

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

Source	Affiliation, if applicable	Publishing Company	Subject Area	Course/Grade Level	Program Title	Page(s)	Error Location	Alleged Error	Explanation/ Suggested Correction	Reference or Source of Suggested Correction
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	Scope & Sequence 16		slide 31 preliminary hearing definition should include grand jury The definition for this vocabulary word is INCORRECT. The definition talks about deciding a verdict The Preliminary Hearing or Grand Jury is to decide if the EVIDENCE SUPPORTS THE CHARGES. Preliminary hearings are done in open court and Grand Jurys are secret.		
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	scope & Sequence 17		Definition for arraignment Defition shown is for plea barginning The defition for arraignment should be when a defendant is officially or formally charged by a judge with a crime		
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	scope & Sequence 17		When discussing appeals to the United states Supreme Court it states "Appeal by Right" to the USSC. The only means available to appeal to the USSC is through certiorari SLIDE 61		
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	scope & Sequence 17		SLIDE 63 The Chief Justice is APPOINTED by the President NOT elected and the Chief Justice of the USSC DOES NOT Share responsibilities with the President		
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	scope & Sequence 17		SLIDE 30 Discuss the Burden of proof for a civil and a criminal case Civil = perpendence of the evidence and criminal = proof beyond a reasonable doubt		
State Review Panel		CEV Multimedia, Ltd.	CTE	Principles of Law, Public Safety, Corrections, and Security	iCEV Law, Public Safety, Corrections & Security Site	scope & Sequence 17		approx. 2:00 minute mark time line The Code of Hammurabi is important because it is the first written laws and was established by King Hannurabi for ruling his kingdom NOT established by religion as stated in the video		
State Review Panel		McGraw-Hill Education	CTE	Accounting I	Glencoe Accounting, Texas	447			PhD is not necessary to work as a university professor; it is typically required	
State Review Panel		McGraw-Hill Education	CTE	Accounting I	Glencoe Accounting, Texas	10			Business managers or accountants do not have to work in the city where the sports team is located; technology is not being considered	
State Review Panel		CEV Multimedia, Ltd.	CTE	Accounting II	iCEV Business, Marketing, Finance, IT & Media Site	124		slide 124 in the work place...A squared, etc...		
State Review Panel		CEV Multimedia, Ltd.	CTE	Accounting II	iCEV Business, Marketing, Finance, IT & Media Site		39 business stability	"CO" in equation the O needs to be sublevel		
State Review Panel		Pearson Education Inc., publishing as Prentice Hall	CTE	Business Information Management I	Business Information Management I (Office 2013)	258			Objectives are no longer a part of the required resume format	

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State Review Panel		CEV Multimedia, Ltd.	CTE	Child Guidance	iCEV Family & Consumer Sciences Site	n/a	Introduction to Child Development: Infant, Toddler, & Pre-K (Toddlers—8:21)	www.mypyramid.gov is not an existing link any more - it is myplate.gov		
State Review Panel		CEV Multimedia, Ltd.	CTE	Child Guidance	iCEV Family & Consumer Sciences Site	n/a/	Introduction to Child Development: Infant, Toddler, & Pre-K (Basic Infant Care—12:19)	Basic infant care baby is shown in video being put in crib on stomach while saying to place baby on back.		
State Review Panel		CEV Multimedia, Ltd.	CTE	Child Guidance	iCEV Family & Consumer Sciences Site	n/a	Introduction to Child Development: Infant, Toddler, & Pre-K (Toddlers)	in toddler intro video said to cut up food but video shows child eating a whole hotdog, corndog and an eggroll		
State Review Panel		TPS Publishing, Inc.	CTE	Criminal Investigation	TPS Publishing Criminal Investigation CTE Edition - Printed Student Edition and Teacher Edition	52;64-66;101-107 (104)			Sequence of photographs listed backwards	
State Review Panel		Davis Publications	CTE	Graphic Design and Illustration I	Communicating through Graphic Design	173			Note it section — "Many websites" is incorrect as all websites are proofread, even if only by the author. Perhaps should say "Many websites are not professionally proofread"	
State Review Panel		Pearson Education Inc., publishing as Prentice Hall	CTE	Professional Communications	Professional Communications	422			The definition and examples of nonverbal do not include any type of body language, etc. The types of products being described are visual enhancements	
State Review Panel		Yetter's Learn Spanish	LOTE	Level I, Novice Mid to Novice High Proficiency	Yetter's Better Spanish Guide	272			Months do not use article	
State Review Panel		Cosenza & Associates, LLC	Mathematics	Algebraic Reasoning	Algebraic Reasoning	106			In 2nd paragraph, need to change quadratic to cubic.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	270		"Ultimately, their Revolution resulted in a completely new form of government that looked to a new philosophy called socialism to solve the country's political, economic, and social problems."	The Mexican Revolution did not lead to a new governing philosophy that the authors characterize as socialism.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	272,308		Incorrect reference to "La Regeneración."	No such group existed. The authors may be referring to Regeneración, the official organ of the Partido Liberal Mexicano.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	272		"Before his run for presi-dent, Franco Madero had associated with a revolutionary group called La Regeneración, or "The Regeneration." This group was inspired by a radical Russian philosophy called anarchism, and called for total overthrow of the Mexican government."	Francisco Madero did not align his group with an anarcho-syndicalist group that the authors fail to name. "Franco Madero" is an obvious mistake.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	272			There is no "Regeneration Movement" in the literature of the Mexican Revolution, nor was there a group called La Regeneración, or "The Regeneration."	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	273		Resident Mexican population of Texas is excluded in the discussion of the Mexican Revolution. For example, the authors failed to note that Madero established ties with leaders in the Mexican community. Part of this association involved the printing of the Plan de San Luis Potosi with the printing press of La Prensa (San Antonio: 1913-55), one of the most important Spanish-language papers in the American Southwest and Mexico printed by Ignacio Lozano.	The U.S. government did not try to "shut down the arms dealers selling weapons across the border," in fact they allowed some gun dealers to operate in the United States while denying others. This is one way that the United States influenced Mexican politics throughout the early 1900s, including the Mexican Revolution.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	276		"The first Mexican American veterans fought for the United States on the Allies' side, beginning in late 1917."	Mexican-origin persons began establishing a substantial record of U.S. military service much earlier, at least since the Civil War. Prior to the Civil War, Spanish participated in the American Revolution, and Mexicans at the Battle of New Orleans, 1815.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	281		"The overall Mexican population in America was still small, however—fewer than 100,000 in 1900—and with little border control in the Southwest, the line between "Mexican" and "Mexican American" was still blurry."	Over 500,000 Hispanics lived in the United States during 1900. Of that number over 400,000 were of Mexican origin.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	281		"Between 1910 and 1930, as fighting continued, hundreds of thousands came, and the Mexican American population became very diverse. Mixed in with permanent set-tlers were tens of thousands of squatters and guest workers."	FE No evidence of "thousands of squatters" and no guest workers program existed. The U.S. government suspended the literacy exam, head tax during, and labor contract law during World War I and later to allow the flow of farm workers. This was not a guest worker program.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	283		"On January 11, 1916, Pancho Villa tried to provoke war with the United States and instigate reconquista by executing 15 American miners in Chi-huahua, Mexico and waiting for U.S. forces to show up in re-taliation."	The word "Reconquista" is not in its correct historical or chronological time; it is a presentist notion that reflects current opposition to the Mexican American social cause for equal rights and dignity.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	288		"All of them [revolutionary figures] had worked hard for their agenda, but none were able to lead Mexico out of the centralist control and into freedom."	federalist system with strong central control does not necessarily constitute a loss of freedom for the Mexican people:	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	290		"Not only did Catholicism by its nature support traditional principles of authority and hierarchy, but overturning the old government required overturning the religion it was affiliated with; they were viewed as one and the same."	Explaining Mexican Revolutionary secular policy on religion because the Catholic Church supported "traditional principles of authority and hierarchy" is misleading.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	296-320	Section 2: Revolution in Latin America and Beyond		The section once again reflects redundancy and limits its treatment of the Mexican American historical experience, preferring instead to focus on Latin American and U.S. history without demonstrating direct relevance to Mexican Americans.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	296-307			The long narrative on Marxism, Leninism, and "revolutionary socialism" in Latin America is not directly relevant to the history of Mexican-origin persons in the United States, nor is it historically factual to suggest that radical thought makes a major contribution to underdevelopment and a cultural and political rift with the United States.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	307-308			The Partido Liberal Mexicano did not openly embrace an anarcho-syndicalist programme of action until 1911, nor did the organization call for the destruction "of government altogether" and "a new social order with no authorities, no business, and no private property.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	309			No factual evidence exists to support the following: "California was primarily Spanish-speaking until the Gold Rush in 1848" and Flores Magón "continues to inspire radicalism today."	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	309		309 "He then attempted to join the plantations into a commune run by the peasants. The goal was for farmers to work only a few hours per day, making only what was needed for all to survive, without wages or profit. Every-one would have enough without utilizing female labor, child labor, supervisors, or a police force. There would be no property lines or individual ownership either. This did not work out as planned, but Zapata's troops kept southern villages in and federal troops out."	The Plan de Ayala did not include elimination of private property as indicated by the above passage, and indeed called for former titles to private property owners who lost their land through fraud or government actions had the right to reclaim such lost land.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	313-318			The authors fail to incorporate the recent literature that incorporates Mexican American history into the history of U.S. diplomacy and Mexico's attempt to use the Good Neighbor Policy to influence U.S. domestic policy in race relations.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	324-353	Section 1, Mexican American Immigrants		The authors once again spend an inordinate amount of space addressing Latin American and U.S. history at the expense of a closer examination of the Mexican-origin population.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	331		"Between 1914 and 1918, Mexican workers who crossed the border legally received visas, or guest worker permits that allowed them to work for six months before they had to return to Mexico."	No work visas were granted between 1914-1917, and after 1917 the head tax, literacy test, and labor contracts were suspended to allow Mexican workers into the United States.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	333-335			The authors continue to address topics without explaining their relevance to Mexican American history. An example is the section on "Restrictionism and the Red Scare."	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	337-339			<p>The authors repeat the views of restrictionists without questioning them: "The first deportations of Mexican laborers occurred to offload the overabundant labor supply, especially those who worked for the cheapest wages." Restrictionists also said that Mexican culture threatened national identity and accused them of being disloyal and a political threat to national unity. The authors also fail to take into account the voice of the Mexican and Mexican American community on immigration, deportations, inequality, discrimination, and poverty, including the articles and editorials appearing in La Prensa (San Antonio: 1913-55), the WWI diary by José de la Luz Sáenz, the two-volume work by Alonso Perales, and the article by Emma Tenayuca and Homer Brooks.</p> <p>The authors also fail to acknowledge Mexico as an important wartime ally, the 15,000 Mexican Nationals who served in the U.S. military, the diplomatic work of Ezequiel Padilla in support of the Good Neighbor Policy, the Bracero Program as a wartime measure that contributed over 500,000 workers to the U.S. labor market, and Mexico's permission to set up radar installations along its coasts. Also, the authors overlook the work of Mexican consulate offices and Mexican American leaders in combatting discrimination in the United States, all with the blessings of the State Department.</p>	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	339			Mexico formed the Mexican Expeditionary Air Force (not the Mexican Expeditionary Force), or the 201st Air Squadron that saw limited action. The 15,000 Mexican Nationals that served in the U.S. military represent a more significant military contribution by Mexico. Their participation contributed to popular Mexican support for the war, but it did not necessarily help "to heal some of the racial and ethnic tensions." For instance, public establishments continued to refuse service to Mexicans, including Mexican soldiers, including members of the 201st Air Squadron training in Texas. This created serious diplomatic problems and even led to protests in Mexico and the American Southwest.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	346		"In 1945, the first Medal of Honor awarded to a Mexican American was given to WWII veteran Macario Garcia, by President Harry Truman."	Six preceded him.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	352		"...the Civil Rights Act of 1964 had declared that all American citizens, regardless of race, religion, or ethnicity, now had equal political, economic, and social rights before the law."	The Constitution guarantees equal rights under the law to everyone residing in the United States. The Civil Rights Act of 1964 affirmed these rights and granted the Justice Department the special authority to enforce the Constitution. The authors suggest otherwise with the statement that the Act of 1964 declared that everyone "now had equal political, economic, and social rights before the law."	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	67	"Protestant belief in separating church and state authority meant that there was no Crusade to be fought and no political and religious kingdom to bring Indians into."	"Protestant belief in separating church and state authority meant that there was no Crusade to be fought and no political and religious kingdom to bring Indians into."	The notion of separation of church state was not part of Protestantism, indeed, the rise for the emergence of Puritanism was in response to the Church of England, the state church, which they wished to alter to align with their beliefs.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	71	Mestizos "A person of mixed ancestry."	The definition of mestizo is incorrect.	A mestizos is the offspring of a Spaniard and Native American.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	71	"In reality, however, the Audencia mostly policed the Viceroy and the kings' appointed leaders to make sure they were not getting too popular or ignoring royal orders. The Spanish monarchy wanted to be in control of its colonies at all times, and would not hesitate to remove someone who was threatening their authority."	"In reality, however, the Audencia mostly policed the Viceroy and the kings' appointed leaders to make sure they were not getting too popular or ignoring royal orders. The Spanish monarchy wanted to be in control of its colonies at all times, and would not hesitate to remove someone who was threatening their authority."	The assertion "mostly policed the Viceroy and the kings' appointed leaders to make sure they were not getting too popular" as a fact is an error. This is in no way factual	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	45-94	Chapter 2 Spanish Colonialism Section 1: Exploration and Conquest Section 2: The Spanish Colonial System	Where is the borderland history?	Only from six pages, 87-92, was devoted to any coverage of Spanish Borderlands from 49 pages of text. The omission of the Spanish Borderland scholarship (a hundred years old with thousands of books, chapters and articles) represents one of the gravest errors within this textbook. The only coverage for the Spanish Borderlands was the California mission system. Indeed, a proposed Mexican American history textbook for Texas schools that excludes Tejano history is shocking. The equivalent of omitting Spanish Borderland scholarship would be a physics or astronomy textbook omitting Albert Einstein's Theory of Relativity, and ignoring all the advances through the twentieth century that resulted from his theory. Such a textbook would end by only utilizing information about scientific advances that stopped by 1906. Would any reasonable person accept such a textbook for 2016?	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	94	"The large bulk of the population needed more rights and privileges such as the ability to own land, trade freely, and better themselves."	Land ownership was allowed.	Individuals within the Spanish colonial system owned private property, including land. The assertion that individuals could not own property is false.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	106-112	Mexican War of Independence, 1810-1820	To omit discussion of the Spanish Borderlands during the Mexican War for Independence is reckless and erroneous.	No inclusion of the Spanish Borderlands for the examination of the Mexican War of Independence. Particularly disturbing is the exclusion of José Bernardo Maximiliano Gutiérrez de Lara from Revilla, Nuevo Santander, who went to Washington, D.C. seeking United States aid for Mexico's independence. While the U.S. refused aid, he was able to recruit men for an invading force into Tejas. The Gutiérrez-Magee expedition liberated Tejas from royalists control during 1813.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	116	Federalism is "a form of governing in which a national overarching government oversees smaller localized government systems."	The authors do not understand the term "federalism" within the context of Mexican History. That is a shockingly ignorant error.	Incorrect definition for the understanding of federalism within Mexican history. Federalism is a political system with a weak central government, and strong state governments. This is similar to the form of government organized under the Articles of Confederation.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	106-125	Mexican War of Independence, 1810-1820	Discussion of the Mexican War for Independence is stunningly thin. Omitting the discussion of a critical aspect of Mexican American heritage is erroneous.	Only five pages from 19 pages were devoted to Mexican War of Independence, and its first governments. As noted before no Spanish Borderland coverage was included, particularly no Tejas history. To put the disparity of coverage in context, more content was devoted to Central America, South American, including Brazil and Haiti, then Mexican history with a difference of 14 versus 5 pages. With no coverage of the Spanish Borderlands.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	126	"Americans, after all, had had over 150 years of self-rule prior to the American Revolution, from the Mayflower to the Declaration of Independence. The Spanish colonies had had none."	The authors make an untrue claim in asserting Americans had self-rule and Spanish did not.	The Pilgrim self-rule was short lived. Colonies were part of the English, and later Great Britain colonial system. If by self-rule, the authors mean that colonists resisted, rejected and contested imperial regulations, then that was a common feature of most colonial systems, including the Spanish.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	129-130	<p>“When American aristocrats and militia locked arms to rebel against King George III of England, and stated that there be “no taxation without representation,” they had an entire tradition of Parliamentary government and freedoms to which they could appeal. They were holding the King of England to a standard that the British already believed in, at least idealistically. This line of argumentation would not have made any sense if the U.S. colonial parent had been Spain.</p> <p>Within the Papal system of monarchs and popes, there was no parliamentary government where commoners had any say in the legislative process. There was no discussion or debate at all. The Founding Fathers were very concerned about how Mexico and other Latin American nations would self-govern with no tradition of freedom or debate. Most Mexicans weren’t literate, they could not own land, and had been given the message that they should be subdued rather than lifted up. How would they invent a system from nothing that depended on participating in political and economic life?”</p>	<p>The notion that the Spanish did not have local representative government is false.</p>	<p>The simplistic political representation of Spanish and Catholic views stems from the authors need to create a strawman for the notion of English-Protestant superiority.</p> <p>This is an interpretative error that stems from the factual error—the Spanish had local representative government within it colonial system.</p>	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	134		<p>“The signing of the Declaration of Independence was the same story of Englishmen holding the English king accountable for the rights they believed they were due. Except this time, the story went an extra step further. Americans practiced self-government for so long, and they wanted to try and govern themselves without a king at all.”</p>	<p>The authors again misrepresent and downplay the role of the crown in administrating the American colonies.</p>	<p>The issue of imperial control of the colonies is a complicated issue, but both England, and later the United Kingdom maintained political control over the colonies to various degrees with colonist supporting, ignoring or rejecting various measures from the central government.</p>
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	136		<p>“It (U.S. Constitution) also anchored the moral philosophy of the nation in “the Laws of Nature and of Nature’s God,” and the equality of man, acknowledging the Judeo-Christian principles espoused within British common law—the legal philosophy underlying much of the political framework of American government.”</p>	<p>The authors falsely assert that the U.S. Constitution is based on Judeo-Christian principles.</p>	<p>The U.S. Constitution is not based on “Judeo-Christian principles” as noted by multiple constitutional scholars. Here the authors falsely link together Lord Bolingbroke’s anti-religious reference to a late 1930s reference, “Judeo-Christian.”</p>
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	137		<p>“The long process of debate and ratification that occurred between the U.S. Declaration of Independence in 1776 and the final signing of the Constiution in 1789 ensured that a majority of the populace was on board with exactly how the principles in the founding documents would govern.”</p>	<p>The authors mis-characterize the period between 176 - 1789 in a factually ambiguous way.</p>	<p>The issue of contingency and time are important components of historical analysis. To collapse the events from 1776 to 1789 as a time of a deliberation erases the complex sociopolitical, foreign affairs, and economic history of the time period.</p>

