

Hi.....A number of us in Nassau County FL have been reviewing the textbooks that are being considered for the Social Studies adoption for our county. I am forwarding a few of the reports on what we have found so that you can review them. I hope these will help any others who are in the process of reviewing textbooks.

Our children are not being presented with balanced, factual textbooks. The usual glorification and whitewashing of Islam(and omission of Sharia law and its implications).....the marginalization, trivialization and omission of Christianity.....and liberal bias are as evident as ever!

Books do not have to be ordered, and it would send a message to the FLDOE if we refuse the books! There is also some hope that the publishers will change the text if we demand that before placing an order...not sure. We need your input on other possible solutions.

Thanks.....Susie

P.S. Please feel free to pass this on to your list of concerned citizens!

I have one more review that you wouldn't believe....liberal bias abounds! In this middle school textbook, Civics In Practice, page 131

highlights the "**likeable**" Debbie Wasserman Schultz as one of Obama's go to Democrats.....and on page 132 Rubio is highlighted by telling that when he got to Congress, he was put in a temporary basement space while waiting for his furniture to arrive!!! Can you believe that? Nothing about his political experience!!!

Page 145 describes Clinton's impeachment as based on his "relationship with Congress"it fails to mention PERJURY!!! Etc,etc.etc! you get the picture!

Glad this will help you. We hope to bring this up at our school board meeting next week. I am working with the Secondary School Administrator now.

Let me know if you hear about any more pushback. Do you think we should all start calling the FLDOE? If we do not push back, this will continue until our history is unrecognizable!

Susie

TEXTBOOK REVIEWED:

Civics in Practice/Holt McDougal

The Reviewers evaluated perceived omissions and bias by page:

Page 57 (comment) no other notable women mentioned between 1922 to 2001;for example Jeanette Rakin ,Margaret Chase-Smith and Senator Elizabeth Dole.

Page 64 (comment) the book mentioned two Democrat First Ladies and only one Republican First Lady.

Page 131 (comment) The book highlighted the "likeable" Debbie Wasserman-Schultz (Democrat) and omitted other high profiled women elected officials, such as; Paula Hawkins, Ilena Ross-Lethan, Jennifer Carroll, Pam Bondi

Page 132 (comment) The absurdity of Rep. Sikes reprimand by Congress and Marco Rubio's basement accommodation while waiting for furniture arrival in his Tallahassee office (WHAT IS THE PURPOSE OF THESE COMMENTS IN CIVIC'S TEXTBOOK?)

Page 145 (comment) In the textbook President Clinton's impeachment was based on his "relationship with Congress"/What about his perjury?.

Page 154&155(comment) mentioned in a short Bio is Janet Reno and Carol Borwner. Why isn't this more balanced?

Page 163 (comment) President Reagan. No mention of his political experience before his Presidency.

Page 197(comment) mentions Meek, but no Jennifer Carroll.

Page 247(comment) Good summary of Katherine Harris.

Page 267(comment) Rep. Mike Weinstein, unclear what political office he was seeking. Also noted on this page, Marco Rubio but they neglected his bio and left out Allen West altogether... in fact no mention of Allen West in the text book at all that the reviewers could find.

Page 325(comment) glowing comment on Marian Wright-Edleman and no mention of Katherine Drexel who gave her fortune for the education of Blacks and Native Americans,

Page 385(comment) glowing comment on Eric Holder, what about the first Hispanic Atty. General?

Page 537(comment) The New Deal created jobs but obviously these were government jobs. The United States did not get out of the Great Depression until WW2

Page 544(comment) the book portrays a glowing history of Unions, but no mention of Union violence or corruption.

Page 615&618 (comment) no mention of the mass killing associated with communism. The textbook stated that it was Gorbachev's policy and no mention of John Paul II or President Reagan, or Prime Minister Margaret Thatcher.

PLEASE REVIEW AND COMMENT DELETION OR SUBTRACTION.

THANK YOU

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TEXTBOOK REVIEW

My World History
Pearson 2013
Middle School

My World History adheres to the Florida Next Generation Sunshine State Standards. It gives an overview of ancient civilizations in a colorful and informative way. There are, however, some inconsistencies in coverage.....also omissions and falsehood. The arrangement of the book seems confusing and time periods not well defined.

