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Writing to the Standards: *Reviews of Proposed Social Studies Textbooks for Texas Public Schools*

*Reports from the Texas Freedom Network Education Fund
September 2014*

EXECUTIVE SUMMARY

Full reports available at tfn.org/TextbookReview



EXECUTIVE SUMMARY

For the first time since 2002, the State Board of Education (SBOE) this fall will consider proposed new social studies textbooks for all grades in Texas public schools. Extensive reviews of these textbooks, sponsored by the Texas Freedom Network Education Fund, show that they suffer from many of the same serious flaws that plague the state's controversial curriculum standards for social studies the SBOE approved in 2010.

The new textbooks must be based on those curriculum standards, the Texas Essential Knowledge and Skills, or TEKS. The standards have come under heavy fire ever since the SBOE approved them.

A scathing review from the conservative Thomas B. Fordham Institute in 2011, for example, called the new U.S. History standards adopted by the SBOE a "politicized distortion of history" filled with "misrepresentations at every turn." Many of the problems Fordham identified were evident also in the standards for the other social studies courses, especially U.S. government and world history.

Later in 2011, a report for the Texas Higher Education Coordinating Board's Social Studies Faculty Collaborative echoed some of Fordham's criticisms. The report pointed out that SBOE members had been so preoccupied with promoting their personal and political biases in the new standards that they failed to adopt course guidelines that will prepare Texas students for college-level work.

Scope of the Project

The Texas Freedom Network and other education advocates have warned that publishers would find it difficult to write new textbooks that comply with the new state standards while remaining factually and historically accurate and relatively free of political bias. Unfortunately, based on the TFN Education Fund's scholarly reviews of the 43 proposed history, geography and government textbooks publishers submitted to Texas last April, it appears we were right.

"The SBOE and these textbooks have collaborated to make students' knowledge of American history a casualty of the culture wars," writes Dr. Emile Lester in his report on the proposed new high school government textbooks he reviewed for the TFN Education Fund. Lester is an associate professor in the Department of Political Science and International Affairs at the University of Mary Washington in Virginia.

Dr. Edward Countryman, Distinguished University Professor in History at Southern Methodist University in Dallas, worked with doctoral students at the University of Texas at Austin in examining textbooks for Texas history (seventh-grade), U.S. history (eighth-grade and high school), and world history (high school). Dr. David R. Brockman, an adjunct instructor in Religious Studies at SMU and at Brite Divinity School in Fort Worth, reviewed what the world history and middle and high school geography textbooks say specifically about topics involving religion.

It is important to note that the TFN Education Fund's review of the proposed textbooks was conducted independently from the official state review, which lacked a broad representation of subject-area scholars. Of the more than 140 individuals assigned to the official state review panels, we could identify just four who appear to be faculty members at a college or university (three at Texas schools, a



fourth who teaches in an unrelated field for an out-of-state evangelical Christian school). Moreover, it appears the state panels were tasked almost exclusively with determining whether the proposed textbooks cover the required curriculum standards, not whether the textbook content is factually accurate. A few of those official panels did identify a relative handful of “factual errors” in the textbooks, but most of those errors were punctuation and grammar problems, not errors in distorting or misstating current scholarship in the subject matter. In short, the public cannot rely on the official review panels to assure accuracy in the proposed textbooks. Indeed, the state review teams appear to have overlooked most if not all of the problems noted in these reports from the TFN Education Fund.

Our reports refer to the products submitted by publishers as “textbooks” or “textbook packages,” but those products include written, video and audio components in their online/digital formats. Many publishers also offer print versions with the same content that appears in the core components of their online versions.

Note: The scholars are responsible only for the reports about the textbooks assigned to them.

Writing to the Standards

A common theme runs through all of the reviews from our scholars: politicized, misleading and at times incoherent curriculum standards SBOE members adopted in 2010 left publishers in a difficult position. Failing to comply with the flawed curriculum standards would put the state’s approval of their textbooks at risk. Dr. Brockman puts it this way in one of his two reports (emphasis added):

“The path of least resistance for publishers ... would be simply to ‘write-to-the-standards’ – the textbook equivalent of ‘teaching-to-the-test’; that is, to give the SBOE what it seems to want to hear, instead of sticking to what is historically sound. Sadly, some publishers have done just that in certain instances, ... and the results are uniformly unsatisfactory.”

Dr. Lester describes many of the problems he encountered in the textbooks he reviewed as a “triumph of ideology over ideas.” Indeed, in many cases, though not all, the heavily politicized curriculum standards appear to have produced textbooks that include unsubstantiated claims, unjustifiably biased accounts, and sometimes just plain bad history. Dr. Countryman agrees:

“[The standards’] combination of incoherence, poor construction, and attempted indoctrination is clear. The enormous variations that my associates have found in what the textbook publishers have on offer seem in good part to be due to what the TEKS standards require. Eventually, those standards will be left behind. One can only hope that in the next round of drafting, good historical sense rather than ideology will prevail. ... (T)he subject is far too important for ideology to trump all else.”

Findings

Our reviewers’ broad findings noted below are followed by a listing of specific examples of problems they identified during their examination of the textbooks up for adoption in Texas:

- A number of government and world history textbooks exaggerate Judeo-Christian influence on the nation’s founding and Western political tradition.



