



in collaboration with Truth in Textbooks

HMH Social Studies: Florida Civics: Integrated Civics, Economics, and Geography, Florida 1st Edition © 2018 - Houghton Mifflin Harcourt

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 ONE			•
P 7 Col 2 Para 1 Ls 4-7	You will discover that being a U.S. citizen means more than just enjoying the rights that the American system provides.	IT S	<ul style="list-style-type: none"> • The government does not provide our rights—it secures them. • The Declaration of Independence, Para. 2 “...That to secure these rights, Governments are instituted...” • The Reviewer suggests: "... enjoying the unalienable rights that the American system protects."
P 14 Col 2 Para 5 Ls 1-3	Today, the Immigration Act of 1990 sets a total annual quota of immigrants at 675,000, starting in 1995	HT	<ul style="list-style-type: none"> • This sentence ignores that this limit is exceeded • In 2017 over 1 million people obtained lawful permanent resident status • http://www.ncsl.org/research/immigration/snapshot-of-u-s-immigration-2017.aspx • The Reviewer suggests adding this information.
P 25 FL1 Para 1 Ls 6-7	In 2010, Crist lost a bid for the U.S. Senate. Crist later joined the Democratic Party in 2012.	OF HT	<ul style="list-style-type: none"> • Text fails to mention that Crist ran as an Independent for the 2010 US Senate race. Also; the word <i>bid</i> might not clearly mean <i>election</i> to a middle-school student. Or to an adult—e.g., it could mean <i>primary</i>. • https://www.dos.myflorida.com/florida-facts/florida-history/florida-

			<p><u>governors/charlie-crist/</u></p> <ul style="list-style-type: none"> • The Reviewer suggests: "In 2010, Crist, running as an Independent, lost the election for the U.S. Senate ..."
P 28 Sequence Chain	1775—The colonists grew more angry about additional British taxation.	OF	<ul style="list-style-type: none"> • Omitted from this statement is that this is only one of the 20+ grievances listed in the Declaration of Independence and it is not the first one listed. • "Jefferson then provided a long list of British actions that formed this 'long train of abuses.'" • <i>America, Land of Principles and Promises</i> by Philip W. Winkler p. 160, Heritage Academy, 2015 • The Reviewer suggests adding that: "taxation was one of 20+ grievances listed in the Declaration of Independence."
P 43 Para 1 L 4	The states called a convention where the delegates wrote a completely new plan for government.	OF	<ul style="list-style-type: none"> • Omitted from this statement is that the representatives were only authorized to revise the Articles of Confederation—not write a new constitution. • ...the convention was "for the sole and express purpose of revising the Articles of Confederation," • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p. 135, NCCS, 2007 • The Reviewer suggests: "The states called a convention to revise the Articles of Confederation, but instead the delegates decided to write a completely new plan for government."
P 46 Col 2 GOVERNMENT BECOMES STRONGER Para 1 L7	The framers also created the Supreme Court to interpret the laws made by Congress.	HT	<ul style="list-style-type: none"> • The Supreme Court is to determine the constitutionality of the laws. The Reviewer suggests that this be added. • As the final arbiter of the law, the Court is charged with ensuring the American people the promise of equal justice under law and, thereby, also functions as guardian and interpreter of the Constitution. • https://www.supremecourt.gov/about/constitutional.aspx • "...the Court can review acts of Congress and acts of the state legislatures to make certain that they do not violate the provisions of the Constitution as designed by the Founding Fathers." • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p 571, NCCS, 2007.
P 55, Para 4, L 13	Connecticutive	Typo	<ul style="list-style-type: none"> • Should read "Connecticut five"
P 89 5 th goal at the bottom of the page	Promote the general welfare The government should help provide for the well-being of all the people	IT HT	<ul style="list-style-type: none"> • "Promote the general welfare" does not mean to "provide for" the general welfare. • The Anti-Federalists warned that "general welfare" could mean anything Congress wanted to spend for. The Federalists then countered with the promise that "general" welfare meant: "Taxes could not be levied for purely sectional or 'partial' [special interest] purposes. The purpose had to have some real connection to the good of the public as a whole." [<i>The Original Constitution</i>, Robert G. Natelson, The Tenth Amendment Center, p. 87 (Ch. 6 – The Authority of Congress, Para. 10).

			<ul style="list-style-type: none"> • The Reviewer suggests: "The government should promote, <i>not provide</i>, the <i>general</i> welfare, not the welfare of a region, or a group, or any other special interest.
P 100 Col 1 Para 2 Ls 4-7	The Constitution can be changed in two ways: formally by amendment and informally by government acts or by custom.	OF	<ul style="list-style-type: none"> • Article V of the Constitution only provides for formal amendments, either by Congress or by the States. • The informal changes by government acts (Executive regulations, Legislative laws, and Judicial activism) all fail to meet the test of the Supremacy Clause (Article VI) and are thus unlawful. All these unlawful changes have piled up for over two centuries and have been treated as law for that long. That history must be what the publisher means by "changed ... by custom." • The doctrine that justifies acceptance of these "informal" changes is called the "Living Constitution." If the textbook is going to defend the Living Constitution doctrine, then it should at least explain that to the student. It should also explain that a constitution that can be changed because of temporary political and social pressures is tantamount to a pure democracy, which is essentially rule of the mob—though the mob is moderated substantially by the Judiciary. Such a discussion of the Living Constitution is very important since it is at the crux of the conflict between conservatism and progressivism (often called liberalism). • The main problem with the Living Constitution is that it has promoted the growth of government into an administrative state that is no longer accountable to or manageable by Congress or by the Executive. The divergence of this massive, uncontrollable administrative state from the founding concept of a stable, limited government serving <i>only</i> to protect the unalienable rights of We the People should be explained to students.
P 110 Col 1 Para 1 L 5	[The Bill of Rights] was added because people believed that rights like the freedoms of religion, speech, and of the press—which you still enjoy today— were too important to be left out of the Constitution.	OF	<ul style="list-style-type: none"> • Omitted is that several states would not accept this new constitution because several revered and highly respected representatives opposed it without a Bill of Rights. The Constitution would not have been ratified without the promise of a Bill of Rights. • “George Mason, Elbridge Gerry, and Governor Edmund Randolph...concerns ... centered around the fact that the Constitution did not include a bill of rights.” • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p 225, NCCS, 2007 .
P 110 Col 2 Para 2 L 3	As a result, James Madison, one of the framers of the Constitution, proposed a list of amendments that focused on individual rights.	HT	<ul style="list-style-type: none"> • While James Madison was involved in reducing the number of amendments he was only one of the total number of people involved. This statement leads one to think it was all done by him. • “The states...submitted 189 proposed changes...[which] were reduced to seventeen major amendments by James Madison, and twelve were approved by Congress and submitted to the states. Ten were ratified...” • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p 226, NCCS, 2007. • The Reviewer suggests the following rewording: "As a result, James

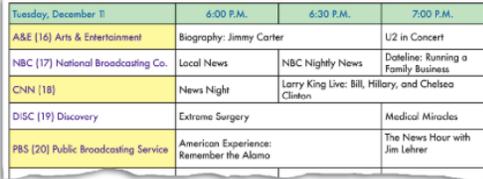
			Madison, one of the framers of the Constitution, reduced a list of 189 proposed amendments down to 17."
P 112 Col 2 Para 3 L 1	Over time, the U.S. Supreme Court has interpreted this passage as requiring a separation of church and state. In other words, there should be a clear division between government and religion. Upholding this principle, Supreme Court decisions have banned school-sponsored prayers in public schools	OF	<ul style="list-style-type: none"> • Omitted is that the Founders were concerned about the establishment of a national religion but saw the need to teach basic morals. • "There is to be no state church. People are free to worship however they see fit." • <i>America, Land of Principles and Promises</i>, Philip W. Winkler, p 458, Heritage Academy, 2015. • "Having established that "religion" is the foundation of morality and that both are essential to 'good government and the happiness of mankind,' the Founders set about to ...make the teaching of religion in schools restricted to universal fundamentals." • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p 676, NCCS, 2007.
P 120 Col 2 Para 2 L 9	This amendment strengthened the principle of direct representation.	OF	<ul style="list-style-type: none"> • Omitted is that this amendment removed the Senate's responsibility of representing the states as sovereign entities. • "The Founders had assigned the Senate the responsibility of representing the states as sovereign entities, which is why they were appointed by the state legislatures rather than being elected directly by the people of the state. This was so that Senators would not be compelled to involve themselves in the popular issues of the day but could concentrate primarily on the protection of states' rights and on maintaining the established order." • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, pg 746, NCCS, 2007 • The Reviewer suggests this change: "This amendment removed the Senate's responsibility of representing the states as sovereign entities."
P 120 Col 2 Para 2 L 10	It made senators answerable to the voters and not to other politicians.	OF	<ul style="list-style-type: none"> • Omitted is that originally Senators being appointed by the State Legislatures was a check to make sure the Senate looked out for States' rights. The rights and power of the States was greatly reduced with the 17th Amendment. And the founding of the United States as a federation of states with ultimate authority over the central government was discarded. • "...it was important to have the state legislature appoint two of its most experienced and popular elder statesmen to go to Washington as the guardians of the interests of the whole state." • "This amendment [17th] changed the senators from the collective representatives of each state into the representatives of the individuals who elected them." • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p. 294, NCCS, 2007.
P 122 Col 2 Para 2 Ls 1-6	As a result of the six amendments you have just read about, no one can be denied the right to vote because of their gender, the color of their skin, or their religion. No one has to own land or pay money in order to	FE	<ul style="list-style-type: none"> • Only five of the six referenced amendments (15th, 19th, 23rd, 24th and 26th) extended voting rights to a class of people who previously could not vote. The 17th amendment was different. It transferred the representation first granted to the states, instead to the individual and thus altered the original structure of our republican, federation-of-states government.

