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| <b>Publisher:</b> Pearson Education, Inc., publishing as Prentice Hall                       |
| <b>Name of Program:</b> Texas United States History: 1877 to the Present, Digital Courseware |
| <b>ISBN:</b> 9780133306781   |
| <b>Subject Area:</b> Social Studies  |
| <b>Course/Grade Level:</b> United States History Studies Since 1877                          |

| Program ISBN  | Item Type | Correction Type, if indicated | Page No. or course location | Comment From                                | Comment   | Publisher's Response   |
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| 9780133306781 | Student   |                               | not given                   | Patty Quinzi, Texas AFT Legislative Counsel | Pearson Education's U.S. History text marginalizes what was in fact a widespread contemporaneous critique of the institutions and values of "the Gilded Age" of the late 19th century in America, a time of rapid U.S. economic growth but also a time of serious social problems, including extreme economic hardship and its attendant ills for many Americans. Pearson's text dismisses the critique of the Gilded Age as "cynical" and uncritically celebrates Gilded Age economic policies that "made daily life easier and more fun for many people." | This is not a factual error. The program does discuss the "serious social problems" of The Gilded Age. See for example:<br><br>Topic 1, Lesson 3, Text 1: Workers Endure Difficulties describes poor working conditions and the prevalence of child labor during the era; Topic 1, Lesson 5, Text 3: Urban Living Creates Social Issues discusses poor living conditions and overcrowding in cities; Topic 2, Lesson 1 describes the plight of Native Americans; Topic 2, Lesson 3 describes the problem of corruption in the late 1800s; Topic 2, Lesson 4 describes difficult economic conditions for farmers. Topic 3, Lessons 1-4 discuss the Progressive Movement and efforts by muckrakers, social workers, and politicians to address the problems of the Gilded Age. |
| 9780133306781 | Student   |                               |                             | Jacqueline Jones                            | In line with the TEKS standards, this particular textbook includes overtly ideological material that distorts the true story about this nation's past. ...the text offers subjective judgments that seem to foreclose all debate.   | This is not a factual error. The Publisher disagrees with this conclusion.   |
| 9780133306781 | Student   |                               |                             | Jacqueline Jones                            | In a so-called interactive chart called "Reagan's Leadership," we learn that the president throughout his tenure demonstrated exemplary communication skills and problem solving, as well as courage, decisiveness, dependability and integrity."   | This is not a factual error.<br><br>The Interactive Chart in Topic 11, Lesson 3 addresses TEKS 24.A: "Describe the qualities of effective leadership." A similar Interactivity uses the same format to evaluate Franklin Delano Roosevelt's leadership in Topic 5 Lesson 5.  |
| 9780133306781 | Student   |                               |                             | Jacqueline Jones                            | The section "Opposition to the New Deal" focuses only on FDR's court-packing loan and his conservative critics, telling the student nothing about the vibrant Left composed of variety of groups that believed the New Deal did not go far enough in eliminating the structural weaknesses and inequalities in he American economy.   | This is not a factual error. Additional critiques of the New Deal, from both the Right and the Left are included in the program. See for example:<br><ul style="list-style-type: none"> <li>• Topic 5, Lesson 3, Text 5: Critics of the New Deal</li> <li>• Topic 5, Lesson 4 Interactive Chart: Left and Right Opposition to the New Deal</li> </ul>  |
| 9780133306781 | Student   |                               |                             | Jacqueline Jones                            | "Governor George Wallace's attempt to block school integration, and his persistent glorification of white supremacy, is reduced to the statement that he represented "Southern voters who were unsettled by the cultural and social changes in the country,"  | This is not a factual error. The quoted text is from Topic 9, Lesson 3, Text 3: The 1968 Presidential Race.<br><br>Governor Wallace is covered in greater depth in Topic 8, Lesson 2, Text 3, Screens 6-7: Public Institutions Open Doors to Minorities.   |