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	137	<p>“Mexico did not go through the same process. They tabled the discussion of empire or republic in order to win their war against Spain. Mexico declared independence after their revolution was won, and allowed the monarchical faction of winners to make its founding document one of an empire. When Mexican delegates were suddenly sent to create a federalist system in 1823, not only did they have to use force to topple their existing government—setting a dangerous precedent—</p> <p>they did not exactly specify the limits of state and national powers. Their states were widely divided on the issue and lived in détente with their national government rather than trusting and participating in it.”</p>	This passage misinterprets the facts of the War for Independence.	This passage is troubling because of the large body of scholarship related to the processes of the Mexican War of Independence, and the intellectual debates that individuals engaged in concerning the nature of the formation of a liberal democratic-republic.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	4	<p>“For several thousand years, major Indian empires flourished in the region between Mexico and Peru, while nomadic tribes filled the expanse of the North and South American continents by hunting, gather-ng, mixing, and migrating.”</p>	“For several thousand years, major Indian empires flourished in the region between Mexico and Peru, while nomadic tribes filled the expanse of the North and South American continents by hunting, gather-ng, mixing, and migrating.”	This characterization is incorrect. Extensive Native American settled communities occupied various parts of North and South America within and outside of the area between Mexico and Peru.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	5		“Only a few civilized tribes in Mexico and Peru wrote their history down on scrolls called codices, but not many of these scrolls remain.”	“Only a few civilized tribes in Mexico and Peru wrote their history down on scrolls called codices, but not many of these scrolls remain.”	A codices is not a scroll, but a book
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	5		“Only a few civilized tribes in Mexico and Peru wrote their history down on scrolls called codices, but not many of these scrolls remain.”	“Only a few civilized tribes in Mexico and Peru wrote their history down on scrolls called codices, but not many of these scrolls remain.”	Concerning the use of “few civilized tribes,”—This depicts smaller sociopolitical units as the norm, but larger empires existed at various times and locations throughout the Americas.
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	5	paragraph 1		he use of the terms “nomadic” and “civilized” in this section is highly problematic.	The authors define civilized in terms of being like Europeans defined exclusively in terms of having writing. Indigenous cultures and modes of subsistence were very diverse, but none were living in caves or other modified natural structures like our early modern human ancestors. Whether indigenous communities were hunter-gatherers, semi-nomadic or settled in more permanent villages, is a matter of cultural adaptation to local resources. Life ways are not a measure by which people are deemed “civilized” or “primitive.” Just because a tribe is semi-nomadic does not mean they did not have a complex culture with social structure (rules, laws, codes of behavior and ethics).
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	5	paragraph 1		The assertion that the development of writing is indicative of being civilized	just because a society did not develop writing does not mean they did not have culture. The authors have reproduced the primitive/civilized dichotomy. This idea is rooted in racist assumptions about indigenous peoples being savage, uncivilized, and backward or behind Europeans. These ideas were also used as justifications for genocide and ethnocide against the indigenous peoples of the Americas.

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

Source	Affiliation, if applicable	Publishing Company	Subject Area	Course/Grade Level	Program Title	Page(s)	Error Location	Alleged Error	Explanation/ Suggested Correction	Reference or Source of Suggested Correction
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	5	paragraph 1	It is false to claim that the indigenous empires that produced codices were "migratory"	The indigenous groups that produced codices were not nomadic tribes as the authors claim. The Aztec-Nahuatl, specifically, produced codices were destroyed when burned by the Spanish. These codices were not lost in mountains, jungles, and plains as the authors state.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	7	paragraph 1	"In Latin America, Indian culture is still alive and well. While only 1.7% of North Americans currently claim Indian ancestry, roughly 75% of Latin Americans claim this heritage. Almost half of Guatemalans and Peruvians identify as pure Indian today, and most other Latin American countries have a mestizo majority of mixed European-Indian ancestry. Some native villages remain completely undisturbed, while mestizo communities may practice traditional ways of living, speak their native languages, and honor indigenous religious festivals."	Besides the lack of source information concerning the assertion of "Indian ancestry" and "villages remain completely undisturbed" there is no connection between this information and the communities located within what became Spanish North America.	
Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	7	paragraph 1	The authors do not understand the term mestizo. No definition for the term is not provided but should be because even the author does not understand the term's meaning.	Mestizos are people of mixed-European and indigenous groups. Being mestizo is not a culture as characterized by the authors. Mestizaje is a combination of genetic characteristics that gives rise to a new group, neither completely European nor indigenous. There is no mestizo culture to practice traditional ways of living, Mestizos do not speak native languages, nor honor indigenous religious festivals. Being mestizo means one has indigenous ancestry but DOES NOT practice indigenous traditions. The author's seem to think being mestizo is a cultural identity. Additionally the authors characterize mestizos in the same way an Indian would be characterized.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	8	paragraph 1	<p>“Just like Europeans or Asians, there were racial similarities between Indians, but there were also countless differences. Some Indians from tribes like the Waorani in Ecuador or the Yuki in California were typically very short, while the Arapaho and Iroquois Indians were known to be tall. The Inuit and Cheyenne had lighter skin, and many Amazon Indians had black skin.</p> <p>The Caddo pierced their noses, while the Tlingit inserted earplugs that stretched their earlobes over time. Body markings were common across Indian society to mark coming of age, victory in battle, marital status, or social rank, but there was a wide range of expression through body painting, piercings, scars, and tattoos of various forms.”</p>	<p>Again, the authors set up this racist paragraph with the suggestion that they are making a cultural comparison with European and Asian societies. No meaningful comparison is being made. More importantly, what follows is an antiquated and essentialist concept of race as the division of human species based on differences in physical features defined by heredity. This view stems from 19th century ideas we now know as scientific racism, which has been disproven and discredited in anthropology and biology.</p> <p>There is only one human race and diversity in physical features is a product of adaptation to different environments over time. The second part of the sentence focuses on cultural differences and conflates them with race. In sum, the paragraph is promoting racism – the idea that human cultural differences are biological and physical characteristics can be grouped as indicators of discrete racial groups. And of course, using Amerindian tribes as examples.</p>	

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Public	NA	Momentum Instruction, LLC.	Social Studies	9th - 12th	Mexican American Heritage	8	paragraph 1	Some Indians from tribes like the Waorani in Ecuador or the Yuki in California were typically very short, while the Arapaho and Iroquois Indians were known to be tall. The Inuit and Cheyenne had lighter skin, and many Amazon Indians had black skin. The Caddo pierced their noses, while the Tlingit inserted earplugs that stretched their earlobes over time. Body markings were common across Indian society to mark coming of age, victory in battle, marital status, or social rank, but there was a wide range of expression through body painting, piercings, scars, and tattoos of various forms."	This is supposed to be a book about "Mexican American Heritage". Why on Earth are the natives of Ecuador and numerous other non-Mexico indigenous groups inserted into the discussion? The authors conflate all native American peoples as one when in fact the thousands of native groups each were distinctive and diverse to such a degree as to make any comparison nonsensical. Iroquois do not equal Maya.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	210	First paragraph, last sentence	Within this context, the first several hundred thousand Latinos found a challenging but protective haven from tumultuous conditions at home.	Mexican Americans, after the Mexican American War & the Treaty of Guadalupe Hidalgo, were systematically divested of land and rights between 1850 and 1910. Saying they found a "challenging but protective haven" is factually incorrect.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009) F. Arturo Rosales, Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. 2000 David Montejano, Anglos and Mexicans in the Making of Texas, 1836-1986.
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	210	First sentence in the section title The Gold Rush	"On January 24, 1848, nine days before the Treaty of Guadalupe-Hidalgo was signed, a Swiss immigrant named John Sutter found a few nuggets of pure gold on his sawmill in the Sacramento Valley."	John Sutter was not the person who found gold on his property.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009) Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	211	Middle of the first paragraph in the "Roughing it in the West" section	The sudden influx of settlers created a hostile, competitive climate, and the United States had not owned the West long enough to have reliable police or government presence.	It is factually incorrect to say there was no "reliable police or government presence" in California prior to its annexation by the United States. This reflects an anti-Spanish, anti-Catholic, anti-indigenous, and anti-Mexican bias.	Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966) Louise Pablos, The Father of All: The de la Guerra Family, Power, and Patriarchy in Mexican California. (2010) Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush (1998)

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	210	First paragraph	Between 1850 and 1910, the United States expanded and developed like never before: filling its acreage, educating its people, and confronting moral errors like slavery.....	This paragraph reflects an ideological bias that is based on factual and historical errors, omissions, and any perspective of Mexican Americans themselves.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)F. Arturo Rosales, Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. 2000David Montejano, Anglos and Mexicans in the Making of Texas, 1836-1986.Nicole Guidotti-Hernandez, Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries. (2011).
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	211	Middle of the first paragraph in the "Roughing it in the West" section	Robberies were common, violence broke out, and grassroots organizations had to form to stop banditry and revenge killings.	This is a factual error because it glosses over the robbery, banditry and revenge killings that contributed to the divestment of Mexican land and property by Anglo American "forty-niners".	Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	211	Last sentence on the page	Much abuse was directed towards immigrants, who were seen as getting rich off of American property.	The factual inaccuracy of this sentence stems from the omission of historical context that most of the Anglo Americans in California at the time were themselves getting rich off of land they took, often violently, from people who settled it before them.	Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	211-213	Sentence that begins on 211 and ends at the top of 213	In April 1850, California passed the Foreign Miner's Tax, which charged non-Americans \$20 per month to mine.1 After just a year, thousands of Mexicans, Chileans, and above all, Chinese, left California.	It is factually incorrect to refer to the Foreign Miner's Tax without describing its effect on Californios, Mexicans granted American citizenship by the Treaty of Guadalupe.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush (1998)

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	213	Middle sentence of the second paragraph on the page	These provided jobs for those who were unwelcomat mining sites, especially Indians, who served as porters,the Chinese, who became cooks and laundrymen, and Irishand Germans, who produced cheese, bread, and alcohol.	The factual error in this sentence stems from the glossing over of the violence that made people "unwelcome at mining sites" and the racialized power undergirding their economic and political subjection.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	213	Last two sentences of the second paragraph on the page	In 1872, the Mining Actcodified proper protocol for developing mines and legalizedsquatters' claims to land they were excavating. This helpedstabilize mining communities and settle the thousands ofmigrants who had come.	These sentences omit the illegality of squatters occupying and divesting Mexican Americans and Native Americans in California of their land and property who settled the region long before the Anglo American incursions of 1849.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	213	Third sentence of the second paragraph	Many of their fledgling cities, which had beensmall, diverse communities run by military governors andvisited frequently by Indians, suddenly found themselvesburgeoning with international miners and shopkeepers.	This sentence presents a factual error because it assumes there was no local government outside of "military governors". In fact, there was a non-military politically elected governor named Pio Pico until 1846.	Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	213	Second sentence of the last paragraph	Californios were shocked to find their gigantic haciendas being squatted on by tens of thousands of new residents.	This sentence refers to "squatters" as "new residents" but does not discuss or include the definition of squatter listed in the margin. It's factually incorrect to not address the illegality of squatting.	Leonard Pitt, The Decline of the Californios: A Social History of the Spanish-Speaking Californians, 1846-1900. (1966)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	214	First full sentence on the page	Proper law enforcement and government bureaucracy had to form quickly to keep up with the pressing new needs of such activity, and Mexican citizens were permitted to fill these positions.	What is "proper law enforcement"? Does that law enforcement not include policing the illegal squatters? In addition to ignoring that Mexican citizens living in California before 1848 and stayed in 1849 were enfranchised US citizens according to the Treaty of Guadalupe Hidalgo, this sentence is factually incorrect because it ignores the social and political structures that existed before the Gold Rush.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009) F. Arturo Rosales, Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. 2000 Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	214	Last sentence of the first paragraph	Despite racial tensions at the mining sites, the fact that Mexican-Americans were elected to high public office in Texas and California so soon after the Mexican-American War demonstrates that many Americans had a different attitude toward Latinos.	This sentence is factually incorrect because it discusses Mexican Americans as being elected to "high public office" and that means there were "different attitudes toward Latinos", but ignores the social and political history that quickly made this statement not true.	Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009) F. Arturo Rosales, Testimonio: A Documentary History of the Mexican American Struggle for Civil Rights. 2000 Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	216	Last sentence on the page	The West was diverse, wild, and unmonitored, but immigrants, including many with Mexican heritage, got to take advantage of Manifest Destiny and forge their own future.	This sentence is a factual error because it presents the American West as an empty "unmonitored" wasteland. It is also factually incorrect to say that people of Mexican descent were able to "take advantage of Manifest Destiny" because they were part of what the idea of Manifest Destiny saw as in the way of Euro-American dominance over the land and something to be conquered.	Laura E. Gomez, Manifest Destinies: The Making Of The Mexican American Race. (2007)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	216 - 217	Last & first sentence of the pages	Yet with no tradition of English law or Puritan morality, nor Southern slavery and aristocracy, the West offered the chance for Latinos, Indians, black Americans, indentured servants, and immigrants from all over the world to create a culture for themselves without any pre-existing mold.	This sentence is a factual error because it claims there was "no pre-existing mold" which ignores and erases the centuries influence of Spanish conquest, indigenous empires, and slavery that existed before Euro-American incursions.	Pekka Hämäläinen, The Comanche Empire. (2008) Ramón Gutiérrez, When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846. (1991)

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	217	Last sentence, first paragraph	All werein the quest for self-betterment together, and the U.S. governmentaided this quest by creating laws that encouraged individuals tomine land themselves, purchase it, and keep the profits.	This is a factual error because, following the previous sentence, it claims that laws created by the U.S. government encouraged individuals to profit from land they mined without acknowledging the racialized exclusions of Mexican Americans, Asians, and Black Americans from these so-called opportunities.	Laura E. Gomez, Manifest Destinies: The Making Of The Mexican American Race. (2007)Richard J. Orsi and Ramón Gutiérrez, Eds., Contested Eden: California Before the Gold Rush. (1998)Manuel Gonzalez, Mexicanos: A History of Mexican in the United States. (2009)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	217	Last sentence on the page	They evenprohibited slavery, showing the Founding Fathers’ commitment to abolition.	A basic Google search will show this sentence to be a factual error because the final, engrossed version of the Northwest Ordinance of 1784 struck out the abolition of slavery in the Territories.	<a href="http://history.house.gov/Historical-Highlights/1700s/Ordinance-of-1784/">http://history.house.gov/Historical-Highlights/1700s/Ordinance-of-1784/</a>
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	218	Last sentence, middle paragraph	The Kansas-Nebraska Act of 1854repolarized the nation by nullifying the Missouri Compromiseand inflaming sectional strife within Kansas and thentthroughout the nation.	This sentence is a factual error because it makes the claim that the nation was not still polarized after the Missouri Compromise and the Compromise of 1850. The deep divisions between those who wanted to maintain the economic and political power provided by slavery and those who sought abolition was as present as ever before the Kansas-Nebraska Act.	Frederick Douglass, "What to the Slave is the Fourth of July," Speech Given July 5, 1852.Elizabeth R. Varon, Disunion!: The Coming of the American Civil War, 1789-1859. (2008)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	219	First full sentence on the page	Opposing the South’s secession, President AbrahamLincoln headed the Northern Union and rallied troops toforce the South into reunification.	This sentence is a factual error because it misidentifies who President Lincoln represented. He was the President of the United States which included the states attempting to secede.	Elizabeth R. Varon, Disunion!: The Coming of the American Civil War, 1789-1859. (2008)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	222	Middle two sentences of the first paragraph	The Homestead Actexpanded the ability of pioneers and farmers to settle theWest by selling cheap tracts of land to anyone who agreedto farm or develop the land for at least five years. This includedimmigrants, women, indentured servants, and freedslaves who would become citizens with the passing of the14th Amendment in 1868.	These two sentences are factually incorrect because, not only did it rely on the colonizing of Native American lands, many Mexican Americans, Mexican immigrants and African Americans were in effect excluded from the benefits of the Homestead Act.	Martha Menchaca, Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans. (2001)Thomas R. Shapiro, The Hidden Cost of Being African American. (2004)

