and unprincipled men will be enabled to subvert the power of the people and to usurp for themselves the reins of government, destroying afterwards the very engines which have lifted them to unjust dominion.'" Farewell Address, 1796</li> </ul>
Concept 5.1, Explore, Pg. 1, Political Parties Defined, para 3, sent last	They try to affect the political system.	OF	<ul style="list-style-type: none"> <li>• Political parties are not mentioned anywhere in the Constitution.</li> <li>• The Reviewer suggests adding this sentence: "Political parties are not mentioned anywhere in the Constitution; they are strictly groups formed by politically-minded people with similar goals."</li> </ul>

<p>Concept 5.1, Explore, Pg. 3, Development of Political Parties, para 7, sent 3-5</p>	<p>Many members of the Democratic Party were against policies to grant African Americans civil rights in the decades right after Reconstruction. President Lyndon B. Johnson was a member of the Democratic Party a century later.</p>	<p>HT, OF, B</p>	<ul style="list-style-type: none"> <li>• The Democratic Party continued its opposition to civil rights protections into the 1960's. The civil rights bills of that decade were passed only by the majority of Republicans. Democrats such as Sen. Robert Byrd, sympathized with states' rights and KU Klux Klan interests well into that period.</li> <li>• President Johnson opposed civil rights legislation and is quoted as having signed it only under duress.</li> <li>• <a href="https://www.nationalreview.com/2012/05/party-civil-rights-kevin-d-williamson/">https://www.nationalreview.com/2012/05/party-civil-rights-kevin-d-williamson/</a></li> <li>• The Reviewer suggests deleting this paragraph <b>or</b> rewriting it to accurately reflect the written record and numerous documents of the period.</li> </ul>
<p>Concept 5.1, Explore, Pg. 4, Conservatives and Liberals, para 2, sent 2</p>	<p>Conservatism is the belief that government should protect traditional values and practices.</p>	<p>HT, OF, B</p>	<ul style="list-style-type: none"> <li>• Conservatives believe not that government should protect values and practices, but that government should allow the people to practice their own values and beliefs.</li> <li>• No mention of individual freedom.</li> <li>• The Reviewer suggests deleting the sentence and substituting: "Conservatives believe that government should not intrude into the practice of traditional values and individual freedom."</li> </ul>
<p>Concept 5.1, Explore, Pg. 11, Spread Information, para 5, sent 3, 4</p>	<p>Many voters are concerned that elections are not being won by votes. They fear elections are decided by whichever group can give the most money.</p>	<p>FE, B</p>	<ul style="list-style-type: none"> <li>• Error. All elections are won by votes. Some voters fear that the group with the most money will influence votes by having the most or best advertisements.</li> <li>• The Reviewer suggests substituting this sentence: "Some voters fear that voters will be unduly influenced by the side that has the most money to pay for advertisements."</li> </ul>
<p>Concept 5.1, Explore, Pg. 11, Spread Information, Lobbying, para 2, sent 2, 3</p>	<p>One thing lobbyists can do is to get in touch with legislators. Then, they can express the interest group's desires and put pressure on the legislator to help them</p>	<p>HT, S</p>	<ul style="list-style-type: none"> <li>• The primary responsibility of a lobbyist is to acquaint legislators and officials with the workings of their industry/interest group. Then, the legislators can write better laws and the goals and desires of the industry/interest group can be better understood.</li> <li>• <a href="https://www.thoughtco.com/what-does-a-lobbyist-do-3367609">https://www.thoughtco.com/what-does-a-lobbyist-do-3367609</a></li> <li>• The Reviewer suggests substituting the foregoing, as follows: "The primary responsibility of a lobbyist is to acquaint legislators and officials with the workings of their industry/interest group. Then, the legislators can write better laws and the goals and desires of the industry/interest group can be better understood."</li> </ul>
<p>Concept 5.1, Explain, Pg. 11, Spread Information, Lobbying, para 3, sent 3, et seq</p>	<p>However, many people do not approve of lobbying. It can be seen as an unfair practice. Some claim it encourages elected government officials to make policy based on who pays them the most and not what is best for the</p>	<p>FE, HT, B</p>	<ul style="list-style-type: none"> <li>• This paragraph is speculation. It is against the law and a corrupt practice for government officials, elected or appointed, to take money from lobbyists (or anyone else). This paragraph plays to the gullibility of the student. The example given is also a cliché of the fears of the general public. If the publisher wishes to present this assertion, he should cite criminal cases illustrating the claim.</li> <li>• This paragraph is also redundant. What information is provided has</li> </ul>

