

PUSD Text Discussion – Teaching Points Grade 7

Summary of selected High School text lessons:

TCI focuses on training students in:

1. Recognition of Grievances
2. Activism and
3. Supporting ‘Progressives’
4. Glorification and encouragement of revolutions.

Omitted is educating students in the value of:

- 1 Character
2. Integrity
3. Work Ethic
4. Learning from major historical events (to avoid repetition)
5. Generosity
6. Mercy
7. Citizenship
8. Individual Accountability/Responsibility
9. Rights and Benefits of Private Ownership of Personal Property

And, omissions include:

- 1 Comparative analysis of actual results ‘Progressive’ approaches and alternatives
- 2 Positive role and leadership models, except activists

This analysis focus is largely on omissions. Other analyses may focus on material inappropriately included or distorted/misconstrued material.

Note: It takes about a year to write a series like this and a year to edit and produce the text/digital material.

Inquiry: A World in Crisis

Units 4, 8, 10, 12, :17, 18, 19, 25 Europe Enters the Modern Age

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Lesson	HO Page	Point
4.1 Reformation		Problem with the Roman Catholic Church
4.3 Reformation		Reformation: missing information
4 Reformation	Summary	Gutenberg’s printing press???
8.2 Exploration Age		Portuguese in Brazil; religious conversion with abuse
8.3 “		Columbus – priests forced natives to become Christians
8.4 “		Aztec religious celebration disrupted religious ceremonies
8.4 “		Spanish destroyed two advanced civilizations

Who sold them as slaves?	summary	West Africans suffered greatly as slaves African sold other Africans.
8.6		Impact of Exploration: no mention on entrepreneurs
10.1 Enlightenment		Roots of this were based on reason, not superstitions
10.5 Voltaire		Freedom of speech
10.7 Impact on Government		Equates our Bill of Rights with the Declaration of the Rights of Man and of Citizen
10.10 Women		Not a woman, but no mention of Diderot
11 Political Revolutions – Legacy		
11.4 French Revolution		No discussion of the difference between the American and French Revolutions.
12 American Revolution		Omission of key names
12.3 Fighting for Independence		Omission of James Madison, principle author of the U.S. Constitution; omission of Paul Revere's ride.
17.1 Turn of the Century World		Implies United States is an empire builder
18 Course and Conduct of WWI		
18.1 A war of first		
18.2 New technologies		Omitted historical information
18.3 War Comes to a Close		Leading students to a negative conclusion about our civilization
Pandemics		Incorrect information
19 Russian Revolution		Russian Revolution - failure to emphasize loss of civil right among the people
25 Rise of Fascism and Totalitarian States		Omitting important historical data on Stalin's regime

Except for vocabulary words that are in bold in the text, all other comments in bold in this report are my comments.

Unit 4: The Reformation Begins

4.1 Weakening of the Catholic Church

Some clergy charged pilgrims to see holy objects, such as the relics of the saints. **No explanation of what was a relic and who were the saints.**

4.3 Martin Luther Breaks Away from the Church

Failure to mention John Tetzel, who was a well-known “vendor” of indulgences.

Reformation Lesson Summary

Was the invention of the printing press by Gutenberg in 1454 mentioned anywhere? Perhaps in another section?

Unit 8: Age of Exploration

8.2 During the 1500s, Portugal also began to establish **colonies** in Brazil. The native people of Brazil suffered greatly as a result, in part, because the Portuguese forced them to work on sugar plantations, or large farms. They also tried to get them to give up their religion and convert to Christianity. Missionaries sometimes tried to protect the native people from abuse, but countless natives died from overwork and from European diseases. **No mention of benefits or advantages.**

8.3. Spain's Early Explorations

For the native people of the West Indies, however, Spanish settlement was extremely **detrimental (emphasis in text)**. The Spanish forced native people to work as slaves in the mines and on the plantations, and priests forced many of them to become Christians. Brought European diseases. **Texts repeatedly emphasize Europeans brought diseases, almost as if to imply purposely. Diseases are carried around the world all the time. When men are traveling on a ship for months at a time, certainly there will be disease, but they didn't come purposely to spread disease. The unit introduction says the explorers suffered terrible hardships, e.g., starvation, disease.**