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| 9780133306781 | Student |   | Jacqueline Jones      | The text also makes blatant insinuations that cannot be supported by facts. Thus, the ferment of the 1960s, when women, blacks, and gays claimed their right to full American citizenship, is characterized as a time when young people "took a step away from the worldview of their parents," a worldview that, we learn, "valued loyalty and authority and respected the military and veterans."            | This is not a factual error. See Sources cited below.<br>Allen J. Matusow, <i>The Unravelling of America: A History of Liberalism in the 1960s</i> (New York: Harper & Row, 1984), p. 307. See also Irwin and Debbi Unger, <i>Turning Point: 1968</i> (New York: Charles Scribner's, 1988).<br>Maurice Isserman and Michael Kazin, <i>America Divided: The Civil Wars of the 1960s</i> , 3rd Edition (New York: Oxford University Press, 2008), pp. 154 and 251. See also, Terry Anderson, <i>The Movement and the Sixties</i> , 4th Edition (Saddle River: Pearson, 2011).<br>Jeremi Suri, "The Rise and Fall of the International Counterculture, 1960-1975," <i>American Historical Review</i> (February 2009), pp. 45-68. See also: Mark Kurlansky, <i>1968: The Year that Rocked the World</i> (New York: Random House, 2005).<br>"What They Believe," <i>Fortune</i> , January 1969, pp. 70-72; Jeremy Main, "Dissidence, Among College Students Is Still Growing, And It is Spreading Beyond the Campus," <i>Fortune</i> , June 1969, pp. 3-74; Yaankelovich, <i>The Changing Values on Campus and Political and Personal Attitudes of Today's College Students</i> (New York: Washington Square, 1972). |
| 9780133306781 | Student | The 1968 Presidential Race Text 3, Screens 1-2: | Jacqueline Jones      | The authors also claim in the late 1960s. "Against a background of anti-war demonstrations, political assassinations kept the nation on edge," implying (wrongly) that the assassins of King, Robert Kennedy, and Malcolm X were motivated by some sort of anti-Vietnam War stance.  | This is not a factual error.<br><br>The text in no way implies that the assassins of King, Kennedy, and Malcolm X were motivated by anti-War stances.   |
| 9780133306781 | Student |   | Texas Freedom Network | Immigration: On this subject, the text shows "remarkable bias," with a gallery of immigrants that is "skewed" towards European and Russian (and male) immigration, most of them cultural and artistic high achievers. Where, Ms. Jones wonders, are immigrants from Asia, Africa, and Latin America? She finds these people not in the book's discussion of immigration but under the subject of civil rights. | This is not a factual error. The course includes extensive coverage of immigrants from Asia, Latin America, and Africa. See for example:<br>• Topic 1, Lesson 4, Interactive Chart: Immigration, 1870-1910<br>• Topic 1, Lesson 4, Text 2: Optimism and the Immigrant Experience<br>• Topic 1, Lesson 4, Text 3: Social Issues Affecting Immigrants<br>• Topic 2, Lesson 2, Text 4: Minorities Encounter Difficulties<br>• Topic 2, Lesson 2, Interactive Gallery: Mexican and Chinese American Contributions to the American West<br>• Topic 4, Lesson 2, Text 3: The War Changes American Society<br>• Topic 4, Lesson 6, Text 3: Immigration in the 1920s<br>• Topic 5, Lesson 2, Text 3: Hard Times Hit Most Americans  |
| 9780133306781 | Student |   | Texas Freedom Network | The book treats the contemporary issue of undocumented immigration primarily from the standpoint of public policy, not of the immigrants themselves.   | This is not a factual error.<br><br>• Topic 11, Lesson 2, Text 1, Screen 4: A New Direction for the American Economy, Screen 4 describes immigration from Latin America and Asia in the 1980s.<br>• Topic 12, Lesson 4, Text 1, Immigration Changes American Society, discusses immigrants from Asia, Africa, and Latin America in the twenty-first century and includes a pie chart on screen 2 showing the sources of immigration.  |