- Two government textbooks include misleading information that undermines the Constitutional concept of the separation of church and state.
- Several world history and world geography textbooks include biased statements that inappropriately portray Islam and Muslims negatively.
- All of the world geography textbooks inaccurately downplay the role that conquest played in the spread of Christianity.
- Several world geography and history textbooks suffer from an incomplete – and often inaccurate – account of religions other than Christianity.
- Coverage of key Christian concepts and historical events are lacking in a few textbooks, often due to the assumption that all students are Christians and already familiar with Christian events and doctrine.
- A few government and U.S. history textbooks suffer from an uncritical celebration of the free enterprise system, both by ignoring legitimate problems that exist in capitalism and failing to include coverage of government’s role in the U.S. economic system.
- One government textbook flirts with contemporary Tea Party ideology, particularly regarding the inclusion of anti-taxation and anti-regulation arguments.
- One world history textbook includes outdated – and possibly offensive – anthropological categories and racial terminology in describing African civilizations.
- A number of U.S. history textbooks evidence a general lack of attention to Native American peoples and culture and occasionally include biased or misleading information.
- One government textbook (Pearson) includes a biased – verging on offensive – treatment of affirmative action.
- Most U.S. history textbooks do a poor job of covering the history of LGBT citizens in discussions of efforts to achieve civil rights in this country.
- Elements of the Texas curriculum standards give undue legitimacy to neo-Confederate arguments about “states’ rights” and the legacy of slavery in the South. While most publishers avoid problems with these issues, passages in a few U.S. history and government textbooks give a nod to these misleading arguments.



METHODOLOGY

In April publishers submitted proposed new social studies textbooks for consideration by the Texas State Board of Education (SBOE). The SBOE will consider those textbooks this fall and is scheduled to vote on which ones to approve for Texas public schools in November.

The Texas Freedom Network Education Fund contracted with scholars at Southern Methodist University in Dallas, the University of Mary Washington in Virginia and the University of Texas at Austin to review those textbooks independent from the official state review. Our review team included 10 scholars in all:

- Dr. Edward Countryman, University Distinguished Professor in the William B. Clements Department of History at SMU
- Dr. David R. Brockman, adjunct instructor in Religious Studies, Dedman College of Humanities and Sciences, at SMU as well as at Brite Divinity School in Fort Worth
- Dr. Emile Lester, associate professor in the Department of Political Science and International Affairs at the University of Mary Washington
- Seven doctoral students in the Department of History at UT-Austin

The names of the reviewers and short bios for all of them are included in the full reports from each.

Beginning in late May of this year, our reviewers obtained access to the textbook packages online through one of the regional Education Service Centers in Texas. One review, for high school U.S. Government, was of a print version of the textbook because the digital/online version was not available.

Full reviews of all of the U.S. History and World History textbook packages and partial reviews of the Texas History textbook packages were divided among the seven doctoral students at UT-Austin. Dr. Countryman oversaw their work, conducted his own spot checks of those textbook packages and wrote a final report synthesizing the findings of the doctoral students.

Conducting his own reviews, Dr. Brockman examined how all of the U.S. History and World History textbooks as well as the Grade 6 World Cultures/Geography and high school World Geography textbooks covered religion and related issues. He synthesized his findings in two separate, final reports on all of those textbooks.

Conducting his own reviews and aided by an undergraduate assistant at the University of Mary Washington, Nicole Oestreicher, Dr. Lester examined how the high school U.S. Government textbook packages covered selected topics. Those topics were among the most controversial during the State Board of Education's debate over new social studies curriculum standards in 2009-10. The textbooks must be based on those standards. Dr. Lester synthesized his findings in a separate final report on the U.S. Government textbooks.



TEXTBOOK PACKAGES REVIEWED

Full reviews of textbook packages for eighth-grade U.S. History to 1877 from seven publishers:

- Discover Education
- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Pearson Education
- Social Studies School Service
- WorldView Software
- Sunburst Digital/Ignite! (withdrawn by publisher)

Full reviews of textbook packages for high school U.S. History since 1877 from seven publishers:

- Edmentum
- Discovery Education
- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Pearson Education
- Social Studies School Service
- WorldView Software

Full reviews of textbook packages for high school World History submitted by six publishers:

- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Pearson Education
- Social Studies School Service
- WorldView Software
- Edmentum (withdrawn by publisher)

Reviews of selected topics from textbook packages for seventh-grade Texas History submitted by four publishers:

- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Pearson Education
- Sunburst Digital/Ignite! (withdrawn by publisher)

Reviews of selected topics from textbook packages for high school U.S. Government from seven publishers:

- Edmentum
- Houghton Mifflin Harcourt



- McGraw-Hill School Education
- Pearson Education
- Perfection Learning
- Social Studies School Service
- WorldView Software

Reviews of how 18 textbook packages for Grade 6 World Cultures/Geography, high school World Geography and high school World History examined issues related to religion. The World History publishers are listed above.

Seven publishers submitted textbook packages for Grade 6 World Cultures/Geography:

- Cengage Learning
- Discover Education
- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Pearson Education
- Social Studies School Service
- Sunburst Digital/Ignite! (withdrawn by publisher)

Five publishers submitted textbook packages for High school World Geography:

- Edmentum
- Houghton Mifflin Harcourt
- McGraw-Hill School Education
- Social Studies School Service
- WorldView Software



CRITICAL ISSUES WITH PROPOSED SOCIAL STUDIES TEXTBOOKS

The following issues, while not an exhaustive list, encompass the most serious and widespread errors uncovered by subject-area scholars who reviewed the proposed government, geography, U.S., Texas and world history textbooks under consideration by the Texas State Board of Education (SBOE) in 2014. Each issue identified below includes citations to specific examples in textbooks and other instructional materials. Further examples of most of these issues can be found in the full reports.

As noted throughout the reports, many of these issues arise from the flawed and biased curriculum standards (Texas Essential Knowledge and Skills, or TEKS) passed by the Texas SBOE in 2010. Most of the problems detailed here result from publishers' decisions to "write to the standards," rather than rely on consensus scholarship in the field. However, it should be noted that with each of these 13 critical issues, multiple publishers managed to produce responsible products, proving it is possible to avoid compromising accuracy to comply with Texas' problematic standards.



