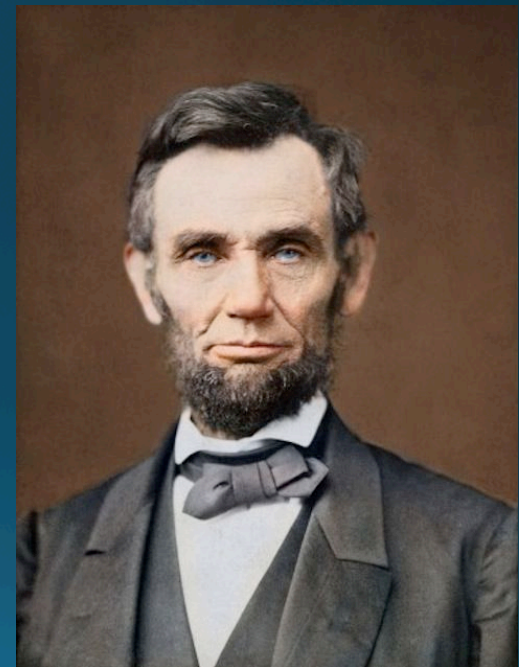
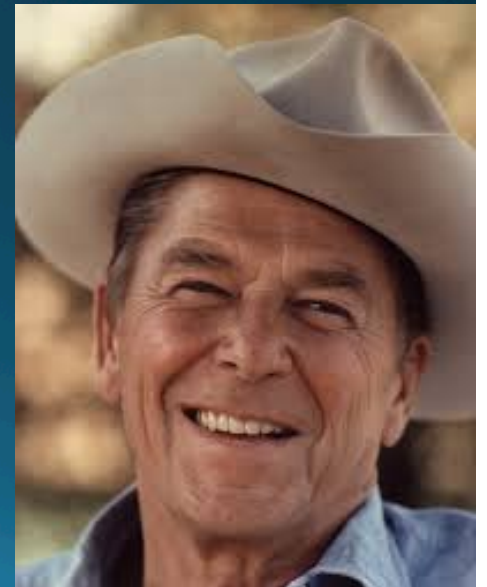


“The philosophy of the school room in one generation will be the philosophy of government in the next.”



"Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same."



"Only a coalition of Marxists and Islamists can destroy the United States."

Ilich Ramirez Sanchez –
aka Carlos the "Jackal"



Truth in Textbooks

Changes In History Textbooks—What American's Need to Do!

ACT for America – Bozeman, MT

August 17, 2017

Lt Col (ret) Roy White

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Truth in Textbooks

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- **HOW WE GOT TO THIS POINT – A BRIEF HISTORY LESSON-ROOTS ARE IN CALIFORNIA**
- **THE MIRACLE IN TEXAS**
- **TRANSITION FROM TEXAS ONLY TO NATIONWIDE EFFORT**
- **HOW YOU CAN HELP**

How Did We Get to this Point?

(**“zakat” Jihad**)

- **1975 - Saudi Arabia and Stanford Research Institute**
 - \$6.4 million grant
 - Develop 5 year plan to best invest millions; final total has been \$140 billion for education, mosques, US influence operations
 - Chair was former ARAMCO Chairman
- **Tactics**
 - Doctoral dissertation by ME doctoral candidates – rewrite history
 - Sponsor Middle East Studies Departments; “King Faisal Chair of Islamic and Arabic Studies” @ Stanford
 - 67+ MESD, 600+ College Muslim Student Associations, Dozens of high school MSAs
 - Establish “think tanks” to promote new research with publishers

“Agenda – Based” Dissertations

“Jihad with the Pen”

- **Holocaust revisionism**
- **Delegitimization of Israel**
- **The Palestinian Refugee Issue**
- **The Arab-Israeli Conflict**
- **The Jewish Lobby vs. the Arab Lobby**
- **Pro-Israeli “bias” of the America media**
- **Research papers on these topics are the basis of future textbooks**

Islamic Influence w/Publishers

(Stealth Jihad)