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	223	Third sentence, first paragraph.	Additionally, wage rates for farm workers were between \$10.00 and \$18.00 per month, which gave even the poorest a chance to rise from poverty.	This sentence is a factual error because, following the paragraph's topic, it claims "even the poorest a chance to rise from poverty" through the ability to purchase land when, in fact, many Mexican Americans were excluded from purchasing land.	Martha Menchaca, <i>Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans</i> . (2001) David Montejano, <i>Anglos and Mexicans in the Making of Texas, 1836-1986</i> . (1989)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	227	Last sentence on the first paragraph	When faced with robust Manifest Destiny and the modern industrial might of nineteenth-century America, there was little chance that their lifestyle could coexist.	This is a factual error because in referring to Native Americans it claims "there was little chance that their lifestyle could coexist". The racist ideology of Manifest Destiny and the force of industry was, in fact, an enactment of genocide on the many different Native American peoples inhabiting the West.	Pekka Hämmäläinen, <i>The Comanche Empire</i> . (2008) Martha Menchaca, <i>Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans</i> . (2001) Ned Blackhawk, <i>Violence Over the Land: Indians and Empires in the Early American West</i> . (2006)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	228	Last sentence, first paragraph	While some charitable efforts were extended through the Bureau of Indian Affairs—for example, selling Indians food and supplies at reduced prices, or trading them guns for buffalo hide—such measures ended up enabling Indian-U.S. hostility and were unable to lift Indians out of poverty.	This is a factual error because saying BIA policies "enabl[ed] Indian-U.S. hostility" and were "unable to lift Indians out of poverty" obscures the fact that Euro American expansion to the West was intended as a violent act of genocide and BIA policies continued this through the breakup of Native American families, imposing of famine, and cultural erasure through the use of boarding schools.	Martha Menchaca, <i>Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans</i> . (2001)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	239	Middle sentence, second paragraph	Racial and ethnic discrimination also became an issue as black slaves were freed, European indentured servants arrived, Chinese laborers flooded California shores, and Latin Americans crossed the southwestern border.	This is a factual error because "ethnic discrimination" was already "an issue" before the advent of industrialization and the railroad.	Martha Menchaca, <i>Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans</i> . (2001)
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	248	Last half of the "ethnic hostility" section	In contrast, Mexican laborers were not reared to put in a full day's work so vigorously.	This sentence cannot be defended with any evidence and reinforces the stereotypes it's trying to explain. It's a factual error to make this unabashedly racist statement.	Nicole Guidotti-Hernandez, <i>Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries</i> . (2011) Martha Menchaca, <i>Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans</i> . (2001)

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	249-259	Sentence that begins on 249 and ends on 250	In addition, Indian and mestizo peasants—the majority of the Mexican population—remained poor and disenfranchised.	By this book's own poorly sourced and highly stereotypical logic this sentence is a factual error because it implicitly claims that the majority of Mexico was poor because they were lazy.	Nicole Guidotti-Hernandez, Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries. (2011)
State Review Panel		Momentum Instruction, LLC	Social Studies	Special Topics in Social Studies	Mexican American Heritage	438			Gives the impression that English is the official language in the US. The US doesn't have an official language.	
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	98	First two paragraphs, under "Spanish Decline in the 1700s"	Omission of facts rather than factual error. Passages below are provided to contextualize the explanation."During the 1500s, Spain was powerful. The country had been dubbed by Pope Alexander VI as the nation meant to carry the torch of Catholicism to the entire western hemisphere. The Spanish were to subdue and convert the people of the New World and then move on to Africa, Asia, and the Pacific. With that commission, Spain's empire grew for two centuries through exploration and conquest. They became the wealthiest nation in Europe and the principal architect of the New World. During the eighteenth century, however, Spain declined in power. Their mismanagement of colonial wealth caused them to lose hold of their empire. The Spanish were spending too much, making too little, and exploiting their colonies. Signs of Spanish demise had been heralded as early as 1588, when an upstart British navy defeated the formidable Spanish Armada."	The authors are discussing the decline of the Spanish Empire (and its connection to Mexican Independence), but their failure to adequately address the Caste System in their previous chapter removes one of the most important causal elements from the discussion. Without a solid understanding of the effects that the caste system had on New Spain's society and the subsequent resentments it engendered between groups, it minimizes the ability of the students to understand the social dynamics and political alignments that arose before and during (as well after) the Independence movement.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	110	First paragraph, first sentence	Using biased language rather than factual error."Between 1815 and 1821, the Mexican revolution continued mainly through guerrilla warfare—looting, burning, and the sacking of cities."	The selection of certain words like "massacre" and "sacking" to describe the actions of the Independence army are designed to deliberately prejudice the reader against those involved in the Independence movement. Such words underscore the author's belief in the illegitimacy of the protagonist and their cause, especially since they do not use similar language in describing the actions of the Monarchist forces (who were equally cruel in their actions).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	108	First paragraph	"Near the U.S. border, however, at the Wells of Bajan, Coahuila, the revolutionaries found out they had been betrayed by one of their own men and were ambushed by the Spanish army."	The authors' knowledge of historical geography is suspect as the Noria de Bajan, Coahuila, (the place where Miguel Hidalgo, the initial leader of the Independence movement was betrayed and captured) was located 600 miles from the U.S./ Mexico Border in 1811, hardly what anyone would refer to as "near" the border as the author claims.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	108	Second paragraph, under "Second Phase of War"	Inadequate amount of information." Following Hidalgo's execution, leadership passed to Father José María Morelos, a mestizo priest. Morelos preached even more radically than did Hidalgo, by adding abolition and redistribution of land to mestizos and slaves to the original goal of Mexican independence. In 1813, Morelos convened the Congress of Chilpancingo where Mexican representatives officially declared independence from Spain. War against Spanish forces ensued and, in 1815, Morelos was captured and executed as a traitor to Spain. He became the second hero of Mexico.	The authors dedicate all of one short paragraph to the Morelos phase of the war, which is astounding. Jose Maria Morelos took over the leadership of the Independence movement after the death of Hidalgo and is both one of the best military leaders of that war and arguably its most important intellectual. It was during his phase, that the Mexican Congress begins to take form and the philosophical underpinnings of Mexican Independence are articulated (in strong measure by Morelos himself). Dedicating one short paragraph to this era is as absurd as casually mentioning there was a Continental Congress in 1776 and then moving on to Yorktown. The authors do not even examine how the fall of Napoleon (and liberation of Spain	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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								became the second hero of Mexican independence after Father Hidalgo, and was extolled by Napoleon who is known to have said, "With three such men as José Morelos, I could conquer the world."	Now the fall of Napoleon (and liberation of Spain from the French) negatively affected the independence movement in Latin America. They do cherry pick one of Morelos's documents (page 109) designed to curb infighting at the early stages of the independence movement that provides an erroneous philosophical image of Morelos.	
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	110	First paragraph	"Between 1815 and 1821, the Mexican revolution continued mainly through guerrilla warfare—looting, burning, and the sacking of cities. The two new revolutionary leaders, General Guadalupe Victoria and General Vicente Guerrero, led their men well, but alienated criollos and intellectuals who had supported independence at first."	Characterizing the insurgency from 1815-1821 as a series of crimes appears to be deliberately designed to prejudice the reader against the people leading the insurgent forces and by extension, the idea of Mexican Independence.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage		Should be somewhere in chapter 3.	Absence of historical fact.	There was considerable insurgent activity in Texas, especially the Gutierrez/ McGee expedition and the activities of Dr. James Long. These are completely missing from the narrative and are quite important as they are important precursors to understanding the future relations between the US and Mexico in that region, as well as the bonds the Texas borderlands had with encroaching American frontier.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage		Should be somewhere in chapter 3.	Absence of historical fact.	The authors fail to mention what was happening in places like New Mexico and California during the War of Independence. This exclusion is inexcusable as it ignores the effect that the War of Independence had upon the largest Mexican population in the region (45,000) that would one day form part of the United States. This includes the emergent trade routes between Santa Fe and the Western United States.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	110-111	The two paragraphs under "Liberalism in Spain"	<p>Insufficient analysis of historical time period."In 1820, a new King of Spain, Ferdinand VII, was forced to implement a constitution that would have enforced a lot of social reforms both at home and abroad—a constitutional monarchy where all men would be allowed to vote, have freedom of the press, participate in the free market, and own land. Royalists in Mexico were suddenly very upset because obeying the Spanish king would mean instituting these reforms and losing the special status they were fighting for. They reasoned that the only way to prevent such radical transformation from taking place was to immediately declare Mexico independence. If Mexico were independent, they would not have to implement the new Spanish constitution and lose their power and privileges. Almost overnight, royalist forces that had been fighting Mexican rebels suddenly allied with the rebels.</p> <p>The commander of the royalist army, General Agustín de Iturbide, sought out the commander of the revolutionaries, General Guerrero, and signed a conspiratorial agreement to join forces on February 24, 1821. The agreement, the Plan of Iguala, stated that when Mexico was finally liberated from Spanish rule, there would be a new Mexican monarchy with an established Catholic Church and equality for all social and ethnic groups, including Europeans, criollos, Africans, Indians, etc. In this way, all of New Spain united for independence whether they were a radical insurrectionist or royalist clergyman. Everyone agreed that Mexico's first step was freedom and that the details could be sorted out afterwards."</p>	<p>The authors do not understand the relationship and history between Spanish Liberals and the Spanish monarchy and how that affected the independence movements in Mexico and the rest of Latin America.</p> <p>The first effort at forming a constitutional monarchy in Spain took place in 1812, and was originally designed to include</p> <p>participation from Latin American representatives. King Ferdinand VII was unwilling to compromise or curb his power and that effort as well as the one in 1820, failed.</p>	<p>A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a>. Jose' Maria Herrera</p>