8.4 Later Spanish Exploration and Conquest

While he [Cortez] was away, a group of conquistadors attacked the Aztecs in the middle

of a religious celebration. **Aztec religious rites included human sacrifice and dismembering victims alive. No explanation is given as to the reason they were attacked during the ceremony. Perhaps it was to stop such cruelty.**

The Spanish conquests had a major impact on the New World. The Spanish introduced new animals to the Americas, such as horses, cattle, sheep, and pigs. The Spanish destroyed two advanced civilizations, with the Aztecs and Incas losing much of their culture along with their wealth. **How does the text define “advanced”? With agrarian societies who sacrifice human beings, is this advanced? Why not reword this to say that despite the Aztecs and Incas losing their culture, there were some/many positive results. Introduction of horses, etc.... Also were there not exchanges of crops and foods previously unknown to each others’ cultures?**

8.6 The Impact of Exploration on Europe

In the discussion of emergence of capitalism, there is no mention of the entrepreneur, the risk taker!

Unit 9: The Scientific Revolution

9.1

Europeans called the islands of the Caribbean Sea “the West Indies.” Spain took control of most of the West Indies following Columbus's first voyage in 1492. **The arrival of Europeans was a disaster for the native people of the islands.** Most soon died from disease and mistreatment. They were replaced by white colonists and African slaves. Catholic missionaries worked to baptize the slaves and often tried to improve their treatment.

The English Colonies

Universities also spread to the Western Hemisphere during this period. The first western universities were started by the Spaniards, who created universities in Santo Domingo (1538) and Mexico (1539) in the 16th century. In the 17th century, colonists with religious affiliations, European rulers, and colonial legislatures established five colleges in what is now the United States:

- Harvard (founded 1636 with an endowment from the Massachusetts Bay Company)
- College of William and Mary (chartered in 1693 by William III and Mary II of England)
- Yale (chartered by the colonial legislature of Connecticut in 1701)
- Princeton (founded in 1746)
- Columbia University (founded as King's College in 1754)

Taught that a knowledge of the (Judeo-Christian) Scriptures, etc., is the foundation

of true knowledge.

Unit 10: The Enlightenment

10.1 The Roots of the Enlightenment

In this new age, governments and social institutions would be based on rational understanding, not on errors and superstitions of earlier times. **The preceding text points out that people based many of their beliefs in God and on the Bible. The text does not specify the origins of the “superstitions”, this may lead the student to conclude that Bible teachings are simply superstition.**

10.5 Voltaire: Religious Tolerance and Free Speech

Voltaire also spoke out for the right of free speech. Once he wrote a letter to a man whose views he strongly opposed and said that he would give his life so that his opponent could continue to write. A later writer expressed Voltaire's feeling in the words, “I disapprove of what you say, but I will defend to the death your right to say it.” **This is a very wise view. Would that we, as a civilization, will maintain such a policy!**

10.7 The Impact of the Enlightenment on Government

The U.S. Constitution also contains ideas from the Enlightenment. The Constitution includes Montesquieu's idea of separation of powers. The Bill of Rights protects the freedoms of religion and speech championed by Voltaire, as well as some of the rights promoted by Beccaria, such as the right to a speedy trial.

In 1789, a revolution broke out in France, and the absolute monarchy there was overthrown. France's National Assembly produced the Declaration of the Rights of Man and of the Citizen, a document that proclaimed liberty and equality. It upheld the rights to own property and to resist oppression and guaranteed freedom of speech and religion. All these ideas grew out of the Enlightenment.

That the U.S. Bill of Rights and France’s Declaration of the Rights of Man and Citizen are implied to be similar is misleading. When one reads the Declaration, we see that the law is based on what the people want, (the general will) not necessarily on natural, God-ordained law (endowed by their Creator). The differences between the American and French Revolutions are vast. The Americans’ protests had context, as British citizens who enjoyed a certain amount of freedom, while the French had none, having lived under an absolute monarch for centuries.