- Saudi led the way in '70s ; Gulf and Arab states followed '95 – '08
- Three organizations in CA put the Saudi plan in action
 - Teacher's Curriculum Institute - '89
 - *"Engage all learners in a diverse classroom"*
 - Arab World and Islamic Resources (AWAIR) '90
 - *"...quality materials and services for educators teaching about the Arab World and Islam at the pre-college level"*
 - Council on Islamic Education (CIE) '90 – Institute for Religious and Culture Values (IRCV)
 - *Houghton Mifflin initially, then Pearson, Prentice Hall, McGraw Hill*
 - *Influence in 37 of 50 state textbooks*
- *Continues today with Qatar Foundation Institute, Libyan Investment Authority and other Muslim Brotherhood connections*

The Birth of Truth in Texas Textbooks (TNT now) Coalition – October 2013

TTT Leadership Team

- Lt Col Roy White – TTT/TNT Founder/Executive Director
- Pat Blair – Director of Research, Homeschooler
- Dr. Amy Jo Baker – Director of Curriculum – 40 yrs, Teacher, Curriculum Director
- Dr Sandra Alfonsi – Senior Academic Fellow – 25 yrs textbook review experience

Mission of TTT/TNT Coalition: Change or Eliminate the following:

- Factual errors
- Imbalances in presentation of materials
- Omissions in material, half truths, slant/bias
- Identify “opinions” disguised” as facts
- Identify PC themed content

Independent from ALL other groups; not solely focused on any one topic

Truth in Texas Textbooks (TTT)

October '13 – April '15 **(\$0 cost)**

- **Mission – Restore “truth” and “facts” to social studies textbooks**
 - All topics; Global Warming, Cold War, American History, Revisionist world history
- **How – Enlisted subject matter experts (Dr Sandra Alfonsi, Neal Frey, others) - Devised training plan for volunteers**
- **Who – Enlist volunteers in teams of four to review 37 social studies textbooks**

RESULTS

- 37 social studies textbooks reviewed – 469 page report; www.truthintextbooks.com
- Edmentum withdrew prior to final review (poor books)
- Worldview – State Board of Education “voted off the island”
- 1500 findings – 60% of these were either corrected or material was removed completely
- Rated books “Good”, “Acceptable”, “Poor”, “Unacceptable”; 12,000 emails to educators
- Captured comments from publishers – first time ever!

“The Process”

- **Review Teams – 4 person teams**
 - Multiple teams of reviewers – online collaborative “Basecamp” tool
 - Started training; mock reviews
 - Complete reviews in 3 weeks; read/write preliminary report; 3-4 books per team
- **“Review the Reviewers”**
 - TTT/TNT Coalition “Fellows” – Dr Alfonsi + others
 - Recruited professionals in the field of study to critique reviewer’s reports
- **Compile State Board of Education (SBOE) Report -**
 - Presented info after SBOE Formal Panel submits to SBOE – Why?
- **Complete White Paper - 469 pages in total**
 - Ratings on Each Book – “Good”, “Acceptable”, “Poor”, “Unacceptable”

Key to TNT Success

- Volunteers – 150+ and growing
- 20 states represented
- Requirements:
 - Dedicated
 - Trainable
 - Can work with others
 - Basic computer skills
 - Love of history
- What is Not Required?
 - Degree in social studies subject area



Truth in California Textbooks Review

Team 5

Houghton Mifflin Harcourt United States History Beginnings to 1914, CA Edition, ©2019

Truth in Textbooks Review

Pearson/Magruder's American Government/2016

Problem: Omission of Fact (OF), Half-Truth (HT), Factual Error (FE), Bias (B)