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	111-112	The two paragraphs under "The War Ends"	"Volunteers from all over Mexico joined Iturbide's army, which ensured Mexican victory in the capital. Six months later, on August 24, 1821, General Iturbide and the captain of the Spanish army signed the Treaty of Córdoba that established Mexican independence. The treaty offered the Spanish royal family the chance to send someone to rule Mexico as the first Mexican emperor. In response, Spain not only refused the position, but rejected the entire treaty. They would not formally recognize Mexican freedom until fifteen years later, in 1836. Iturbide therefore became "Agustín I of Mexico," the first Mexican emperor. He marched into Mexico City on September 27, 1821, where the viceroy had already resigned. Iturbide and 34 others then formally signed the Declaration of Independence of the Mexican Empire, which established Mexico as an independent, centrally controlled nation. Not all the delegates at the convention signed the document. Notably, the two revolutionary generals who had led years of insurgency, General Victoria and General Guerrero, did not sign. Mexico was not united, but at last it was free."	The conclusion of Mexican Independence was clumsily written, and fails to mention the central role of Juan O'Donohou (the last Spanish viceroy) in helping consolidate Mexican Independence.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	115	The two paragraphs under "Central America leaves the Empire"	"In 1823, Central Americans broke away from the First Mexican Empire to form the Federal Republic of Central America. . . As a result, the First Mexican Empire lost one-third of its territory."	In addition, the author makes a claim that when the territories of Central America broke away from Mexico in 1823 to form their own nation, Mexico lost one third of its territory. In 1823, Central America accounted for 9% (176,000 sq mi) of total Mexican land (1,960,000 sq. mi) or 1/11th.... Hardly 1/3rd.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	114	First paragraph, under "Central America Breaks Away"	"When Iturbide was declared Emperor of Mexico in 1821, Mexico naturally assumed control over Central America and incorporated its five provinces into the First Mexican Empire."	The authors fail to illustrate the full territorial extent of the new nation of Mexico in 1821.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	115	Second paragraph, under "Central America leaves the Empire"	Absence of historical analysis. "There was concern that Guatemalans would dominate Central American government and economy if they all stayed united, so in 1838, with civil wars breaking out all over the region, the five Central American states separated and became independent countries."	The author makes a further mistake in another part of the text suggesting that Central America broke away from Mexico in 1838. Considering that the first decade of Mexican independence (especially the presidency of Guadalupe Victoria) is very important for understanding much of the next 4 decades of Mexican history, not to mention the very important event that led to the Texas Revolution and the Mexican American War, this section is shamefully thin and bereft of analysis. The author obviously does not understand that the increasingly poisoned relationship between Centralists and Federalists affected the ability of the Mexican nation to develop an effective government, which in turn negatively affected the borderlands.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage		Should be somewhere in Chapter 3, Section 1	Absence of historical fact.	1. ) The United States was certainly quite active, diplomatically speaking, in their relations with Mexico and were seeking to acquire Texas from Mexico, another undisputed fact that the authors sidestep. 2. ) It is interesting that the authors exclude the Adams-Onis Treaty from discussion as it is very relevant to events that will poison the relationship between the US and Mexico in terms of Texas. The information, as it is presented here, would be barely adequate for a 4th-grade textbook.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	120-123	Sections labeled "Liberation in New Granada," "Viceroyalty of Rio de la Plata," and "Brazil"	Lack of relevancy.	The final four pages of Chapter 3 Section 1 are useless, as they have no bearing upon Mexican American issues. Mexicans and Mexican Americans are their own people, and while they share many attributes with the other nations of Latin America (like a common language and imperial connection to Spain), Mexicans and Mexican Americans and their history are no more interchangeable with other Latin American nations than Irish and Australian history are to each other.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	126-136	Quote is from first paragraph on page 126, under "Cautious Optimism"	"The United States was cautiously optimistic about Mexican independence from Spain. They were the first, in 1822, to recognize Mexican independence, calling Mexico "our sister republic" in formal speeches. That year, the first Mexican envoy was brought to the White House by Secretary of State John Quincy Adams and introduced to President James Monroe. Just a few years after that, the first U.S. ambassador was sent to Mexico. During this era, a number of the Founding Fathers of the United States made statements about the Mexican revolution and Latin American independence. They had a great desire to see Mexico free and prosperous, but were doubtful as to whether or not it would actually become so. Americans, after all, had had over 150 years of self-rule prior to the American Revolution, from the Mayflower to the Declaration of Independence. The Spanish colonies had had none."	These pages present the author's very jaundiced philosophical interpretation of the formation of the United States in an effort to compare it to Mexico's post-revolutionary formation. Much of the history should have been discussed in Chapter 2 and then referenced in Chapter 3, but even then, the amount of page space dedicated for this purpose (when other more relevant topics are minimized or excluded) serves little purpose.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	137	Last paragraph	"Lastly, Mexico created a republic whose executive branch was too weak to lead and protect the country. This led to instability and stagnation that encouraged dictators to oust the president, causing more instability and stagnation."	The author uses the word "dictator" when in actuality they meant to use something akin to caudillo or strongman. A person can only become a dictator once they are in power, not before. Thus a military or political leader can oust a sitting president and once they are in power they can become a dictator.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	138	Last paragraph, under "France"	"Once Spain formally recognized Mexican independence in 1836, however, France settled into trade relations with Latin America."	The authors continue to be inexact in their use of language by claiming that Spain freed Mexico in 1836. There is a difference between the year that Spain finally recognized Mexican Independence, and that fact that Mexico had already been free from Spain since 1821.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	142-145	Entire section, under "Latin America's Perception of the Monroe Doctrine" as well as entire page on John Quincy Adams (143) and entire page on Andrew Jackson (144)	Lack of relevance to Mexican American history.	The rest of the chapter offers a salvageable summary of Mexican views on American intentions, but without greater details of American diplomacy during that era, the discussion lacks the necessary context. Section 2 spends so little page time on the relevant history to the topic that is of little use.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	152	First paragraph, under "APACHES AND COMANCHES IN TEXAS"	Using biased language rather than factual error. "There might have been permanent peace except that Comanches descending deeper into Texas massacred Apaches and burned down the Spanish missions."	The selection of certain words like "massacre" and "sacking" to describe the actions of the Independence army are designed to deliberately prejudice the reader against those involved in the Independence movement. Such words underscore the author's belief in the illegitimacy of the protagonist and their cause, especially since they do not use similar language in describing the actions of the Monarchist forces (who were equally cruel in their actions).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	151	First paragraph, under "Sparse Settlement in Northern Mexico"	"The Spanish army didnot defend the border."	The authors further claim that the Spanish army did not defend the border. This coupled with a one-dimensional focus on the mission system in California (while ignoring similar initiatives in Texas, New Mexico and Arizona) underscores either the author's historical ignorance or a deliberate omission. Are they not aware that the origin of cities and towns like Tucson, San Antonio, El Paso, Santa Fe and Nacogdoches are the result of the establishment of missions? Are they also not aware about the establishment of a defensive line of presidios to defend these frontier communities? There were multiple initiatives by the Spanish government to settle the frontier and to maintain peace between these communities and the Native American tribes with whom they came into contact. This included establishing missions to Hispanicize the local tribes, material inducements and military action (for instance, they can examine Hugo O'Connor's campaigns against the Apache in the 1770's). While the war of Mexican Independence greatly affected security in this region, the author's statement is just ignorant.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose´ Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	155	First paragraph	Factual inaccuracy and lack of historical fact."For the most part, Tejanos and Americans lived in partnership with each other, working to deal with hostile Indians and better each other's businesses. As Americans began to pour in, Tejanos accepted American settlers because they were the gateway to selling their products and supporting themselves. . . American immigrants brought slaves, paid homage to the Catholic Church, which was required by Mexican law, and became Mexican citizens. Some married Tejano women and learned Spanish. In the early years, Stephen Austin was especially respected as a Mexican citizen because he spoke Spanish fluently and interacted appropriately with the Mexican government.	The author fails to note that the Mexican government had a notable problem with large numbers of illegal squatters from the United States coming into Texas and also fails to note that many of the legal settlers from the United States did not respect the terms of their settlement contracts, which expected them to embrace Catholicism, learn Spanish and become Mexican citizens (in page 155 the author incorrectly noted that Anglo American settlers were respectful of these requirements, which is a blatant inaccuracy).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	154	Should be somewhere under "Conflict in Texas Begins"	Absence of historical fact.	The Fredonia Rebellion and its fallout is absent as well as its role in prompting General Manuel Mier y Teran's inspection tour of Texas in 1828. The results of Mier y Teran's inspection tour prompted passage of the Law of April 6, 1830, which restricted the further immigration of US citizens into Texas.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	156	Second paragraph	Correct quotation, but absence of essential information needed to provide accurate historical context."The first revolt broke out in 1832 at the Battle of Velasco,when Mexicans trying to enforce the 1830 Reforms in eastTexas also tried to prevent an American uprising."	At this point, it would have made sense for the author to focus on the political turmoil in Mexico at the end of President Guadalupe Victoria's term of office. This turmoil, and some of its most important players, like Lorenzo de Zavala and Antonio Lopez de Santa Anna are an important part of the causal factors that lead to the Texas Revolution. The abolishment of slavery in Mexico in 1829 and its subsequent handling in terms of Texas required more than one throw-away line, as it is also an important causal element in the events leading to the Texas Revolution. The authors mention the Velasco revolt but fail to connect the event as part of the greater revolt that took place in Mexico that brought Santa Anna to power (whom the Texans allegedly supported).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose´ Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	168	Second paragraph and image to the left	Inaccurate photo of Zavala with lack of information provided on his significance.	Zavala gets a brief mention and is then absent from the rest of the chapter except for a ridiculously inaccurate picture attributed to him on page 168. Zavala was never a military officer nor did he ever sport facial hair, the image used was that of Pedro Jose de Zavala, a Spanish Peruvian Royalist officer who fought against Peruvian independence, which underscores the author's general ignorance of both geography, history and basic research skills.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose´ Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	155 nd159	Entire sections under "Cracking Down on Texas" and "Civil Revolt"	Absence of historical fact and context.	1. ) The author ignores the complexity of issues that prompted both Tejanos and legal and illegal Anglo Texans to revolt against the Mexican government, as well as the conventions held in 1832 and 1833 to petition the Mexican government for reforms. Texas was part of the state of Coahuila and Texas, but many wanted Texas to be a separate state. This is one issue that was supported by many Tejanos and Anglo Texans. Anglo Texans wanted a repeal of the Law of April 6, 1830, so that people from the U.S. could once again legally immigrate to Texas, and a lifting or easing of custom duties to facilitate trade. There were even laudable resolutions advocating for the establishment of free public education. Stephen Austin left for Mexico City after the Convention of 1833 to present the petition to Mexican authorities. 2. ) By this point, Tejano support for separate statehood had eroded, as they rightfully suspected long-term Anglo Texan intentions although some families like the Seguin, De Leon, Navarro and Ruiz sided with their Anglo neighbors. The stories of these families, four of the most prominent Tejano families who supported the Texas Revolution, and their subsequent role and treatment at the hands of their Anglo Texan compatriots are naturally completely absent from this narrative – a humorless piece of irony when one considers the alleged theme of this book.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	160	Entire section under "The Texas Revolution"	Absence of historical fact and context.	<p>The section concerning the Texas Revolution is an absolute disgrace and the author should rightly be embarrassed by its slipshod quality. 1. ) The first phase of the war (1835) is given a slight treatment and does not even take the time to explain the evolution of the fighting into an all-out revolution.2. ) The text does not examine the deteriorating relations between the United States and Mexico as a result of the actions of the United States charge d'affaires, Col. Anthony Butler, who had speculative interests in Texas and involved himself in the internal politics of Mexico. The worst type of diplomat, his actions, which included bribe attempts in conjunction with his instructions to purchase Texas for the U.S., played a huge role. This certainly affected the Mexican government's willingness to listen to Texan petitions and to question their actual motives.3. ) The authors fail to discuss that the Mexican government had a legal right to label many of the people involved in the Texas Revolution as land pirates or filibusters, since many were in Texas illegally, thus giving them zero legal standing to either be in Texas or to engage in a war against the Mexican government.4. ) This is augmented by the author's failure to recognize that of the 60 men who signed the Texas Declaration of Independence, only six enjoyed a legal right as either citizens or legal resident of Mexico to actually revolt against the central government. The vast majority of the signatories arrived after the Law of April 6, 1830, had passed and were thus living in Texas illegally.5. ) In addition, the authors do not understand the structure of that government as they incorrectly deduced that Houston's appointment as commander in chief of the Texan forces also meant he had been appointed president of the Texan government. That position was granted on an interim basis to David G. Burnet (with Lorenzo de Zavala serving as his Vice President).</p>	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	162	Third paragraph, entire section under "The Alamo & Goliad"	Insufficient historical analysis of Santa Anna and the Alamo.	<p>1. ) Starting in 1836, the author is not aware that as Santa Anna was marching towards San Antonio, a second Mexican force under the command of General Jose de Urrea was sweeping up the Texas coast. This is important because the author similarly is unaware that Santa Anna was not present at the Battle of Coleto Creek (i.e. Goliad II).2. ) The author is also unaware that the distance between the Rio Grande and San Antonio requires more than a day to for an army of the 1830's to cross.3. ) The author is also unaware, that Santa Anna's troops arrived at San Antonio on February 23 and besieged the Alamo until the final attack that took place on the morning of March 6.4. ) The author is also unaware of basic vocabulary, as the word executed, in the context of a battle, would correctly be used for describing people who would had been captured or surrendered, disarmed and in a helpless state. The defenders of the Alamo were certainly well armed and they died almost to a man with the exception of the small number (about six) who were captured or surrendered... now those people were executed. In the case of Coleto Creek, the ill fate of those combatants was greatly influenced by the serious errors in judgement by the Anglo commander, James W. Fannin.5. ) The author incorrectly stated that Santa Anna led his troops in the battle. The only troops from the Alamo that participated in that battle were those of Col. Juan Morales, who led a 500-man detachment to reinforce Urrea's 350 men.6. ) The author states that 500 men were massacred at Goliad, while scholarly sources do not exceed 400. Sources indicate that Fannin did not have much more than 300 men with him at Coleto Creek and some of the soldiers captured in earlier engagement added to those killed, while others were spared for a variety of reasons.</p>	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	165	Second paragraph, under "San Jacinto"	"Seven weeks later, on April 21, 1836, Santa Anna led the Mexican army back to Texas to deal a final blow."Entire section lacks historical facts.	1. ) The author starts the section leading to the Battle of San Jacinto by implying that Santa Anna and his army left Texas and then came back. This of course is untrue as his forces pursued the Texas Government and Houston's army in the direction of the Louisiana border.2. ) The author fails to mention that Santa Anna was especially keen to capture Lorenzo de Zavala, whom he regarded as a traitor.3. ) The authors fails to mention the Runaway Scrape.4. ) The author fails to note that Santa Anna was only leading about 20 percent of his effective forces at the Battle of San Jacinto (the actions of the other 80 percent are well documented and required some explanation).5. ) The author implies that Santa Anna had a legal right to cede territory, which he did not and by extension implies that the Mexican government had violated the treaty signed by Santa Anna. Even Houston knew that the treaty with Santa Anna was not legally binding, and hoped that Santa Anna would convince the rest of the Mexican government to accept the treaty.6. ) The author's ignorance of historical geography is once again demonstrated as Texas was always drawn with the Nueces as its southern boundary. The land between the Rio Grande and the Nueces was properly part of the state of Tamaulipas.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose´ Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	166	Second paragraph under "Post-Revolution"	"The failure of the Mexican government to recognize Texan independence in 1836 directly led to the Mexican-American War." Entire section is biased against Mexicans, white washed, and lacks historical facts and contexts.	1. ) The author commences the post-revolution section by squarely placing the blame for the Mexican American War on Mexican intransigence on accepting the independence of Texas. In essence, the author whitewashed the very well documented agency of the United States in setting up the conditions for provoking that war. 2. ) In addition, author fails to recognize the legal basis (Santa Anna did not legally have a right to grant Texas its independence) for which the Mexican government considered Texas a province in open rebellion rather than an independent nation. Important events like the Cordova Rebellion and the Cherokee War are completely absent from the narrative. 3. ) This leads to one of the most egregious omissions in this text, and it deals with the treatment of both Tejanos and the Cherokee in the post war period. They talk about bad treatment for Tejanos as an aside, but are not willing to explore what actually happened and what that entailed. The fates of both the Seguin and De Leon families (two of the elite Tejano families who actually supported the Texas Revolution) are ignored and provide the blueprint for why relations between Anglos and Tejanos deteriorated by a combination of racism, greed and outright chicanery. The De Leon's endured murder, despoliation and exile all because Anglo settlers wanted their lands. The Cordova Rebellion was sparked due to this ill treatment and the fact that in the Texas Republic, those of Mexican decent suddenly became second-class citizens. The Cherokee War, which was tied to the Cordova Rebellion, was tied into the failure of Houston to enforce the promises he had made to the Cherokee, as Anglo settlers encroached upon their lands in Northeast Texas.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose' Maria Herrera

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									4. ) The authors attempt to blame the victim to justify mistreatment by suggesting that the behavior of some Tejanos and Cherokees justified general discrimination and despoliation against them. Erasmo Seguin, Antonio Menchaca, Francisco Antonio Ruiz, Jose Gregorio Esparza, the Flores brothers (Salvador and Manuel, founders of Floresville, Texas), Juana Navarro Alsbury, Placido Benavidez and Manuel Tarin are among the notable Mexican Americans of this era that fail to merit even a brief mention in this section.	
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	168-169	First section under "Political and Economic Instability in Mexico"	Lack of historical facts and contexts.	The section dealing with the disorders within the Mexican government offers a way too simplistic overview of the changes of government. The changes in president number is essentially wrong (it was in reality, a little more than half that number) and denotes a misunderstanding. They should rather count associated administration rather than who effectively fronted the presidency (i.e., most of the time that Santa Anna was listed as president, in reality he had one of his confederates like Valentin Gomez Farias actually engaging in the day-to-day governance).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose´ Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	169	Last paragraph, entire section under "Defaults on U.S. Loans"	"In his State of the Union Address of 1845, Polk made the argument that Mexico did not have any intention of paying these claims, and that American honor would be damaged if they let Mexico continue to abuse their good faith. Tensions were mounting."	The authors also suggests that monetary claims played a legitimate and primary reason for instigating the Mexican American War, when in actuality it was a pressure tactic used for political gain (the United States was fond of advancing dubious claims along with legitimate claims to inflate the monetary amounts that nations like Mexico owed and thus hold their economies hostage).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> . Jose´ Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	172	Entire section under "Reprisal in Texas"	Absence of historical fact. "Hostilities heightened in 1842 when General Rafael Vásquez led 500 Mexicans into San Antonio and occupied it for two days. Tejano commander Juan Seguín drove him out, but not before blood was spilled. Six months later, 1,400 Mexican soldiers invaded San Antonio, and Texas Rangers had to fight them off."	While the two Mexican expeditions to San Antonio are mentioned, the authors fail to note the Somerville and Mier expeditions (which were Texan invasions of Mexican lands) and further distort history by claiming that the Santa Fe Expedition was merely a trading mission.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	172	Second paragraph under "Reprisal in Texas"	Inadequate language used to describe history. "These petty crimes in combination with the border invasions of 1842, prompted Texans to reconsider joining the United States."	The authors use an insulting term (these petty crimes) to characterize the continued border disturbances and again label Mexicans as criminals and offer a further justification for future events.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	174-178	Starting on the third paragraph on page 174	Inadequate historical analysis of President Polk. "In 1844, Polk's brand of Manifest Destiny was especially controversial. He did not simply value freedom, he wanted to acquire more territory under the auspices of creating more freedom," along with entire section.	The section "Manifest Destiny" closes with the United States presidential election of 1844 and proceeds to avoid examining James Polk's close relationship to Andrew Jackson and his ambitions for annexing Texas, which predate even the Texas Revolution. The authors add a laughier by ascribing the value of "freedom" to a southern slaveholder who was intent on using his presidency to increase the spread of slavery through territorial conquest.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	180-205	Section two titled "The Mexican-American War (1846–1848)"	Absence of historical facts and context throughout entire section.	<p>1. ) There is zero discussion about the state of ethnic relations in Texas during the Texas Republic. Considering the formative importance of this era in setting the patterns of relations and cultural development of the Southwest, the absence of this in a book centered on Mexican American history is akin to ignoring a study of how slavery affected social relationships in the South. In other words, this war essentially creates the first Mexican Americans, so one would imagine that their reaction to being annexed to the United States (before the war for Tejanos and after the war everyone else in the Southwest) would be an important component of the section.</p> <p>2. ) In terms of causality, the ideathat the Texas/Louisiana border was that grossly undefined between France and Spain in the is a load of malarkey and is used to advance the long discredited idea that the U.S. had legitimateclaims to Texas because of the Louisiana Purchase. J. Q. Adams, who negotiated the cession ofFlorida knew it to be so and cynically used it as a bargaining chip in getting the Spanish to giveup Florida. Adams coincidentally promised the Spanish that the U.S. would give up all claims toTexas if they yielded Florida.</p>	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose´ Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	190	First and second paragraph	Lack of historical context. "In December 1846, Stephen Kearny arrived and fought Californios at San Pasqual, near San Diego. He then helped subdue Los Angeles. On January 13, 1847, Mexican governors signed the Treaty of Cahuenga, which ended hostilities and initiated U.S. rule of California. The stunning seizures of California and New Mexico prompted much emotional reaction from Americans, who were reading daily updates about the war in the newspaper."	1. ) The authors failed to acknowledge that while Kearney took New Mexico without a shot, the subsequent resistance was considerable as both the Mexican and Indigenous inhabitants of New Mexico began to experience problems with the American authorities. 2. ) Second, California's resistance was not that weak. While the battles in California were small in comparison to the ones in the rest of the war, the author should have noted that the Mexican Californians did not all submit passively. 3. ) The author also did not notice nor inquire as to why Commodore Sloat attacked California in the summer of 1846. Sloat had orders in hand from Polk to invade California even before hostilities commenced. At the time it took many months (more than half a year) for a ship to travel from the East Coast of the United States to the West Coast through Tierra del Fuego (i.e. southern tip of South America). This is an important point in discussing causality and preemptive intent on the part of Polk's government since Sloat's orders predated the start of hostilities and indicate that Polk had zero intention of avoiding a war with Mexico.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	193	Second column, to the right of the section "Monterrey and Saltillo"	Incorrect image.	The author inserted an erroneous image for General Winfield Scott. The image that is used is a Civil War era image of General Winfield Scott Hancock (no relation to Gen. Scott).	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	200	Bottom of page, under "War's End, 1848" titled "Cession Territory Map"	Misleading map.	The map of the Mexican American War shades Northwestern Mexico (i.e. New Mexico and California) a different color from Mexico, distorting their status as part of the territory of Mexico.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	203	Paragraph directly above section titled "Effects of the War on the United States"	"Although some faced discrimination, many now had freedom and could begin to benefit themselves economically."	The author added this statement in reference to those Mexicans who were now incorporated into the United States after the war, and it deserves to be challenged. Any reasonable historian would argue that very few of these new Mexican Americans experienced either an enhancement of their political or economic freedoms as part of the United States. The average Mexican American experienced a degradation of their political power through a combination of legal maneuvers, economic swindles and even local and state sponsored violence that quickly made them second-class citizens in their own homes. Even the few elite Mexican families in the region were not immune to such pressures and usually if there was any political or economic parity it was in regions in which they managed to hold a significant population majority to counteract the swell of Anglo American settlers.	A Review of Chapters 3 and 4, Mexican American Heritage <a href="http://masfortexas.org/images/Herrera_MAHreview.pdf">http://masfortexas.org/images/Herrera_MAHreview.pdf</a> Dr. Jose' Maria Herrera
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	264	Second paragraph	"As almost one million Mexican refugees and exiles crossed the border to find economic opportunity and escape religious persecution, the United States rallied to incorporate them,"	Though almost one million Mexican refugees did cross the border, the chapter does not discuss this incorporation in any way. 1. ) The text does not mention at all the recruitment by U.S. agriculture, mining, and railroads who sought low-paid labor. 2. ) The text fails to discuss the experiences of Mexican immigrants during this time period, including segregated schools and exclusion from other opportunities, the immigration debates focused on whether Mexican immigrants could be assimilated, and other specific historical facts about U.S. attitudes towards Mexicans and Mexican Americans during this time period. Section 1 of Chapter 6 in general lacks historical analysis and accuracy.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> Dr. Yolanda Chávez Leyva