A number of government and world history textbooks exaggerate Judeo-Christian influence on the nation’s founding and Western political tradition.

McGraw-Hill School Education – United States Government

Text mentions Moses and claims that the “biblical idea of a covenant, an ancient Jewish term meaning a special kind of agreement between the people and God, influenced the formation of colonial governments and contributed to our constitutional structure.”

What’s Wrong?

The American Founders did believe in a social contract, but their version of that contract was derived primarily from modern British political thought, and John Locke’s thought in particular. Since Locke’s version of the social contract was in many ways a repudiation of the biblical covenant view referenced in this passage, this passage provides the student with almost the opposite of the historical truth.

Perfection Learning - Basic Principles of American Government

Text has a table entitled “Where did the Founders get their ideas?” The introductory section to the table states: “When the Framers set out to write the Constitution, they drew upon the wisdom of philosophers, historians and economists. Here are a few of the people whose words influenced the content of that remarkable document.” Moses is listed first on this list, followed by John Locke, Charles de Montesquieu, and William Blackstone. The “concept” Moses is alleged to have contributed is that “A nation needs a written code of behavior.” The description of Moses includes the following sentences: “During their years of wandering in the desert of the Sinai, Moses handed down God’s Ten Commandments to the Hebrews. These commandments now form the bedrock on which the Jewish, Muslim, and Christian codes of behavior are based. The full account of Moses’ life can be found in the Bible’s book of Exodus.”

What’s Wrong?

Unlike the contributions of the three other figures mentioned in the table, the contribution of Moses is highly nebulous and contestable. The passage neglects to mention which types of codified behaviors influenced the Framers, and thus makes it difficult to evaluate this claim. The Framers, for instance, were not influenced by the first four Commandments, which deal with matters of religious belief and practice. In fact, notable framers such as James Madison led the battle against government punishment for unorthodox religious belief. Further, stating that “Moses handed down God’s Ten Commandments” is very close to endorsing a religious claim. Stating, for instance, that “Jews and Christians believe that Moses handed down God’s Ten Commandments” would have been more acceptable. Without this qualification, the text seems to endorse the truth of these biblical claims.

Houghton Mifflin Harcourt – United States Government: Principles in Practice

Text has a section on “Judeo-Christian Influences” that reads: “The Framers’ political thinking was influenced by a Judeo-Christian religious heritage, which includes traditions common to both Judaism and Christianity. These religions see the law and individual rights as being of divine origin. Moreover, the Framers benefited from the Protestant Reformation, a sixteenth-century



Christian reform movement whose leaders developed ideas about individual responsibility, the freedom to worship as one chooses, and self-government.”

What’s Wrong?

This passage gives no example of a law or set of laws in the Bible that influenced the Founders and no example of a Founder or a founding document that was influenced by the “Judeo-Christian” concept of law. The text’s claim that the Reformation was a source of the Founders’ views on individual responsibility omits several important pieces of information. Major figures in the Protestant Reformation such as Martin Luther and John Calvin may have supported freedom of worship for their own views, but they often did not support freedom of worship for many competing religious views. Similarly, the views of major Reformation figures, including Luther and Calvin, about self-government were far more limited than, and had little in common with, the views of the American Founders about self-government. Finally, the paragraph could leave students with a misleading impression about the Founders’ religious views. The passage’s claim that Judaism and Christianity stresses that individual rights is of “divine origin” and that these views influenced all of the Founders suggests that all of the Founders believed that this biblical God was the source of natural rights. Many Founders did, of course, believe in the biblical God. Other Founders, though, were influenced by deism, and their conception of God departed in significant ways from the biblical God.

Pearson Education – Magruder’s American Government

Text includes a “Biography of Moses,” which states: “Moses was a lawgiver and a great leader. Like the founders of the United States, he helped establish a legal system to govern his people. The Ten Commandments have been a guide and basis for many legal and moral systems throughout the world.” The annotation to the biography states: “Moses helped establish a legal system, including the Ten Commandments, to govern his people. Similarly, the founders of the United States wrote the Constitution and established a system of laws to govern Americans. They were also part of a tradition that was familiar with the Ten Commandments as a guide for moral behavior.”

What’s Wrong?

The passage gives an exaggerated impression to students about the influence of and relationship between Moses and the Founders. The legal system that Moses founded had theocratic elements, which made it very different from the republican system of law the Founders established. Similarly, the text neglects to mention that the Founders were reacting against several of the crucial elements of the moral, legal, and political tradition associated with Moses and the Ten Commandments.

Pearson Education – Magruder’s American Government

The text states: “The roots of democratic government in today’s world – including government in the United States – lie deep in human history. They reach back most particularly to ancient Greece and Rome, and include elements related to Judeo-Christian philosophy, dating back thousands of years to Old Testament texts and Biblical figures such as Moses and Solomon.”



What's Wrong?

The forms of government mentioned in the Hebrew Bible (Old Testament) are theocracy and monarchy. Prominent figures in the Hebrew Bible are occasionally critical of monarchy including the prophet Samuel and Gideon, or of the behavior of particular kings as in the case of the prophet Nathan's criticism of King David. The Israelites also sometimes placed limits on their kings' sovereignty (see, for instance, 1 Kings 12). Still, those critical of monarchy or monarchs did not advocate democracy as an alternative, and the limited monarchy occasionally practiced in ancient Israel seems to bear little resemblance to American democracy. Even if it is accurate that government in the Hebrew Bible had democratic features, the text never tells us how these democratic features directly influenced the Founders. It is similarly difficult to make sense of the text's claim that Moses or Solomon governed in a democratic way.

Houghton Mifflin Harcourt – World History

The text states: "Because one of Jesus's basic principles was the equality of all people in the eyes of God, equality before the law became a central belief within the Judeo-Christian tradition."

What's Wrong?