Page #/Line #	Quote	Problem	Fact & Source
Topic 1, Lesson 1: Principles of Government Text 3: How States Arose Slide (page) 5	1 st paragraph, People Agree to Form a State In short, the social contract theory argues that the state arose out of a voluntary act of free people. It holds that the state exists only to serve the will of the people, that they are the sole source of political power, and that they are free to give or to withhold that power as they choose from the government. The theory may seem somewhat far-fetched today. The great concepts that this theory promoted, however—popular sovereignty, limited government, and individual rights—were immensely important to the shaping of the American governmental system.	S	The sentence in bold should be eliminated: “The theory may seem somewhat far-fetched today”. The sentence is unnecessary in the discussion and is a distraction from the rest of the paragraph. Additionally, the sentence is adding a slant; if the students study the text of the Declaration of Independence, the theory will not seem “far-fetched.” The rest of the page discusses how the concepts for a social contract theory were the core of choosing the government set up by the American people and that the Declaration of Independence was written as a social contract promoting equal voice by the people. http://www.constitution.org/soccont.htm http://people.umass.edu/educ613/USGovernment%20USG2.3.html
Topic 1, Lesson 2: The Constitution: A Working Symbol of Unity	“(2) D Model: The Capital: A Working Symbol of Unity”	FE	“...orally, and not written down until the 1800s.” <ul style="list-style-type: none"> The reviewer suggests that the statement be dropped. ^{1,2}Jensen, Erik M. “The Imaginary Connection Between the Great Law of Peace and the United States Constitution: A Reply to Professor SchAAF”. <i>American Indian Law Review</i>, Vol 15, 1991, (1) pages 299, (2) 304 – 305, (3) 307. ³http://scholarlycommons.law.case.edu/cgi/viewcontent.cgi?article=1300&context=faculty_publications
	Native Americans also had similar ideas	HT	<ul style="list-style-type: none"> Statement is overly broad. Attitudes toward private property ownership

TNT

TEMPLATE

WHY IS IT SO IMPORTANT?

- STRUCUTRE
- CONSISTENCY
- DETAIL
- SIMPLICITY
- CLARITY
- REPORT CARD

Truth in Texas Textbooks

Summary of Proclamation 2015

South Studies Textbooks*
www.truthintextbooks.com
extbooks@gmail.com

Grade 6 World Cultures	%TEKS	Grade
McGraw Hill	100	Acceptable
Houghton Mifflin Harcourt	100	Unacceptable
Pearson/Prentice Hall	100	Unacceptable
Discovery Education	100	Unacceptable
Cengage Learning	100	Unacceptable
WorldView Software	100	Unacceptable; no SBOE vote
Edmentum	N/A	Unacceptable; withdrawn
SSSS**	76.85	Not reviewed; N/A online

Grade 7 Texas History	%TEKS	Grade
McGraw Hill	100	Acceptable
Pearson/Prentice Hall	100	Unacceptable
Houghton Mifflin Harcourt	100	Unacceptable

Grade 8 United States History	%TEKS	Grade
Discovery Education	100	Acceptable
Pearson/Prentice Hall	100	Acceptable
McGraw Hill	100	Unacceptable
Houghton Mifflin Harcourt	100	Poor
WorldView Software	100	Poor; no SBOE vote
SSSS**	86.25	Not reviewed; N/A online

Economics, high school	%TEKS	Grade
McGraw Hill	100	Unacceptable
Pearson/Prentice Hall	100	Unacceptable
Perfection Learning	100	Acceptable
WorldView Software	100	Unacceptable; no SBOE vote
EMC Publishing	100	Unacceptable; N/A online
Carnegie/Southwestern	52.7	Not reviewed; withdrawn
HMH	100	Not reviewed

US Government, high school	%TEKS	Grade
McGraw Hill	100	Unacceptable
Pearson/Prentice Hall	100	Acceptable
Perfection Learning	100	Acceptable
WorldView Software	100	Unacceptable
Edmentum	N/A	Unacceptable; withdrawn
SSSS**	86.25	Not reviewed; N/A online
HMH	100	Not reviewed

US History, high school	%TEKS	Grade
Pearson/Prentice Hall	100	Unacceptable
Discovery Education	100	Poor
Houghton Mifflin Harcourt	100	Unacceptable
McGraw Hill	100	Unacceptable
WorldView Software	100	Unacceptable; no SBOE vote
Edmentum	N/A	Unacceptable; withdrawn
SSSS**	86.25	Not reviewed; N/A online

World Geography, high school	%TEKS	Grade
Houghton Mifflin Harcourt	100	Poor
WorldView Software	100	Unacceptable; no SBOE vote
Edmentum	N/A	Unacceptable; withdrawn
SSSS**	79.10	Not reviewed; N/A online