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	272	Second paragraph, also underneath the picture of Francisco Madero next to the second paragraph	"Díaz, however, had no intention of giving up the presidency, and imprisoned his main competitor, Franco Madero."	His name was Francisco Madero, not Franco.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	308	First paragraph, under "Ricardo Magón and the PLM"	"Magón was the founder of the La Regeneración movement that inspired Madero,"	La Regeneración was the name of a newspaper, not a movement.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	319	Last paragraph	The text states that Latin American "Revolutions continued...still aligned against America and the prosperous West, and hoping that the right peasant leader or military strongman could restore the honor and success their nations were due."	The text fails to explain how this is connected to Mexican Americans.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	270	First paragraph	"While the United States emerged from civil war in the 1860s and experienced a boom of agricultural and industrial growth well into the 1900s, Mexico descended into civil war in the 1900s after decades of instability and economic depression."	Through this comparison between the US Civil War and the Mexican Civil War, the text presents the US as prosperous while ignoring: 1. ) That the U.S. remained (and in some way remains) torn over the Civil War. 2. ) The creation of Jim Crow and segregation. 3. ) The thousands of lynchings that occurred following the war. Mexico is consistently placed in a negative light in comparison to the United States. This does nothing to assist students in understanding Mexican American heritage.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	276	Both paragraphs, under "WORLD WAR I"	Omission of historical content rather than factual error. The only statement to refer to Mexican Americans regarding WWI reads as follows and is the last sentence of the page: "The first Mexican-American veterans fought for the United States on the Allies' side, beginning in late 1917."	This page is devoted to WWI yet only has one sentence about Mexican Americans. The War resulted in the creation of the predecessor to the Bracero Program through the Temporary Admissions Program, a significant event in terms of US perceptions of Mexicans as laborers who could be brought to the US when needed and easily sent back to Mexico when they were no longer needed. There is no mention of this.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	281	Second paragraph, under "Mexico-U.S. Relations Strain"	"Many were sharecroppers or tenant farmers, ranchers, traders, or officials in city government [in Texas]. In New Mexico and Arizona, much of the population and leadership were Mexican, Indian, or of mixed ancestry."	It is unclear what the authors are referring to here. What historians have written about in-depth is the loss of political, economic, and social status of Mexicans incorporated into the United States following 1848.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	281	Last paragraph, under "Mexico-U.S. Relations Strain"	"After the Mexican Revolution broke out, large numbers of Mexican-Americans still felt loyal to their homeland and planned to return,"	The authors conflate Mexican immigrants with Mexican-Americans, which are two different identities.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	282	Last paragraph, under "Plan de San Diego, Texas"	Correct quotation, omission of facts contextualizing the race war. "... a race war broke out and Texas Rangers began imprisoning and executing Mexicans and Mexican-Americans indiscriminately,"	1. ) In their discussion of el Plan de San Diego, they ignore more recent historical works, such as Benjamin Johnson's Revolution in Texas: How a Forgotten Rebellion and Its Bloody Suppression Turned Mexicans into Americans. 2. ) Though the quote is correct, the authors do not discuss the effects of this violence from the race war on the Mexican American community.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	282	Second paragraph, under "Plan de San Diego, Texas"	"By 1914, a revolutionary plan concocted in a Mexican prison made it into radical hands in Texas. The plan called for a Mexican and Mexican-American alliance to re-conquer the Mexican Cession by massacring Americans all across the Southwest."	The Plan never mentions Reconquista but right wing, anti-immigrant websites do. See <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3692">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3692</a> for the text of the Plan.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	283	First sentence following "Massacre in Columbus, New Mexico"	"On January 11, 1916, Pancho Villa tried to provoke war with the United States and instigate reconquista by executing 15 American miners in Chihuahua, Mexico and waiting for U.S. forces to show up in retaliation."	As above, the Plan never mentions Reconquista but right wing, anti-immigrant websites do. See <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3692">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3692</a> for the text of the Plan.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	298	First two paragraphs of the page, under image labeled "Dust Storm"	"The Great Depression, which rocked the worldwide economy beginning in 1929, was a tipping point for lesser-developed nations. For almost a decade following 1929, the United States did not have enough internal economy to support its dependents. Mexicans who fled the Revolution in its early phase were able to cross the U.S. border and find work in Texas or California, but those who fled later could not. . ."	1. ) The chapter is supposed to cover 1910-1940 yet devotes only two paragraphs to the Great Depression. It lacks any nuanced discussion of the repatriations, has nothing on the deportation campaign under President Hoover, and no mention of how the Great Depression helped strengthen the American identity of the Mexican American community. 2. ) There are numerous historical monographs that would be useful here, including Francisco Balderrama's and Raymond Rodriguez's Decade of Betrayal: Mexican Repatriation in the 1930s and Camille Guerin Gonzalez's Mexican Workers and the American Dreams: Immigration, Repatriation, and California Farm Labor, 1900-1939 as well as many scholarly articles.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	313-318	Starts on page 313, under "From "Moral Diplomacy" to "Good Neighbors" through to "Chapter Summary" on page 318	Omission of facts and relevance to Mexican American history rather than written factual error.	These pages discuss US policies around diplomatic relations, including "Moral diplomacy" and the "Good Neighbor Policy." There are two sentences on Mexican Americans in this six page section.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Dr. Yolanda Chávez Leyva

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	268-320	Critique of Chapter 6: 1910-1940: Revolution and World War as a whole	Omission of facts regarding historical events, policies, and processes that took place.	There is a glaring absence of most of the events, policies, and historic processes that shaped Mexican Americans during this period. For example: 1. ) The rise of US commercial agriculture/ mining/ railroads and the recruitment of Mexican laborers to the Southwest 2. ) The Temporary Admissions Program, a guest worker program, that lasted from 1917-21. 2. ) The culture/ music brought by Mexican immigrants 3. ) Spanish language newspapers that flourished in this time period 4. ) Americanization of schools/ segregated "Mexican schools" of the 1910s-1920s 5. ) Mexican American efforts to gain equal education for their children 6. ) The rise of civil rights organizations such as LULAC, founded in 1929 7. ) On-going immigration debates about the desirability of Mexican immigrants and their children that occurred throughout the 1920s 8. ) Immigration laws, such as the 1924 Immigration Act and how it reflects the place of Mexican immigrants in the United States 9. ) The repatriations/ deportations of the 1930s and their influence on Mexican American identity 10. ) The New Deal and its influence on Mexican American identity 11. ) Labor organizing, including cannery workers and agricultural workers, in the 1930s	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva
Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	268-320	Critique of Chapter 6: 1910-1940: Revolution and World War as a whole	Omission of facts regarding Mexican American representation in the text.	There is no mention of or quotation from a Mexican American in the entire chapter.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> . Yolanda Chávez Leyva