1. Pages 184-185. In this chapter on Judaism, the Diaspora (dispersion of the Jews from Palestine) is reviewed, but there is no mention of the Post World War 2 re-establishment of the nation of Israel. Also, there is not much discussion of the Jewish contributions to society. With great Jewish figures such as Albert Einstein and the notable Anne Frank, one would think that there would be some grounds for serious discussion! There is a picture of Einstein, but all that is said of Einstein is that he was "**a German-American physicist**"! Under a picture of Anne Frank, is the caption "Anne Frank, a Jewish girl killed **because of prejudice**"! There is no further explanation!

The treatment of such significant topics seems incomplete, at best! Where is the Theory of Relativity? Where is the mention of Anne Frank's diary, the Holocaust, and Hitler's Germany? Where is Israel as a nation?

By contrast, there is a whole chapter on "Muslim Achievements" (pages 556-565). It covers Growth of Cities and Trade, Philosophy and Medicine, Literature, Mathematics and Science, Art and Architecture, Preserving Ancient Cultures. It is strange that Jewish accomplishments are not

mentioned in this book, as another book, Western Civilizations: Their History and Their Cultures, states that "Of all the people of the ancient Orient, none, with the possible exception of the Egyptians, has been of greater importance to the modern world than the Hebrews!"

2. In a discussion of religion, The Qur'an is cited as "Islam's holy book" (page 542), while under the heading The Christian Bible (page 354), the Hebrew Bible and the Old and New Testaments are cited, but the word "holy" is not used! Later, however the Holy Spirit is mentioned in a discussion of the Trinity.

3. In a discussion of slavery, on page 550 "Slaves were usually non-Muslims captured in war. They did not have all of the rights of free people, but **Islam** required that they should be treated kindly and encouraged freeing slaves".

By contrast, on page 324, "For most of **Roman** history, slaves had no rights. They were bought and sold as property. They could be beaten or killed by their masters for any reason....These slaves often died quickly due to brutal treatment."

What a contrast! This is quite amazing since Sharia law calls for drastic punishments, even of Muslims, for offenses! These included 100 lashes or stoning to death as a punishment for adultery; 80 lashes for false accusation of adultery; amputation of limbs for theft; 40 or 80 lashes for drinking alcohol; the death penalty for apostasy (leaving the Islamic faith). Methods of execution for apostasy can include decapitation, crucifixion, burning, strangling, flaying,etc. " according to www. Discovering the Networks. Nice people! This book fails to mention punishment of any kind by Muslims!

4. In a discussion of women's rights on page 550, "In general, however, women had fewer rights than men and occupied an inferior position." No further explanation is given.

This is a true statement, but there is not any further comment on this topic. Omitted, are these facts: "Sharia rules enforce modesty in dress and behavior and the segregation of the sexes. These regulations place women under the legal guardianship of their male relatives. Women are inherently of less value than men in legal rulings. A man is allowed up to 4 wives, but women can have only one husband. A man can divorce his wife easily; a woman faces great obstacles should she want a divorce from her husband. A daughter inherits half as much as a son, and the testimony of a female witness is worth only half of a male witness." Female genital mutilation (FGM) is widespread among some Muslim communities. Since FGM is illegal in the United States, families often send their girls to Muslim countries to have this (brutal) procedure performed....essential for preserving women's chastity on which family honor largely depends! Islamic organizations are now pushing for legalization of FGM in the United States! Girls as young as nine years of age can be married to older men. These things are happening in Europe today!

5. Islamic Jihad (holy war) is not mentioned in this book. Atrocities committed by Muslims are omitted or softened. For instance, on page 541 "The Meccans tried to conquer Medina but Muhammad **defeated** them." "Quickly, the Muslims **united** most of Arabia under one rule." How? "Islam **spread peacefully** both inside the empire and to the lands beyond its borders" (page 548).

By contrast, "In the 1250's the Mongols invaded Muslim lands. They **destroyed** the city of Baghdad in 1258. There, they **slaughtered** tens of thousands of people and **killed** the Abbasid caliph."

Balance needed! Truth required!

6. "The Arab Muslim empire was generally tolerant towards Jew and Christians." (page 550)
According to Islamic law, this is a falsehood!