World History, high school	%TEKS	Grade
Pearson/Prentice Hall	100	Unacceptable
Houghton Mifflin Harcourt	100	Unacceptable
WorldView Software	100	Unacceptable; no SBOE vote
Edmentum	100	Unacceptable; withdrawn
SSSS**	93.50	Not reviewed; N/A online

TTT Evaluation Criteria by Course	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
Grade 6 World Cultures	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
Grade 7 Texas History	Fair and balanced presentation of Texas history content	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
Grade 8 U.S. History	Fair and balanced presentation of Texas history content	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score

Economics, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
US Government, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score

US History, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
US History, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score

World Geography, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score
World Geography, high school	Concepts, Vocabulary, and Skills	Accuracy	Balance	Objectivity	Quality of Writing	Overall Score

*Not reviewed: High School Psychology & Sociology, Social Studies K-5

Publication with TTT publisher's response to TTT review available at <http://truthintextbooks.com/texas-book-reviews/>

high power, lives. onal p. 83. A lose ions on republic m of y matters ting on ml

Houghton Mifflin Harcourt Texas History (Grade 7)
Excerpt: On April 3, 1965, Governor John Connally signed an act of the 59th legislature, officially designating the following as the pledge to the Texas flag: Honor the Texas flag. I pledge allegiance to thee, Texas, one and indivisible.
Half-truth, omission of fact: The correct, current pledge of allegiance to the Texas state flag is: "Honor the Texas flag: I pledge allegiance to thee, Texas, one state under God, one and indivisible."
Publisher's response: The text clearly states that it is quoting the original (1965) Pledge to the Texas Flag signed by Governor Connally.
TTT Reply: Unacceptable. The update in 2007 adding "one state under God," is the pledge used today by students and recited in classrooms across the state. It is confusing to the student not to list the present pledge in use today.

Pearson Contemporary World Cultures (Grade 6)
Excerpt: Beginning in the late 1000s, Christian soldiers from western Europe attacked Palestine in religious wars called the *Crusades*. They aimed to stop the spread of Islam and to take control of Palestine from the Muslims.
Half-truth, omission of fact, bias: Pope Urban II issued a call for what he termed a "holy war," a Crusade to regain control of the Holy Land. The textbook's wording illustrates an egregious revisionism of the history of the Holy Land common to the textbooks reviewed which leads students to the erroneous conclusion that Muslims were indigenous to the Holy Land and that Christians invaded it. The precise opposite is true. The Christians were in the Holy Land centuries before the Muslims. In the 7th century Muslims invaded the Holy Land to take control of it, and over 450 years later the Crusades were launched to wrest back control of the Holy Land from the Muslims. From Peter Hermon, "What Were The Crusades All About?" http://www.frontline.org.uk/articles/crusades_all_about.htm
Publisher's response: Pearson will make the following change for clarity while keeping the content grade-level appropriate:
*From: "Muslims consider Jerusalem a holy city because of its importance to Muhammad and earlier Jewish and Christian prophets. They built important mosques there. Islamic law favored Muslims but tolerated Christians and Jews."
 To: "Muslims consider Jerusalem to be a Holy City. They built important mosques there. Islamic law favored Muslims and treated Christians and Jews less favorably."*
TTT Reply: NOT ACCEPTABLE. This change completely ignores the content in this quoted paragraph. There is no mention of Jerusalem in these two sentences. We suggest the following wording which keeps the content grade-level appropriate: *Pope Urban II called for a Crusade to regain control of the Holy Land and Jerusalem. The Christians were in the Holy Land centuries before the Muslims. In the 7th century Muslims invaded the Holy Land to take control of it, and over 450 years later the Crusades were launched to take back control of the Holy Land from the Muslims.*