There are two problems with this claim. The first concerns the presentation: the authors' wording suggests that belief in equality of all people before God originated with Jesus. In fact, it arguably dates back to Jewish teachings such as the belief that all people have a single progenitor (Gen. 1-2), and the assertion in Leviticus that there is one law for citizen and stranger alike (Lev. 24:22). Second, the "Because..." language suggests that there is a straightforward chain of causation between, on the one hand, the Jewish and Christian belief in equality before God's law and, on the other, the belief in equality before human law. If there is such causation, it is by no means straightforward. While the ancient Israelite teaching of equality of all people before God's law may well have influenced our legal tradition, such influence remains tenuous and far from clear, and this text does not offer the necessary clarification or explanation.



Two government textbooks include misleading information that undermines the Constitutional concept of the separation of church and state.

McGraw-Hill School Education – United States Government

The text states: “Thomas Jefferson once referred to the establishment clause as a ‘wall of separation between church and state.’ That phrase is not used in the Constitution, however.”

What’s Wrong?

The statement is factually correct, but it could give students the inaccurate impression that Jefferson’s view was personal and lacked significant connection to the First Amendment. The text neglects to mention, for instance, the significant support for the separationist position shared by both Jefferson and James Madison, the Founder with the greatest influence on the drafting of the First Amendment’s religion clauses. The text also neglects to mention reference to Jefferson’s “wall” metaphor in important Supreme Court establishment clause cases, such as Justice Hugo Black’s decision in *Everson v. Board of Education*, the first Supreme Court case to apply the establishment clause to the states and local government.

Perfection Learning – Basic Principles of American Government

This product does not mention Thomas Jefferson’s use of the phrase “wall of separation between church and state” at all. The text also includes an unbalanced discussion of the background to the Supreme Court’s seminal ruling against school prayer in *Engel v. Vitale*. The discussion has four paragraphs that are devoted primarily to examining the logic of the rulings of lower, state courts in favor of school prayer. These paragraphs mention that a state court decision notes that “neither the Constitution nor its writers discussed the use of prayer in public schools” and that the judges in these cases “noted that the prayer did not fall into the same category as Bible readings or religious instruction in public schools.”

What’s Wrong?

The four-paragraph discussion of lower courts’ logic in favor of school prayer is followed by only a single paragraph about the Supreme Court’s majority opinion striking down school prayer, which contains little discussion of the logic of that opinion.



Several world history and world geography textbooks include biased statements that inappropriately portray Islam and Muslims negatively.

Social Studies School Service – Active Classroom: World History

The text states: “Much of the violence you read or hear about in the Middle East is related to a jihad.”

What’s Wrong?

This broad charge effectively blames Islam for a very complex cycle of violence and counter-violence, a cycle driven by a host of factors (e.g., natural resources, population pressures) besides radical Islam.

WorldView Software – World History B: Mid-1800s to the Present

The text states: “The spread of international terrorism is an outgrowth of Islamic fundamentalism which opposes Western political and cultural influences and Western ideology.”

Also, at various points in this product, parts of the Middle East and North Africa are referred to as being “occupied” by “the Muslims” or “in Muslim hands.” The text also adopts the revisionist trope that Islam synthesized, stored, and annotated Classical Greek and Roman learning but did not do much to add to it.

What’s Wrong?

The statement about international terrorism is inaccurate and misleading. Not all international terrorism is an outgrowth of Islamic fundamentalism; for example, ETA in Spain and the Irish Republican Army are unrelated to Islamic fundamentalism. Further, the use of loaded terms like “occupied” makes little sense when discussing the Middle Ages, when the population of those regions were by and large Muslim themselves. While there is a lengthy section on Islamic scholarship in this product, in nearly every instance the “original” scientist whose work inspired the scientist described is identified, which serves to minimize the contribution of Islamic scholarship.

Cengage Learning – World Cultures and Geography

In a section on the spread of Islam, the text states: “In the centuries after Muhammad’s death, Muslims spread their religion by conquest. Islamic rulers took control of Southwest Asia, Central Asia, North Africa, and parts of India and Spain.”

What’s Wrong?

This is a half-truth. While in this period Islam did spread in part by conquest, it was also taken to many regions (for instance, Sub-Saharan Africa and parts of Asia) by traders and missionaries, *not* by conquest.

McGraw-Hill School Education – World Geography

An image of Muslim women wearing chadors is accompanied by two discussion questions. The first asks how wearing the chador affects women’s interactions in public. The suggested answer



is: “The chador limits women’s interactions in public as it makes them indistinguishable from one another and inhibits any kind of contact.” The second question asks what the chador reveals about the status of women in Muslim society. The suggested answer: “The chador reveals that even in countries that claim there is equality for women, religious law still hinders women’s rights.”

What’s Wrong?

Both suggested answers are incorrect. Unlike the full-body burqa, the chador leaves the face uncovered, and thus does not inhibit facial “contact,” such as eye contact, facial expressions, or touching/kissing the face. Second, the chador is not required by Muslim law; it is a matter of local custom. Furthermore, some Muslim women in the West wear the chador entirely voluntarily, for religious reasons; thus one cannot infer that the chador per se hinders women’s rights. This passage offers a highly misleading picture of the status of women in Islam.



All of the world geography textbooks inaccurately downplay the role that conquest played in the spread of Christianity.

Discovery Education -- Social Studies Techbook World Geography and Cultures

The text states: “When Europeans arrived, they brought Christianity with them and spread it among the indigenous people. Over time, Christianity became the main religion in Latin America.”

Pearson Education – Contemporary World Cultures

The text states: “Priests came to Mexico to convert Native Americans to the Roman Catholic religion. The Church became an important part of life in the new colony. Churches were built in the centers of towns and cities, and church officials became leaders in the colony.”