10.8. Women of the Enlightenment

Mme Geoffrin hosted salons. **No mention of Diderot, author of first encyclopedia.**

Unit 11: Political Revolutions and their Legacies

11.1. Enlightenment and Revolution

Enlightenment thinkers were strongly influenced by the ethical ideas shared by Judeo-Christian religious traditions. Their notion of justice, for example, was rooted in the principles of ancient Judaism, which stressed that people should seek to create a just society based on respect for the law.

They were also influenced by the concept of natural law.

Rousseau

In his book *The Social Contract*, Jean-Jacques Rousseau proposed that a government formed by a social contract must be based on the general will of the people.

11.2. The Glorious Revolutions

The first of these revolutions occurred in England in 1688. The Glorious Revolution, also known as the Bloodless Revolution, led to the establishment of Europe's first **constitutional monarchy**—a system of government in which the powers of the monarch are limited by a written or unwritten constitution.

11.3. The American Revolution

This topic is addressed briefly in this section, but is covered in more detail in Unit 12. However no mention is made of Paul Revere and his ride; No mention of Lafayette. No mention of James Madison.

The Declaration of Independence is mentioned, but no discussion of some of its claims. No mention that the founders believed God was the author of their liberties.

11.4 Revolutions in France

To move forward with reforms, the king decided that he needed the approval of the Estates-General. This assembly of representatives from all three estates had not met since 1614.

The American Revolution had built upon the development of parliamentary government over time in England: the Magna Carta (1215), the Petition of Rights (1628) and the Bill of Rights (1689); the British king was not absolute. However the French king was absolute. The Estates General had not met in over 100 years. Louis XIV said, "I am the state."

The National Assembly kept control only for a few years. But by 1791, it had transformed France. It had adopted the Declaration of the Rights of Man and Citizen, a

document that defined the individual and collective rights of all three estates as equal and universal. As the *Declaration of the Rights of Man and of the Citizen*—the preamble to the constitution—stated, “Men are born free and remain equal in rights.”

This does not address the difference between the American and the French revolutions. There are some very important ones.

The Lasting Influence of Magna Carta

In 1215, King John gave his assent to Magna Carta, or “Great Charter.” The Magna Carta defined the rights and duties of English nobles. It also set limits on the monarch’s power. In addition, the Magna Carta established the idea of the rule of law.

The influence of British constitutional law is evident in the founding documents of the United States. In the opening words of the Declaration of Independence, the colonists identify their desire for their individual rights to be protected and for representative government.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . .

A key legal protection that upholds the rule of law also has its roots in the Magna Carta: **due process.**

Unit 12: Americans’ Revolt: Introduction

(This section goes into much more detail on the American Revolution than section 11.3, but still fails to mention Paul Revere’s ride.) Great emphasis is placed on the Enlightenment ideas influencing the Revolution, but little emphasis on religious/Christian ideals.

Madison said, “We have staked the whole future of American civilization not on the power of government, far from it. We have staked the future of all our political institutions upon the capacity of each and all of us to govern ourselves according to the Ten Commandments of God.” James Madison was one of the primary authors of the U.S. Constitution and America’s Fourth President.

Section 3: Fighting for Independence

Still, Congress hesitated to separate from Britain. In July 1775, it sent a petition to King George III affirming loyalty to him, asking for help in addressing their grievances, and expressing hope for a peaceful settlement. This letter came to be called the Olive Branch

Petition because olive branches symbolize peace. But having heard the news of Bunker Hill, the king refused to receive the petition, instead proclaiming that the colonists were in “open and avowed rebellion” and that Britain would “bring the traitors to justice.” **(This shows the sincere desire for a peaceful settlement to the colonists’ grievances.)**

The Declaration of Independence also states that governments should derive their powers from the consent of the governed—that is, from the people. **(This fails to reiterate that people are endowed by their Creator certain rights: life, liberty and the pursuit of happiness. A portion of the Declaration is pictured, which includes “And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.” Their reliance upon God is not addressed in the text.**

****During that harsh winter, about one-fourth of Washington’s troops—2,500 men—died from disease and exposure. Victory had come at a great cost. At least 6,500 Americans were killed in combat, while another 10,000 died from disease. An additional 8,500 died as British prisoners.**

Disease doesn’t just kill native Americans; everyone is subject to its effects.