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Public	The University of Texas at El Paso	Momentum Instruction, LLC.	Social Studies	Special Topics/High School	Mexican American Heritage	268-320	Critique of Chapter 6: 1910-1940: Revolution and World War as a whole	Omission of facts regarding gender representation in the text.	There is a total absence of women. The research on women in this time period includes the work of Vicki L. Ruiz, Cynthia E. Orozco, and many others.	A review of chapter 6, Mexican American Heritage <a href="http://masfortexas.org/images/Leyva_MAHreview.pdf">http://masfortexas.org/images/Leyva_MAHreview.pdf</a> Dr. Yolanda Chávez Leyva
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	101	Second column, top right entitled "Enlightenment"	"a European period of heightened intellectual focus on reason and rationality over religion,"	This statement is a one-sided caricature of a complex historical movement. To support its claims, the book focuses on French Enlightenment thinkers. Even among French thinkers like Montesquieu, whom the book itself (p. 101) identifies as a major Enlightenment figure, a strong critique distancing from religion was not universally shared. The Enlightenment movement consisted of thinkers from different nations with varied views about the relationship of reason and religion. To give just one example, the German philosopher Immanuel Kant, whose renowned article "What is Enlightenment?" helped to define the Enlightenment's essence for his and later generations, devoted much effort to reconciling religion and reason in his philosophy.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	296	First paragraph, under "Worldwide Revolution"	"Ever since the days of the French Enlightenment, philosophers had speculated about a new world order free from religion, central authority, and unequal wealth."	As noted above, this statement is a one-sided caricature of a complex historical movement. To support its claims, the book focuses on French Enlightenment thinkers. Even among French thinkers like Montesquieu, whom the book itself (p. 101) identifies as a major Enlightenment figure, a strong critique distancing from religion was not universally shared. The Enlightenment movement consisted of thinkers from different nations with varied views about the relationship of reason and religion. To give just one example, the German philosopher Immanuel Kant, whose renowned article "What is Enlightenment?" helped to define the Enlightenment's essence for his and later generations, devoted much effort to reconciling religion and reason in his philosophy.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	101	First column, second paragraph	The text refers to John Locke as "working from the Puritan tradition"	1.) The book's identification of the English philosopher John Locke as an Enlightenment thinker "working from the Puritan tradition" (p. 101) contradicts its own claims about religion and the Enlightenment.2.) The book's description of John Locke as "working from the Puritan tradition" is misleading. Locke was born to Puritan parents, but Locke's thought had little in common with the thought of the Puritans who founded New England. Unlike the New England Puritans, Locke believed that the sole purpose of government should be to advance secular and civil rather than spiritual and religious interests, and argued that government ought to be based on principles of natural law available to those of all religions rather than on Biblical principles only shared by Christians and Jews.3.) The book neglects to mention that Locke believed in a strict separation of church and state. For instance, Locke's belief that religious practices are not entitled to exemption from generally applicable laws suggests that he would almost certainly disapprove of the types of exemptions many religious conservatives in the United States today have supported in Supreme Court cases like <i>Burwell vs. Hobby Lobby Stores</i> . The book's attempt to convince students that Locke, a crucial figure in the founding of our government, subscribed to Biblical principles on government is inconsistent with historical fact.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	101	First column, first paragraph, under "Reading the Philosophes"	"French revolutionaries believed that people needed to be free from state and religious authority always telling them what to do. One philosopher, Jean- Jacques Rousseau, espoused this sentiment when he said, 'Man is born free, but everywhere he is in chains.'"	1.) To advance its agenda of convincing students that a turning away from religion and unequal private property during the Enlightenment is connected to the development of Communism, the book makes a connection between the Enlightenment and the French Revolution riddled with errors. . . (See also quote from page 296 above.) Rousseau was not an Enlightenment thinker. His Discourse on the Arts and Sciences was a severe critique of major Enlightenment thinkers and their philosophies. Rousseau did not believe in freeing citizens from state and religious authority; his Of the Social Contract famously advocates a legally binding civil religion. Rousseau was a critic of excessive inequality of property, but in Of The Social Contract and other works he supports the right to private property.2.) The book's assertion that Rousseau would have supported the French Revolution is problematic. Rousseau claims in Of the Social Contract that his ideas on political reform are only fit in practice for small, homogeneous countries like Corsica. When commissioned to provide recommendations on reforming Poland's government, Rousseau's recommended reforms were more moderate than those he proposed in Of the Social Contract and more moderate than those the French revolutionaries adopted.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	136	First column, under "the Laws of Nature and Nature's God"	". . . first referenced by Lord Bolingbrook and then his former student Thomas Jefferson."	The text misspells Lord Bolingbroke's name.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	136	First column, under "the Laws of Nature and Nature's God"	"The Laws of Nature and Nature's God": "A foundational premise prescribing that nature encompasses certain laws, obligations, and reasoning that align with Biblical laws and rules by which humans should maintain a certain respect and reverence, first referenced by Lord Bolingbrook and then his former student Thomas Jefferson."	1.) Jefferson never studied with Bolingbroke, who lived in England and died when Jefferson was eight.2.) Jefferson did copy a substantial number of passages from Bolingbroke's work into his commonplace book. The passages Jefferson copied from Bolingbroke's work included criticisms of St. Paul's theology and moral thought, the Book of Revelation, and the divine origin of the Ten Commandments. That is, while the book claims Bolingbroke was a defender of the Bible, Bolingbroke's work in fact made him infamous among his contemporaries in England for his strong and provocative condemnation of fundamental elements of the Bible and central tenets of Christianity.3.) The phrase "laws of nature and nature's God" was commonly used by Deists at Jefferson's time, who were critical of religion derived solely or primarily from Biblical rules and laws. Had Jefferson meant to refer to the Biblical rather than deistic conception of God, he could have used more conventional designations of the Biblical God such as "Supreme Judge," which was also used in the Declaration.4.) Jefferson's private letters, most famously a letter to his nephew Peter Carr, argue that fundamental principles of political and personal morality are available to and can be practiced by all including those who believe in no organized religion. Jefferson's project of creating a Bible that retained Jesus's moral teachings but excised references to miracles and the supernatural are inconsistent with the text's depiction of Jefferson as an orthodox or conservative Christian. The omission of this information indicates the book's purpose of deceiving students about the Biblical roots of our system of government.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	289	Second column, under "separation of church and state"	""the separation of church and state": "a post-Constitution phrase coined by Thomas Jefferson emphasizing the intent that the government should not be involved in the business of the church; often used interchangeably in casual context with the Establishment Clause, which is part of the First Amendment to the US Constitution."	Jefferson used the term "high wall of separation between church and state" in his 1802 letter to the Danbury Baptist Association. The passage's implication ("post-Constitution") that Jefferson's phrase and thought had nothing to do with the Constitution is misleading. Jefferson's views on a strict separation of church and state were shared by James Madison, the most influential drafter of the First Amendment. Madison and Jefferson believed that the Constitution not only limited government involvement with religion as the passage suggests, but that it also placed strict restrictions on government sponsorship of religion. Madison, for instance, opposed government providing payment of military chaplains because it would violate the separation of church and state.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	498	Glossary: 8th definition on the page	(See above quotation.)	(See above explanation.)	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	217	Third paragraph, under "The New Movement West"	". . . [the passage of the Northwest Ordinance] even prohibited slavery, showing the Founding Fathers' commitment to abolition."	Claiming the Northwest Ordinance as evidence of the Founding Fathers' views is problematic because the Ordinance was passed by the Confederation Congress prior to the Constitution's ratification. The text neglects to mention reasons besides a belief in abolition that would have motivated southern states to support the Ordinance's slavery ban. Since effective tobacco cultivation required slave labor, the ban served the economic interests of southern tobacco farmers by preventing a source of economic competition. Had abolition of slavery been the primary object of members of the Confederation Congress as the text claims, it is hard to understand why the legislators in the Congress who also participated in drafting the Constitution did not simply abolish slavery in the Constitution or why George Washington was the only Southern plantation-owning founder to free his slaves.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	218	Second column, third paragraph, under "The Civil War Interrupts Settlement"	"As support for slavery waned in the U.S. in the 1840s and 1850s, various legislators attempted to abolish slavery peacefully and democratically through popular vote in each state. Ultimately, however, the effort to forestall war and secession over slavery and states' rights failed."	1.) The passage provides no evidence for the alleged waning of support for slavery in the U.S. of the 1840s and 1850s.2.) Worse, the text fails to mention various developments during these decades that aimed at extending and reinforcing slavery. For instance, the text makes no mention of the Supreme Court's notorious Dred Scott decision, and only passing reference to the Fugitive Slave Act. Southern support during these decades for conquering new territory and incorporating new states where slavery would be practiced is similarly omitted.3.) Many Southern politicians supported the Mexican War because it would add new slave states to the Union, and attempts to purchase or conquer parts of Latin America including Cuba and Nicaragua for similar reasons. In 1860 Mississippi Congressman L.Q.C. Lamar expressed a desire to "plant American liberty with southern institutions upon every inch of American soil.4.) The text's claim that holding popular votes in	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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									each state was intended to “abolish slavery peacefully” is the opposite of historical truth. The idea of popular sovereignty was introduced by Democratic Presidential candidate Lewis Cass in 1848, who secured his nomination primarily with support from southern defenders of slavery. The passage of the Kansas-Nebraska Act of 1854, which allowed for popular sovereignty in Kansas and Nebraska, did not restrict slavery, but extended slavery. The Act undermined the Missouri Compromise’s ban on slavery in states north of the 36°30’ latitude.	
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	218-219	Second column, third paragraph, under "The Civil War Interrupts Settlement"	“The Southern Confederacy seceded under the leadership of Mississippi Congressman and Mexican-American War veteran, Jefferson Davis. He argued that the U.S. national government had grown too strong, as exemplified in its demands for abolition. Opposing the South’s secession, President Abraham Lincoln headed the Northern Union and rallied troops to force the South into reunification.”	1. ) The text does not tell students that Lincoln in 1860 did not run on a platform of abolishing slavery, and in his 1859 address at Cooper Union expressed support for the enforcement of fugitive slave laws. Many esteemed historians have argued that Southern secession was based on exaggerated fears about abolition, and a belief that Lincoln would not properly respect the power of slave states. Since the Constitution contains no provision allowing for states to secede from the Union, the claim that Lincoln sought to “force” the South to reunify is biased as it gives the impression that Lincoln rather than Southerners were acting unlawfully.2.) The text also does not identify a fundamental contradiction in the Southern support for states’ rights. Perhaps no piece of antebellum legislation gave the federal government more power and interfered with states’ rights more than the 1850 Fugitive Slave Act supported primarily by Southern Congressmen. States’ rights apparently meant little to these Southern Congressmen when these rights came into conflict with instead of supporting their interests in protecting slavery.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	85	Second paragraph, under "ATLANTIC SLAVE TRADE"	"Importing slaves became illegal in the United States in 1808, but domestic slavery did not end until 1863, under the Emancipation Proclamation."	The text mistakenly states on page 85 that the Emancipation Proclamation ended all slavery in the United States. The Proclamation freed only those slaves in territories that were at the time in rebellion.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	220	First sentence in italics	"In this proclamation, issued by President Abraham Lincoln, all American slaves were freed,"	Similarly, the text mistakenly states on page 220 that the Emancipation Proclamation ended all slavery in the United States. The Proclamation freed only those slaves in territories that were at the time in rebellion.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	355	Second paragraph	"The Thirteenth Amendment in 1865 came first, constitutionally abolishing slavery."(Actually CORRECT, but INCONSISTENT with previous two passages from the text.)	The text does correctly state that the Thirteenth Amendment ended slavery on page 355, but never reconciles this statement with its previous mistakes.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	219	First column, second paragraph	"Slavery had been abolished, but the root issue of how strong the national government should be, compared to state governments, would remain unresolved for many years."	The text's account of the period of Reconstruction is deeply biased and contains misleadingly claims that Reconstruction was the cause rather than the effect of discriminatory laws in the South. . . The passage gives students no indication that protecting the newly won freedom of slaves was a major challenge in the aftermath of the Civil War.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	356	Fourth paragraph, under "Roots of Racial and Ethnic Hostility"	"Civil rights moved along a good trajectory after the Civil War, but stalled between 1880 and 1930 because racial inequality had deep roots. Additionally, revolutionary activity in this period encouraged more racial and ethnic hostility."	1. ) The text perversely implies that Reconstruction was responsible for Southern racism in the aftermath of the Civil War rather than the other way around. The text does not mention the notorious Black Codes passed by Southern legislatures from 1865-1866 that substantially undermined the political and economic rights of newly freed slaves, or that this legislation led the United States Congress to approve military rule of the these states through the Reconstruction Acts.2.) The text's allegation on page 356 that revolutionary activity in the late 19th and early 20th centuries was a major cause of "racial and ethnic hostility" receives no serious support or defense in the text. The text is unbalanced because it ignores the possibility that victims of oppression may have turned to radical forms of political protest and radical political organizations when they could not secure reform through mainstream electoral politics, and fails to mention that radical political organizations were at times in the forefront in protesting racial inequality. To give just one example, the Communist Party USA provided crucial legal support to the accused African-American teenagers in the Scottsboro Boys case.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	357	First paragraph, under "Anti-Reconstruction & Jim Crow Laws"	<p>"Forcing civil rights on Southern states during Reconstruction failed because it bypassed representational avenues and trumped the beliefs of millions of citizens, including veterans and previous legislators from the South. While freed slaves were being mass registered for the Republican Party by Republican governors, southern white citizens had been disenfranchised."</p>	<p>1. ) Once white Southerners regained full representation at Reconstruction's end, though, the rights and equality of African-Americans were eroded by discriminatory legislation. To the extent that civil rights of African-Americans received protection after the Civil War, it was due to the Reconstruction policies the book identifies as a failure. The claim that Reconstruction "failed" is unbalanced because it does not note that the protection of the safety and rights of African-Americans and the ability of African-Americans to vote and hold elected office in the South were greater in many respects during this period than they were for almost a century or more after Reconstruction ended.2. ) Finally, the passage does not acknowledge the perspective of Unionists at the time and many subsequent historians that Southern whites had lost the franchise because they committed treason by seceding from and waging war against the Union.</p>	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	362	First paragraph, under "Negative Experiences"	<p>"Also fueling racial and ethnic hostility were everyday, negative experiences between people of different cultures. In Texas, California, and New York, this was especially common as different groups judged and misjudged others based on their lifestyle, standard of living, or religious practices. To some, foreigners seemed to bring poverty, crime, disease, and a tax burden. Others attributed alcoholism or other negative traits to groups they observed committing the offending behavior."</p>	<p>The text essentially blames the victims of injustice for their own persecution. . . By identifying discrimination with misjudgment and misunderstanding, the text minimizes the extent and severity of discrimination, and the profound suffering that it often caused. Perhaps even worse, the text does not attempt to examine the accuracy of the negative stereotypes it applies to foreigners, and minority racial and ethnic groups. The book thus gives readers the impression that those discriminating had a legitimate basis for the stereotypes they held, and that "foreigners" might have deserved the discrimination practiced against them. This is group character assassination by insinuation.</p>	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	374	Second paragraph, under "Chapter Summary"	"Among the American public at large were scuffles between different racial and ethnic groups who misjudged and misunderstood each other."	(See above explanation.)	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	217	First paragraph	Regarding the opening of the West in the last half of the 19th century: "All were in the quest for self-betterment together, and the U.S. government aided this quest by creating laws that encouraged individuals to mine land themselves, purchase it, and keep the profits. This was unique in the history of the world and undergirded many people's decisions to come. . . . The Immigration Act of 1882 imposed a 'head tax' of 50 cents per immigrant in order to pay inspectors, doctors, and government officials who were now staffing the ports.	The text does not mention the Chinese Exclusion Act of 1882 which preceded the passage of the Immigration Act of 1882, and forbid the entry of Chinese immigrants into the United States.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	236	End of second paragraph	"Overall, it was generally easy to enter the country, and only about 2% of newcomers were denied entrance."	The 2% exclusion figure is at best highly misleading and, at worst, a gross manipulation of statistics since it does not account for the blanket denial of entry to all potential Chinese immigrants. Had these immigrants been included, the exclusion rate would be significantly higher.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	226	First paragraph, under "RAILROAD LABORERS"	"Many immigrant groups also had 'bosses' who translated English and maintained control of their groups, sometimes leading strikes if workers were taken advantage of or went unpaid. It was tremendously difficult work, but some diaries kept by laborers reveal they considered it more exciting than simple fieldwork and more likely to lead to skilled jobs later on."	The mistreatment of Chinese is whitewashed in this passage. . . In addition to romanticizing dangerous and grueling labor, the passage ignores that Chinese railroad workers worked longer, and were paid less than their white counterparts.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	223	First paragraph	“One Irish immigrant recorded, ‘You can, as soon as you get into regular employment, save the price of an acre and a half of the finest land in the world every week! And in less than a year, you will have enough money to start to the West and take up an 80-acre farm which will be your own forever.’ Land ownership was a unique opportunity, arising from the U.S. acquisition of territory as well as its desire to sell it off.”	This passage romanticizes the economic opportunities for and conceals economic exploitation of farmers in the last half of the 19th century. . . From this account, the reader would never suspect that western farmers’ feelings of economic exploitation by railroad companies, large landholders, and financial institutions were sufficiently widespread to spark the rise of the Greenback and Populist Parties.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	380	First paragraph, under "Introduction"	“Between 1945 and 1991, major wars all across the globe were ultimately the result of Communist countries trying to spread their system and the United States trying to prevent it.”	The Cold War does offer many examples of aggression by the Soviet Union and Communist countries, but the suggestion that all the major wars of aggression during the Cold War were attributable solely to Soviet and Communist aggression is a significant exaggeration. The following sentences include only a partial list of interventions most scholars would agree were initiated by the United States. During the Eisenhower administration, the United States undermined popularly elected governments it perceived as radical in Iran and Guatemala. During the Kennedy Administration, the United States attempted to overthrow the Cuban government through the Bay of Pigs invasion, and undermine or destabilize popularly elected governments in British Guiana and Brazil. The Johnson administration sent United States military forces to intervene in the political affairs of the Dominican Republic, and provided assistance to the overthrow of the Sukarno government in Indonesia. During the Nixon administration, the United States sought to undermine or destabilize regimes in Cambodia and Laos.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	385	First paragraph	<p>“The loss of Eastern Europe behind the Iron Curtain and the subsequent fall of Southeast Asia to Communism motivated the United States to take action between 1950 and 1990. Wherever the Soviet army went, capitals were overtaken, religion was outlawed, economic and environmental abuse occurred, schools and information were controlled, and food, medical care, and housing suffered. Afterward, missile bases and nuclear weapons were built to defend the regime. All over the world, the USSR was coercing allegiance to this new order, and the United States felt compelled to resist it.”</p>	<p>The text’s claim that support for Communism was solely the result of Soviet aggression also ignores indigenous support for Communist regimes. To take only the case of Vietnam, religious persecution, unequal distribution of land, and the general incompetence of the governments of Ngo Dinh Diem, and his successors were significant contributors to the rise of Communism among South Vietnamese.</p>	<p>Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester</p>
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	384	First paragraph	<p>“China then sponsored Communism’s advance into Southeast Asia, especially Vietnam, an event Americans attempted to thwart from 1954 to 1975. After the U.S. lost this important ground, Communism spread into Laos, Burma, and Cambodia where millions more died under revolutionary takeover. This spread of Communism into bordering areas was called the domino theory, and motivated U.S. containment efforts.”</p>	<p>1. ) This passage provides a simplistic account of the Vietnam War and Communism in Asia. . . The text neglects to mention that prominent American politicians and scholars during the early 1960s and subsequently questioned if the domino theory was accurate. President Kennedy’s and Johnson’s Secretary of Defense Robert McNamara admitted in his 1995 memoir, for instance, that he believed the domino theory undergirding the Vietnam War was wrong. The text offers no explanation of or support for its claim that Southeast Asia was “important ground” in the Cold War.2. ) The passage also neglects to mention that many foreign policy analysts at the time and subsequently claim that the 1969 bombing campaign of Cambodia authorized by the Nixon administration contributed to the undermining of the government of Prince Sihanouk and the eventual takeover of power by the brutal Khmer Rouge regime.</p>	<p>Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester</p>

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	385	Second paragraph, under "Sovietizing Latin America"	"Although the Cold War officially began after World War II, Latin America had already experienced decades of anti-Western thought and revolution. From the Mexican-American War in 1848 and the Banana Wars of the early twentieth century, opposition to the U.S. was already a rallying point among many Latin Americans."	The text ignores and misrepresents indigenous support for Communist and other radical political movements in Latin America. The attempt to attribute sympathy for radical political reform and movements solely to "anti-Western thought" is both vague and unbalanced claim. The passage does not encourage students to consider that intervention of the United States in Latin America may not always have been justified, and may have at times fueled legitimate resentment of the United States and its policies.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	388	Second paragraph, under "The Cuban Revolution"	"In 1959, Cuba was a modern, literate nation with a growing middle class. Like most Latin nations, it still had a heavy export economy, but progressive health, education, and technology were being developed. This stopped suddenly when Cuba was radicalized by Che Guevara and Fidel Castro, who turned the nation into a base for Communist revolution in the 1960s."	The text ignores scholarly claims that the decline of the sugar industry and the educational system, the rise in illiteracy, and the political repression that occurred during the regime of Fulgencio Batista led many Cubans and members of the military to withdraw their support from the Batista government in favor of Castro. Indeed, the text contradicts itself later on the same page calling the period before Castro's rise "two decades of dictatorship and turmoil."	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	388	Last paragraph, under "Guevara and Castro Create the Revolution"	"In December 1856, Castro led a small guerillaarmy with his brother Raúl as well as Che Guevara, which wassuccessful."	The text mistakenly claims the Cuban revolution began in 1856 rather than 1959.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	398	First paragraph	“Many fled rural areas where guerilla movements took over villages and mountainsides. Not only did this cause major strain on urban cities that could not provide enough jobs or resources for the majority of the population, it also caused the growth of crime, as citizens found it difficult to get what they needed. Mafias, crime rings, black markets, gangs, and gun violence all proliferated in Latin cities in order to provide money, goods, and protection.”	The text attributes the rise of the mafia in Latin America to Communism, but fails to note the significant involvement of the United States mafia in the Cuban economy under the Batista regime, and the elimination of this involvement following the Cuban revolution. The general lack of discussion pertaining to radical movements in Latin America and political repression and economic injustice sponsored by the United States is evident in the text’s treatment of reformist and revolutionary movements.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	389	Second paragraph, under "The Bay of Pigs & Cuban Missile Crisis"	“It became clear how much of a threat Communism was, and how far revolutionaries were willing to go to beat American influence in the world.”	The text does not note that Castro may have supported installation of missiles in part to defend his regime against being overthrown by the United States. The passage fails to mention, for instance, the Bay of Pigs invasion and the continued efforts of the Kennedy administration to undermine the Castro regime during Operation Mongoose that preceded the installation of missiles.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	387	First column, second paragraph, under "Guatemala"	“In 1950, the Guatemalan president Jacobo Árbenz believed it was time to nationalize the Guatemalan economy, starting with the banana industry, which was Guatemala’s key source of income. The United States owned the banana farms, factories, and railways, but Árbenz seized all the property and prepared to redistribute the land to peasants. The U.S. suspected that Communist control and communes were forthcoming, so President Eisenhower organized a small military force and ordered the overthrow of Árbenz in 1953. Eisenhower then helped install a new president, Carlos Castillo Armas, who was willing to work with the United States and allow them to use Guatemala as a base for training contras, or anti-Communist rebels.”	1. ) The text commits a factual error by claiming that the United States as opposed to United States companies, and in particular the United Fruit Company owned banana farms and factories in Guatemala. 2. ) The text does not note that Arbenz was popularly elected, the belief of many Guatemalans that the United Fruit Company wielded disproportionate political and economic influence, the extent of the inequality in wealth and land that Arbenz was attempting to address, and Arbenz’s stated willingness to compensate the Company for its losses. Without this context, the text gives students the unbalanced and misleading impression that Arbenz’s overthrow was a morally justified response to Arbenz’s redistributionist policies.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	393	Second paragraph, under "Chile"	"In 1973, the Chilean Supreme Court and Congress permitted the military, run by General Augusto Pinochet, to put the country under martial law to restore order. A very violent turnover ensued, but Chileans permitted it because they expected the army to call for elections as soon as they subdued the revolutionaries. Instead, a military dictatorship remained for 16 years who repressed unions and basic civil liberties. The nation had swung from one end of the political spectrum to the other almost overnight."	1. ) The passage's claim that the Chilean population "permitted" the military coup receives no substantiation in the text. More disturbingly, the text's implication that the thousands of Chileans who were illegally detained, tortured, or murdered during the coup and its aftermath "permitted" these human rights violations is profoundly offensive to victims of this persecution.2. ) The text omits evidence suggesting possible CIA involvement in a plot to kidnap pro-democracy Chilean general Rene Schneider, and United States involvement in concealing the extent of human rights abuses under the Pinochet regime.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	391	Second paragraph, under "Nicaragua"	"Concerned that Nicaragua would follow the path of Cuba, U.S. President Ronald Reagan stopped economic trade with Nicaragua and organized a guerilla army of contras to disrupt the Sandinista regime."	1. ) The text does not note that the administration of President Carter had severed aid to the Somoza regime that preceded the Sandinista regime because of its human rights abuses.2.) The texts does not mention the passage of the Boland Amendments by Congress that forbid assistance to the contras for the purpose of overthrowing the Sandinista regime. On a related note, the text makes no mention of the Iran-contra affair, and that the funding to the contras at the heart of the affair broke the law by violating the Boland Amendment.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	395	Last paragraph, under "Grenada"	<p>Although this kind of direct American involvement had not occurred in Central America since the 1920s, the changeover in control was positive for citizens . . .</p> <p>They avoided the kind of chaos that other Latin nations were experiencing. The event inaugurated the turning of the tide of Communism in Latin America."</p>	<p>Through this statement, the text continues its factually problematic account of the Reagan administration's anti-Communism activities.1. ) The claim that Grenada was the first direct U.S. involvement since the 1920s is factually incorrect because the U.S. committed over 22,000 troops in its 1965 intervention in the Dominican Republic, and the United States occupation of Nicaragua did not end until 1933.2. ) The text does not provide any serious support or defense for its dubious claim that the invasion of Grenada "inaugurated the turning of the tide of Communism in Latin America." Communist revolutions in El Salvador, Nicaragua, and Peru, for instance, lasted well beyond the invasion of Grenada.</p> <p>3. ) The text never explains why if direct intervention in Latin America was crucial to "turning the tide" against Latin American communism, Johnson's much larger military intervention in the Dominican Republic did not contribute to or have the effect of preventing or rolling back communism in Latin America. For these reasons, it is hard to escape the conclusion that the book's claim stems from a desire to venerate Ronald Reagan and exaggerate his accomplishments.</p>	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	397	First paragraph	<p>“By the 1980s, Ronald Reagan took a more definitive stand against Communism by calling it an ‘evil empire’ and</p> <p>opposing its spread directly. Building up America’s military and boosting its economy allowed him to intimidate the Soviet government, which was running out of money.”</p>	<p>This and other passages on President Reagan omit crucial information.1. ) Ronald Reagan himself never claimed that he or his policies had won the Cold War.2. ) The book does not identify other significant causes of Soviet economic decline besides the desire keep pace with the Americans such as the Soviet-Afghan war, or the role Mikhail Gorbachev played in ending the exclusive power of the Communist Party in Russia.3. ) It does not note that the Reagan Administration’s military buildup was based on an assessment by United States intelligence agencies in the early 1980s that the Soviet Union was becoming stronger, not weaker.4. ) The fact that levels of Soviet military spending remained constant during the 1980s belies the book’s claim that the military buildup under the Reagan administration bankrupted the Soviet economy.</p> <p>5.) Moreover, the text dishonors Reagan’s legacy by misrepresenting the true nature of his accomplishments. While Reagan’s approach toward the Soviet Union in his first term was notable for increased military spending, his second term was notable for its open and positive response to Gorbachev’s reforms and willingness to negotiate with Gorbachev. Hawkish foreign policy advisers inside and outside the administration were often harshly critical of Reagan’s significant attempts at rapprochement with Gorbachev. Many foreign policy analysts have argued that Reagan’s peace overtures and willingness to negotiate with Gorbachev enabled Gorbachev to carry out more widespread reforms in Soviet domestic and foreign policy. Emphasizing Reagan’s role as an aggressive Cold Warrior, as the book does, ignores his legacy as a leader of efforts at negotiated peace.</p>	<p>Denying Diversity: A Review of Mexican American Heritage</p> <p><a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a>Dr. Emile Lester</p>