Houghton Mifflin Harcourt Contemporary World Studies, People Places and Societies (Grade 6)
Excerpt: In 1967, during the Six-Day War, Israel captured areas from Jordan and Egypt, inhabited by Palestinian Arabs – Gaza, the West Bank and East Jerusalem.
Omission of fact, factual error, bias: The important fact that is omitted here is that Israel offered to negotiate after the Six Day War and that the Arab response at a meeting held in August 1967 in Khartoum was "no recognition, no negotiation, and no peace with Israel." Furthermore, Israel subsequently returned more than 90 percent of the territories won in the 1967 war after negotiations with its neighbors. As before, its neighbors rejected Israel's offers to trade land for peace. Israel also gained the Golan Heights from Syria.
Publisher's response: There is no factual error on p. 469. We believe that the textbook provides adequate and appropriate discussion of the Six Day War for this grade level and for a course on cultures and geography, not history.
TTT Reply: NOT ACCEPTABLE. The publisher needs to include the fact that Israel offered to negotiate after the Six Day War and that the Arab response at a meeting held in August 1967 in Khartoum was "no recognition, no negotiation, and no peace with Israel." This information is in keeping with the grade level. The fact that the textbook is used for a course on cultures and geography does not make it acceptable to exclude the historical truth and thereby infer or directly teach that Israel was the aggressor.

Cengage/National Geographic World Cultures & Geography (Grade 6)
Excerpt: When Islam came to Africa beginning in the A.D. 700's, some Muslims began to capture and sell Africans to North Africa and Southwest Asia.
Factual error, omission of fact, bias: Islam didn't just "come" to Africa. It arrived by military conquest. A more accurate beginning to the sentence would say, "After the Islamic conquest of North Africa, etc." No mention of the size and duration of the Muslim Slave Trade.

The publisher disagrees. World History, by William Dutler and Jackson Spielvogel (Cengage, 2007) states on page 226, "During the eighth century, merchants from the Maghreb began to carry Muslim beliefs to the savanna areas south of the Sahara." The statement in the textbook is accurate as written. No change recommended. No impact on TEKS coverage.

TTT Reply: NOT ACCEPTABLE. The sentence as written infers that the Muslim slave trade was a short-lived phenomenon. It could be corrected by the simple addition of "which extended from 600 AD to 1500 AD."

Excerpt: One thousand years later, the Mughal (MOG gubh) Empire was established in 1526 by Babur. Mughal rulers practiced Islam and came from Central Asia. Islam became a unifying force in South Asia and grew into a large religious minority.
Factual error, omission of fact: "As a contribution to research on the quantity of the Islamic crimes against humanity, we may mention Prof. K.S. Lal's estimates about the population figures in medieval India (Growth of Muslim Population in India). According to his calculations, the Indian (subcontinent) population decreased by 80 million between 1000 (conquest of Afghanistan) and 1525 (end of Delhi Sultanate)."
 The publisher disagrees. World History, by William Dutler and Jackson Spielvogel (Cengage, 2007) states on page 454 "The era began with the creation of one of the subcontinent's great empires, the Mughal. [The entire subcontinent was united under a single government, with a common culture that inspired admiration and envy throughout the entire region.]" The sentence is accurate as written. No change recommended. No impact on TEKS coverage.

TTT Reply: UNACCEPTABLE. We stand by both of our bullet-points presented above and call attention to the fact that the American Textbook Council has listed the sources cited above and published by Cengage as one of the textbooks used by hundreds of thousands of public school students across the U.S., which blatantly sanitizes and promotes Islam.

Houghton Mifflin Harcourt United States History: Early Colonial Period through Reconstruction (Grade 8)
Suggested assignment in the Teacher's Edition: "Have students write an eulogy for Mansa Musa." [TE p. 21]
Bias: The emphasis on Islam in this chapter is agenda-based. There is no proportion in the presentation of the material about the kingdoms themselves and the amount of the material on Islam. The inclusions in the Teacher's Edition and the Make Inferences, Summarize, Explain exercises are designed to focus student attention on Islam. This suggested assignment to eulogize Mansa Musa should be deleted. In contrast, no eulogy assignments were found for influential Americans, Mansa Musa was not an American and merits no such indefensibly special pandering in a U.S. History text. Since it appears only in the TE and not in the SE, it should be deleted.
TTT Reply: UNACCEPTABLE emphasis on Islam in an American History textbook. Why not a eulogy about a famous African American such as Benjamin Banneker, Fredrick Douglass, Phyllis Wheatley, Sojourner Truth; Booker T. Washington or Harriet Tubman? Mansa Musa (who died in 1337 A.D.) is mostly remembered for his extravagant hajj, or pilgrimage, to Mecca. What does this have to do with early U.S. history? By the publisher's reasoning, why not include El Odi (died 1094 A.D.) as a role model for Hispanic Americans? Or Zhang Qian, who explored China and opened the Silk Road, as a role model for Asian Americans? These individuals belong in World History not early U.S. History.