	vote		<ul style="list-style-type: none"> • Institute on the Constitution Student Manual, April 2008 Edition, P145, “The 17th Amendment eliminated an important state check on federal power.” • The Reviewer suggests that some of this missing material be added.
UNIT TWO			•
P 138 Col 1 Para 1 L 1	Most states allow the governor to appoint a person to fill the vacancy until the next regular election or until a special state election is held.	HT	<ul style="list-style-type: none"> • Different from a Representative absence – Senators were originally appointed by the State Legislators
P 146 Col 1,2 Para 5 Ls 4-7	These reserved powers include the states’ authority to regulate and conduct elections, create and administer schools, and establish marriage laws.	OF, FE	<ul style="list-style-type: none"> • The text fails to note that state control of education and marriage has been regulated by the federal government • <i>The Cult of Common Core</i>, Brad McQueen, 20014, pp 18-24. • https://www.nytimes.com/2015/06/27/us/supreme-court-same-sex-marriage.html
P 151 Graphic	If the president takes no action on a bill for 10 days, the bill automatically becomes a law.	OF	<ul style="list-style-type: none"> • Omitted is the fact that Sunday is excluded when counting the 10 days. • https://www.reference.com/government-politics/happens-president-doesn-t-return-bill-10-days-a1e207d4210ba895
P 151 Graphic	But, if Congress adjourns its session during that 10 days, the bill is automatically vetoed, a process known as a pocket veto.	OF	<ul style="list-style-type: none"> • As stated, this leaves the impression that the bill will not be signed into law if Congress adjourns its session. • The Reviewer recommends adding clarification: “But, if Congress adjourns its session during that 10 days and the President doesn’t take action on the bill, the bill is automatically vetoed, a process known as a pocket veto.”
P 180 Col 2 Para 1 L 6	Laws protect you.	OF	<ul style="list-style-type: none"> • Omitted here is that laws are only the rules that govern society. Laws can do nothing to protect us if there is no authority to enforce them. • “... laws, by themselves, do not protect us. Laws can only protect us to the extent that the government is willing and able to enforce them. Laws, then, protect us by setting standards for society and by requiring the government to enforce those standards. However, laws can only protect us insofar as the government enforces them.” • https://www.enotes.com/homework-help/what-law-and-how-protect-us-275864
P 181 Col 1 Para 3 L 1	Criminal laws are intended to protect society as a whole.	OF	<ul style="list-style-type: none"> • Omitted here is that criminal laws are the rules that govern society. An enforcement of these laws is needed if society is to be protected. The Reviewer suggests adding this material. • “The purpose of the Criminal Justice System (CJS) is to deliver justice for all, by convicting and punishing the guilty and helping them to stop offending, while protecting the innocent. It is responsible for detecting crime and bringing it to justice; and carrying out the orders of court, such as collecting fines, and supervising community and custodial punishment”. • https://www.lawteacher.net/free-law-essays/criminal-law/punishing-the-guilty-protecting-the-innocent.php
P 191 Col 2	If the Court rules that a law is unconstitutional, Congress can try to write a better law. Congress	FE	<ul style="list-style-type: none"> • The last sentence starting with, "Another way ..." is incorrect. Changing the law to make it constitutional is not Congress checking the Court. It is simply a

Para 2 L 1	may change the law enough so that the Supreme Court can uphold the new law. Another way for Congress to check the Court's power is to amend the Constitution.		<p>Congressional correction to Congress being checked by the Court.</p> <ul style="list-style-type: none"> • The Reviewer suggests that that last sentence be deleted.
UNIT THREE			•
P 202 Col 1 Para 1 Sents 1-2	For a few years after they won their independence, the 13 states acted like small, separate countries. Then they joined together under an agreement called the Constitution,	OF	<ul style="list-style-type: none"> • The text fails to mention that the Articles of Confederation preceded the Constitution. • The Reviewer suggests the following rewrite: "After experiencing the weaknesses of the Articles of Confederation, they joined together under an agreement called the Constitution."
P 202 Col 1 Para 2 L 1	When the 13 states ratified the Constitution and agreed to come together as one country, they did not want to hand too much power over to the federal government	OF	<ul style="list-style-type: none"> • Omitted is that originally the Senators being appointed by the State Legislatures was a check to make sure the Senate looked out for States' rights. That was eliminated with the 17th Amendment. • "...it was important to have the state legislature appoint two of its most experienced and popular elder statesmen to go to Washington as the guardians of the interests of the whole state." • <i>The Making of America the Substance and Meaning of the Constitution</i>, W. Cleon Skousen, p 294, NCCS, 2007. • The Reviewer suggests the following rewording: When the 13 states ratified the Constitution and agreed to come together as one country, they did not want to hand too much power over to the federal government and therefore gave each state legislature the RIGHT to choose 2 senators as guardians of the interests of the whole state. And also of the people who control the legislature of that state.
P 202 Col 2 Para 2 Sents 1-2	Reserved powers allow state governments to establish rules for the health, safety, and welfare of the citizens of their states. For example, states are responsible for rules concerning marriage, driving laws, and traffic regulations.	HT, OF	<ul style="list-style-type: none"> • The text fails to explain that the federal government uses coercion to force states do the federal bidding on states rights issues. Example, the National Drinking Age Act threatened to reduce federal transportation funds to states that did not adopt 21 years of age as the minimum legal age for alcohol/ • https://alcoholpolicy.niaaa.nih.gov/the-1984-national-minimum-drinking-age-act
P 203 Law 101 Box	Education is funded at many levels: the local, state, and federal. Most of the money used for school funding comes from taxes. Some states, though, have looked for other ways to raise money. One way used by many states is a lottery. People buy lottery tickets that give them a very small chance to win lots of money. People who support lottery funding say that everyone has to pay taxes, but playing the lottery is a choice. Other people think lotteries are not fair because people who earn less money	HT,OF	<ul style="list-style-type: none"> • The text fails to mention that the lottery funds (in Florida) did not increase the funding for education, but rather supplanted previous revenues. Thus the lottery net revenue in fact expanded other state budgets—and without having to get voter approvals or to show a flow of funds from the lottery to those budgets. • https://www.tcpalm.com/story/news/2017/03/08/florida-lottery-not-education-jackpot/98265030/