Houghton Mifflin Harcourt – World Geography

The text states: “The Spanish brought their language and Catholic religion, both of which dominate modern Mexico.”

Various

All but two of the world geography textbooks fail to mention the Spaniards’ forced conversions of the indigenous peoples to Christianity (e.g., the Spanish *Requerimiento* of 1513) and their often-systematic destruction of indigenous religious institutions. The two exceptions (Cengage Learning, Inc. – World Cultures and Geography and Houghton Mifflin Harcourt – World Geography) delay this grim news until a chapter on South America, and even there do not give it the prominence it deserves.

What’s Wrong?

The Christianization of the indigenous peoples of the Americas was most decidedly not benign. These descriptions provide a distorted picture of the spread of Christianity. An accurate account must include information about the forced conversion of native peoples and the often-systematic destruction of indigenous religious institutions and practices. (This error of omission is especially problematic when contrasted with the emphasis on conquest – often violent – to describe the spread of Islam in some textbooks.) In addition, though neither English nor French North American colonizers actually forced Christianity upon Native people, it did become United States policy to actively discourage all expressions of traditional Native cultures, including indigenous religion. This was particularly so in the notorious boarding schools to which Native children were sent after being forcibly separated from their parents.



Several world geography and history textbooks suffer from an incomplete – and often inaccurate – account of religions other than Christianity.

Cengage Learning – World Cultures and Geography

In one discussion of the Buddha's Four Noble Truths, the authors state: "Selfishness is the cause of suffering." In another discussion, they describe selfishness as "a cause of suffering."

What's Wrong?

The first statement is incorrect, and the second is misleading. According to the Buddha, the cause of suffering is not selfishness but desire; selfishness is only one form of desire.

Discovery Education – Social Studies Techbook World Geography and Cultures

The text states: "Hindus are strict vegetarians."

What's Wrong?

This claim is incorrect and is in fact a stereotype. Many Shaivites are not vegetarian, and some Brahmins eat fish and other meat.

Cengage Learning – World Cultures and Geography

In an exercise comparing views of Jesus in Judaism, Christianity, and Islam, the Teacher Edition states: "All three religions see Jesus as an important prophet, but only Christians see him as the messiah, or expected leader and savior."

What's Wrong?

This is factually incorrect with regard to Judaism. Most Jews do not regard Jesus as a prophet.

McGraw-Hill School Education – World Cultures & Geography

The lesson on the history of Southwest Asia devotes only six sentences to Judaism's origins and does not include a discussion of the Diaspora. By contrast, the lesson devotes two pages to Islam and its spread.

What's Wrong?

This is not adequate attention to the important events surrounding the history of the Jewish faith tradition and culture.

Various

Coverage of primal religions varies widely, in both extent and quality, in all of the world geography textbooks. Only the *Discovery Education – World Geography and Cultures* text covers primal religions with anything approaching adequacy.



Coverage of key Christian concepts and historical events are lacking in a few textbooks, often due to the assumption that all students are Christians and familiar with Christian events and doctrine.

Houghton Mifflin Harcourt – World Geography

While this textbook includes brief definitions of most religions discussed, and while it describes the difference between the Sunni and Shi'ite branches of Islam, it does not offer similar descriptions for Catholicism, Protestantism, and Orthodoxy. The authors introduce those terms without defining them in either the text or the glossary.

McGraw-Hill School Education – World Geography

In the chapter on the U.S., the authors note that most Americans are Protestant Christians, without defining “Protestant.” Similarly, in the chapter on Mexico, the authors note that most people in Mexico self-identify as Catholics—again, without defining what “Catholic” means. By contrast, the authors are careful to define the major divisions of both Buddhism and Islam in the World Religions Handbook.

McGraw-Hill School Education – World Cultures & Geography

Whereas the lesson on Southwest Asia states: “The teachings of Jesus led to the rise of Christianity,” it does not explain what those teachings were or how Christianity spread. In contrast, the authors devote a full page to the teachings of Muhammad, Muslim practices (the Five Pillars), and the spread of Islam.

What's Wrong?

Given the increasing number of Texas students who come from outside the Christian tradition, textbooks should not assume that readers are familiar with what Christianity is and how it spread.



A few government and U.S. history textbooks suffer from an uncritical celebration of the free enterprise system, both by ignoring legitimate problems created by capitalism and failing to include coverage of government’s role in U.S. economic system.

Pearson Education – Magruder's American Government

The text’s treatment of the free enterprise system is almost uniformly celebratory. A few examples:

“The atmosphere of a free market, as well as a free society that encourages the exchange of ideas, can and often does lead to innovation and scientific and technological discoveries. All these conditions promote growth in the economy and often improve the quality of everyday life.”

“The proper role of government in economic affairs should be restricted to functions intended to promote and protect the free play of competition and the operation of the laws of supply and demand. True laissez-faire capitalism has never in fact operated in this country, yet it has a profound effect on the structure of the nation's economic system, which can be described as laissez-faire capitalism with limited government involvement.”

What’s Wrong?

Mentioning the advantages of the free enterprise system is entirely appropriate. However, the text’s treatment of the free enterprise system is unbalanced and asymmetrical because the text provides little mention of the possible limits and disadvantages of a free enterprise and laissez-faire system. Students are given little awareness that critics of a laissez-faire system, both in the U.S. today and the past, have argued that an unfettered market can and has occasionally led to economic insecurity and inequality, unfair pay and unsafe labor conditions for many employees.

Pearson Education – United States History: 1877 to the Present

The first lesson on the Gilded Age opens with the header: “Free Enterprise Improves Life.” It explains Mark Twain’s reasons for coining the term “the Gilded Age,” and then continues to minimize his critique in glowing terms: “Most Americans were not as cynical. The dizzying array of things to do and buy convinced the growing middle class that modern America was in a true golden age.” [...] The application of scientific discoveries and technological innovations by the free enterprise system improved the standard of living in the United States. Driven by entrepreneurs, American businesses were able to create products and services that made daily life easier and more fun for many people. Mass produced materials and products lowered the prices of many goods, enabling ordinary Americans to purchase items that previously had been out of reach.”