Houghton Mifflin Harcourt World Geography (high school)
Excerpt: "Democracy – citizens hold political power, either directly or through elected representatives. Example: the United States."
Factual error: The United States is a constitutional republic.
Publisher's response: There is no fact error on p. 83. A constitutional republic is a form of democratic government.
TTT Reply: NOT ACCEPTABLE.
 "A republic is a system in which the people choose representatives who, in turn, make policy decisions on their behalf." A Constitutional Republic is a Republic that has a Constitution in which the form of government is declared. "A democracy is a form of government in which the people decide policy matters directly—through town hall meetings or by voting on ballot initiatives and referendums."
http://www.constitution.com/government/101_1.html

Full publication review by TTT, publisher responses & TTT replies available at <http://truthintextbooks.com/texas-book-reviews/>

“I Could Never Be a Reviewer!” Errors, Half Truths, Omission, Bias

- **Constitutional Republic vs. Democracy**
- **Climate change – only one side of issue presented, wanted both sides**
- **Denigration or omission of key historical figures**
 - “MacArthur was a racist”
 - Praise for Gorbachev for bringing down wall; Reagan’s role not mentioned
 - Russia won the space race and no mention of Neil Armstrong’s walk on the moon
- **Cause of Great Depression was unequal distribution of wealth**

“I Can’t Be a Reviewer” Test

- On-line E-mentors provided to 11 yr. old's (5th grade)
- Weaknesses of Electoral College but no mention of the strengths
- Describing the constitution as a “living, growing document” – it isn’t
- Suggestive and leading questions contained within teacher’s edition on many topics calling for conclusions to be drawn in line with progressives
- Multiple errors on legislative/executive/judicial role descriptions – “Supreme court makes laws”

Examples of Bias, Half-Truths Cengage World Cultures and Geography

- *"It's easy to get depressed about Climate Change. The Current cycle of Global Warming is changing the rhythms of climate that all living things have come to rely upon."*
 - **Climate Change is a theory and is promoted as fact throughout this textbook**
- *"Experts try to predict when the United States will use up all of its own oil supply, and they don't all agree. However, they do agree that the demand for oil is growing, rapidly shrinking the supply of this nonrenewable resource. **Some experts say that as early as 2020**, there won't be enough oil in the United States for everyone who wants it."*
 - **Other experts say the US has enough oil to last for several hundred years**

Examples of Bias, Half-Truths Cengage World Cultures and Geography

- *"When Islam came to Africa beginning in the A.D. 700s, some Muslim began to capture and sell Africans to North Africa and Southwest Asia."*
 - Islam didn't "come" to Africa; it arrived by military conquest. No mention of the size and duration of the Arab Muslim slave trade.
- *"Islam spread through expansion of Muslim rule and through trade."*
 - Omitted is that Muslim rule expanded by jihad conquest.
- *"The Ottomans were Muslim and they spread Islam throughout the empire. They were known for their religious tolerance. Existing religious groups maintained their own practices and communities within the empire."*
 - Omitted is discussion of the Janissary Corps and Suleiman's devshirme, the levy of Christian boys who never saw their parents again after being forced into the Sultan's military and administrative service. Omitted also is the heavy taxation of Christians and the destruction of thousands of schools and religious structures.