Wherever they went, the British were harried by American troops fighting in a style that later came to be called guerrilla warfare. Such fighting features small, mobile groups of soldiers who attack swiftly and then shrink back into the landscape. The South, with its tangle of deep woods and swampy terrain, was perfect for guerrilla warfare. **This strategy was also used at the Battles of Lexington and Concord.**

Summary:

Patrick Henry's "Give Me Liberty or Give Me Death" (1775) In this speech, Henry appeals to God for help.

Unit 17: World War I

17.1 The Turn-of-the-Century World

For the United States, settling the Russo-Japanese War marked its emergence as a major player on the world stage. Like Germany and Japan, the United States came late to the quest for empire. **Makes it sound like the United States is trying to build an empire.**

No mention that Wilson campaigned on keeping us out of the war until after he was re-elected, then the pressure was put on Americans to send aid and troops.

Unit 18: The Course and Conduct of World War I

18.1 A War of Firsts for the United States

World War I was a war of firsts for the United States. To begin, the war marked the first time the U.S. government committed large numbers of American soldiers to a distant war. Senator Thomas Martin cried out in surprise, “Good Lord! You’re not going to send soldiers over there, are you?”

That was indeed Wilson’s plan. **But he had campaigned for his second term on the claim that “he kept us out of war.”**

The First African American Officer Training Camp Over the course of the war, nearly 400,000 African Americans enlisted in the armed forces. The military strictly segregated black and white troops in training camps and forces overseas and did not initially allow black soldiers to become officers. However, people across the country held mass meetings to advocate for African American officer training, and in 1917, the military set up a separate camp to train black soldiers as officers. The camp’s first class of officers graduated later that year, including 106 captains, 329 first lieutenants, and 204 second lieutenants.

Most black soldiers served under white officers in labor or supply units, either in France or the United States. However, the all-black **369th Regiment**’s assignment differed. An exception to Pershing’s rule regarding American soldiers not fighting in Allied units, the 369th operated under French command and participated in active combat, earning high praise. In fact, the soldiers of the 369th fought so fiercely, Germans dubbed them the “Hell Fighters.” After the war, France awarded the 369th the country’s highest military honors.

18.2 New Technologies Change the Way War Is Fought

The Sky Is the New Battlefield

Although the text focuses on the First African-American Training Camp and the 369th all black regiment, (above), the text addressing aircraft innovations mentioned neither Captain Eddie Rickenbacker, America's WWI flying ace with 26 confirmed kills, nor Germany’s flying ace, Manfred von Richthofen (1892-1918), also known as the 'Red Baron', perhaps the most famous air ace of the First World War. He was the highest-scoring ace of the war with 80 official victories.

At this point, I would highly recommend the book The Brown Condor, a true story of John Robinson, African-American aviator who flew reconnaissance in the Ethiopian air force in their fight against Fascist Italy and Mussolini during WWII. Although it takes place during WWII, I chose to insert it here, while on the subject of air warfare.

18.3 The War Comes to a Close

Damage to the human spirit, although difficult to measure, was another great cost of the war. Many men and women who had eagerly supported the war effort were left deeply disillusioned by their experiences, questioning long-held beliefs about the glories of Western civilization and the nobility of war. American poet Ezra Pound spoke for war-weary populations in both the United States and Europe when he wrote of the “myriad,” or vast number, who had died “for a botched civilization.”

Does this leave the student with the idea that our civilization is not worth fighting for?

Pandemics: Looking Back and Looking Forward

In pandemics, the social and economic hardships, as well as the casualties, tend to affect the most vulnerable populations disproportionately, including those living in poverty, elderly people, young people, people with disabilities, people from ethnic or racial minority groups, and indigenous peoples.