	people.		<ul style="list-style-type: none"> <li>• been presented earlier.</li> <li>• <a href="https://pocketsense.com/illegal-lobbyists-pay-members-congress-vote-specific-way-9127.html">https://pocketsense.com/illegal-lobbyists-pay-members-congress-vote-specific-way-9127.html</a></li> <li>• The Reviewer suggests that this paragraph be deleted.</li> </ul>
Concept 5.2, Explore, Pg. 1, Participating, para 3, sent 2, 3	Some of the Founders felt that letting everyone vote would not be good for society. John Adams felt this way	HT, S	<ul style="list-style-type: none"> <li>• The Founders, including Adams, felt that it would be too easy for someone with nothing of their own at stake to vote for bad policies and candidates. They thought that voters could vote free benefits for themselves, if they had nothing to lose.</li> <li>• Bugaeff, Alex, <u>Pilgrims To Patriots</u>, Columbia, SC, Create Space, 2012.</li> <li>• The Reviewer suggests revising the sentences: “Some of the Founders believed that a voter could vote free benefits for themselves, if they didn’t have some form of property or other assets that could be at risk.”</li> </ul>
Concept 5.2, Explore, Pg. 8, Voter Intimidation, para 3, sent 6	As many as 3,000 voters who wanted to vote for Al Gore instead voted for Pat Buchanan instead	FE, B	<ul style="list-style-type: none"> <li>• There is no evidence of this assertion. Interview sampling was done days after the election with people who claimed to have done this, but no documentation was presented that tied the two together. And, in fact, since ballots are anonymous, there was no way to verify it. The claim was based on the opinion that Buchanan’s vote total was larger than expected.</li> <li>• <a href="http://www-personal.umich.edu/~wmebane/butterfly.pdf">http://www-personal.umich.edu/~wmebane/butterfly.pdf</a></li> <li>• The Reviewer suggests that the sentence be deleted.</li> </ul>
Concept 5.2, Explore, Pg. 10, Creating a Brand, para 1, sent 8, 9	One example was in the 2008 campaign. Presidential candidate Barack Obama used the slogan “Change We Can Believe In.”	OF, B	<ul style="list-style-type: none"> <li>• As shown in the text that followed this paragraph, this was written, as the text proves, during the Trump period, starting with his 2016 campaign. The Obama quote was, therefore, out of date and the Trump slogan, “Make America Great Again” is preferable.</li> <li>• The Reviewer suggests that reference be made instead to the 2016 campaign and Trump’s slogan, “Make America Great Again.”</li> </ul>
Concept 5.3, Explore, Pg. 1, Affecting Public Policy, para 1, sent 1	representative democracy.	FE, S	<ul style="list-style-type: none"> <li>• As noted previously, ours is a Constitutional Republic and not a representative democracy.</li> <li>• The Reviewer suggests substituting “Constitutional Republic” wherever “representative democracy” appears.</li> </ul>
Concept 5.3, Explore, Pg. 2, Democratic Party, para 2, sent 2, 3	They also often believe government policies need to change to match the country’s social values. For example, most Democrats support marriage for same-sex couples	FE, B	<ul style="list-style-type: none"> <li>• Implies that same sex marriage is an agreed-upon social value. Many people do not share this value.</li> <li>• The Reviewer suggests substituting the following sentence and deleting the second sentence: “They also believe that shared social values should guide government policies.”</li> </ul>
Concept 5.3, Explore, Pg. 2, Republican Party, para 3, sent 2, 3	They often support government regulation of social institutions. These include marriage and the inclusion of	FE, B	<ul style="list-style-type: none"> <li>• Republicans often do NOT support government regulation of social institutions. The second sentence, therefore, is meaningless.</li> <li>• The Reviewer suggests substituting the following sentence for the first and deleting the second: “They often do not support government</li> </ul>