	are more likely to play the lottery. In 2005, 41 states, Washington, D.C., and Puerto Rico had lotteries, and at least 25 states used some of the money specifically for education. Some states also raise education money through slot machines.		
P 220 Col 1 Paras 1-2	Election of Judges	IT	<ul style="list-style-type: none"> This section describes how judges are selected—by election or by appointment. The Reviewer suggests the title of these paragraphs read: “Selecting Judges.”
P 223 FL1 Col 1. People	Julia D. Tuttle became known as the “mother of Miami” because of her efforts to connect the area to the rest of Florida by railroad.	HT OF	<ul style="list-style-type: none"> The text doesn’t mention that Julia Tuttle was the land owner of what is now Miami; hence the nickname. The Reviewer suggests adding this information. http://findbiography.tuspoemas.net/pioneers-explorers-inventors/julia-tuttle
P 241 Col 2 Para 1 Sent 1	The federal government ensures the cooperation of state and local governments by providing funds to help them implement important programs.	HT OF	<ul style="list-style-type: none"> The text fails to mention that the federal government uses these grants to extend their control over issues that should be states’ rights. Many view that federal intrusion to be extortion. The Reviewer suggests adding another sentence with this information. <i>The Cult of Common Core</i>, Brad McQueen, 2014, pp 18-24.
UNIT FOUR			•
Ch. 10 P. 247 FL 2	In 2007, Florida put in place new laws to make it easier for people who have served time to regain the right to vote.	OF	<ul style="list-style-type: none"> This Reviewer suggests: "In 2018 the Florida voters approved an amendment to the state constitution that expanded voting rights to felons." http://www.fl-counties.com/amendment-4
Ch. 10 P. 250 Col. 1 Identifying Bias Paras. 1 & 2	<p>Identifying Bias</p> <p>Citizens often disagree about political and social issues. As you consider various viewpoints, you need to learn to recognize bias. Bias is a personal judgment not based on reason. People who see only one side of an issue or situation may become biased, or prejudiced against other points of view.</p> <p>Recognizing Bias</p> <p>Bias is a negative attitude that keeps a person from being objective or fair. Bias sometimes leads people to see other view-points as completely wrong or bad without fully considering the issue. Recognizing a speaker or writer’s bias will help you to evaluate how reliable their views are. For example, read the passage below. Do you think the author was biased?</p>	S	<ul style="list-style-type: none"> This definition proposes that bias is not based on reason and is the result of negative attitudes that prohibit an objective or fair viewpoint. However, all biases contain some reasoning and can be positive or negative. Bias simply means to influence someone in favor of a choice. An unfair bias, however, would use predisposed opinions, prejudicial attitudes or partial truths rather than facts in order to prevent a person from reaching a balanced conclusion. https://www.collinsdictionary.com/us/dictionary/english/bias https://www.psychologytoday.com/us/basics/bias https://legal-dictionary.thefreedictionary.com/bias This Reviewer suggests changing the two sentences beginning with, Bias is a negative ... to: “Bias is a predisposed position, prejudicial attitude or partial truth rather than fact that seeks to lead people to an unbalanced conclusion.”
Ch. 10, P 262	Except for Maine and Nebraska each state gives	IT	<ul style="list-style-type: none"> The sentence as written is not complete.

Col. 1, Para. 2 Ls. 1–3	all its electoral votes to the candidate who wins the most votes		<ul style="list-style-type: none"> • This Reviewer suggest the following: “...wins the most votes within the state.”
Ch. 10 P. 264 Line 25	There could be no presidential candidate who receives a majority of the electoral votes. Then the House of Representatives chooses the president from among the three leading candidates. If no candidate receives a majority of votes for vice president, the Senate chooses that official. Congress has had to choose the president only twice—in 1800 and 1824. Congress has chosen the vice president only once—in 1836	FE	<ul style="list-style-type: none"> • The elections were held in 1800 and 1824 but Congress actually chose the President in 1801 and 1825 respectively. The same can be said for Vice President. The election took place in 1836 but Congress chose the Vice President in 1837. • www.archives.gov/publications/prologue/2012/summer/archivist.html • http://www.electoralcollegehistory.com/electoral/crs-congress.asp • https://history.house.gov/Institution/Origins-Development/Electoral-College/ • This Reviewer suggests changing the years that Congress actually chose the President to be 1801 and 1825 and the Vice President to be 1837.
Ch. 11 P. 267 Cols. 1&2 Events	2010: Florida State Representative Mike Weinstein refuses to be negative. Negative campaign ads try to make people vote for one person by attacking the other candidate. Instead of doing that, State Representative Weinstein created a campaign video with upbeat tempo, lyrics, and hip-hop dancers. In the video, he told voters how hard he worked for them. He said nothing negative about his opponents, who ended up dropping out of the race.	HT	<ul style="list-style-type: none"> • This text leads readers to conclude that Mike Weinstein’s opponent dropped out of the race as a result of Weinstein’s positive campaign ads. His opponent, John Melia, founder of Wounded Warriors, left the race saying he had to focus on a logistics company he had recently started. • http://sunshinestatenews.com/story/despite-rough-spots-mike-weinstein-poised-win-2nd-florida-house-term • This Reviewer suggests that the last sentence be rewritten: “He said nothing negative about his opponent.”
Ch. 11 P. 274 Col. 2 Line 21	Concealed Propaganda Citizens must be alert to propaganda. They must be able to recognize it and be aware of the various methods used by propagandists. Sometimes propaganda is presented as fact and its sources are kept secret. This is called concealed propaganda. Concealed propaganda is used to fool people without letting them know that its purpose is to influence their views. Many political advertisements contain concealed propaganda	HT	<ul style="list-style-type: none"> • The text tends to suggest that propaganda may be presented as fact when it is not. However, propaganda may contain actual facts that are presented selectively in order to mislead the reader. • https://www.merriam-webster.com/dictionary/propaganda • This Reviewer suggests that the paragraph be rewritten to correct this misconception.
Ch. 11 P. 281 Col. 1 Line 1	1967: Some Florida cities and counties are allowed to charge special “Tourist Development Taxes” (TDTs). Tourism is a huge business in Florida. So the state of Florida, the cities, and the counties spend millions of dollars to attract tourists. They get some of this money from TDTs. One TDT is the extra tax on hotel rooms and places that tourists rent. Part of that money is used to improve beaches. Another part is used to build theme parks and sports stadium	FE	<ul style="list-style-type: none"> • The textbook states that monies derived from the Tourist Development Taxes in Florida go to build theme parks. This is not true. They are used to promote and advertise tourism. They are used to finance and make improvements to beach park facilities and control erosion, including the restoration of inland lakes and rivers. • They are not used, however, to build, repair, improve, maintain, operate, or promote facilities such as convention centers, sports stadiums, sports arenas, coliseums, or auditoriums that are not publicly owned. • http://www.leg.state.fl.us/publications/2001/house/reports/tourism/pdfs/descrip.

			<p>pdf</p> <ul style="list-style-type: none"> • This Reviewer suggests that the final two sentences be removed and information added on the use of TDTs to control erosion.
Ch. 12 P. 289 Col. 1 Para. 1	Property taxes were introduced in Florida in 1839, taxing land people owned. These taxes were an important source of state revenue. This changed in 1934 when the state stopped collecting property taxes. From then on, cities and counties collected the money. Today, cities and counties use the money from property taxes to pay for local public service	FE	<ul style="list-style-type: none"> • 1973 the Florida Legislature established the Florida Education Finance Program which is funded by state-required property-tax levy. • http In://fldoe.org/core/fileparse.php/7507/urlt/Fefpdist.pdf
UNIT FIVE			•
Unit 5 Ch. 13 P' 316. Paras. 1&2 Ls. 6-10Pa	<p>Ideas that are spread to influence people are called propaganda.</p> <p>Recognizing Propaganda Techniques To be an effective reader and an informed citizen, you should learn to recognize propaganda techniques.</p> <p>Then you will be able to separate propaganda from the facts.</p>	OF	<ul style="list-style-type: none"> • Propaganda is any information which is meant to influence a person’s decision. It may include ideas, opinions, falsehoods, and facts. The facts or truths presented, however, may be half-truths, limited truths, selective truths, stacked truths, or truths taken out of context. • https://www.merriam-webster.com/dictionary/propaganda • http://thirdworldtraveler.com/Propaganda/Propaganda_page.html (see “Ten Things You Need to Know About Propaganda”) • This Reviewer recommends changing the wording from “Ideas that are spread to influence people are called propaganda” to “Information that is spread to influence people is called propaganda.” • This Reviewer also recommends changing the wording from, “Then you will be able to separate propaganda from the facts” to “Then you will be able to separate propaganda from all the facts.”
Ch. 13 P. 322 Sec. “Apply” Graphic Question 2	 <p>2.</p> <p>What would you watch if you were looking for fact-based shows? for entertainment?</p>	B	<ul style="list-style-type: none"> • The graphic contains a TV programming listing that includes NBC, CNN, and PBS as news stations where “hard news” is being presented. The graphic places CNN in the exact center and asks “What would you watch if you were looking for fact-based shows?” The position of graphic and the question directs the reader to CNN as a reasonable first choice seemingly disregarding the fact that both Fox News (not listed) and MSNBC have consistently outranked CNN. • https://www.scribd.com/document/420357190/Cable-News-Program-Ranker-July-2019-Total-Viewers#from_embed
Ch. 13, P. 330 Col. 2, Para. 1 Last Sent	Budgets can help reduce money worries and help make sure that each family member’s needs can be.	IT	<ul style="list-style-type: none"> • The reviewer suggests revising the sentence to read “...needs can be met.”
Ch. 14, P. 342 Col. 1 Para. 3	Local communities operate their own public schools. Each school district decides how its schools can best serve its citizens.	HT	<ul style="list-style-type: none"> • The text fails to mention many conditions are imposed upon them by the federal government. • <i>The Cult of Common Core</i>, Brad McQueen, pp. 18–24.
Ch. 14, P. 348 Col. 1, Para. 1 L.1	America is a democracy.	HT IT	<ul style="list-style-type: none"> • America is a Constitutional Republic that provides for democratic elections of representatives.