Examples of Bias, Half-Truths McGraw Hill American Government

- *"The Declaration consists of 4 parts. First part, or Preamble, describes source of basic rights Americans enjoy as "The Laws of Nature" and "Nature's God." In philosophy, the law of nature, or natural law is a system of moral principles, regarded as the basis for all human conduct. **For many,** Jefferson's statement means that the rights set forth in the Declaration are not created by people but derive from higher powers and should never be violated."*
 - **"For many," is an opinion of the author. Even though the Declaration is a secular document, nonetheless, religion is its authority. God is mentioned or referred to four (4) times: "Laws of Nature and of Nature's God" (first paragraph); "they are endowed by their Creator with certain unalienable rights (second paragraph); "appealing to the Supreme Judge of the world", and, "with a firm reliance on the protection of Divine Providence," both in the last paragraph.**

Examples of Omission of Fact McGraw Hill American Government

- “The Obama administration has worked to support the development of renewable sources of energy. President Obama pledged to double the use of wind, solar, and geothermal energy by 2020. The government has provided loans to renewable start-up companies and devoted some public lands to renewable energy production. Some conservatives, oil and gas industry groups, and wildlife advocates have opposed these policies.”
 - Omission of Fact; No mention of the cost to taxpayers.
 - No mention of the billions of dollars lost in bad loans. (Solyndra, Tesla, etc.)
 - Solyndra, bankruptcy records show, was among the companies doling out thousands in executive payments – no mention of their bankruptcy or others

Examples of Bias, Half-Truths Houghton Mifflin World History

- *After some of his followers had been attacked, Muhammad decided to leave Mecca in 622.*
 - Muhammad was forced to leave Mecca after he made an alliance with Medina which included provisions of war against the Meccans. The parties to the treaty were asked "Do you realize to what you are committing yourselves in pledging your support to this man? It is to war against all and sundry." Ibn Ishaq/Hisham 299; Ibn Ishaq/Hisham 305.
- *"Sharia law requires Muslim leaders to extend religious tolerance to Christians and Jews."*
 - This statement is false, represents one of the most egregious misrepresentations of Islam found in many textbooks. There is no requirement in Sharia law for Muslim leaders to "extend religious tolerance to Christians and Jews," not in any way we would understand the meaning of "tolerance."

Examples of Bias, Half-Truths Houghton Mifflin World History

- *"In Medina, Muhammad displayed impressive leadership skills. He fashioned an agreement that joined his own people with the Arabs and Jews of Medina as a single community. These groups accepted Muhammad as a political leader. As a religious leader, he drew many more converts who found his message appealing. Finally, Muhammad also became a military leader in the growing hostilities between Mecca and Medina."*
- Muhammad may have displayed "impressive leadership skills" but the remainder of this paragraph is a gross falsification of the relationship between Muhammad and the Jews of Medina.

Examples of Bias, Half-Truths Pearson World History

- “Modern Israel was established in 1948 under the United Nations Partition Plan. Palestinian Arabs and nearby Arab nations rejected the UN plan as illegal, even though it offered Palestinians territory for their own state. Instead, they called for the destruction of Israel.”
 - *There were no Palestinian Arabs at the United Nations in '48.*
 - *Arab nations (members of the Arab league) rejected the Partition Plan.*
 - *The Partition Plan created two states: one for the Jews; one for the Arabs. The word Palestinian did not appear in the Partition Plan. The designation “Palestinians” was coined after the 1967 War.*

McDougal Littell World History

World History – Medieval and Early Modern Times

- **Textbook consultants**

- Shabbir Mansuri, Founder of the Council on Islamic Education (CIE) - Institute on Religion and Civic Values (IRCV)
- Susan Douglass – convert to Islam; worked along with husband at the Saudi Islamic Academy in VA cited for violence filled textbooks

- **IRCV**

- In 2000, Shabbir Mansuri and IRCV were given an award for their work by the Council on American-Islamic Relations (CAIR), an affiliate of the Muslim Brotherhood. In 2001, Mansuri claimed that he was promoting a "bloodless" revolution -- promoting an increased emphasis on other cultures and faiths, including Islam, in American junior-high and high-school classrooms.