The Qur'an calls for Muslims to kill infidels (those who do not follow Islam)... "smite them at the neck"! Even today the Coptic Christians in Egypt are being killed, now that the Muslim Brotherhood is gaining power. The Fort Hood massacre by Major Hassan and the World Trade Center attack on 9/11 are other examples of Islamic intolerance and hatred. Iran has a goal of wiping Israel (the "little satan") and the United States (the "great satan") off the map! Although adherents of every faith can, and have, committed acts of terror, 95% of terrorist acts around the globe are committed by Islamists!

Our children should be told the TRUTH. Political correctness will not serve them or the United States well! While most Muslims are peaceful people, children should still learn the facts about those who are not!

7. Page 551 discusses The Caliphs. "In Arabic, caliph means 'successor', as in successor of Muhammad. A government run by a caliph is a caliphate." There is no further discussion of Islam as a theocracy...a form of government in which God (Allah) is the supreme ruler.

Islam is a theocracy. There is no separation of church and state in Islam. For this reason, Muslims are not likely to assimilate into our culture and respect the United States Constitution. A comparison of Sharia and the Constitution would give students valuable insight!

The foregoing examples are just a few of the issues found in this book that could be described as problematic. The "whitewashing" of Islam is apparent in My World History. Falsehoods and omissions will not give our students a true picture of history! Our children deserve factual and balanced textbooks!

Economics--Principles and Practices
Florida Edition
Author: Gary E. Clayton
Copyright©2013 by the McGraw-Hill Companies, Inc.
ISBN: 978—07-6614494-3
MHID:0-07-661494-8
Book Review by Debbie Zitelli
May 9, 2012

Economics—Principles and Practices is an in-depth, comprehensive textbook. The author is factual, fair, and balanced in presenting information on theories and methodology. The subjects are presented and explained absent bias, balanced by counter theories, then compared and contrasted through illustrations and graphs. The questions that are presented to students at the end of each chapter are thought-provoking and solicit discussion and critical thinking. Scenarios are presented for analysis and practical application. *Economics—Principle and Practices* as written by Gary E. Clayton and produced for the State of Florida is a shining example of the quality of teaching that is expected in our state learning facilities. The author

adeptly presents sensitive and controversial subjects that are currently debated by this nation in terms that explain factually the origin and philosophy of subjects, the opposing theories, the methodology in use, and provides the reader with the tools and comprehension to engage in intelligent discussion of present day economic issues.

Of course, nothing is perfect. Although the tenor of the textbook is non-advocating, the following content are of concern, even though they are not the principal tone of the textbook material:

Chapter 2: Economic Systems and Decision Making

Pg. 45: Americans desire protection from such adverse economic events as layoffs and illnesses. At the national level, Congress has set up Social Security—a federal program of disability and retirement benefits that covers most working people. More than 90 percent of all American workers participate in the Social Security system. Retirees, survivors, disabled persons, and Medicare recipients are eligible for benefits.

Questions the textbook subject should address:

Who are the 90% that participate? Do government officials and workers as well as union workers participate in the program? If not, what advantage does the 10% that does not participate enjoy? Are the “taxes” collected from every paycheck held in trust for the benefit of the payee, or are the funds redistributed elsewhere? How does this differ from a regulated free market insurance entity? Are the benefits reserved only for the workers who contributed, or are the benefits also distributed to others who have not directly contributed? How has the Social Security program changed or evolved since its inception? Why is there currently so much controversy over this program, and why is it deemed necessary to enact new legislation to govern this program? Economically, how has the social security program performed?

Pg. 183--Correcting Positive Externalities:

A classic example is education. We know that people generally earn more when they have more education. In addition, a community with a well-educated workforce will attract more industry, have more economic development, and enjoy a higher standard of living. For these and other reasons, it makes sense for the government to subsidize the cost of public education.

This is exactly what happens when local governments pay for the cost of primary and secondary public education. When it comes to the higher education offered by state universities, however, state governments only pay for part of the cost, leaving students to pick up the rest in the form of tuition payments.

Given education’s value to the community, many experts feel that the government subsidies should be larger than they are. This is expensive, however, so government tends to underfund higher education even though more subsidies are warranted.

Who are the experts with this opinion? Could other warranted solutions exist; such as, employment-subsidized higher education, or specific trade-specialized education, or could an individual invest in self-education that is customized to personal goals and be personally responsible for his or her elevation in lifestyle and achievements?

Pg. 2--Antiunion Backlash

The union movement had grown strong by the end of World War II, but then public opinion shifted again. Some people feared that communists had secretly entered the unions. Others were concerned over production losses due to the increased number of strikes. People began to think that management, not labor, was the victim.