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Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	399	Begins at "Ronald Reagan40th U.S. PresidentJune 12, 1987"	Entire page. (Not a matter of factual error, but a lack of relevancy.)	The text does not explain how including Reagan's speech at the Berlin Wall on page 399 is relevant to Mexican-American history.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	The University of Mary Washington, Dept. of Political Science and International Affairs	Momentum Instruction, LLC.	Social Studies	Special Topics/Mexican-American studies	Mexican American Heritage	396	Last paragraph	"In the 1970s, U.S. President Nixon signed the first nuclear weapons limitations with the USSR that slowed the arms race."	The text does not mention the atmospheric testing ban negotiated with the Soviet Union by the Kennedy administration in 1963.	Denying Diversity: A Review of Mexican American Heritage <a href="http://masfortexas.org/images/Lester_MAHreview.pdf">http://masfortexas.org/images/Lester_MAHreview.pdf</a> Dr. Emile Lester
Public	Librotraficante	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	Cover to end of the book.	From the cover to the end of the book.	Throughout the entire text, these terms are used incorrectly: Mexican American, Hispanic, Chicano, Latino,	No simple line edits could fix these erros. The book is entirely flawed.	
Public	UTSA Mexican American Studies (SOMOS MAS)	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	240-266	Entire chapter	Error of omission: This entire chapter focuses on Mexico's path to modernization, from 1850-1910. The title of this book is Mexican American Heritage, yet the authors do not ONCE discuss Mexican Americans and their experience in the U.S.	To focus on the cultural, sociopolitical and economic experience of Mexican Americans in the US., at least beginning from 1848 (not 1850), with the signing of the Treaty of Guadalupe Hidalgo. Such an analysis would offer insight to the ways in which Mexican Americans, as new citizens of the nation-state, became incorporated into the U.S. politically and economically and how they responded to the changes of annexation.	David Montejano (1987). Mexicans and Anglos in the Making of Texas. Austin: UT Austin Press.Jose F. Moreno (1999). The Elusive Quest for Equality: 150 years of Chicana and Chicano EducationMartha Menchaca (2001). Recovering History, Constructing Race: The Indian, Black, and White Roots of Mexican Americans. Austin: UT Austin Press. Arnoldo de Leon (1983). They called them greasers: Anglo attitudes toward Mexicans in Texas, 1821-1900. Austin: UT Press.
Public	Somos MAS	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	381	Paragraph two	Error of omission. Paragraph discusses "Takingover Hungary, Czechoslovakia, and others, the USSRturned their governments into Communist regimes and cutoff their contact with the Western world." No mention of Mexican Americans	Delete the entire section and focus on communism as it affected Mexican American activists and union members.	UTSA oral history collection: Emma Tenayuca interview.

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Public	Somos MAS	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	382	Second paragraph	Anti-communist rhetoric presented as fact: "Many communist countries display numerous pictures of their leaders or reminders of patriotic duty so that citizens will remember to think loyally at all times. Communism exists on a spectrum of intensity, and different kinds of communism have been observed across the world, but the inability to speak, worship, vote, and conduct business freely are common identifying characteristics. Many communist countries also have conspicuous government officials who police public spaces to control daily activity."	Move from broad generalizations to one or two specific, proven examples.	
Public	Somos MAS	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	381-401	381-401	Not one mention of Mexican Americans in a textbook about Mexican Americans.	Remove entire chapter.	
Public	Somos MAS	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	384	Vietnam War section	No mention of the contribution of Mexican Americans in the Vietnam War. No figures on enlistment rates, volunteer rates, casualties, or medal of honor recipients.	Detail the service of Mexican Americans in Vietnam and the effects of their service.	Income and Veteran Status: Variations Among Mexican Americans, Blacks and Anglos Harley L. Browning, Sally C. Lopreato and Dudley L. Poston, Jr. American Sociological Review Vol. 38, No. 1 (Feb., 1973), pp. 74-85

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 8	"Just like Europeans or Asians, there were racial similarities between Indians, but there were also countless differences. Some Indians from tribes like the Waorani in Ecuador or the Yuki in California were typically very short, while the Arapaho and Iroquois Indians were known to be tall. The Inuit and Cheyenne had lighter skin, and many Amazon Indians had black skin. The Caddo pierced their noses, while the Tlingit inserted earplugs that stretched their earlobes over time. Body markings were common across Indian society to mark coming of age, victory in battle, marital status, or social rank, but there was a wide range of expression through body painting, piercings, scars, and tattoos of various forms."	This view of racial and cultural difference stems from 19th century ideas we now know as scientific racism, which has been disproved and discredited in anthropology and biology. There is only one human race and diversity in physical features is a product of adaptation to different environments over time. The second part of the sentence focuses on cultural differences and conflates them with race. In sum, the paragraph is promoting racism – the idea that human cultural differences are biological and physical characteristics can be grouped as indicators of discrete racial groups.	The authors set up this paragraph with the suggestion that they are making a cultural comparison with European and Asian societies. No meaningful comparison is being made about them presented in a comparative analysis. More importantly, passage sets forth an antiquated and essentialist concept of race as the division of human species based on differences in physical features defined by heredity. The correction would be to completely rewrite this section.	Gould, Stephen Jay. 1981. The Mismeasure of Man. New York: Norton. <a href="http://www.understandingrace.org/about/index.html">http://www.understandingrace.org/about/index.html</a>
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 10	Pantheistic definition: "A belief that plants, animals, and objects in nature have spirits that should be honored and sometimes feared."	This definition more closely represents the anthropological definition of "animism" not pantheism.	Correct the definition. Pantheism is a European philosophical belief that God exists throughout the universe.	Segal, Robert Alan. 2006. The Blackwell Companion to the Study of Religion. Malden, MA: Blackwell

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 10	<p>“Massacre was an effective strategy because the victor gained complete possession of the vanquished tribe’s land. Sometimes there was ceremonial beheading, scalping, or partial cannibalism. A common North American Indian practice was beating the dead, with the highest honor given to the warrior who struck the first blow. If massacre was not the objective, captives might be taken to be ransomed if the tribe had economic needs or taken as prisoners of war if the tribe was depopulated. It was common for wives to be kept as concubines and children to be kept as slaves and adoptees of the victorious tribe. Some tribes in the Pacific Northwest such as the Haida were even feared as habitual slave-raiders.”</p>	<p>Native American peoples did not use massacre, war, slavery and genocide as a way to gain private land. They did have conflicts, but cooperation and building alliances was much more common as peaceful relations were essential to their survival. Large city-states did engage in ritualized forms of battle and demanded tribute from surrounding communities under their submission. All highly complex societies throughout the history of the world are both brutal and refined. The way the authors describe Native American warfare in this section is a projection of European forms of conquest and domination as part of capitalistic ventures. In this way, they are attempting to justify these actions by defining Native peoples a savage, warlike, and greedy. This does not match up with the evidence, which is very complex regarding Indigenous warfare. In addition, Native American practices of unfreedom are not to be equated with the capitalism-driven chattel slavery of Africans that Europeans practiced. The slave trade or captivity as it is known in New Mexico among the Apache and Comanche began in the 1700s as a direct response to, and often in retaliation for Spanish colonialism. Slavery as an American institution developed as a result of European colonialism and imperialism.</p>	<p>Remove this passage. It contains both factual errors and errors of interpretation.</p>	<p>Brooks, James, and Omohundro Institute of Early American History &amp; Culture. 2002. Captives &amp; Cousins : Slavery, Kinship, and Community in the Southwest Borderlands. Chapel Hill, NCThornton, Russell. 1987. American Indian Holocaust and Survival : A Population History Since 1492. The Civilization of the American Indian series, v. 186; Civilization of the American Indian series, v. 186. Norman: University of Oklahoma Press. Chacon, Richard J., and Ruben G. Mendoza. 2007. North American Indigenous Warfare and Ritual Violence. Tucson: University of Arizona Press. Carrasco, David. 1999. City of Sacrifice : The Aztec Empire and the Role of Violence in Civilization. Boston: Beacoeess.</p>

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 11	<p>“In recent years, historians such as Jared Diamond have emphasized the disadvantage</p> <p>Indians had compared to the Europeans who conquered them, due to their lack of guns, steel, and immunity to diseases like smallpox.”</p>	<p>This is a gross oversimplification of Jared Diamond’s argument. Diamond’s book outlines environmental factors, or what he terms, “ultimate causes,” beginning during the Pliocene that led to Europeans having guns, germs and steel. His argument is NOT that indigenous people of the Americas were lacking in innovation or intelligence. They had different natural resources at hand and developed different kinds of civilizations and technologies because of the resources they had. In this passage, the authors use Diamond to support their argument that</p> <p>Europeans were superior and that indigenous people were lacking in technology because they lagged behind Europeans in their evolutionary development. In addition, they use Diamond to support the discredited claim that diseases killed indigenous peoples, not wars with Europeans. Of course indigenous people were susceptible to European diseases and many did fall to these plagues, but it was also because the invaders disrupted their trade routs and ability to subsist that they succumbed to disease in such large numbers. People fall victim to diseases in mass when they are already weakened by starvation and war.</p>	<p>Remove this passage. It is misleading in its interpretation of Jared Diamond's thesis.</p>	<p>Cameron, Catherine M., Paul Kelton, and Alan C. Swedlund. 2015. Beyond Germs : Native Depopulation in North America. Tucson: The University of Arizona Press.</p>

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 12	he subsection: "Religion and Social Customs"	There is scholarly literature related to Native American cultures that examines the variety and complexity of their religious and social view. Here the authors argue that there is no information on this subject.	A more robust analysis of the Native American religion and social customs is needed.	Harrod, Howard L. 1995. Becoming and Remaining a People : Native American Religions on the Northern Plains. Tucson: University of Arizona Press. Niezen, Ronald., and Kim. Burgess. 2000. Spirit Wars : Native North American Religions in the Age of Nation Building. Berkeley: University of California Press. Erdoes, Richard, and Alfonso Ortiz. 1984. American Indian Myths and Legends. New York: Pantheon Books.Carrasco, David. 1990. Religions of Mesoamerica : Cosmovision and Ceremonial Centers. Religious traditions of the world; Religious traditions of the world. San Francisco: Harper & Row.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 12	"Indians in North and South America also lacked the technological advancements of the wheel and domesticated animals, which had wide-ranging implications. In most areas, nomadic Indians had to live on what they could hunt or gather instead of being able to herd, ranch, or raise food sustainably on farms. In settled civilizations where Indians did farm, agriculture was difficult without animals to pull loads or provide manure for fertilizer. The lack of horses, oxen, and carts meant that Indians could not carry heavy loads of goods or people. This limited their ability to trade and migrate. Some Indians in	Native American agricultural systems ranged from complex systems that helped sustain large communities in Mesoamerica in the millions to smaller urban communities in North America. Native American trade networks extended from Mesoamerica to the Southwest, and within North America.	The passage is incorrect and needs significant revision detailing the vast trade networks that existed throughout the Americas and the broad diversity of Native American communities and civilizations.	Gabriel, Kathryn. 1991. Roads to Center Place : A Cultural Atlas of Chaco Canyon and the Anasazi. Boulder: JohnBooks. Dunbar-Ortiz, Roxanne. 2014. An Indigenous Peoples' History of the United States. Revisioning American history. Boston: Beacoess.Cameron, Catherine M. 2013. "How People Moved among Ancient Societies: Broadening the View." American Anthropologist 115 (2): 218-231. doi:10.1111/aman.12005.Trigger, Bruce G., Wilcomb E. Washburn, and Richard F. W. Adams 1996 The

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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							South America had llamas to help transport goods, but llamas could only carry small loads, and slowly. In addition, without being able to travel long distances by horse or wagon, communication was limited to scouts or foot-runners. It was difficult to know what was going on in distant locations."			Cambridge History of the Native Peoples of the Americas. Cambridge, England: Cambridge University Press.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 14	"While the majority of Indians throughout North and South America migrated continuously, some tribes chose to settle in Peru or an area in Mexico and Central America called Mesoamerica."	This is incorrect. The majority of Native American societies were not nomadic. They lived in seasonal villages, settled towns, and city-states.	Delete this section.	Dunbar-Ortiz, Roxanne. 2014. An Indigenous Peoples' History of the United States. Revisioning American history. Boston: Beacon Press.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 14	"While the early Latin American civilizations differed from one another, they also had significant similarities. Each had urban cores with distinctive monuments and outlying farm areas."	The use of "Latin American civilizations" for pre-European contact is an error in usage. Latin America is a term utilized to categories nations that were once former Spanish colonies.	Mesoamerican civilizations or Pre-Columbian	Trigger, Bruce G., Wilcomb E. Washburn, and Richard E. W. Adams. 1996. The Cambridge History of the Native Peoples of the Americas. Cambridge, England: Cambridge University Press.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 26	"The prophecy of Quetzalcoatl as ancient and trusted legend was one important reason why the Spanish were not immediately driven off by an Indian population that far outnumbered them."	The issue of Moctezuma II or other Aztec peoples believing Hernan Cortes was Quetzalcoatl is a historiographical debate that is being asserted as fact.	Delete this section or offer a discussion of the debate.	Nicholson, H. B. 2001. Topiltzin Quetzalcoatl : The Once and Future Lord of the Toltecs. Mesoamerican worlds. Boulder: University Press of Colorado.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 32	"No other civilization created, singlehandedly, such a reign of terror."	This is an assertion of fact that is not based on any scholarship. For a comparison, see the Germany Nazi Holocaust that resulted in the deaths of over 6 million Jews.	Delete this statement.	

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 39	"In mit'a, there was no private economy, trade, or occupation to produce goods that could be paid as taxes. There was instead a centralized economy where Indians paid their taxes through labor, or working for the collective. It mirrored, most closely, European socialism. Instead of paying tribute with currency, harvest, or goods, natives rotated their wage-less labor in the army, mines, and publicly owned fields. Any textiles, utensils, roads, or buildings the empire needed, the mit'a laborers worked to produce."	Meaningless comparison based on anachronism. The Peruvian mit'a system is nothing like European socialism. First, European socialism did not exist until the 20th century. How can the authors possibly compare the Peruvian city-state with European socialism? The reason this comparison is being made is purely ideological.	The comparison is meaningless. Delete section.	
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 64	"In 1598, Juan de Oñate established peaceful relations with the Pueblo Indians and successfully colonized the Santa Fe area, incorporating that area into Spanish Mexico."	No, this was done through wars of conquest in which many Pueblo people were killed. In addition there was the massacre at Acoma in which Oñate killed 400 people and enslaved the rest, cutting one foot off of every young man. This is remembered in the Pueblos today. Oñate was tried and convicted of crimes against the Native people of the New Mexico and was banned from returning. He was stripped of his post and sent back to Spain where he became a lowly clerk. Relations between the Spanish and Pueblos were tense and tenuous. The Pueblos revolted against the Spanish in 1680 and cast them out for 12 years. There is no mention of this event in this textbook.	Delete this section or provide a historically accurate account.	Liebmann, Matthew. 2013. Revolt : An Archaeological History of Pueblo Resistance and Revitalization in 17th Century New Mexico. Tucson: University of Arizona Press.