What’s Wrong?

As stated above, mentioning the advantages of the free enterprise system is entirely appropriate. However, this textbook’s unrelenting praise of free enterprise as the progenitor of any and all American successes is problematic for a number of reasons. First, nineteenth-century free-market capitalism went hand in hand with governmental suppression of Native ownership over vast swaths of fertile land, leading to that land’s transformation (first) into public property and



(second) into private property protected by law. Without governmental action, that transformation would not have happened. Second, nobody during the age of early industrialization disputed the importance of active governmental support for “internal improvements” that were beyond private means. And finally, any comprehensive discussion of the history of free-market capitalism in this country should note that the great driving commodity of the pre-Civil War economy was cotton, produced by slave labor on an enormous scale.

McGraw-Hill School Education – United States History to 1877

The text states: “The capitalist economic system of the United States helped spur industrial growth. In capitalism, individuals and businesses own property and decide how to use it. The people—not the government—control capital, which includes the buildings, land, machines, money, and other items used to create wealth.”

What’s Wrong?

This passage ignores a very important dimension of American economic development after the Revolution: the argument, developed by Alexander Hamilton, that government power is needed to foster development in an active way, including projects that are beyond private capital’s reach. The declarative statement that “people – not the government – control capital” seems to dismiss even the possibility of this more complicated relationship between individuals, the government and capital. In addition, the debate over public regulation of both individual and corporate enterprise remains an active subject of contention in American economic and legal life to the present day. Students should have a context for understanding that debate.



One government textbook (Pearson Education, Inc.) flirts with contemporary Tea Party rhetoric, particularly regarding the inclusion of anti-taxation and anti-regulation ideology.

Pearson Education – Magruder's American Government

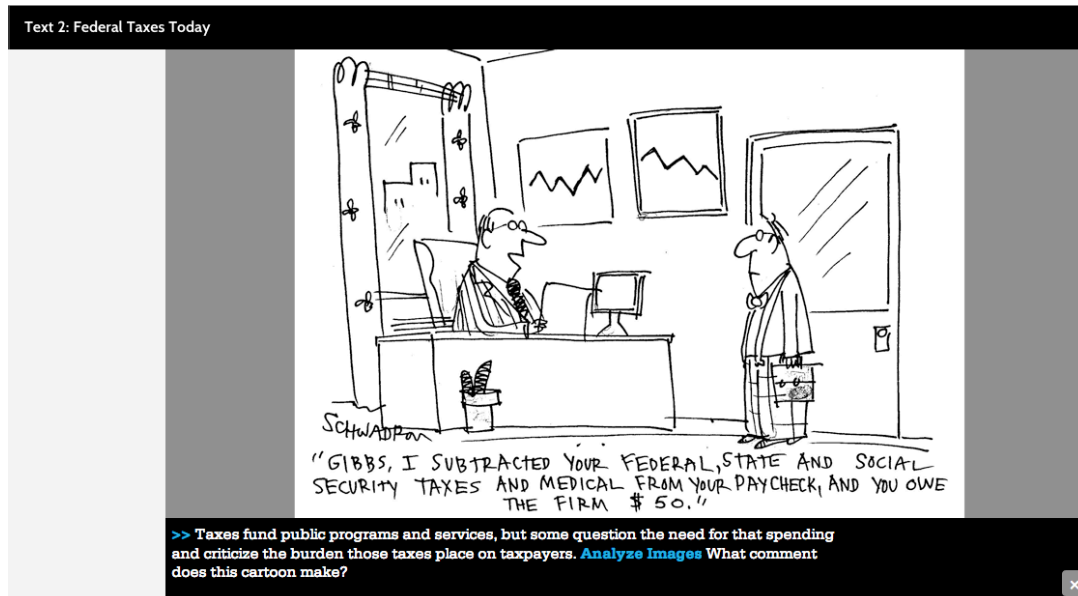
The first paragraph of the textbook's section devoted to taxes states: "In the words of Oliver Wendell Holmes, Jr., taxes are 'what we pay for civilized society.' Society does not appear to be much more civilized today than it was when Justice Holmes made that observation in 1927. However, 'what we pay' has certainly gone up."

What's Wrong?

The text neglects to mention that defenders of increased taxation for an expanded safety net would respond that programs adopted since 1927 such as Social Security, Medicare, Medicaid, and the Affordable Care Act have produced such 'civilized' benefits as a drastic reduction of poverty and economic insecurity among the elderly, children, and the population at large, and improved and more equal access to health care.

Pearson Education – Magruder's American Government

The text also includes an ideologically slanted cartoon.



["Gibbs, I subtracted your federal, state and social security taxes and medical from your paycheck, and you owe the firm \$50." The caption for the cartoon reads: "Taxes fund public programs and services, but some question the need for that spending and criticize the burden those taxes place on taxpayers. What comment does this cartoon make?"]

What's Wrong?

The text gives students the impression that Americans are very heavily taxed without placing this information in historical or cross-national context. For instance, the text could have mentioned that according to the Congressional Budget Office in 2011, federal taxes as a percentage of the



GDP were at their lowest rate since 1950. The text might also have mentioned that the United States has the lowest corporate tax burden of any member nation of the Organization for Economic Cooperation and Development (OECD). The use of this cartoon is also unbalanced because the text provides no counterbalancing illustration suggesting that excessively low taxes might lead to economic insecurity and poverty, or critical of the lack of an adequate safety net for low-income Americans.