Expansion of TNT

- '16 -'17– 100+ more volunteers trained; NC request for assistance
- 8 NC textbooks – 181 page report, 603 errors

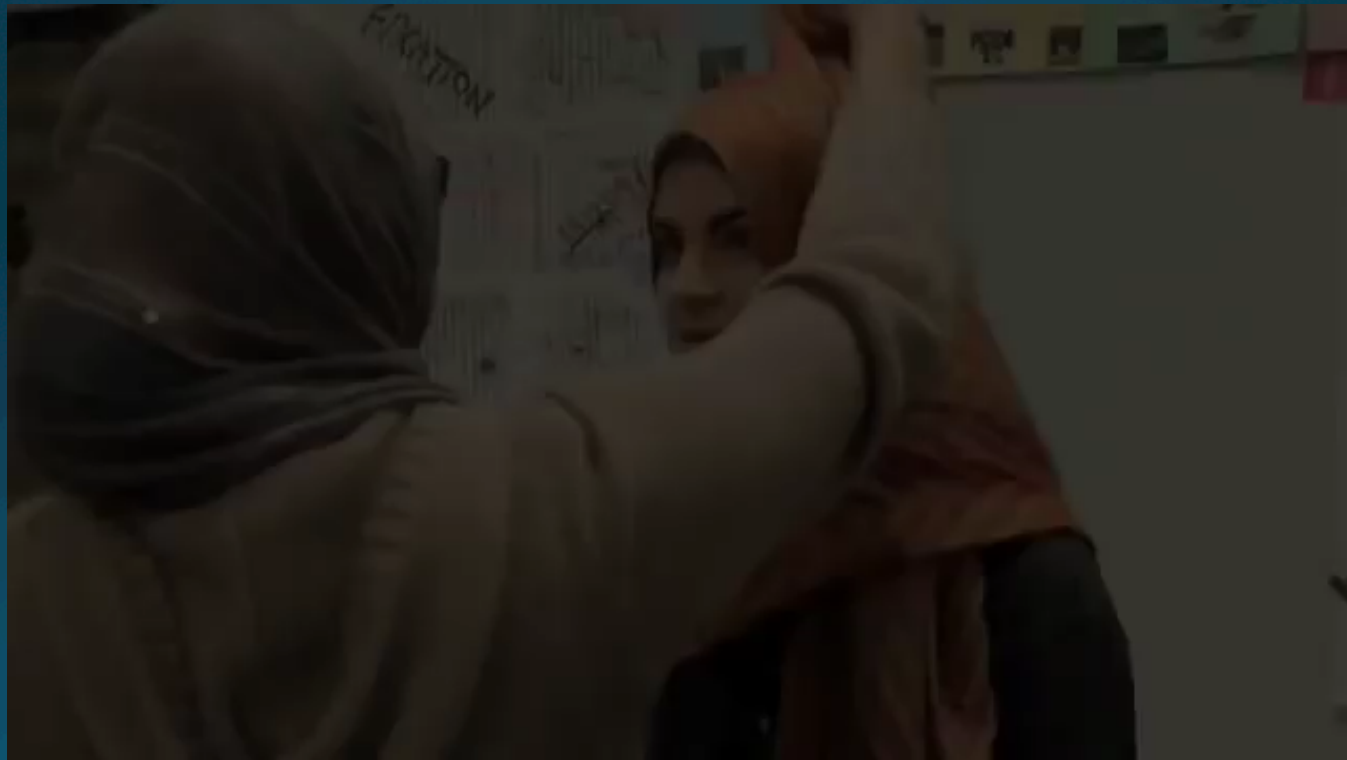


WHAT CAN I DO TO HELP?

Truth in Textbooks (TNT)

- Get involved at local level – compare TNT report card to local schools
- Ask about “process” for selecting textbooks – call TNT, can advise!
- Next class for “reviewer training” begins January 2018 – sign up
- Write to tnt.textbooks@gmail.com to receive more information
- Receive training through your computer at home. How much time?
- 3-4 hrs a week x 2 months; 3rd month – 8 - 9 hrs for “mock” review
- Recruit MT volunteers; concerned patriots, retired teachers, NO PRIOR DEGREE REQUIRED!!
- Please donate –subject matter expert expertise, IT costs, etc.
- Most valuable asset you have is your time!
- Helping other children in MT/other states will help Make America Great again

Vernon Hills Students Join Their Muslim Peers in Wearing Hijabs



QUESTIONS

Truth in Textbooks

- Lt Col (ret) Roy White – Boerne, Texas
- Tnt.textbooks@gmail.com
- 214.924.9033
- Director, Truth in Textbooks
- Not a 501c3 non-profit, application is pending