	prayer in schools.		regulation of social institutions.”
Concept 5.3, Explore, Pg. 2, Communist and Socialist Party, para 3, sent 2, 3	Both of these parties support strong government intervention.	HT, FE, B	<ul style="list-style-type: none"> <li>• Both the Communist Party and the Socialist Party support government control of nearly all, if not all, of the country. The difference is that Communists want to own the means of production and the Socialists want to confiscate the production of the means owned and operated by others. They both want to control the lives of the people.</li> <li>• See citations above.</li> <li>• The Reviewer suggests substituting the word “control” for the word “intervention.”</li> </ul>
Concept 5.3, Elaborate, Pg. 1, Image of Democratic Donkey	[Image] Join the Party	S, B	<ul style="list-style-type: none"> <li>• Using the image of the Democratic Party donkey and labeling it “Join the Party” is outright slant and bias – complete proselytizing for one side. Pressures students to become Democrats.</li> <li>• The Reviewer suggests substituting an image of a ballot box with the label “Join the Action.”</li> </ul>

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

# Evaluation of Social Studies Skills and other important issues

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

Number	Questions	Yes	No
1	<b>Is the appropriate vocabulary relevant to the subject matter presented to students?</b> For example, on comparative government are terms such as monarchy, oligarchy, democracy, socialism, fascism, and communism presented?		<b>While these terms may be presented, they are often misrepresented and made to sound less dangerous than they are.</b>
2	Are the captions <b>under</b> pictures factual?		<b>Inconsequential</b>
3	Are the charts and graphs relevant to the topic being presented?		<b>They are often misleading</b>
4	Are the maps accurate and relevant to the topic?	<b>Yes, except some are misleading in the interactive status</b>	
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?		<b>The questions often provoke thought sympathetic to the Democrats/liberals/Left.</b>
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?		<b>On balance, they are sympathetic to the Democrats/liberals/Left</b>
7	Does the text present a lesson on how to evaluate the validity of a source based on language, corroboration with other sources, and information about the author?		<b>At face value only. Lessons titled as such quickly steer the student to Left sources.</b>
8	Does the textbook have a Glossary? Are key terms <b>and personalities</b> included and defined?		<b>No Glossary that I could find.</b>
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	<b>Chronology of the history is generally linear.</b>	
10	<b>Does the textbook have an Index which includes all of the key words, historical time periods and individuals?</b>		<b>No Index that I could find. There is a search engine with the TOC, but it just interacts with the TOC elements.</b>
11	<b>Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?</b>		<b>No. The bulk of the content is devoted to Democrat/liberal/Left leaning views of the subject.</b>



**Commendations:** A good amount of the text on early American history is reasonably accurate and balanced. This is represented by the gaps in my Concept/Explore citations – nothing but details to cite. The same for a good amount of citizenship text. Where there are gaps between tab citations, the Reviewer found little of sufficient concern to cite.

**Concerns:** This “Techbook” is replete with slanted and biased material. A great preponderance of conclusions and recommendations reflect a liberal leaning theme.

Definitions of Socialism, Communism, climate change, and the like reflect the most harmless representations, while at the same time repeatedly encouraging students to become activists.

The book makes no catastrophic errors, but rather embeds the same suggestions and opinions in hundreds of small, even unnoticeable, words and phrases. And, it repeats these within Concepts, within Chapter sections (Engage, Elaborate, Evaluate, Videos, Sources) and across Chapters. The same phrases and thoughts, such as California drought, undocumented migrants, representative democracy (cited as our form of government), show up over and over, in an apparent attempt to anchor the desired thoughts and conclusions in the students’ minds.

Also, there is only one way to use the book: in a straight line from beginning to end. Without discrete subjects (titles are routinely platitudinous), a glossary and index, the student appears “forced” to follow it in the order imposed by the publisher. For a teaching era in which critical thinking and research are encouraged, the student seems dissuaded from pursuing those activities.

**Evaluations based on template**

Choices	Explanations	Yes	No
1	This text has <b>minor</b> changes that need to be made		
2	This text has a <b>moderate</b> number of changes		
3	This text has <b>substantial</b> changes that need to be made		
4	This book is so flawed that it is <b>not recommended</b> for adoption.	<p><b>The Reviewer recommends that this Discover Techbook not be adopted. It is so full of errors of one sort or another that only a complete rewrite could cure it. Further, the bias of the publisher is so obvious and universal that a rewrite by them would likely result in different presentations of the same world view. Over reliance on videos containing factual errors and propaganda, with not enough time to review all videos since not all are transcribed, is troubling, as well as the fact that Students are not reading physical books and are so dependent on computers.</b></p>	