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

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Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 66	"The Protestant Reformation significantly changed Europe so that, newly freed from Popes and absolutist kings, settlers were looking for religious freedom and business ventures."	Prior to the Protestant Reformation the concept of limited monarchy existed in England and Spain, particular over issues of taxes. IF While the Protestant Reformation representative a significant event that lead to a series of religious wars it was not the causally factor for the decline in absolutists monarchs. A more complex process occurred related to notions of human rights, and philosophical understandings of society and rule that was expressed by both Protestants and Catholics.	Delete this section or provide a historically accurate account.	Thompson, Stephen P. 1999. The Reformation. Turning points; San Diego, Calif.: Greenhaves.
Public	Our Lady of the Lake University	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 67	"The Protestant Reformation decentralized politics, economics, and religion, which encouraged a new kind of colonialism in the New World. The goal was to settle, trade, and produce goods for sale, not to find gold and silver nor to turn the natives into loyal subjects of the king."	The Protestant Reformation was not the causal factor for "decentralized politics, economics, and religion, which encouraged a new kind of colonialism in the New World." Nor did it produce the emergence of merchant capitalism other factors did.	Delete this section or provide a historically accurate account.	Thompson, Stephen P. 1999. The Reformation. Turning points; San Diego, Calif.: Greenhaves.

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Public	The University of Texas at San Antonio	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	p. 146	p. 146	The text also describes Spanish territory as being in need of US intervention out of concern for Latin republics that recently acquired independence from Spain. The text reads: "When the United States noticed how much trouble Mexico and New Latin Republics were having getting on their feet, they were concerned that European powers would move in and take advantage. "(146) The text then gives a limited reading of the Monroe Doctrine that argues that the policy was designed to protect Latin America from outside invasion and exploitation. The text reads: "The United States took a protective stance and leadership role in the western hemisphere through the Monroe Doctrine, beginning in 1823"(146)	as Juan Gonzalez points out, the mandate was ignored by European nations: "Notwithstanding the Monroe Doctrine's strong language, European government successfully pursued more than a dozen major interventions into Latin America during the rest of the century, and numerous minor ones with only occasional US opposition"(39). Gonzalez continues to note that "worse than the many US failures to honor its own policy was how subsequent presidents turned doctrine to into its opposite"(39). This includes the seizing of Mexico by the US government and military. In the Mexican American Heritage, the explanation of the Monroe Doctrine also suggests that the doctrine protected Mexico when in fact, it opened the door for US expansion and exploitation of Latin America.	Gonzalez, J. Harvest of Empire
Public	The University of Texas at San Antonio	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	pp.110-117	pp. 110 and 117	One crucial missed opportunity comes when the authors describe the revolutionary figure and 2nd President of Mexican, Vicente Guerrero as alienating "criollos and intellectuals who had supported independence"(110). The text never mentions that Guerrero was Afro Mexican who personalized efforts to abolish slavery, but instead suggests that Guerrero worked to abolish slavery to please his constituents (117). The text, not only erases Guerrero's Blackness, but also critiques his fight against slavery as a political move while never mentioning that slavery was abolished in Mexico by 1829, 36 years before the US. In fact, the text completely ignores slave trade in Mexico and the political and cultural history that remain from these histories	The text should highlight that Guerrero was Afro Mexican who personalized efforts to abolish slavery,	Gates, HL. Black in Latin American Horne, G. African Americans and the Mexican Revolution

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Public	The University of Texas at San Antonio	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	p. 138	p. 138	“Common Americans expressed themselves in avenues outside government—businesses, churches, and voluntary associations. Americans voted with their feet and their money, going to new places or creating new options of they did not like the ones they had; they did not raise an army. Mexicans in contrast did not have any of these options, so revolutionary actions became the standard way to voice an opinion. The average Mexican had no freedom of religion, no right to own land, no education, and very little industry or free market to give them opportunity. These were some of the major obstacles the young Mexican republic had to conquer if they were going to break free from the colonial shackles they inherited”(138).	The text describes Mexico as inadequate for self government in desperate need of US intervention but does not mention the US’s role in helping to create this environment through occupation and later exploitation of the nation’s economy.	Gonzalez, J. Harvest of Empire
Public	The University of Texas at San Antonio	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	p. 150	p. 150	According to the text, “Texas was a “predominantly American development” and constantly refers to Mexico’s inability to “settle their northern frontier well” because they left it “largely undeveloped, unprotected, and unmonitored,”	The text should maintain that Native Americans were in the region at this time	Acuña. R. Occupied America
Public	The University of Texas at San Antonio	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	p. 156	p. 156	The authors suggest that as a result of Mexican paranoia, “Mexico City started to build garrisons in Texas and station soldiers in customs houses, military forts, and other public places to keep closer tabs on commoners” and “Texans knew they were being monitored for compliance and deeply resented this power grab “(156). According to the authors, the motive behind the Mexican American War was Mexico’s fear of the US rather than the US’s acquisition of Mexico’s resources through military brute.	This version of what started the Mexican American War leaves out the economic gains that were motivating the US to go war.	Acuña. R. Occupied America
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	352	1st paragraph	“...to incentivize immigrants—Latinos in particular—to become naturalized and assimilated so they could enjoy basic American freedoms.”	Immigration policy during the late 1950s and early 1960s did not seek to incentivize immigrants. This is wrong.	

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	354	Introduction, 1st paragraph	“The period between 1880 and 1930, when immigration and revolutionary activity were at their peak, set back early civil rights because fears about the political ambitions and values of immigrants and minorities were strong. Due to both real and imagined events, it became easy to stigmatize entire groups. Segregation, ghettos, and non-assimilated enclaves encouraged this.”	This is absolutely incorrect as various civil rights efforts and organization began during this time period. One of the largest groups being the League of United Latin American Citizens (LULAC).	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	357	1st paragraph, 1st sentence	“Forcing civil rights on Southern states during Reconstruction failed because it bypassed representational avenues and trumped the beliefs of millions of citizens, including veterans and previous legislators from the South.”	Reconstruction policies sought to re-establish a united nation on the basis of the authority given to the federal government by the United States Constitution and the Civil War victory.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	360	2nd paragraph	“Gompers believed that minorities, especially illegal Mexican workers, threatened Americans by taking their jobs and driving down wages.”	Gompers agreed to allow the entry of Mexican Americans into AFL unions and appointed the first Mexican American labor organizers to demonstrate his sincerity. However, he also allowed local unions and state federations to restrict membership according to nativity.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	363-365	Pages 363 to 365	It is not one single line but the omission of several key points on pages 363 to 365.	The authors fail to discuss the significance or even mention major leaders and organizations that argued for equal rights for Mexican Americans in the 19th and 20th centuries. Women leaders and their organizations are especially missing.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	371	2nd paragraph	“The fight for black civil rights during the terms of Eisenhower, Kennedy, and Johnson had become the advent of civil rights for all.”	The scholarship of civil rights efforts during the Post-World War II Era has shifted the conversation from a White/Black binary to one that incorporates the diversity, cross-racial alliances and antagonisms, and regionalism of civil rights efforts.	

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	380	2nd paragraph.	"The United States tried to contain Communism because it caused famine, natural disaster, and civil war with casualties into the millions."	Communism did not cause natural disasters.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	380-401	This also does not have a single line but problems arise on pages 380 to 401.	Again, no single line but major omissions beginning from page 380 to 401 affect the overall argument of the text about Mexican Americans.	No discussion of Mexican Americans within this chapter. However, some non-Mexican Latino groups received coverages through short side bars, but the vast majority of the text was about Cold War Politics relates to Asia, and Latin America.	
Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	403-404	403 beginning with the 3rd paragraph to the end of the 1st paragraph on 404.	"In the midst of the counterculture and societal turmoil which gave rise to it, a sector of revolutionaries started to marshal circumstances toward their own ends. They believed different groups fighting for their own ends—feminism, civil rights, alter-native lifestyles, and religions—could together bring about a larg-er revolution. In 1962, a radical student group published the Port Huron Statement which declared that the university was the new hub for revolution, and that students' goal should be 'to build a base for their assault upon the loci of power.'"2 To do this, both they and the academic community should reach out to allies in the labor, civil rights, and local community as well as "import major public issues into the curriculum." This became a strategy of activism in the 1960s and 1970s. Campaign by campaign, contemporary de-mands from different segments of society could all be part of bring-ing down the entire political and economic establishment."	This passage collapses various civil rights groups missions and efforts into sharing a stated goal of "bringing down the entire political and economic establishment," and ignores the diversity of groups and goals such as reform as opposed to upending certain aspects of society.	

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	404	1st real paragraph on page beginning with "Educated, Urban Warfare."	<p>"Educated, Urban Warfare. Using civil rights and anti-war dis-turbances as a springboard, revolutionary students launched their own violent campaigns against American police, government, and authority. A violent protest during the Democratic National Con-vention was carried out in Chicago in 1968 with hundreds injured. This was followed by the Days of Rage in 1969, where a small group of militant students—an educational foco—carried out an even more violent street assault. In 1971 and 1972, the same organ-ization bombed several government buildings, including the U.S. Capitol and the Pentagon. For several years, revolutionary students stirred up violence in the streets, attacked police and private proper-ty, and encouraged peers to be arrested for the greater cause. In fact, all around the world—Germany, England, France, Mexico—radical student activists took to the streets in large urban centers to protest Western civilization and its attack of Communism in the Cold War."</p>	As noted above, this passage collapses various groups into a single notion of "violent" "radical" students.	

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Public	The University of Texas at Austin	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	405	1st real paragraph on page under the Chicano Movement	<p>"In the 1960s, a Mexican American pride movement called the Chicano movement largely originated from the university and, like the Port Huron Statement called for, extended into labor, civil rights, and other community venues. The heart of the Chicano movement revolved around creating a Mexican American community that resided within, but was untouched by, white American society."</p>	<p>The authors make the unfounded statement that the Chicano movement began at the universities and "extended to labor, civil rights, and other community venues." They commit another error when they claim that the Chicano Movement basically sought to create a community "that resided within, but was untouched by, white American society." These are absolutely factual errors and cannot be put forth in textbooks for students to read.</p>	
Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	270	Page 270 This page illustrates the overuse of the verb "to be" which indicates the lack of attention to good English usage and highlights the authors' poor writing skills. The consistent use of passive voice creates difficulty for the students and teachers in understanding the actions portrayed and more importantly the actors depicted. The use of the word "common" in line four of the first paragraph illustrates the poor use of English. What is a "common Mexican"? Similarly, the use of "the great flowering of the Mexican-American community" resonates as a diction error and a bad choice of words. This Section is entitled "The Mexican Revolution" at the top of page 270 with the sub-heading "Background to Revolution" listed at the bottom of the page with no white space in between and with no clear indication that this is a second level heading.	.See column to the left.	<p>Errors in use of the English language.</p>	

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Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	271	Page 271 The first paragraph on this page demonstrates the wordiness and vagueness exhibited throughout this textbook coupled with awkward writing hampering student comprehension and understanding. Incorrect punctuation not only demonstrates bad English but also sends mixed signals to the students. The attempt to identify and define selected words in the margins fail in part due to the lack of capitalization and the lack of consistency in the use of periods after the definitions. The first words defined in Chapter 6 "labor camps" begin with the words "a place where people are imprisoned" without capitalization at the beginning and with no period at the end of the statement. Yet the next words identified "Standard Oil" are capitalized with the opening word of the definition "an," not capitalized and followed with the words "by the U.S. Supreme Court in 1911." This definition statement ends in a period; however, throughout Chapter 6, these definitions are neither capitalized nor punctuated. This utter lack of consistency and disregard for good punctuation sets a bad example for Texas students.	See column to the left.	Errors in the use of the English Language.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	272	Page 272 The use of passive voice, the lack of consistency and the over use of the verb "to be" continues on this page. Errors in parallelism and use of slang are evidenced in the first paragraph with the use of the slang "a lot" and the overuse of the word "This" at the beginning of sentences creating an unclear reference. The phrase in paragraph two "broke him out of jail" uses incorrect English and if meant as slang is totally inadmissible. The use of such language borders on "street" language and has no place in a student textbook.	See column to the left.	Errors in the use of the English language.	
Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	273	Page 273 This page illustrates the lack of depth and perspective presented in the textbook. Unclear references in general with several pronoun-reference mistakes especially in using the pronoun "They." Omission of facts and information is prevalent throughout. Spanish names such as the phrase "Plan de San Luis Potosi" in the second paragraph require italics. The English used on this page exemplifies the lack of clarity throughout the textbook and the lack of documentation.	See column to the left.	Errors in the use of the English language.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	274	Page 274 This page further demonstrates the mediocre, surface quality of the information and the awkwardness of sentences provided in the textbook. A single sentence punctuates the lack of attention to word usage, structure and seriousness of purpose: "One of their main tactics was to seize the railroads and supply lines, hijacking them in order to roll troops, on cars, set on fire into cities where Huerta's troops were stationed." What does this sentence mean? How are students and teachers to interpret bad English grammar which leads to lack of understanding. The same overuse of the word "to be," diction errors, and lack of italics for foreign words punctuates the overall lack of quality in this textbook.	See column to the left.	Errors in the use of the English language.	

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Public	NA	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	275	<p>Page 275 This page illustrates the lack of clarity and the neglect of reader accessibility. The lack of white space evidenced throughout the textbook, clearly viewed here in the subheading entitled "Wilson Decides to Intervene." A shift in topic occurs but without signaling clearly to the students and teacher. The use of "there" in the second sentence is another of many instances of using "There" at the beginning of a sentence which should be used only to indicate location and direction. Recommendation: The textbook Mexican-American Heritage needs definitive removal from consideration as</p> <p>a textbook for use by students in the state of Texas. The textbook deserves disapproval and should be banned from use as a reference, resource, or on any type of list sanctioned by the SBOE of the state of Texas.</p>	See column to the left.	Errors in the use of the English language.	

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Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 138		"Moreover, common Americans expressed themselves in ave-nues outside government—businesses, churches, and voluntary associations. Americans voted with their feet and their money, going to new places or creating new options if they did not like the ones they had; they did not raise an army. Mexicans, in contrast, did not have any of these options, so revolutionary ac-tion became the standard way to voice an opinion. The average Mexican had no freedom of religion, no right to own land, no education, and very little industry or free market to give them opportunity. These were some of the major obstacles the young Mexican republic had to conquer if they were going to break free from the colonial shackles they inherited."	FE/IE/OE This passage follows the above noted passage, and engages in linking two facts, instability of national government rule (it should be noted that the textbook does not reference the political divisions between liberals, conservatives, federalists, and centralists), and "no freedom of religion" to "no right to own land, no education, and very little industry or free market to give them opportunity..." Private property, public education (usually locally funded), and entrepreneurship did exist, but not at the scale or industrial sophistication of England or the emerging factories of the United States.	
Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 140		"During 1826–1829, the Mexican navy was even led by U.S. Commodore David Porter."	FE David Porter was not a member of the U.S. Navy at the time he was in service for Mexico. The sentence makes it seem that he was engaged in detached service from the U.S. Navy to the Mexican Navy.	
Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 151		"...so by the time of the Mexican independence in 1821, there were only about 2500 Tejano citizens. Most of them lived close to the Rio Grande border, and most of them had been sent involuntarily by the government."	Two errors are presented in this passage. First, if the statement means by the Rio Grande, the settlements of Nuevo Santander between the Nueces River and the Rio Grande, then that area was not a part of Tejas. Second, the population of the Villas del Norte of Nuevo Santander were larger than 2,500 people.	
Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 151		"The North"; a term used to refer to the United States, illustrating the hope for a promised land and a new life there."	This is a common term for the twentieth century in relation to United States/Mexico boundaries post 1848. Its use for this time period is factually incorrect.	

**Proclamation 2017 Reported Factual Errors: State Review Panel and Public**

Source	Affiliation, if applicable	Publishing Company	Subject Area	Course/Grade Level	Program Title	Page(s)	Error Location	Alleged Error	Explanation/ Suggested Correction	Reference or Source of Suggested Correction
Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 151		"In 1822, Moses Austin obtained the first charter to start an American colony in Texas."	FE Moses Austin received the charter during 1821.	
Public	The University of Houston	Momentum Instruction, LLC.	Social Studies	High School	Mexican American Heritage	P. 151-152		"Soon, 900 more families joined them, lured by low taxes and the Mexican government's offer of cheap land at \$1.25 an acre and up to 4,438 acres per family. Even though Tejanos were allowed up to eleven times this amount of land, only one new colonist came from Mexico at this time."	FE The only exception made to Mexican citizens concerning colonization was that they were given first choice.	