Are young people and people from ethnic or racial minority groups really among the most vulnerable? Where is the data?

Among the many pandemics throughout history, COVID-19 is mentioned in the text as believed to have originated in horseshoe bats in Wuhan, China, and may have been transmitted to humans via other animals. However, much about the origin of the virus remains unclear and is still being studied.

The global economy shrank by 3.5 percent in 2020, with the poorest parts of the world being the hardest hit. **However, studies show that the continent of Africa was surprisingly spared the huge numbers of deaths compared to the rest of the world. (Science magazine, August 2020 and Congressional Research Service April 2022).** The text claims that the virus had socioeconomic ramifications, but in reality the government dictated /required shutdowns, not the virus itself, had detrimental effects on the economy. The fact that Sweden did not require massive shutdowns and quarantines but fared no worse than other countries per capita is not mentioned.

Unit 19: The Russian Revolution

19.3 The Bolsheviks Take Control

Interesting that The Bolsheviks were in the minority, even though “Bolshevik” means “majority”.

Civil War The Bolsheviks moved quickly to solidify their power. They reaffirmed

censorship of the press, created a new secret police force to deal with those who opposed them. Leftist movements ALWAYS curtail civil liberties, e.g., freedom of speech, press.

As the Bolsheviks took more control, they called these measures the Red Terror. Lenin ordered the secret police to arrest any person suspected of being an enemy of the revolution. Potential enemies included nobles, religious leaders, merchants, former government officials, non-communist revolutionaries, and other members of the educated middle class. Striking workers and peasants who resisted or opposed war communism also faced harsh punishments. **(like executions)** The police were permitted to execute anyone they arrested. It is estimated that as many as 300,000 persons met this fate. They included the czar and his entire family, whom Lenin ordered to be killed in July 1918. **Under communism/leftist regimes, civil liberties, i.e., free speech, free press, freedom of religion, etc., are destroyed/not permitted.**

The Bolshevik Revolution established a system in which the government controlled production in the hope of redistributing the wealth and bettering workers' lives. **The text does not admit that this was a failure.** The Bolshevik Revolution made society more level by elevating the status and power of the working class while destroying Russia's upper and middle classes. **“Leveling” society by murdering and executing millions and denying anyone their civil liberties who opposed to their agenda. Well done!.**

Unit 25: The Rise of Fascism and Totalitarian States

25.1. Economic Collapse Leads to Totalitarianism

The capitalist market system that had caused the Great Depression was now collapsing, leaving people to question their current form of government and its ability to protect its economy and citizens. Labor union memberships more than doubled during this time. Marxism increased in popularity as people became more and more disillusioned. **(Did capitalism cause the Great Depression?) Some historians and economists differ as to the cause of the Great Depression.)**

25.5. Stalin and the Soviet Union

In 1922, Stalin became the Central Committee's secretary general — the head of the branch that handled the party's daily operations. **(Nowhere in this section is Stalin called a Communist dictator, which is what he was.)**

After Lenin's death, Stalin allied with two other top Communists to remove Trotsky from party leadership in 1925. **Exiled Russian revolutionary Leon Trotsky is fatally wounded by an ice-ax-wielding assassin at his compound outside Mexico City. The killer — Ramón Mercader — was a Spanish communist and probable agent of Soviet**

leader Joseph Stalin. Trotsky died from his wounds the next day.

By 1932, Soviet society and the economy were under great strain. Most industries were failing to meet their goals. Agricultural production was down, and production quotas were set unrealistically high. In Ukraine, foodstuffs were taken by government agents to meet the quotas, leaving too little food to support the population. More than six million Ukrainians died from starvation between 1932 and 1933. **The preceding two sentences do not tell the entire story. Stalin sent agents to destroy crops, kill livestock and purposely starve millions of Ukrainians. This is known as the Holodomor, a man-made famine by Stalin. “The primary victims of the Holodomor (literally "death inflicted by starvation") were rural farmers and villagers, who made up roughly 80 percent of Ukraine's population in the 1930s. While it is impossible to determine the precise number of victims of the Ukrainian genocide, most estimates by scholars range from roughly 3.5 million to 7 million (with some estimates going higher). The most detailed demographic studies estimate the death toll at 3.9 million. Historians agree that, as with other genocides, the precise number will never be known.” (University of Minnesota, College of Liberal Arts, Holocaust and Genocide Studies) . Read this article in the website for details. Is that what makes Communism/Marxism so popular?**