			<ul style="list-style-type: none"> • <i>Your Nation To Save</i>, Shane Krauser, 2012, P. 79. • Also this text book P. 31, Col 2, Para. 1, Last sentence.
Geography Handbook P. 442 Bottom Chart	State Senate Elected to four-year terms No term limits House of Representatives Elected to two-year terms No term limits	FE	<ul style="list-style-type: none"> • Chart is incorrect for Florida legislators. Maximum time is eight years each for senators and representatives. • http://www.ncsl.org/research/about-state-legislatures/chart-of-term-limits-states.aspx
UNIT SIX			<ul style="list-style-type: none"> •
Ch. 17 The Economic System p. 445 Col. 1	Hispanic businesses benefit from federal and state programs. Small businesses have many similar problems. Access to money is a significant problem for minority- owned businesses. Both the federal and the state government officer grants and programs for business support and mentor- ship. They want to encourage Hispanic residents in Florida to start new businesses. In addition, various profit and non-profit Hispanic organizations provide counseling, training workshops, help with business plans, and financial aid.	HT S	<ul style="list-style-type: none"> • All minority and/or small businesses, not just Hispanic businesses, benefit from federal and state programs. • This Reviewer suggests dropping the word <i>Hispanic</i> as follows: "All businesses benefit from federal and state programs. ... They want to encourage residents in Florida to start new businesses. In addition, various profit and non-profit organizations provide counseling, training workshops, help with business plans, and financial aid."
Ch. 17 p. 448 Col. 1	Economic Indicators The prime interest rate shows how much interest, or money, banks charge people to borrow money.	FE	<ul style="list-style-type: none"> • The Prime Rate is the interest rate charged by banks to their most creditworthy customers (usually the most prominent and stable business customers). • ...In addition to commercial loans and credit card rates, many consumer loans are based upon Prime, including: home equity loans, car loans, and personal loans. • https://www.moneycafe.com/prime-rate/ para. 1 • This Reviewer suggests correcting the definition of Prime Interest Rate and adding the above information.
Ch. 17 p. 448 Col.. 1 You Try It!	1. Which month in 2008 has the highest unemployment?	IT	<ul style="list-style-type: none"> • "Employment " or "unemployment" (number of employed or unemployed) cannot be determined from this data. • This Reviewer suggests: "Which month in 2008 has the highest unemployment <u>rate</u>?"
Ch. 17 p. 452 Col. 1 Types of Economic Systems	Historically, many Communist countries have tried to set up command economies. Most of these economies have collapsed ...	OF	<ul style="list-style-type: none"> • Choosing Communism as the example of a command economy is missing the big picture. Americans don't want Communism. Socialism is the example that will mean more to Americans. Socialism, not Communism, is what Americans consider to be an alternative to capitalism. • World Atlas compiled a list of 29 countries that presently fit the definition of socialist. Portugal and Greece are the only EU countries on that list, and both are in deep debt trouble. [https://www.worldatlas.com/articles/countries-that-are-considered-

			<p>socialist.html]</p> <ul style="list-style-type: none"> Some organizations compile freedom ratings of all countries. The ratings show nearly all 29 socialist countries have very poor economic, political, and social freedoms. https://www.cato.org/human-freedom-index-new https://www.heritage.org/index/ranking
Ch. 17 p. 452, Col. 1 Para. 3	... A second type of economic system is called a command economy ... North Korea and Cuba still have command economies.	FE	<ul style="list-style-type: none"> China should be mentioned in this category since it is mainly government owned. “China's economic system is a blend of socialism and capitalism called a socialist market economy. Under this system, the state still owns the means of production, but the market portions out resources.” https://www.reference.com/government-politics/type-economic-system-china-8399dc7d516bce88 Para. 1
Ch. 17 p. 453 Col. 1 Life in a Market Economy	Profit is the income a business has left after paying its expenses.	OF	<ul style="list-style-type: none"> The concept of loss needs to be explained. Don't assume middle-school students understand that loss is also possible. This Reviewer suggests adding: "Loss means that the business has insufficient income to cover its expenses."
Ch. 17 p. 454 Col. 3, Para. 3	The main driving force behind the American economy today is capitalism	FE	<ul style="list-style-type: none"> Capitalism has been the driving force throughout our country's history—small scale growing to large scale. This Reviewer suggests omission of the word <i>today</i>.
Ch. 17 p. 455 Col. 2 Capitalism	Capitalism is an economic system based on private ownership of the means of production.	OF S	<ul style="list-style-type: none"> <i>Capitalism</i> was coined by Marxist socialists in 1872 as a disparaging word. It is still used disparagingly by promoters of socialism or people discrediting free markets. https://www.etymonline.com/word/capitalism This Reviewer suggests: replace <i>capitalism</i> with <i>free-market capitalism</i> and explain it as the economic expression of the principle of personal freedom espoused by leaders of the Enlightenment and by the founders of the United States.
Ch. 17 p. 456 Col. 1 Para. 1	For example, in the late 1800s, the Standard Oil Company had a powerful monopoly over the oil industry. Concerned over Standard Oil's ability to set prices and control the market, the U.S. Congress passed the Sherman Antitrust Act of 1890.	FE OF	<ul style="list-style-type: none"> The Supreme Court found Rockefeller “guilty” of inventing, for a time, the world’s most efficient business operation of its day, relentlessly cutting prices in half, and then doing it again, and yet again, while greatly increasing output to customers. [Dominick Armentano, <i>Antitrust and Monopoly: Anatomy of a Policy Failure</i> (Oakland , CA: The Independent Institute, 1999), p. 55.] They could not find any harm to consumers. “Despite the widespread belief that Rockefeller maintained his position by selling oil below cost in order to drive competitors out of business, a careful study of the record of the antitrust case that lead to the breaking up of Standard Oil found no evidence that he had ever done so.” [David Friedman, <i>Law’s Order</i>, (Princeton University Press, 2000) page 250] Studying the court record, John S. McGee found: “Standard Oil did not use predatory price discrimination to drive out competing refiners, nor did its pricing practice have that effect.” [McGee, “Predatory Price Cutting: The