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| 9780133306781 | Student |  |  | Texas Freedom Network | The Pearson text does use the word imperialism, but so sparingly that in Ms. Jones' judgment a student is unlikely to notice it.  | This is not a factual error. The course materials do use the word "imperialism" as appropriate for the context of the content. See for example:<br><ul style="list-style-type: none"> <li>• Topic 3, Lesson 1, Flipped Video, "Ideas Behind Imperialism"</li> <li>• Topic 3, Lesson 1, Text 1: America on the World Stage, Screen 2, defines imperialism as a key term and discusses how the United States became interested in imperialism</li> <li>• Topic 3, Lesson 6, Text 3: The War as a Turning Point, screens 2-3, discusses the debate between imperialists and anti-imperialists over the Philippines following the Spanish-American War.</li> </ul> |
| 9780133306781 | Student |  |  | Texas Freedom Network | Free enterprise/capitalism: In the words of Ms. Jones, "although otherwise a strong text, Pearson's unrelenting praise of free enterprise as the progenitor of any and all American successes is, to put it mildly, problematic." She provides a long series of instances in which the text highlights the benefits of free enterprise, to the exclusion either of serious critical thought about the concept (and its related concept of capitalism) or of serious historical understanding of any political position other than that government's only appropriate role is to facilitate private enterprise. Leaving such issues as socialism entirely aside, this approach sidesteps any attempts to understand the costs of unlimited enterprise as well as its benefits or to appreciate the entirely American position that the appropriate role of public power in relation to private enterprise can be to regulate and limit it as well as to facilitate it. | This is not a factual error. Pearson includes abundant coverage of the free enterprise system's impact on innovation and economic development as required by TEKS 28.A and 28.C.<br><br>The role of the government in the economy, including the tension between laissez faire policies and regulation, is discussed in several places in the text. See for example:<br><br><ul style="list-style-type: none"> <li>• Topic 1, Lesson 2, Text 3: The Changing Relationship Between Government and Business</li> <li>• Topic 5, Lesson 5, Text 5: New Deal Legislation Expands the Historical Role of Government</li> </ul>                                      |
| 9780133306781 | Student |  |  | Texas Freedom Network | In a similar way, and unique in the text's handling of modern presidents, the text presents Reagan in a way that "undercuts critical thinking skills" and that suggests that the only correct assessment of Reagan is that "he exhibited exemplary leadership."   | This is not a factual error.<br><br>In Topic 11, Lesson 3, the Interactive Chart: Reagan's Leadership includes two questions asking students to critically evaluate Reagan's leadership qualities. This interactivity follows the same format as one asking students to critically evaluate Franklin Roosevelt's leadership qualities in Topic 5, Lesson 5; both were designed to meet TEKS 24.A "Describe the qualities of effective leadership."<br><br>The text does include negative as well as positive critiques of Reagan's leadership, in keeping with the text's general treatment of all presidents.   |

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| 9780133306781 |  |  |  | Texas Freedom Network | Following the slide show (on the gun debate), the text presents statistics that seem to show, as Ms. Jones suggests, that students might have reason to "doubt about any correlation or causation between gun regulation and violent crime." | <p>This is not a factual error.</p> <p>The Topic 11, Lesson 5 Interactive Gallery on the Gun Debate includes a slide showing a table of Violent Crime Statistics in the 1990s, which show a clear drop in the number of violent crimes after 1993 and 1994, the years that the Brady Bill and the Assault Weapons Ban were introduced. The caption question reads: Did the Brady Bill of 1993 and the Assault Weapons Ban of 1994 reduce violent crime or were there other factors at work?</p> <p>The question does not raise doubts about the correlation between gun regulation and violent crime, but rather asks students to think critically and consider other factors that influence levels of violent crime such as wage and unemployment levels.</p> |
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