One world history textbook (by Worldview Software, Inc.) includes outdated – and possibly offensive – anthropological categories and racial terminology in describing African civilizations.

WorldView Software – World History A: Early Civilizations to the Mid-1800s

The text states: “South of the Sahara Desert most of the people before the Age of Explorations were black Africans of the Negro race.”

Elsewhere, the text states: “The first known inhabitants of Africa north of the Sahara in prehistory were Caucasoid Hamitic people of uncertain origin.”

What’s Wrong?

First, the term "Negro" is archaic and fraught with ulterior meaning. It should categorically not be used in a modern textbook. Further, the first passage is unforgivably misleading because it suggests that all black native Africans belong to a single "racial" group. This is typological thinking, which disappeared largely from texts after the 1940s. It harkens back to the racialization theory that all people could be classified as one of three “races”: Caucasoid, Mongoloid, or Negroid. Better to omit all the language in this passage referring to outdated racial categories.



A number of U.S. history textbooks evidence a general lack of attention to Native American peoples and culture and occasionally include biased or misleading information.

WorldView Software – Basic American History I: Pre-Columbian Years to Reconstruction

The text states: “The early 1600s were an uncertain time for the colony of Virginia. It was a land of starvation and high death rates, one in which the Native Americans regularly launched merciless attacks against the colonists.”

What’s Wrong?

While early Virginians did indeed endure attacks from Native Americans, this passage provides no context for understanding the complicated relationship between the two groups. For instance, the Native Americans offered food in the time of starvation that followed the initial settlement. They tried to establish diplomatic relations on their own terms. Nonetheless, the English made their intentions plain by constructing a triangular fort, from which they could fire in all directions. They set out to just take whatever they wanted including food supplies, followed by land. From the start, they used violence, including such instances as kidnapping the Queen of one group known as the Pamunkeys, killing her children during the voyage back to Jamestown by throwing them into the water and shooting them. These events, plus the simple fact that the English were invaders, provide an essential context for the “massacre” of 1622.

Social Studies School Service - Active Classroom: U.S. History (Grade 8)

The materials include a video from Ambrose Videos entitled “1876 – The Battle of Little Bighorn.” The video claims: “for over 200 years, the Plains Indians were a major force in North America.” It goes on to say “but a new Native American culture arose around the horse and buffalo and a formidable warrior class grew up with it.”

What’s Wrong?

The interpretive position of this video is dangerously skewed. The claim of “200 years” trivializes the millennia of Native American heritage and frames their existence from a Euro-centric point of view. And by emphasizing that the horse/buffalo/warrior culture “was a way of life that successfully controlled the Great Plains up until the middle of the 19th century,” the video misleads the student into believing that the Plains Indians appeared with the Europeans and then suddenly became dangerous warriors who controlled land that was up for grabs.

McGraw-Hill School Education – United States History to 1877

There is little mention of Native American Indians in discussion of Spanish Empire (Chapter 3), with the exception of an extremely brief note: “California’s many Native American groups had well-ordered societies before the Spanish arrived. They hunted, fished, and gathered plants for food. The arrival of the Spanish disrupted this way of life. The Spanish forced native peoples to convert to Christianity and to live and work at the missions.”

During discussion of New England colonies (Chapter 4), the relationship between colonists and local Native Americans is portrayed in idealistic terms: “In the fall of 1621, the Pilgrims included their new Wampanoag friends in a feast of thanksgiving.”



The violence and criminality of the United States westward expansion and Manifest Destiny are omitted (Chapters 12 and 14), and the presence and effect on Native Americans on that effort is largely absent.

What's Wrong?

This publication repeatedly mischaracterizes the relationship between Native Americans and European colonists. It downplays the misunderstandings, violence, and disease that plagued these relationships, and effectively omits the presence of Native Americans in the discussion of westward expansion.



One government textbook (Pearson) includes a biased – verging on offensive – treatment of affirmative action.

Pearson Education – Magruder's American Government

The text includes the following two cartoons:

Go back Interactive Cartoon Affirmative Action

Affirmative Action

Instruction and Introduction

What does the spaceship represent?
Type your answer here.

What does the human represent?
Type your answer here.

Why is this character happy about affirmative action?
Type your answer here.

“This planet is great! — he says we qualify for affirmative action!”

Text 2 Government Policies on Affirmative Action

“Relax, we’ll be fine — they’ve got affirmative action.”

>> Some people have called affirmative action “reverse discrimination.” [Analyze Political Cartoons](#) How is the cartoon suggesting that affirmative action would benefit the aliens?

What’s Wrong?

The inclusion of these cartoons – with no counter-balancing information to suggest to students possible reasons for supporting affirmative action – prioritizes ideology above a balanced treatment



of opposing ideas about this topic. Further, by associating space aliens with beneficiaries of affirmative action, the cartoon seems to convey to students the implication that women and racial and ethnic minorities that receive affirmative action are somehow un-American or even perhaps less than fully human.

Pearson Education – Magruder's American Government

The text also makes the unsubstantiated prediction that “[i]t seems clear that the days of affirmative action programs are drawing to a close.”

What’s Wrong?

The text makes an inaccurate and unbalanced attempt to convince students that affirmative action programs are outdated on the basis of lopsided factual information. The text rests its claim in part on a Supreme Court case striking down an affirmative action policy (*Ricci v. DeStefano*) that was decided by a 5-4 margin. This means, of course, that the replacement of just a single Supreme Court justice could lead to very different outcomes in future cases regarding affirmative action. That the federal government and state governments continue to maintain and even expand various types of affirmative action programs is ignored. The text also neglects to mention that defenders of affirmative action would argue that widespread discrimination against women and minorities today as well as the legacy of historical injustices justify the continued use of affirmative action programs in appropriate circumstances.