			<p>Standard Oil Case,” Journal of Law and Economics, Oct. 1958, p. 169]</p> <ul style="list-style-type: none"> • This Reviewer recommends changing quoted text to: "For example, concerned about concentration of economic power in some emerging industries, the U.S. Congress passed the Sherman Antitrust Act of 1890." The progressive educator might even add: "Such legislation, besides protecting Americans from all possible abuses of a free market, also put barriers in the way of perfectionist entrepreneurs like Standard Oil's John D. Rockefeller, Ford Motor's Henry Ford, and Apple's Steve Jobs from engineering, re-engineering, and re-re-engineering the flaws out of innovative, visionary products and working every possible cost out of their production so middle-class consumers could begin to enjoy products that only the wealthy could previously afford."
Ch. 17 p. 457 Col. 1 Para. 1	...money from the government, the farmers do not have to charge high prices for their crops. As a result, prices for wheat products stay low.	OF	<ul style="list-style-type: none"> • This Reviewer suggests adding the following essential fact: "Such subsidies have also been used by legislators to buy favor with certain voting groups, in this case farmers."
Ch. 17 p. 458 Col. 1 Para. 2	Even as big companies get bigger, many small companies continue to thrive.	OF	<ul style="list-style-type: none"> • This Reviewer suggests adding the following context to the evolution of small companies: "The following giant American companies did not even exist a half century ago: Apple, Cisco, Home Depot, Intel, Microsoft, and VISA." • https://www.investopedia.com/terms/d/dow-30.asp
Ch. 17 p. 464 Col. 1 Top box	Focus on Meg Whitman	OF	<ul style="list-style-type: none"> • An important diversity to Whitman's career is missing. • Reviewer suggests adding: "Whitman funded her own campaign as Republican candidate for California governor in 2010 but was defeated by Democrat Jerry Brown." • www.britannica.com/biography/Meg-Whitman#ref1267807
Ch. 17 p. 466, Col. 1 Factors of Production	Countries make similar choices about production. Every country must ask "What are we going to produce?"	IT	<ul style="list-style-type: none"> • It should read: "Companies make similar choices about production. Every company must ask, 'What are we going to produce?'"
Ch. 17 p. 466, Col. 1 Factors of Production	... the four factors of production: natural resources, capital, labor, and entrepreneurship.	OF	<ul style="list-style-type: none"> • This omits an important factor of production—freedom. Too much freedom and you have anarchy, which hurts production. Too little freedom and you have autocracy (e.g., monarchy or socialism), which hurts production. • Natural resources, capital, labor, and entrepreneurship are abundant in many places, but no place has had the USA's centuries-long tradition of freedom. Freedom is the "invisible hand" of Adam Smith. • <i>An inquiry into the Nature and Causes of the Wealth of Nations</i>, Adam Smith, 1776, illustrates the importance of freedom as a driver of immigration. The exact argument can be made for invention, commerce, and production..
Ch. 17 p. 468, Col. 1 Para. 4	The money you received for selling the additional goods needs to be at least enough to cover all your costs.	FE	<ul style="list-style-type: none"> • The sentence should read: "The money you received for selling the additional goods needs to be at least enough to cover all your additional costs."
Ch. 18 Sec. 1 p. 478	in Cuba the government controls the economy. Property is not privately owned	OF	<ul style="list-style-type: none"> • It is important that students understand that Cuba is an example of socialism. • This Reviewer suggests the text be changed to: "in Cuba the government controls the economy. This is socialism. Property is not privately owned in this

Col. 2 Para. 2			<p>form of socialism"</p> <ul style="list-style-type: none"> • And/or, the next paragraph could begin: "A command economy like Cuba's socialism does not have ..."
Ch. 18 Sec. 2 p. 487 Col. 1 Para. 2	The code, which can be read by a computer, contains information	FE	<ul style="list-style-type: none"> • The UPC is not read by a computer but by a barcode scanner, which scans a laser beam over the code to recognize the lines and spaces. It sends that information to the computer or sales register.
Ch. 18 Sec. 2 p. 490 Reading Labels Col. 1 Para. 2	Beef packages do not tell whether a cow lived its life outside or inside.	OF	<ul style="list-style-type: none"> • The sentence should read: "Beef packages are not required to tell whether a cow lived its life outside or inside."
Ch. 18 Sec. 3 p. 494 Credit Cards Col. 1	Credit Cards and Interest	OF	<ul style="list-style-type: none"> • The total amount paid is missing from your tutorial and is probably more shocking to the student than the time to pay it off. At interest rates of 15–20%, the total paid amount can add up to double the purchase price very quickly. • Your tutorial misses the option of paying the full amount by the first payment date. Then the interest is zero. Students might not know about saving by paying the amount due each month (i.e., use the credit card as a convenience, not as a necessity). That valuable lesson is currently missing. • This Reviewer suggests adding this information. It will not add many words or take up much additional space.
Ch. 18 p. 496 Sec. 3 Col. 2 Para. 3	The U.S. Postal Service makes sure that businesses and individuals do not cheat the public through the mail.	FE	<ul style="list-style-type: none"> • There are laws against a very broad range of mail fraud. The USPS will help the victim file a claim and prosecute the case, but they do not "make sure" you are not cheated. https://www.uspis.gov/report/victim-help-resources/
Ch. 18 Goods and Services, p. 498 Col. 1 in box	<p>1. The following quotation is an excerpt from a presidential speech.</p> <p>"...there must be a strict supervision of all banking and credits and investments; there must be an end to all speculation with other peoples money..."</p> <p>What problems would this philosophy of government help prevent?</p>	FE	<ul style="list-style-type: none"> • None of the answers match the question. • Answers: <ul style="list-style-type: none"> A. consumers spending only the cash they have on hand B. consumers overextending their credit and becoming unable to buy products C. businesses requiring consumers to buy items on credit D. good credit becoming difficult to attain
Ch. 19 Sec. 1 p. 506 Col. 2 Para. 1	If people write checks for more money than they have in their account, the bank will usually charge an overdraft penalty.	OF	<ul style="list-style-type: none"> • We must be explicit with children unskilled in checking. • This Reviewer recommends: "If someone writes a check for more money than they have in their account, the bank: 1) will not pay anything to the person cashing the check, so the amount is still owed and 2) will charge an overdraft penalty and withdraw that amount from the check writer's account."
Ch. 19 Sec. 1 p. 506 Col. 1 Checks	Somewhere in Checks subsection.	OF	<ul style="list-style-type: none"> • Middle-school students will probably know nothing about alternatives to banks for checking services. • This Reviewer recommends the following: "Credit unions also provide checking account services and loans, and their terms and charges may be quite different from those of banks."

Ch. 19 Sec. 2 p. 513 Col. 1 Commercial Banks	Somewhere in Commercial Banks subsection.	OF	<ul style="list-style-type: none"> The next subsection, Savings and Loans Associations, has a detailed section on the S&L Crisis of 1980s. But the banking system had its own meltdown in 2008. This Reviewer believes that it would be prudent and fair to also include that in the text here—especially since it totally dwarfed the S&L Crisis in size, breadth, and economic and federal budget consequences.
Ch.19, p. 514, Col. 2, Bottom	Federal Reserve banks do not do business directly with individuals or companies. Instead, the	IT	Incomplete sentence
Ch. 19 p. 516, Col. 1 Last Sent.	The loan officer needs the approval of the bank's lending committee for larger loans. She does, however, have the authority to approve smaller loans like yours on her own.	IT/S	<ul style="list-style-type: none"> One can achieve gender neutrality without such pandering. This Reviewer suggests: "The loan officer has the authority to approve smaller loans like yours but would need the approval of the bank lending committee for larger loans."
Ch. 19 Sec. 3, p. 518 Col. 2, Mutual Funds	You should determine what stocks the fund holds, its performance over time, and its management.	OF	<ul style="list-style-type: none"> The fees charged by mutual funds are very important. This Reviewer recommends: "... what stocks the fund holds, its performance over time, its fees and policies, and its management."
Ch. 19 Sec. 3 p. 518 Col. 1 Buying Bonds	When the bond reaches maturity, bond holders get back the amount of their original investment.	OF	<ul style="list-style-type: none"> Bond holders can also lose money on the principal amount, mostly due to general market interest-rate changes. This Reviewer recommends adding the following: "A bond investor can lose or gain money on the principal amount invested if they sell the bond before maturity."
Ch. 19 Sec. 4 p. 525 Graphic: "The Social Security System"	The Social Security system faces a possible problem because eventually it may not have enough money to pay full benefits to everyone entitled to them. The system is expected to be able to make full payments easily until 2019. After that it will have to take money from its savings fund. Some experts predict that in 2034 the system will no longer have enough money to pay full benefits to everyone in the system. How to solve this problem is a matter of national debate.	OF	<ul style="list-style-type: none"> The Social Security Act of 1935 created an Old-Aged Reserve Account' in the Treasury. The Treasury received SS tax dollars directly into the Treasury general budget. Then Treasury paid all SS expenses and benefits and credited the Account with valueless IOUs for the excess revenues. [Foundation for Economic Education: fee.org/articles/the-myth-of-the-social-security-trust-fund/] Congress passed the Social Security Amendments of 1939 because FDR was so criticized by Republicans that this "reserve" was a worthless lie. That 1939 act changed the name of the 1935 "Account" to the 1939 "Trust Fund." Supreme Court decisions later agreed that the Account does not become a Trust Fund just because you change the name, but the SS Trust Fund name stuck anyway. The SS "Trust Fund" contains no assets, but it does exude a political sense of <i>trust</i>, a lie that has been maintained for nearly a century. [https://www.heritage.org/social-security/report/misleading-the-public-how-the-social-security-trust-fund-really-works] The SS fiction has been tolerable for eighty years. What is happening right now in 2019 is the transition from a decades-long period during which SS revenues exceeded benefits paid to a new period during which benefits paid will regularly exceed SS revenue. Thus from now on, every dollar in benefits not covered by SS revenue will require one dollar of Treasury borrowing because the "Trust