Stalin’s Reign of Terror The failure of the First Five-Year Plan caused opposition to Stalin to grow. In 1934, he launched a terror campaign to eliminate this opposition and gain total control of the government. The assassination of a key Communist official—a rival whose death Stalin himself probably ordered—provided the excuse for the crackdown. Stalin had almost all the party’s Central Committee members arrested. The arrests marked the start of what became known as the Great Purge—an effort to eliminate anyone and everyone who might be “enemies of the people.”

Summary

Cultural Interaction Mussolini, Hitler, Franco, and Stalin all promised to restore order to their nations and return them to greatness. None had any respect for democracy or individual freedoms. Many citizens came to agree that a strong nation was more important than individual rights. **All civil liberties was suppressed under these regimes.**

How Did the “Cult of Personality” Shape Politics in Russia? This section does focus on how Stalin was depicted to the people, with lamp light shining on his face and the caption “Stalin in the Kremlin Cares for All of Us.”

Unit 27: World War II

2. The Return of War, 1939–1941

Skirting the Maginot Line, the Germans sped westward toward the French coast. Hundreds of thousands of French and British troops found themselves trapped in a shrinking pocket of French countryside. They retreated toward the port of Dunkirk on the northwest coast of France. Britain sent every boat it could find across the English Channel to evacuate the soldiers. The daring rescue saved some 338,000 men. **Hitler had the Allied (French and British) trapped in Dunkirk, but he hesitated to attack. Why?**

* * * * *

I recommend the book Unbroken, the true story of Louis Zamperinin, an American Olympic runner who as an airman during World War II crashed into the Pacific, was listed as dead and then spent 47 days adrift in a life raft before being captured by the Japanese and enduring a harsh imprisonment, died on Wednesday in Los Angeles. He was 97. (New York Times, July 3, 2014)

And again remind students of John Robinson whom I cited under the WWI section.

We should not forget these American heroes.

After reviewing many chapters and units in this curriculum, I am left with the impression that our Western civilization, with our Judeo-Christian foundation, has been a failure. There is constant criticism throughout. Of course we are not perfect and have made mistakes, but very little in this curriculum applauds the good. Further, many key personalities from the past have gone unmentioned, e.g.,

Gutenberg, inventor of the printing press in the 15th century, which afforded countless people the opportunity to read and was foundational to the Reformation and the Enlightenment; James Madison, primary author of our Constitution; Paul Revere, who warned the colonists that the British were coming and how they were coming; many others.

I would call the teachers' and students' attention to the writings of Alexis de Tocqueville, the Frenchman who traveled throughout the United States in the mid 1800s, author of Democracy in America. He points out what he witnessed that attributed to America's greatness.

“French sociologist and political theorist Alexis de Tocqueville (1805-1859) traveled to the United States in 1831 to study its prisons and returned with a wealth of broader observations that he codified in “Democracy in America” (1835), one of the most influential books of the 19th century. With its trenchant observations on equality and individualism, Tocqueville’s work remains a valuable explanation of America to Europeans and of Americans to themselves.” (*History website*)

In the beginning of my investigation, I came across these issues in the text, but have forgotten where I read them. 1) Police are blamed for an increase in violence against minorities, but there are no data to back up this claim. 2) Are students taught what Islamic Sharia law is and how it differs from our legal system based on Judeo-Christian principles? 3) The text “calls out” “religious extremism” but it is not explained. 4) The curriculum seems to overlook the gross human rights violations taking place in Communist China. 5) And finally there is a claim that the Cold War seemed to focus on fighting Communism rather than fighting for human rights. However, fighting Communism is saving human rights, as all leftist, totalitarian regimes put an end to human/civil rights.