Most U.S. history textbooks do a poor job of covering the history of LGBT citizens in discussions of efforts to achieve civil rights in this country.

Among the textbook packages for high school U.S. History since 1877, *Discovery Education* and *Social Studies School Service* offer a variety of sources that provide substantial coverage of the movement for civil and equal rights for LGBT people since the 1960s. Most of the remaining publishers offer glaringly inadequate coverage of this important contemporary civil rights issue, and bias and errors sometimes creep into those very limited discussions.

WorldView Software: American History II: Post-Civil War America to the Present

The text states: “Harvey Milk was the first openly gay elected official in the United States.”

What’s Wrong?

Milk was certainly among the first openly gay elected officials, but he was preceded by other openly gay or lesbian officeholders, including Kathy Kozachenko, who won election to the Ann Arbor city council in 1974, and Elaine Noble, who took her seat in the Massachusetts Legislature in 1974.

WorldView Software: American History II: Post-Civil War America to the Present

The text states: “Events in America again seemed to be spinning out of control. The nation witnessed massive anti-war demonstrations and more than 150 campus bombings. The Students for a Democratic Society (SDS) organization was taken over by supporters of violent action. Several Black Panthers were shot to death by police officers. The gay liberation movement emerged out of a pitched battle between gays and police at the Stonewall Inn bar in New York City’s Greenwich Village when police raided the bar in June 1969.”

What’s Wrong?

To link the “gay liberation movement” of the 1960s with violent social upheaval and criminal activities during that era – and to use framing language about society “spinning out of control” – is a misleading and prejudicial portrayal of key civil rights advances for LGBT citizens that began to take shape during the period.

Edmentum – U.S. History B

Pearson Education – United States History: 1877 to the Present

Discussions on HIV/AIDS in America, including a full section in the Edmentum product, never mention the effect on the LGBT community.

What’s Wrong?

The publishers may have intended (admirably) to avoid the suggestion that AIDS is a “gay disease,” but the section effectively ignores the devastation AIDS wrought in one of the hardest-hit communities in America (along with, of course, communities of color and people with hemophilia) and the role it played in LGBT activism in 1980s and 1990s.



Elements of the Texas curriculum standards give undue legitimacy to neo-Confederate arguments about “states’ rights” and the legacy of slavery in the South. While most publishers avoid problems with these issues, passages in a few U.S. history and government textbooks give a nod to these misleading arguments.

McGraw-Hill School Education – United States Government

The text’s case study of Brown v. Board of Education includes the following passage: “Under segregation, all-white and all-African American schools sometimes had similar buildings, buses, and teachers. Sometimes, however, the buildings, buses, and teachers for the all-black schools were lower in quality. Often, African American children had to travel far to get to their school.”

What’s Wrong?

The unfortunate wording of this case study severely understates the tremendous and widespread disadvantages of African-American schools compared to white schools, as well as the limitations placed on educational opportunities for blacks in general during the Jim Crow period.

McGraw-Hill School Education – United States History to 1877

The text states: “Southerners used states’ rights to justify secession. Each state, they argued, had voluntarily chosen to enter the Union. They defined the Constitution as a contract among the independent states. They believed the national government had broken the contract by refusing to enforce the Fugitive Slave Act and by denying Southern states equal rights in the territories. As a result, Southerners argued, the states had a right to leave the Union.”

Pearson Education – U.S. History: Colonization - Reconstruction

In a section titled “Causes Leading to War,” the text states: “Now a new issue emerged: whether southern states were allowed to secede under the Constitution. Most southerners believed that they had every right to secede. After all, the Declaration of Independence said that ‘it is the right of the people to alter or to abolish’ a government that denies the rights of its citizens. Lincoln, they believed, would deny white southerners the right to own African Americans as slaves.

For many southerners, secession was an issue of states’ rights and sovereignty, or independent control of an area. Many in the southern states believed that states had the sovereign right to secede. According to this view, states had the authority to make decisions without interference from the federal government, and the Constitution created a Union made up of states that could decide to leave the Union at any point. Those states also had the sovereign right to join together to form a new government, such as the Confederacy.”

Discovery Education – United States History (Prehistory-Reconstruction)

Materials include a two-minute video that argues that the states’ rights concept originated in the tariff disputes of 1828-1832. The video goes on to present the nullification controversy as strictly a matter of states’ rights and interests, and gives a sympathetic account of John C. Calhoun’s developing political position on the matter without any mention that he culminated that development in 1837 when he announced that slavery was a “positive good” for all involved, including slaves. The video closes with a song from the period endorsing the southern position.



What's wrong?

First, a clarification: all three of these publishers provide thorough and accurate coverage of slavery in their products. There is no attempt to hide the issue in the run up to the Civil War. However, the requirement in the curriculum standards that compels coverage of “sectionalism, states’ rights, and slavery” (in that order) as causes of the war leads publishers to these sort of misleading – and even inaccurate – passages.

They are inaccurate for a simple reason: the concept of “states’ rights” in an abstract sense as a defense of secession did not appear until after the conclusion of the Civil War. Contemporaneous documents and statements by southerners make it plain that slavery was the underlying reason for their action. In their secession ordinances, South Carolina, Georgia, Mississippi and Texas all stated their understanding that slavery had been placed in danger by Lincoln’s election and made that their major theme. Moreover, high officials, such as Confederate President Jefferson Davis and Vice President Alexander H. Stephens, made plain the absolute centrality of protecting slavery as the reason for secession. That point is important for two reasons. One is that both Davis and Stephens revised their positions *after the war was over* to argue that slavery had not been the issue at all, maintaining instead that it had been about abstract constitutionalism. The other is that these passages, which appear designed to fit the TEKS requirement of considering “states’ rights” as a separate issue, does dovetail with current neo-Confederate ideology, which is deeply false to the historical record.



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