			<p>Fund" contains only IOUs. This budgetary pain will grow until some change will be forced upon us. This will likely happen in the present students' early adulthood.</p> <ul style="list-style-type: none"> • This Reviewer suggests that this is such an important problem that the students need to know the truth so they can make some sense of the media and political "Trust Fund" lies. The State of Florida and the publishers need to research this carefully and decide how to introduce the hard reality of today's bankrupt SS System to the students.
Ch. 19 Sec. 4 p. 525 Graphic: "The Social Security System"	The graphic show \$ flowing from "Employees" and from "Employers" into "Federal Government." Then most of those \$ flow to "Social Security Trust Fund" and remaining \$ flow to "General Fund." Finally \$ flow from "Social Security Trust Fund" out to presumably the beneficiaries with a label, "The Social Security trust fund pays benefits to eligible retirees, survivors, and retired people."	FE	<ul style="list-style-type: none"> • \$ (actual dollars) never flow into the SS Trust Fund, and the SS Trust Fund does not pay SS benefits. The SS Trust Fund is just an account at the Treasury used only for accounting (i.e., information) purposes. It contains no economic assets of any kind. Its only function is to keep track of the net amount that the Treasury is over-spent or under-spent relative to the SS revenues. All SS benefits are paid by the Treasury General Fund. • This Reviewer recommends the \$ should flow from the "Employees" and the "Employer" to "Federal Government General Fund" with \$ flowing out of the General Fund to "Social Security Beneficiaries." The link between "Federal Govt Gen Fund" and "SS Trust Fund" must be two ways: to SS Trust Fund could be labeled "Fund account increases when there is more SS revenue than SS benefits" and away from the SS Trust Fund when revenue and benefits reverse. • But these two arrows should not show \$ since they are only data transfers, not asset transfers.
Ch. 19 Sec. 4, p. 527 Lobbying for Library Access Para. 3	The teens focused on two goals.	OF	<ul style="list-style-type: none"> • No resolution for first goal and partial resolution for second. • It is admirable that the partial resolution embraced private funds for access for needy students. • This Reviewer recommends more be said about the outcome.
Ch. 19, p. 528, Review Map	... percentage of Americans who were without health insurance in 2005.	OF	<ul style="list-style-type: none"> • Current insurance coverage rates are different after the passage of Obama Care. This data should be updated.
Ch. 20 Sec. 1 p. 536 Col. 2 para. 1	Then came the Great Depression. The traditional theories did not seem to work anymore. The economy did not fix itself. Instead of ending quickly, the Great Depression lasted for more than 10 years.	OF HT B	<ul style="list-style-type: none"> • The recessions before the Great Depression did heal themselves by means of the natural economic and social forces acting in a market economy. And nearly always within two years. This book implies that this depression was so severe that it took all the forces government could bring to bear, and it still took a dozen years. That is false. • This was the first time that government interference not only was massively used to try to stop a recession, but was influential in starting it. The Federal Reserve Bank was new and untested, and it stimulated the money supply to grow excessively fast in the years leading up to 1929 and then caused the money supply to shrink in the early 1930s. [https://fee.org/articles/what-caused-the-great-depression/] • Another first was the Hoover and Roosevelt use of socialist-style government

			<p>controls—the New Deal. It created such severe and nonmarket-like constraints that many economists believe that the New Deal alone could have produced the multi-year delay of the recovery. [www.britannica.com/story/causes-of-the-great-depression]</p> <ul style="list-style-type: none"> • The third major ill-conceived government intervention was the harmful tariffs on imports (e.g., the Smoot-Hawley Tariff Act). This reduced exports of U.S. agricultural products so much that tens of thousands of family farms were lost along with thousands of rural bank bankruptcies. • [https://www.heritage.org/trade/commentary/lessons-free-trade-the-great-depression] • This Reviewer suggests that some of the above material be incorporated into the text and into the lesson.
Ch. 20 Sec. 3, p. 547 Bottom Linking to Today	The CIW has spent several years negotiating a major pay increase, from 45 cents to 77 cents for every 32-pound bucket of tomatoes harvested.	OF	<ul style="list-style-type: none"> • This Reviewer suggests adding some perspective: "This multi-year negotiation was to raise the pickers' pay from 1.5¢/lb to 2.5¢/lb—an increase of 1¢/lb. The next time you are at the grocery, think about how that 67% pay raise affects the consumers' price."
Ch. 20 Sec. 3, p. 548 Entire section labeled Labor Struggles	Labor Struggles	OF	<ul style="list-style-type: none"> • There is no mention in this section of the effects of North American Free Trade Agreement (NAFTA) on outsourcing jobs to Mexico or the World Trade Organization (WTO) on outsourcing jobs to China. • NAFTA [https://www.huffpost.com/entry/nafta-job-loss-trade-deficit-epi_n_859983] • WTO [nytimes.com/2019/07/26/us/politics/trump-wto-china.html] • This Reviewer suggests adding context via NAFTA and WTO.
Ch. 21, Sec 1, p 558 Focus Adam Smith	aboutt he	IT	<ul style="list-style-type: none"> • about the
Ch. 21, Sec 1, p 558 Focus Adam Smith	guided to produce the right amount of goods	OF	<ul style="list-style-type: none"> • The Reviewer suggests adding the original expression: guided to produce the right amount of goods "by an invisible hand."
Ch. 21 Sec. 2 p. 563	From Housing Bubble to Bust	OF	<ul style="list-style-type: none"> • Reviewer suggests mention of the causes of housing bubble. For example: <i>Financial Crisis Inquiry Report</i>, National Commission on Causes of the Financial and Economic Crisis, Jan 27, 2011 • "Initiated by Congress in 1992 and pressed by HUD in both the Clinton and George W. Bush Administrations, the U.S. government's housing policy sought to increase home ownership in the United States through an intensive effort to reduce mortgage underwriting standards. Ultimately, all these entities [HUD, Fannie Mae, FHA], as well as insured banks covered by the CRA [Community Reinvestment Act of 1977], were compelled to compete for mortgage borrowers who were at or below the median income in the areas in which they lived. This competition caused underwriting standards to decline, increased the numbers of weak and high risk loans far beyond what the market would produce without

			<p>government influence, and contributed importantly to the growth of the 1997-2007 housing bubble. When the bubble began to deflate in mid-2007, the low quality and high risk loans engendered by government policies failed in unprecedented numbers."</p> <ul style="list-style-type: none"> • https://www.govinfo.gov/app/details/GPO-FCIC/context
<p>Ch. 21, Sec. 4, Living in a World economy, p. 572, Col. 2, Para. 4</p> <p>also p. 594 Col. 2 Para. 1</p>	<p>The North American Free Trade Agreement (NAFTA) is a 1994 international trade agreement among Canada, Mexico, and the United States. It removed most trade barriers in order to encourage trade and investment.</p>	FE	<ul style="list-style-type: none"> • Information should be updated. • President Trump campaigned on a promise to repeal NAFTA and other trade agreements he deemed unfair to the United States. On Aug. 27, 2018, he announced a new trade deal with Mexico to replace it. • On Sept. 30, 2018, the United States and Canada agreed to a deal to replace NAFTA, which will now be called the USMCA—The United States-Mexico-Canada Agreement. • https://www.investopedia.com/terms/n/nafta.asp
<p>Ch. 21, p. 573 Col. 1, Para. 1</p>	<p>The goal of NAFTA and other agreements is to promote free trade.</p>	FE	<ul style="list-style-type: none"> • Information should be updated in accord with Facts in previous item.
<p>Ch. 21 Chapter Review p. 578</p>	<p>Law 101 Preventing Discrimination in Employment The Civil Rights Act of 1964</p>	OF	<ul style="list-style-type: none"> • This Reviewer suggests perspective on civil rights legislation: "Congress passed six civil rights laws between 1866 and 1960, but this was the first dealing substantively with employment. The bill was overwhelmingly supported by both parties: 61% of Democrats and 81% of Republicans.
UNIT SEVEN			•
<p>Ch. 22 Sec. 1 p. 586 Executive Agreements Para. 1</p>	<p>Agreements between countries do not always require treaties. The Constitution recognizes a difference between treaties and agreements.</p>	FE	<ul style="list-style-type: none"> • The Constitution is silent on any difference between treaty and agreement. But the Supremacy Clause (Article VI) of the Constitution says: "... and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land ..." Thus treaties (treaties must be ratified by the Senate) are the Law of the Land, and agreements are not. • Duke Univ Law School [www.law.duke.edu/ilrt/treaties_3.htm] says: "agreements not submitted to the Senate are known as executive agreements;... if it is submitted to the Senate for advice and consent, it is considered a treaty under U.S. law." • This Reviewer suggests: "Agreements between countries do not require treaties. But to have the authority of law, they must be ratified by 2/3 of the Senate, which makes them treaties."
<p>Ch. 22 Sec. 2 p. 590 Col. 2 Para. 2</p>	<p>One of the main goals of U.S. foreign policy is to promote peace and stability. One way to promote peace is to form alliances for defense. The United States has defense alliances with many countries, including Japan, South Korea, and the Philippines.</p>	OF	<ul style="list-style-type: none"> • The alliance strategy is historically very new. • "<i>It is our true policy to steer clear of permanent alliance with any portion of the foreign world</i>": it was George Washington's Farewell Address to us. The inaugural pledge of Thomas Jefferson was no less clear: '<i>Peace, commerce, and honest friendship with all nations-entangling alliances with none.</i>' ... From 1789 until the Second World War, excepting only our relationship with Panama, the United States refused to enter into treaties of alliance with anyone. In the 25 years since the end of the war [1945 – 1970], however, in a dramatic reversal of