The most recent news editorials covering labor marches exhibit Communists' flags, colors, and symbols. This information should be updated and included in current events. The book's interactive website directs the students to the AFL-CIO website; which, under "representative voter scorecards," establishes that the union is opposed to every republican bill and takes issue with named republicans; i.e. "the Bush Administration." The adjectives used in the summaries of the bills slander opposing philosophy. Examples from the AFL-CIO website follow:

In another attack on the health care reform, Rep. Dennis Rehberg (R-Mont.) offered an amendment to continuing resolution to fund the federal government and its agencies that would eliminate all funding to implement the Affordable Care Act (ACA). The amendment would prohibit the use of funds to pay any employee, officer, contractor, or grantee of any federal department or agency to implement the provisions of the ACA. It was approved Feb. 18 by a vote of 239-187 (R: 236 - 2; D: 3 - 185) Roll Call Vote 97. **Y=W, N=R**

As a substitute to the Republican budget resolution **and its draconian cuts to vital working family programs and tax cuts for corporations and the wealthy**, Rep. Raul Grijalva, D-Ariz., offered a substitute that included the end of emergency supplemental appropriations for overseas contingency operations beginning in 2013, consistent with withdrawal from Afghanistan and Iraq. It also called for increased tax revenue, in part by returning to Clinton-era rates and indexing the alternative minimum tax, rescinding upper-income tax cuts, creation of a progressive estate tax and taxing capital gains and qualified dividends as ordinary income. It called for changes to the health care system, including the creation of a public plan, and increased spending for education, infrastructure, housing, and research and development. It projected a budget surplus within 10 years. The resolution failed April 15 by a vote of 77-347 (R: 0-239; D: 77-108). Roll Call Vote 274. **Y=R, N=W**

The description of unions and the role they advance in public policy should be discussed. Are the policies they advance socialistic or capitalistic? How does union influence impact the present economy? At this point, is it possible that the union policies really are advancing communism in America? How are free markets impacted by unions? Should unions be able to dictate which employees work for a corporation, the wages, performance, termination, and advancement of employee positions? Is the union's role in the workplace still viable, or could the policies of the union be partially responsible for the outsourcing of American jobs to other countries?

Global Economic Challenges

Pg. 505: The economic success and political stability of the EU have given regional economic integration a huge boost around the world.

The EU is experiencing economic crises. Why? What acting policies have led to this condition? Is the United States actively engaging in any of these philosophies? If so, what outcomes can be expected in the future through the use of these methodologies?

Pg. 515: With resources becoming increasingly scarce, efforts are underway to find the best ways to use and preserve them. One way is to appeal to everyone's sense of civic responsibility. People seem to be much more responsive to changes in prices... In the end, the price system that encourages people to conserve energy when oil prices are high does exactly the opposite when oil prices go down. High prices thus help conserve resources...

The text then describes the Cap and Trade policy that was implemented in 1993 at the Chicago Board of Trade. The last sentence in the above paragraph connotes that there are no other viable solutions. It should be noted that Cap and Trade policies are at issue today and that innovation is needed in order to move this national concern forward.

Pg. 523: Capitalism has changed because people have addressed some of the weaknesses that Karl Marx and others identified many years ago.

Capitalism has evolved over the years, and it shows every sign of continuing to do so in the future. In this respect, capitalism adjusts to changes the same way a market

adjusts to small changes in supply and demand—incrementally with adjustments so small that they are hardly noticed in the short run. This ability to evolve, and to adjust to the demands placed on it, are strengths of capitalism that will continue to ensure its success in the future.

The nation is divided on this subject. The current national debate is based on reluctance to “evolve,” and a demand to adhere to true capitalism and free markets. The question is: Can the United States sustain the public “safety nets” that have been inserted into the federal budget due to “evolving” the capitalist system? If not, what is responsible for the changes that have been implemented? How have the new demands affected capitalism? Are the new demands deemed as strengthening or weakening? Should the country implement policy that will return the nation to strict capitalism versus “mixed” capitalism, as is described in an earlier chapter in the textbook? If capitalism is truly grasped, will free markets serve as solutions to the nation’s perceived societal issues? Which countries are currently using methodologies that are socially engineered, and what is the current state of those budgets, and can those budgets be sustained?