			<p>national policy, we have allied ourselves with half the world. "Entangling Alliances," David Fromkin, <i>Foreign Affairs</i>, July 1970 [https://www.foreignaffairs.com/articles/1970-07-01/entangling-alliances]</p> <ul style="list-style-type: none"> • This Reviewer suggests adding: "This heavy reliance on alliances is a new strategy since WWII and flies directly in the face of the wisdom of America's founders, many of whom warned strongly against such foreign entanglements."
<p>Ch. 22 The United States and the World p. 592 Col. 1 Para. 2</p>	<p>In fact, Russia and many of its former allies have either joined NATO or aid the organization in military exercises and peacekeeping operations.</p>	HT	<ul style="list-style-type: none"> • Clarify that Russia is not a NATO member. • The 1997 NATO-Russia Founding Act provided the formal basis for bilateral relations. • Russia's military action in Georgia in 2008 led to the suspension of meetings of the NATO-Russia Council. • NRC cooperation with Russia is suspended due to Russia's 2014 military action in Ukraine. But communication is open. [https://www.nato.int/cps/en/natolive/topics_50090.htm]
<p>Ch. 23 Sec 1 p 620 The United States and International Relations</p>	<p>The whole sub-section on international relations</p>	OF	<ul style="list-style-type: none"> • This sub-section leaves out the whole war between the U.S. and the North African Islamic Barbary States (1801–1815). This was our first conflict on international soil and the major motivation for us to build a strong navy. • This Reviewer suggests some of the following be included so students understand the importance of the Barbary Wars and their connection to Islamic warfare today. • {<i>Letter from the commissioners, John Adams & Thomas Jefferson, to John Jay, 28 March 1786</i>} "We took the liberty to make some enquiries concerning the ground of their pretensions to make war upon nations who had done them no injury ... The Ambassador [of Tripoli] answered us that it was founded on the Laws of their Prophet [Muhammad], that it was written in their Koran, that all nations who should not have acknowledged their authority were sinners, that it was their right and duty to make war upon them wherever they could be found, and to make slaves of all they could take as Prisoners, and that every Musselman [Muslim] who should be slain in battle was sure to go to Paradise." [https://www.goodreads.com/quotes/6373-we-took-the-liberty-to-make-some-enquiries-concerning-the] • This jihad (holy war) by the Barbary States continued until the U.S. Navy built and sent a powerful squadron led by Commodore Stephen Decatur that soundly defeated them at Tripoli. [history.state.gov/milestones/1801-1829/barbary-wars] • The Barbary Wars represent the connection between the 1000 years of Islamic warfare against southern Europe and the current worldwide jihad, including against America in 2001. The defeat of the Islamic Ottoman Empire by the Catholic Polish Army at the gates of Vienna in 1683 and then finally by the U.S. Navy in 1815 paused this holy war for 150 years. In the last half century, fanned by Middle East oil revenues, Islamic jihad is raging again, but this time globally. This historical connection is essential for US citizens to understand

			their relation to Islamic jihad and jihad's relation to history.
Ch. 23 Charting a Course, Sec. 3 p. 620	This whole sub-section	OF, S	<ul style="list-style-type: none"> This page ignores the 9/11 jihad attacks on the U.S.A. and the U.S. war in Afghanistan. It contains just the war in Iraq. This Reviewer suggests combining the information on this page about Iraq with the information on pp. 623 – 624 on Terrorism and the war in Afghanistan.
Ch. 23 p. 621, Col. 1 end of Para. 2	...Since the 1960s, PLO attacks have killed hundreds of Jews. Israel has struck back.	FE, S	<ul style="list-style-type: none"> This Reviewer suggests changing <i>hundreds</i> to <i>thousands</i>. "So since 1964–2014: 3,620 Israeli lives had been lost in the Israeli-Palestinian conflict." [quora.com/How-many-people-have-died-from-the-Israeli-Palestinian-conflict-in-the-last-100-years] 2nd Highlight
Ch. 23 Sec. 2 p 621 Israel Para. 2	During another war in 1967, Israel captured the West Bank and Gaza.	OF	<ul style="list-style-type: none"> This Reviewer recommends: "Israel was again attacked from all directions in 1967 after Egypt and Syria both vowed 'the destruction of Israel.' The Six Day War was a war of extermination. Israel beat the Arabs again, retaking the Gaza, the West Bank, and more. The Arabs tried one more time in 1973 and lost again." [gatestoneinstitute.org/8388/arabs-israel-historic-mistakes] Israel tried to return both Gaza and the West Bank and was rejected at the 4th Arab League Summit in Khartoum. This Resolution is known as the 3 No's of Khartoum. [www.sixdayway.org]
Ch. 22, Sec 2, p 623 9/11 War on Terror	Terrorism has been a problem in the world for many years	OF	<ul style="list-style-type: none"> The problem is Islamic jihad. Terrorism is just a tactic. This "jihad of the sword" is embedded in Quran and Sunnah text. Islamic doctrine teaches that holy war is not aggressive. Rather it is Islam's way of bringing the freedom of submission-to-Allah's-commandments to people who are slaves of the laws of mere humans. Jihad is thus a "gift" to Disbelievers. [Douglas E. Streusand, "What Does Jihad Mean?—Jihad as Warfare in Modern Times," The Middle East Quarterly, September 1997, https://www.meforum.org/357/what-does-jihad-mean] This Reviewer suggests: "Violent Islamic jihad has been a problem in the world for 1400 years."
References Glossary p. R59	Political Correctness Meme	OF	<ul style="list-style-type: none"> One of the most talked about, denied, and influential memes in the last thirty years of American history is Political Correctness. Its costs and benefits certainly deserve inclusion in middle-school civics. Meme is not mentioned. It is one of the most influential concepts in Western Civilization—and maybe in human culture.
References Glossary p. R49	Diversity Inclusiveness	OF	<ul style="list-style-type: none"> America's universities have adopted diversity and inclusiveness as goals to be rigorously achieved to the extent that most universities have created departments or even deans dedicated to these two assumed social benefits. Educational institutions advertize their dedication to these revered goals and assume that everyone knows that they are not only righteous, but they didn't exist before the educational establishment created them. They need to be explored—honestly in a no-PC-allowed environment.

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>	<p>X Team B: They are but the U.S. is not a Democracy. It is a Constitutional Democratic Republic.</p>	
2	Are the captions under pictures factual?	X	
3	Are the charts and graphs relevant to the topic being presented?	<p>X Team C: But most of the data is outdated</p>	
4	Are the maps accurate and relevant to the topic?	<p>X Team C: But few maps in the text</p>	<p>X Team C: Maps in the reference section are few and are neither rotatable nor expandable</p>
5	Are questions thought provoking? Is adequate accurate material provided so that the students can formulate appropriate answers?	X	
6	Are primary and secondary sources presented for students to examine (for bias, propaganda, point of view, and frame of reference)?	<p>X Team C: Very limited primary refs</p>	<p>Team B: No. As mentioned on page 322 there are no Conservative or Libertarian news networks listed They are very brief with no links to the full docs.</p>
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?	X	
8	Does the textbook have a Glossary? Are key terms and personalities included and defined?	<p>X Team C: Light weight and no proper nouns.</p>	<p>X Team A: Personalities</p>
9	Does the textbook have accurate timelines to help the student understand chronological historical developments?	<p>X Team C: More timelines helpful.</p>	

10	Does the textbook have an Index which includes all of the key words, historical time periods and individuals?		X Team C: No search for text or page numbers.
11	Does the textbook devote a similar number of pages to each of the world religions, philosophies, political and religious leaders?	NA	

Commendations:

Team C

Reviewer Jackson:

Glad to see the section on 'Personal Finance' – a very important subject not often covered.

Reviewer Dueweke:

1) Jihad

It is refreshing to find a modern U.S. history or civics book that properly and truthfully uses *Islamic jihad* instead of the euphemism *terrorist attack*. There is, however, more to an understanding of Islam than calling jihad *jihad*. I will reserve my comments to Islam, not to Muslims. There are many reasons why Muslims belong to the religion of Islam, and I am not privy to those reasons. But the fact remains that they have "submitted," in varying degrees, to a political/religious ideology that has been at war with Western Civilization since Islamic warriors broke out of the Arabian peninsula in 634 CE and into southern Europe in 655 CE nearly 14 centuries ago. That war was jihad (holy war mandated by Allah) and is still jihad today. And here is where an understanding of history is essential to one's own view of how we fit into American and Western society. In Chapter 23, Section 1, I noted in the above review that the Barbary Wars were omitted from the subsection "The United States and International Relations."

Here is the reasoning behind my comments. It is critical for American citizens to understand that the vast majority of the "terrorist" headlines they read in the paper everyday are links in the 1400-year holy war Islam has been waging against Western Civilization. There was a 1030-year period of Islamic invasions, brutality, and occupation of most of southern Europe from Greece to Portugal and France. This was stopped in western Europe by the Spanish *Reconquista* with Catholic support in 1492 at Grenada, in eastern Europe by Poland with Catholic support in 1683 at Vienna, and in the Mediterranean Sea by the U.S. Navy in 1815 at Tripoli. These were all military battles against the Islamic jihadist forces mostly from the Islamic caliphate of the Ottoman Empire in Istanbul. Even after the dismemberment of the Ottoman caliphate following WWI, the jihad was only on temporary hold (called *dar al Suhl* by Islam) until Islam could regain power. That is what happened in the 1960s with many Saudi "cultural-exchange" treaties with Europe (in return for access to oil) and the enrichment of the Persian Gulf countries by the oil bonanza. The current period of jihad has been surging globally for the last half century. This is the kind of perspective on history that is necessary for educators to provide to their students to properly prepare them for current events. Without it, it is easy for children to accept the simplistic narrative from the Left that Muslims are the victims of European and American colonialism — and that's what this worldwide ruckus is about. History tells a different story. And the world's only constitutional republic, founded to serve and protect its citizens and not vice versa, at the age of 18, made the decision that it was our duty to face up to the Pasha once and for all so we could stop paying tribute (10 – 16% of the U.S. government budget) to the Islamic slavers in Tripoli. After seven years of navy building, we sailed to Libya and destroyed the sanctuary of piracy that had held Europe and the U.S.A. hostage long enough. We can thank Islam for spurring us to build the world's greatest navy.

The U.S. has fought against violent jihad since the very beginning of our republic right up to present day attacks. Jihad is often a mixture of money, land, power, plus religion. Today's jihad with the Muslim Brotherhood, al-Qaida, ISIS, Hamas, and hundreds more is mostly religious (i.e., jihad). But no matter what the elements might be, it is *always* justified by jihad and the Holy Quran.

In addition to violent jihad (jihad of the sword), there is a cultural jihad that infiltrates our educational, social, and political institutions to present Islam as a religion on the same plane with Christianity and Judaism, and presents Muslims as victims of discrimination (Islamophobia) and colonialism. Cultural jihad has progressed so far as to make it a crime in many western European countries and the EU to disparage Islam (and all genders, religions, ethnicities), even if the criminal's statement is legally provably true or is a simple observation of objective reality. For example, these four paragraphs contain many criminal disparagements in Europe today. According to Gatestone Institute [<https://www.gatestoneinstitute.org/14907/france-saudis-critics>]: French judges condemned the journalist *Éric Zemmour* -- who is under heavy [police protection](#) for his criticism of Islam -- for "religious hate." Zemmour, apparently, was found "guilty" by a

French court of [saying](#) that Muslims should be given "the choice between Islam and France" and that "in innumerable French suburbs there is a struggle to Islamize territory." Freedom of expression and the freedom to criticism of Islam are under threat in France.

2) 1600s vs 17th Century

Thank you for not numerologically challenging the readers. When I read "17th century," I have to use my slide rule to figure out: "Is that 1600s or 1800s?" Maybe most historians say "17th century" because historians are cool, and only a boring engineer would say 1600s. If one of your historians insists on being cool, please insist they also be consistent. "1640s" should be "5th decade of the 17th century." And "Saturday, June 14, 1788" should be "7th weekday, 14th day of the 6th month of the 9th year of the 9th decade of the 18th century."

3) Students Take Action

Thank you for showing students that they can take actions to improve situations that are suboptimal. You have presented a broad range of issues and actions—both political and private. The important issues I have taken from your series are: 1) It is very important to show students the way to rigorously analyzing the situations and focus on looking at costs, benefits, risks, and unknowns. 2) All assumptions must be dealt with as such. For example, the relationship between climate change and human activity must be validated with hard data rather than just accepting the standard wisdom of a "fact" repeated a thousand times. 3) Think and analyze quantitatively. Reject hand-waving arguments. Be convinced by numbers and hard data. 4) Don't automatically assume that solutions must be political rather than invoking freedom and free markets. 5) Be wary of guided research as opposed to independent research. Dig deeper than you are expected to dig, and don't discard information just because it does not fit the construct of your anticipated conclusion. 6) And above all, renounce political correctness. Be a skeptic.

Concerns:

Team C

Reviewer Jackson:

Most Data is outdated, as much as 10 years, and should be updated. Print should be bigger for ease on eyes.

Reviewer Dueweke:

1) Gender Identity

Gender identity is not made an issue in this book. But gender identity is a very big issue across America and The West. It is guaranteed that these students will find out how big of an issue it is, if they have not already.

Any grade-school student who has ever had a gender fantasy and sometimes likes some of the games and activities of the "opposite sex" would easily pass the gender dysphoria test and be diagnosed as gender dysphoric. Once so diagnosed, in many states a set of protocols starts happening automatically — including taking away the rights of the parents to try to deal with the "disorder" and even to know about the treatments their child is undergoing. Children are being treated by the thousands or maybe by the millions despite the facts that these treatments are mostly untested and unapproved and that the treatments have known very adverse future side effects. The medical and educational establishments are sacrificing and mutilating countless children and condemning them to a dystopic life and high suicide rate over this trendy mania of kids conned into dreaming they are some heroic LBGT warriors leading their peers into a fabled glorious future. This issue has the potential of becoming one of the great scandals of the century. Here are two references that explain the problem:

1) <https://www.dailysignal.com/2019/08/27/academia-today-not-for-faint-hearted-says-professor-who-lost-his-job-for-talking-about-gender/>

Included in this is a link to a panel discussion: Understanding the Science of Gender Dysphoria.

2) *When Harry Became Sally*, Ryan T Anderson

2) Out of Date Data

Some of the data presented in sidebars is quite out of date (e.g., Ch. 18, p. 479, Growth of the Service Sector).

3) Plastic Bags

Your article "Battling Plastic Bags" (Chapter 18, page 482) gives students a simplistic view of social action. This reviewer recommends a more thoughtful approach to defining the problem adequately before charging forward with a solution. One expects that children want to rush forward with a solution before the problem is defined and alternatives are analyzed rigorously on a cost / benefit basis. This is where adults must take the lead — not in the solution — but in teaching children the process of a comprehensive and quantitative analysis of a hypothesis. I have done the analyses of plastic vs. paper clamshell, plastic vs. paper bag, and plastic vs. glass vs. aluminum container, and the conclusions are not nearly so simplistic as naming some deficiencies and then lobbying for some social change invoking the force of law. Rigor is the key to the front end of the exercise. Moderation is the key to the completion of the exercise. Patience and adherence to the classical liberal principles of the Enlightenment must prevail throughout. We are teachers, not promoters.

4) e-book

As an e-book, it is very limited with no links for deeper exploration or insight. The graphics quality is generally insufficient even if zoom were a feature.

Evaluations based on template

Choices	Explanations	Yes	No
1	This text has minor changes that need to be made	X - 5 reviewers	
2	This text has a moderate number of changes	X - 1 reviewer	
3	This text has substantial changes that need to be made		
4	This book is so flawed that it is not recommended for adoption.		